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Faculty Senate

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EIU Faculty Senate Session Minutes
5 December 2017 ▪ 2:00-3:50 p.m.
Witters Conference Room 4440, Booth Library

The 2017-2018 Faculty Senate agendas, minutes, and other information are available at <http://castle.eiu.edu/facsen/>.

Note: These minutes are not a complete verbatim transcript of the Senate meeting.

Senators present: T. Abebe, T. Bruns, E. Corrigan, S. Eckert, N. Hugo, K. Hung, J. Oliver, J. Robertson, G. Sterling, J. Stowell, C. Wharram, J. Williams, B. Young, R. Cash

Senators absent: S. Brantley, S. Gosse

Guests in attendance: Jay Gatrell (Provost), Jon Blitz (UPI), Brooke Schwartz (DEN), Larry White (IBHE Faculty Advisory Council)

Session called to order by Chair J. Robertson at 2:02 p.m.

Approval of Minutes from November 14, 2017

Motion to approve by Williams, seconded by Sterling

Discussion: none

Vote: 11 in favor, none opposed, no abstentions – motion carried

Executive Committee Report

ROBERTSON: Update to agenda under upcoming guests: Stacey Ruholl, chair of CAA, will be at our meeting on Jan. 23; I've reached out to Danelle Larson, chair of COTE; I'm also going to reach out to the chairs of CFR and CGS, hope to have conversations with them in January/February and reinstate dialogue concerning shared governance, reestablish regular communication; Sen. Stowell will also be contacting those chairs and meeting with them to broach the topic of revising how we carry out shared governance practices – CUPB meeting this Friday; I'll share info with you soon after that since Senate won't be meeting again until the first week of classes in January (reminder of date changes: meeting on Jan. 9 in Booth 4440, no location yet for Jan. 23) – concerning the upcoming collective bargaining talks, I had intended to participate but I've decided to withdraw from the negotiating team for personal/professional reasons

Provost's Report

GATRELL: Dr. Izadi has announced his retirement; the process is underway to identify an interim [LCBAS dean]; I plan to move forward with the Lumpkin search in summer/early fall, and with the library search in the spring; also transitioning interim chairs to permanent as appropriate – the Workgroup 8 & 9 review team has been working; they have a public SharePoint site; I look forward to their Jan. 15 report – the Student Success task force has now divided into subcommittees; we started with a list of 25 initiatives, pared down to 3 priority areas: structure, learning communities, advising practices and transition supports (subcommittee chairs are Karla Sanders, Richard England, and Julie Dietz); they'll come back in January, issue a report sometime in February to Academic Affairs and President's Council, which I will share with you – I'm working on a number of initiatives around the Higher Learning Commission visit in 2019, including updating the language for IGP 30 (minimum educational requirements for faculty) written in 1988; will take it to President's Council soon – we need to make sure we're in compliance as well as have a policy in place for "test experience"; it will have implications for CGS so they'll need to revisit graduate faculty status, which will likely result in revision to another IGP [IGP 47]

ABEBE: Could you elaborate on the student success initiative? What do you mean by "structure"?

GATRELL: One-stop; there's been talk about the idea of a university college, but we don't need to have a university college to think about how to serve all students across all groups; I've been working toward consolidating services in one location (Ninth Street Hall) - STEP, TRiO, CASA, Gateway; we're moving in a direction to make sure students are better served, they don't have to walk all around campus to get the supports they need – the other piece about structure is supplemental instruction: exploring ways to support first-semester students in high DWF courses through the supplemental instruction model; Lumpkin does supplemental instruction in Accounting, that's the only real program we have on campus but I'd like to see it in all our STEM areas as well as other high DWF courses at the 1000-2000 level

HUNG: I hope that the committee will also consider first year transfer students; they often need assistance, coming from a community college

GATRELL: We don't do a lot in terms of current transition practices for transfer students, it's a gap we have for online learners as well – no single department has the amount of resources necessary to offer tutoring services at a larger scale – exploring options, e.g., is there a way to allow a high-performing STEM student to provide instructional support/tutoring for mathematics, biology, etc.

