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Minutes

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Minutes of Faculty Senate Meeting on April 2, 2019
Room 4440, Booth Library

Note: This minutes is a summary of the proceeding, not a verbatim transcript.

Attendance: Abebe, Brantley, Bruns, Chahyadi, Corrigan, Eckert, Gosse, Holly, Hugo, Hung, Oliver, Shaw, Stowell, **Wharram**
Student Senate Representative: Gordon
Guests: Dr. Doug Bower (COE), Dr. Mark Kattenbraker (VPAA Office), Ms. Haynes (DEN)

Bruns called meeting to order at 2:02 pm.

Motion to approve minutes by Stowell, VanGunten second. All approved.

Bruns motioned to approve Chayadhi and Brantley as ACA representatives. All approved.

Bruns: From the VPAA subcommittee from CUPB. Budget for AA will come in without deficit. Hoping for a 2% increase in budget from Springfield in anticipation of rising costs.

Stowell: Dr. Glassman invited all the faculty to attend the commencement. Working on a plan to make robes available, but probably will be for the future.

Elections Committee/Stowell: Results have been sent out. We have all but 4 filled. In each case, there's at least 1 write-in vote. By-law says that if it's write-in must have 10. The ones that have not been filled are: APERG from CHHS with 1 write-in, 1 vote; COTE for KSS/World Language/Music – with a few write-ins but the highest vote was just 2 votes; third case is UPC from Library, Shultz got 5 write-in votes. Since there are only 13 faculty, that seems like a good amount of support.

Stowell moved to approve Shultz UPC seat for Library. Bruns second. Aye, Gosse abstained.

Elections Committee/Stowell: The fourth position is the UPC seat from Lumpkin seat. There were a number of write-ins, with only 1 vote each. So that will remain a vacant spot, awaiting Fall election.

Stowell moved to accept remaining votes, Bruns seconded. All approved.

Elections Committee/Stowell: These individuals will be notified, and the accepted Constitutional changes will have to be brought to the President's office.

Hung: Regarding the UPC seat for library sciences, we should make a note to re-visit the issue of the 10-vote requirement for a college that only has 13 faculty.

Stowell: Once a person declares that they want to run, they only need 5 votes at the minimum. It's when they are on the ballot as write-in candidates that we need 10 votes.

Nomination/Oliver: Once approved, the list will be summarized into a table and a call for nominations will be sent out. Oliver motion, Corrigan second. All approved to adopt the list as updated to reflect the addition to ACA.

Bruns: Want to appreciate all the faculty who takes the time to participate in the shared governance activities. Thanks to Stowell for running the election smoothly.

Student Relations/Gordon: Elections are going on till tonight. 4 of the positions only have 1 candidate. Earth week, sexual assault awareness week, and destressing for finals.

Kattenbraker: VP advancement, closed this Friday. Council of Chairs received emails for the Asst. VPAA to start tomorrow. Open session 11 to 1150, Arcola Tuscola. Second candidate, this Friday, same time same location.

Bruns: Social for faculty tomorrow to showcase the faculty reading room. 5 pm.

Dr. Bower: Thank you for all the work that the Senate does for the campus and for the invitation to talk about our College under the new alignment. Second year as interim dean. The reconfiguration allowed us to center on teacher ed and teacher preparation and allowed us to do things that are more intentional with K12. 4 parts, teaching learning and foundations (early childhood, elementary foundations), special ed, educational leadership, department of counselling and higher education. All programs have grad components. School of extended learning, formerly school of continuing ed, which has Bachelor of General Studies. They now have Director, Jim Howley, for the Bac Gen Stud. Meeting with faculty and chair across campus, to work on upgrading the programs on teacher ed. We want to accommodate different learning styles backgrounds but to maintain same vigor. Alpha Sigma Lambda society for non traditional students. A big project right now is hosting of Academic Challenge. About 2k high school students over the week for that competition. Led by Peggy Brown. Also do Entrepreneur Work, home to Illinois Realtor training.

College is in charge of Teacher Ed across colleges. Handle student teaching arrangements across disciplines, and educational licensure, and accreditation. In November, received notice of 7th year continuing accreditation.

A big initiative is the rural school initiative. Grow Your Own teaching grant, to prepare teachers for rural Illinois. Large partnership, and the only rural grant, for about \$400k this year, one year, renewable. Also started Rural Teacher Core, for students committed to teach at rural schools. Run by students, supported by our college, to prepare activities

specific for these students. Example, they visited Shelbyville school, met with 40 representatives from Shelbyville to get to know the district. Aside from the focus, we prepare students to work anywhere, in state, and elsewhere. Last year placement rate was 97% within 6 months.

Looking to start off-campus cohorts, with partners, in Vermillion county (Elementary), in Jasper county (Special Ed). Been doing over 50 yrs. Partnership with community colleges, deliver content to train aides and paraprofessionals to get full license.

Two new programs, aiming at students who are not interested in licensure based degrees. Students who got to second practicum, decide to work with kids but not in K12 schools. This allows them to work as court-appointed advocates, or to run afterschool special programs.