HUNG: In the WG8&9 review committee we recently discussed the university college concept; we talked about proximity of service, but there are two issues: physical proximity and administrative proximity – some of the services students require to succeed come from two VP areas (Student Affairs and Academic Affairs); we wonder if some of these services could be more seamlessly integrated; for example, learning communities would require interface between Housing and Academic Affairs – we're looking at feasibility of goals and what would be required of EIU to reach them

GATRELL: We do not have a virtual one-stop on campus; we really need to have one seamless virtual portal that serves all student populations and all functions so our learners can get services done remotely and digitally, relative to their handheld device lifestyle; we can do a better job coalescing our web resources, and also the interface – when we move to Banner 9 next year, create portals that make the student experience more positive and user-friendly

BRUNS: It seems like there's some overlap between the WG8&9 review committee and the student success task force

GATRELL: The idea was for the review committee to get the ideas together and assess them on their merits; not necessarily the same as the student success task force, although the university college structure has come up in both groups; there are a lot of ways to look at structure, it's doesn't have to be another college or another dean; I'm not predisposed to another dean, but I do think we can be a little more nimble

OLIVER: You mentioned a master's degree plus 18 hours to teach any level of undergrad?

GATRELL: Master's degree and 18 hours in a specific content area

OLIVER: That's to teach 1000 through 4000?

GATRELL: Yes, and the 4750 hybrid courses require a terminal degree or some variation thereof – we need to have a process of faculty review to vet, and then the chair makes a recommendation to the dean; currently we don't have that process per se

OLIVER: Have we been reaching that standard pretty well already, or have there been exceptions along the way?

GATRELL: Faculty qualifications are a challenge for every institution; I don't see anything out of the ordinary here – the reality is that we have outstanding people with a variety of backgrounds who make contributions to our academic programs; we just need to have a policy and a procedure to articulate a pathway for that appointment, and we're working toward that

OLIVER: When we establish partnerships with junior colleges and other academic institutions, such as 2+2 agreements, we relinquish some control over who is teaching the 1000 and 2000 level courses at a particular community college, we accept that the same standard may not be upheld by our partners

GATRELL: The HLC standard applies to all institutions in the region, whether two-year or four-year – the master's plus 18 is a standard nationally now, even for community colleges

STOWELL: Including dual credit teachers at high schools as well

OLIVER: I have a daughter in a dual credit calculus class; she's having a nightmare experience because the instructor is literally unable to instruct, so I'm a little leery – when we lose control over the standards of instruction, I'm concerned that the quality and background and credentials aren't necessarily there

GATRELL: That's one of the reasons we're now in the dual credit environment, we've been invited in to address those types of concerns – the other pressure is the explosion of AP and college credit programs; there's an incentive to grow them in the high school environment, but that doesn't mean it's intentional or developmentally appropriate for all learners; there are quality control challenges – that's one of the reasons we're doing a very specific type of dual credit program, where our faculty are instructors in online courses in rural markets and where we have faculty coordinators who visit schools, work with the qualified teachers and also meet with students

ROBERTSON: I received an email a few days ago calling for faculty mentors for the TriO program; I wanted to share that with you all, and also ask about the status ...

GATRELL: Mentoring has always been part of the TriO program; faculty participation is critical to its success, making a personal connection is critical to persistence and aids the transition for first-time students

ROBERTSON: One other item concerning the Faculty Senate website: Sen. Corrigan helped us with a more streamlined way to look at minutes, instead of having to hunt around the EIU site – from the Senate homepage, in the lefthand menu you can select “University Councils,” which leads to direct links to the minutes, agendas, etc. for CAA, CGS, COTE

Committee Reports

Elections Committee (Stowell): no report

Nominations Committee (Oliver): no report

Faculty-Student Relations Committee (Bruns, Cash): no report

Faculty-Staff Relations Committee (Hung): no report – Staff Senate meeting this Wednesday; will report in January

Awards Committee (Hugo): no report

Faculty Forum Committee (Abebe): no report

ROBERTSON: [*confirms Feb. 13 as forum date; also pledge for beverages*]

ABEBE: Student government is willing to co-sponsor

Budget Transparency Committee (Sterling): no report

Ad hoc Committee on Extracurricular Athletics (Eckert): no report

HUNG: Did we ever come to any conclusion about reviewing the number of seats for the various faculty committees? Do we want to revisit this issue in the Spring semester?

STOWELL: It could be part of the larger shared governance discussion; there are other models that might pare down the total number and enable more integration among the major councils

[5-minute recess]

Conversation with Larry R. White, EIU Representative on IBHE Faculty Advisory Council

WHITE: I joined the Council at the beginning of last year, replacing Les Hyder

HUNG: What is the role of the Faculty Advisory Council in the IBHE decision-making process?

WHITE: It's strictly advisory; we do not have a vote – the Council is made up of 36 members (12 from public universities, 4-year terms; 12 from community colleges, 3-year terms rotated among the colleges; 12 from private/independent institutions including for-profit) – in December we meet with IBHE staff, in June we meet with the IBHE itself; those are the only two meetings we have formally with IBHE – a formal representative from IBHE attends all Council meetings – we put out position papers – only one faculty representative on IBHE as it is currently structured; that member is a gubernatorial appointment, currently unfilled; the most recent name put forth was an adjunct, not a full-time faculty member; the nomination was strongly opposed by the IBHE-FAC and was withdrawn – the Council has been working with legislators to create a new structure for IBHE with three or four faculty representatives selected by the FAC; more similar to student representation on IBHE, which is selected by the IBHE Student Advisory Committee, so there's precedent and legislator support for it – we meet 10 times a year overall, monthly from September to June; the location rotates, EIU will be hosting in April 2018

STOWELL: What's on the December agenda?

WHITE: Preparing a survey of digital learning resources, as schools move away from traditional textbooks and more content is digital; that's been ongoing for a year or so – another topic of discussion is dual credit offerings; it had been largely the domain of junior colleges working with high schools, but there's been more encroachment by four-year institutions, sometimes even from out of state; that has raised concerns with faculty about instructor qualifications, so that's something we are actively looking at, particularly as more students are coming out of high school with as much as a full freshman year's credit; the question is, are they adequately prepared to be college sophomores when they first step on campus

HUNG: Any discussion of the bills proposed by Rose and Brady?

WHITE: There has been discussion, obviously it raises concerns – the big question is, do the people looking at these things have an understanding of the synergy between programs on a college campus – if a program is not in the

top 8, does it get eliminated or is it simply not recognized as a top program – the sense is that the proposal is not going anywhere, but we’re watching in case it gains traction in the future

ABEBE: About dual credit and associated issues, I have a student from Panama who completed the high school requirement at home based on work done with the University of Nebraska – we talk about students coming in having completed most of the freshman year courses, now they’re completing high school work – what’s the thought among your colleagues about this, are we ignoring something that’s likely to engulf us soon?

WHITE: I haven’t heard about the high school equivalency one, like a GED online? I’m not sure that we would be too worried about it, but it hasn’t come up – in terms of dual credit, we’re concerned about the qualifications of the instructors

ABEBE: What if those individuals are university faculty, approved to teach at a university?

WHITE: Many dual credit instructors are high school teachers; they may have a master’s degree, which may qualify them to teach at a university, but more than likely they’re not university instructors – IBHE does have some control in that they have to approve any institution offering courses for credit within the state; dual credit arrangements have to go through that process, but it’s not as tight as it should be; fees from out-of-state institutions are a big source of revenue/funding for the IBHE office

STERLING: I’m not convinced that the Rose/Brady bills will go anywhere in the near future, but the thinking behind it is the same as the IBHE’s own principles that all programs with fewer than a certain number of majors or graduates have to be justified every year; we’ve already seen administration at more than one university react by proposing the elimination of programs on the grounds of inefficiency, where the only measure of (in)efficiency is the number of majors; in other cases, departments and faculty proposing new programs have been told they’ll have to show how they’re going to meet the IBHE requirement of a certain number of majors – what was originally a reporting requirement, now administrators are thinking of it as a rule – does the Faculty Advisory Council have a position, or could you talk to the IBHE about it, because this is the one of most destructive things IBHE has ever done

WHITE: We have had some discussions about this – there is no IBHE rule that programs falling below a certain enrollment should be eliminated; there is a list [of underperforming programs] asking for some justification or explanation; administrators who have overstepped and claimed that as a rule have gone beyond the requirement – we don’t have any formal positions yet, but we have discussed the need to develop different metrics to view program efficiency, because number of majors is not a good measure, certainly not the only measure that should be used by any means – a lot of programs offer support courses for other programs; those are essential programs, they provide the foundation for liberal education – this is something we are very conscious of and continually look at, we just don’t have a solution yet

HUNG: What happens after campuses submit written justifications for those programs below the IBHE limit?