We are trying to create a mechanism to allow departments to match up with schools to do partnership in teaching or content delivery. That is a service to the community schools and also to the rest of the campus.

Abebe: What happened to the east St. Louis group?

Bower: One of the barriers is that they need specific skill tests. Some of the non traditional teachers are not good at taking that basic skills test required by state. There's state level movement to change.

Gosse: In the development we want to get a major for Nursing Education. Both for school nurse, and nursing educators. Who should I contact.

Bower: That'd be me or Stephen Lucas.

Stowell: What growth have you seen online, in Master's level.

Bower: Online Master in Curriculum and Instruction, and online Master on Special Ed, recruiting for online Masters in Higher Education at Community College level. The online elementary program, was at 20, before we took it online, and now we have 125. In fact we have to let people start in fall instead of Summer because we don't have enough faculty to teach the courses. Special Ed Masters was in single digits, now in 30s. EDL program is hybrid, currently has 250 students. Over all, college has just over 1200 students, almost 500 are graduate. Teacher Ed overall we have about 700 across colleges, seems to be going up about 200 per yr. We are seeing growth in these numbers, partly due to the shortage, and partly due to our active recruiting actions from around our own geographical area.

Hung: Along that line, can you give us a sense how does that situate your college historically, compared to the historical periods.

Bower: At peak, about 2,500 undergraduate teacher ed majors, now we have 700 undergrad. Every institution across the country has seen decline in teacher ed, because of pensions, or teacher salary, or general perception of teachers. That's part of our mission, to re-create that narrative because it is an amazing profession. We are hitting a cohort of juniors who only now realize that they want to be teachers. So we are looking into creating programs and paths for these students to be able to transition into teacher ed.

Brantley: At the time when your undergraduate major enrollment was at 2500, our school was at a scale that wasn't really unsustainable.

Bower: Yes at that number, our resources was stretched thin. But it wasn't sustainable professionally because we simply cannot accommodate that many students in courses like practicums.

Hung: So what would be a comfortable capacity, given that we have also lost faculty over the last few years? At what point would we absolutely have to increase the number of faculty to make sure we are delivering the content our students need?

Bower: We have not done that type of analysis, so I am not sure. But with growth, especially in grad students, we will need to get more faculty.

Bruns: The rural school initiatives, reminds of how EIU impacts our state and rural community. It seems a fantastic program. Should be promoted. I think that placement rate should be a point of pride and promotion for us.

Bower: Yes we met with Josh and we're doing a promotional piece about our rural initiatives.

Hung: What a shame that we don't have the rural studies in History any more. What a perfect companion piece that would have been to go with this rural initiative program.

Bower: The way rural schools work is different than schools in urban centers. You cannot have a strong rural community without a strong rural school, and you cannot have a strong rural school without a strong rural community. The two go hand in hand. That's part of what makes teaching in rural schools so different. When our students visited Shelbyville, they see that teachers in rural schools are still rock stars. They have tremendous impact in their community.

Bruns: I also want to commend on what a great idea it is for the CoE to act as a clearing house to connect the various departments on campus with regional schools.

Hung: That has been our challenge at the Bio department to identify regional schools who'd be willing to partner with us. We managed to make connection with 7 or 8 schools, but there are so many more. When we worked with the regional rural school teachers, they were always very appreciative that we'd take the time and come to their school to help their

students do activities that they couldn't do because of the lack of resources. To be able to do this in a more systematic way and a more organized way would be wonderful.

Bower: This is also a great opportunity for our graduate students. For instance, one of the Bio graduate students led a competency-based program at the Paris high school.

Bruns: One of the hiccups during our revitalization is the issue over counselling faculty traveling. There was issue about fleet car. Did that get resolved?

Bower: Yes, our faculty drives to sites a lot. So the new guidelines on mileage caused some confusions. Now it's all resolved.

Stowell: What is state doing to deal with teacher shortage?

Bower: Passing a lot of laws. Some laws aim to reduce duplicated efforts. Those can have a lot of impact on the issue. Right now there are some blame assignment, but we are awaiting new directives. I've been working with Manar on some of these issues. There's the thought that if we change the requirements we will change the situation. But the key is to value the professions. Over time the most negative about teachers is teachers themselves. We don't want them to eliminate integrity and rigor. There's proposal that licensure from other states to be certified to teach in Illinois. We need to market our programs better. Regardless of what the state does we have to do something here at EIU.

Bruns: Thank you Dr. Bower for your time. Our second guest is Athletics Director Tom Michael. Thank you, Tom, for coming to share what's happening at athletics.