WHITE: I’m not sure [the justifications] formally make it to the Board; they get reviewed by staff and filed away – June was the first IBHE meeting I’ve attended; agenda items fly by, they take staff reports, then a good bulk of the time is spent on oral reports from various constituencies (in June, about 20-30 minutes on FAC activity; 2-3 other reports during a three-hour meeting); very little time is spent on actual business, they tend to take staff recommendations and move on

OLIVER: This is the second year of your four-year term; Jeanne Okrasinski is the alternate – have you ever had to call on her to attend any of these meetings, or do you meet with her to go over the major points discussed?

WHITE: No, but I should; I’ve just gotten familiar with the alternate position myself; most of the time when I haven’t been able to make it, it’s been a late cancellation on my part – budgetarily, last year I got an email from the President’s Office saying that they could only support [i.e., reimburse expenses for attendance at] four out of the ten meetings

OLIVER: So the reimbursement doesn’t come from IBHE?

WHITE: No, from the university out of the President’s Office budget

BRUNS: That might be something to raise with Jay; our representative to IBHE shouldn’t have to pay out of pocket

HUNG: He’s representing our entire university, not just the academic side; it seems reasonable that it comes out of Dr. Glassman’s coffer

WHITE: I asked Dr. Glassman about this year’s budget back in September, he said he wouldn’t know until he got the numbers – I asked for and got approval for attendance at the November meeting but I didn’t get an actual net result [i.e., reimbursement?]; I already have approvals for December and January – coming into this school year I

hadn't been reimbursed for any of last year's meetings yet, I had to send three letters and go all the way to the President before I finally got my reimbursement for last year

HUNG: In the future if this happens again, please contact Faculty Senate and we will be your voice

OLIVER: Is that for mileage?

WHITE: Mileage, sometimes hotel, potentially per diem but many times breakfast and lunch are provided by the host institution – they're generally Friday meetings, 9:00 a.m. to 3:00 p.m. – meetings rotate throughout the state; each public institution hosts once every four years, usually in the last year of the term; they asked EIU to host this year; the Chicago metro area has more institutions, so we tend to meet up in that area more often; Springfield seems to be the December meeting, once or twice a year we're there

OLIVER: When we accept the opportunity to host, do we also accept the associated expenses for meals that you mentioned?

WHITE: Yes, I had to have that approved by the President before we accepted

OLIVER: Is it an 1895 Room type of event, or is it a bigger group?

WHITE: About 40 people; we end up using three rooms when we break out into caucuses – another thing that the host institution typically does is provide some resources to present, issues important to that university or programs to showcase; generally one hour, two hours max on the agenda, [including] half an hour with the President and Provost; *[gives examples from other meetings]* – we also typically try to get a local legislator (state representative or senator) to attend to get their take on higher education; perhaps try to get Chapin Rose for the April meeting

HUNG: Is that arranged by the President's Office?

WHITE: Not all of it, some is taken care of by the faculty council representative

HUNG: *[to Robertson]* Is that something the Faculty Senate Executive Committee would want to talk to Dr. Glassman about, in terms of coordinating efforts?

OLIVER: *[to White]* You would be the lead host, and Jeanne Okrasinski could assist

WHARRAM: I wondered about the purview that the council has as far as advocacy for higher education – right now we have a tax bill that's going to increase taxes on graduate students and their tuition waiver, that's going to have a profound effect on graduate education in Illinois – would the advisory council have the opportunity to push IBHE to advocate for its elimination?

WHITE: We do advisory reports and position papers; I don't know that it would be absolutely beyond our purview; it's a federal issue, I don't know that we would get too engaged with that, although I don't know any strong reason why we couldn't say something about it – we want to make sure the IBHE is an advocate for higher education; there's concern about the deconstruction of higher education

BRUNS: It was actually taken out of the Senate bill ... but it could go back in

OLIVER: It's in the House bill

BRUNS: Could the council suggest to IBHE that they work with boards in other states to develop a white paper?

HUNG: About three years ago I came across this paper called the Grapevine, out of the College of Education at ISU; their purpose is to publish what they call the State Higher Education Executive Officers (SHEEO) Report; it's somehow related to IBHE, because they use a lot of the data that IBHE supplies to them – this year's report is going to be delayed because they're reporting on last year's data and IBHE wants to revise what they submitted on account of the budget irregularities and staffing challenges – is this an outfit commissioned by IBHE, or is it independent; what is the relationship? Sometimes it seems like two separate entities, where one is offering reports to the other, and other times it seems commissioned, so I've never gotten a great sense of how these organizations relate to each other – do you have any insight on that?

WHITE: *[indicates that he's unfamiliar with the report]*

HUNG: *[quotes statement on revisions from Grapevine website]*

ABEBE: Isn't that the university presidents' group?

HUNG: I came across the report released in 2016 for the year 2015 because several state legislators quoted a line item showing Illinois higher education employees as being paid 150% above national average; that's because in 2015 Illinois put money back into the pension system, so it's a catching-up amount; it's problematic, like counting social security as income – if this is the kind of report that IBHE endorses and supports ... maybe the FAC can keep an eye on it and see what is going on with these two organizations in terms of authority, how is IBHE evaluating the report from this group

WHITE: That's something worth checking on; I've heard some of those figures quoted, but they neglect to mention they're not accounting for past-due pension deposits and the shifting from the state to the institutions by including that in the appropriations, having us pay what had been their obligations that they failed to pay

BRUNS: Do questions about funding of capital projects get discussed by IBHE?

WHITE: Not a whole lot, we hear mainly from the various institutions about that

BRUNS: Here at EIU we've been waiting a long time for a capital project investment; I understand that there haven't been any for a couple of years because of the budget issue, but I'd be interested in finding out more about that and seeing how we can help promote it

ABEBE: There's a separate group for that purpose, similar to the staff of IBHE, that handles this for the business officers of the state universities

ROBERTSON: I trust that we're in good hands having EIU's concerns voiced to IBHE, I can see that today – what can Faculty Senate do to help you advocate for us?

WHITE: More regular discussions would be a good idea

ROBERTSON: Would you be willing to come back in the spring, maybe sometime in March?

WHITE: *[agrees to do so]*

BRUNS: Is there a subgroup for the regionals within the public institutions caucus?

WHITE: No

BRUNS: Should there be? I ask because U of I is making this big push to get more students; our enrollment looked okay until they made changes in Champaign, and then we lose several hundred students; the U of I president talks about wanting to add even more students (another 10,000?); it might be a good idea for you and the other representatives from the regionals to discuss some of these issues

WHITE: U of I is the gorilla in the room, gobbling up a lot of things; in the two years of budget crisis the out-migration of students has dramatically increased, it's been an issue longer than that as state appropriations have declined; it's been a struggle for EIU [and others], as U of I tries to siphon off more students and drops their admissions standards to do that

BRUNS: That's a valid point of discussion at IBHE, perhaps: What is this doing to the regionals?

HUNG: *[notes tension among the campuses in the U of I system]*

BRUNS: Workgroups 8 and 9 floated the idea of microdegrees – would those fly with IBHE?

WHITE: It would be a matter of how you define microdegree ...

STOWELL: We explored that before we got too far into microdegrees; there didn't seem to be any barriers – it would probably be three or four classes in the same year, kind of a badge or specialty

WHITE: Like a certificate

STOWELL: *[gives examples of potential microdegrees]* – just a few classes, not even a minor

STERLING: We were told if you want to do something that doesn't show up on the diploma, you can do anything you want, but if you want something that the student can point to, then the IBHE has all of these requirements, making it so much of an annoyance that it becomes impossible – if I were a student in a certificate program, I'd want some formal recognition

WHITE: The question would be, does it have to be something on the diploma or official transcript, or can you just give them a certificate

STOWELL: That was the thinking, there are other non-credit institutions giving workshops

WHITE: That distinction is getting blurred because industry is satisfied with commercial certifications; that's what they're looking for, more so than the college degree – employers are looking to get the skills they need with less expense

BRUNS: On the review committee we've heard that microdegrees are a nonstarter with IBHE; it would be good to get a more nuanced sense ...

WHITE: Is a certificate that doesn't transfer what students want when they're getting a credential from EIU; how does that compete in the marketplace

OLIVER: *[questions how many credit hours are required for a minor]* – so this would be half the number of hours, a specialization without being a minor

HUNG: Some of the microdegree suggestions are not within the conventional delineations of majors or minors, it's more interdisciplinary by design – the idea is to find interest areas that can attract students but are not easily pushed through as a major/minor – microdegrees sound great because it's what the market wants and appeals to the consumers ...

STOWELL: It's not a driving force, it's part of a package – you can pick up a microdegree or two along the way that might be better employable, with skills

BRUNS: If it's some kind of certificate that doesn't go up to IBHE, then that's something departments can work on; Continuing Ed could develop some programs as well

WHARRAM: I want to pick up on the point about the enrollment minimums that IBHE sets for majors – looking at this annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities, it does say "IBHE identified active programs that fell below agreed upon thresholds for degree completion"; in the course of the report it talks about 25 for undergraduate majors, 10 for master's – in our particular enrollment environment right now we do have some challenges on that score – a lot of us are trying to think interdisciplinarily about creating majors, not growing the university in terms of faculty but using the resources and expertise we already have; those majors aren't necessarily going to attract huge numbers of students – if this structure is going to hold us back, and it seems like it is; they create this report every year, which claims there's no rule but it sounds like there's a rule – that's something I'd like to see the Faculty Advisory Council push for: we need to know that if we're creating interesting, innovative programs, that they're not just going to be put on the report – we did a lot of research last spring when we were asked to comment on Workgroup 7 about why it is fiscally boneheaded only to count majors as assessment; I can send you that information

WHITE: Faculty recognize that, but many people outside of higher education don't

WHARRAM: It's an example of the fetishization of scale; that scale is the only thing that creates efficiency

BRUNS: Is that where this is coming from, the legislature saying 'you need to look at this one area'?

WHITE: If I'm not mistaken, it's legislative; I'm not sure if the actual threshold was set by the staff or the board, because I'm not sure it's in the legislation; it's for reporting underproducing ...

BRUNS: What is the original purpose of it, and how can we address that purpose – as it is right now IBHE wants us to report, it gets reported on, and then IBHE sets it down and campus administrators will take that and run with it – what is the actual requirement in the legislation: if it says we need to assess programs in some way, there's a number of other ways we can do that; if that idea can get introduced to IBHE, that might be something that's actually more effective and speaks to some of the issues raised by Sen. Wharram with regard to interdisciplinary programs

WHARRAM: It [interdisciplinary programming] increases efficiency both on a fiscal and an educational platform

ABEBE: There was a time within the state of Illinois when a new program was introduced, an agreement would be negotiated with the IBHE staff (not the Board) to allow a window of several years so the new program wouldn't get put into the report

STERLING: It is a misunderstanding of the principle when administrators say things like we're supposed to eliminate programs, we're not supposed to allow new programs that don't meet the minimum requirements – but given that IBHE knows that it's being misunderstood in that way at multiple universities, then they ought to do something, whether changing how it's done or educating legislators

BRUNS: Could the Executive Committee bring up the question of funding to the Provost and the President? We are required to have a representative, it's in the institution's interest to have one – that person should not be expected to pay out of pocket

ROBERTSON: Other business?

BRUNS: A follow-up question: We had been talking about supporting Staff Senate in something they were funding...

HUNG: That was for Homecoming; it was really last-minute, I don't know how many of our colleagues donated – knowing that this will come up again next year we'll have a better plan of action in place to coordinate it

BRUNS: I reported to Staff Senate that we were going to ask President Glassman for money for this

HUNG: The coordinator for Homecoming activities said they'd already asked, I didn't think we should ask again, so we just went with raising funds from the faculty at that point

Session adjourned at 3:34 p.m.