Mr. Michael: I appreciate the chance to come and share with you all what is going at Athletics. First, an academic update of our student athletes for Fall semesters. We have 15 sports programs with team GPA of 3.0 or higher. Department GPA for all our athletes is 3.04. We have nearly 60% of student athletes with GPA 3.0 or higher. We have 60 athletes with perfect 4.0 GPA. We have 20 NCAA countable sports but this is based on 18 sports. Football coaching change happened in the Fall. Dr. Glassman and I meet every other week, and football program quality was a frequent topic. At the end of season, we looked over last 5 yrs cumulatively, for coaching staff. The win/loss ratio is important, but not the only criterion. We also focus on developing our student athletes on and off field. We want to prepare them to be successful when they graduate. Our priority is to make sure we give more back to the student than they give us in their sports participation. That all goes into the consideration for the change in the coach. There are moving parts. The coaching staff change can impact the student athlete commitments. The hiring policy needs a good pool, confidentiality consideration as well. We were able to use our NFL connections, like with Romo and Pace (GM of Bears). Also spent time with Sean Peyton. These conversations were not about getting names of potential candidates, but about getting the right descriptions of what a good coach might look like. Despite the past few years' climate, we got a very high level of interest right away. Our history in football

helped us get the interest. Our position is viewed as a valued position because many alumni coaches went on to do great things. For example, Dino Babers. He was part of EIU coaching until 5 years ago. He was making \$175k/yr while coaching at EIU and I dare say that he's making a bit more now at Syracuse after a 10-win season. So that helps us draw candidates. The EIU position is viewed by others as an important and powerful position for coaches. What I look for is a head coach who will work with our players to instill the values of IEU. Need discipline, focus, and work. When Coach Adam was mentioned to me by Jim Phillips, my own mentor and now the coach at Northwestern, I paid attention and looked at his records closely and to get to know him.

The new coaching staff have signed 33 players. Twenty of 33 are from IL. Last cycle we had 1 from IL. One of the top athletes we signed this year was from south Chicago and his decision to come to EIU brings a lot of recognition to our school. So this is a great level of exposure. 10 of the 33 new recruits are walk-ons. So they are on academic aid or paying full. Academic profile of this class has improved, with average GPA 3.4, average ACT 22, and average SAT 1070. I am looking forward to our fall season. Coach Adam has implemented practice in the morning and then have the rest of the day to focus on the academics. So they've been starting the day at 5:30 am in the morning. In the fall, the practices will start later because the students can adjust their academic schedules better.

Dr. Glassman mandated that athletics we reduce number of scholarship. That's the part is the hardest struggle for our struggle. The student athletic fees and the talented student scholarships do not cover the costs of our scholarships. So he has instructed us to reduce the number of scholarships by about 22 scholarships. It would have been easier if we were fully funded. But we are not. In some of our athletic programs, we are not providing above minimal to start with. We have reduced by 15 this fiscal year. Close to 22 next year. Some programs are taking larger cuts. There are some limits, like certain programs cannot fall below a specific number of scholarships. When scholarship dollars is reduced, one of the consequences is the ability to field the same quality and number of student athletes. We see in female sports, there are substantial scholarship dollars out there. So when we reduce ours, our rosters will be reduced.

How faculty can help: meeting with recruits, very helpful. Starting 2020, NCCA will award money to athletic departments based on academic success. The money is relatively small, at \$40/\$45k. By 2024, that will jump to over \$400k. There are 3 areas of measure – progress rate, graduation success rate, federal graduation rate, which needs to be 13% higher than general student body. We are at slight disadvantage because our graduation rate is already very high. So we need to look at the other two criteria areas. The graduation rate needs to be 90% for all our student athletes. That's different from the federal graduation rate because transfers are not counted into the group. If one of our student athletes transfer out, then that counts as one who doesn't graduate in our program and will be counted against us on that measure. The academic progress rate is a determined by a set of formulas that take into consideration many aspects, such as class attendance. So an area where faculty can really help us is when we look for feedback

throughout the semester. The return rate on that info is not great. We need that info, to manage the eligibility, standing, scholarships, etc., in those reports. It will be very helpful to us to manage these statistics that we need to submit for regulations.

Bruns: These surveys are easy to fill out. This is about our students and their success. I want to encourage our colleagues to do that.

Abebe: What was the third criterion on the NCAA initiative?

Michael: To meet the Federal Graduation rate criterion the graduation rate of our student athletes has to be 13% above the general student body of our school. The other criterion, the graduation success rate is 90%. Student progress perfect score is 1000, and many factors go into it. Retention is a part of that. For example, a student athlete with a GPA 2.6 or below, if he transfers to a 4-year college, we lose the retention point. Also, if a student transfers to a 2-year college, he will have to have a 3.3 GPA for us to not lose points.

Abebe: Has there been an increase in student athletes with diagnosed learning difficulties? I seem to be notice more of those cases in recent years, compared to the years before.

Michael: I am not sure if that number has increased significantly. Perhaps this generation of students have different needs, based on what they grew up with. What I worry is the mental health needs of our student athletes. It's not like a sprained ankle, where we can notice it immediately. I worry about our ability to detect their mental health needs equally well. That may be a part of the bigger picture.

Bruns: We are seeing this more and more in general, for all students. So there's a need to look at increasing our staffing level to support our students.

Eckert: I think we are seeing it across the campus.

Holly: I think the value of that one student signing is worth a lot more than a single ad. Does your office work in organizing the high school track and field event here. I think that sort of event helps the high school students to know EIU. I know we do the Charleston/Mattoon game? Are there plans to involve local/regional high school sports teams? Is that something your office want to take on?

Michael: Institutionally, EIU host the state track. We coordinate and put on the event. We continue to work with our partners to put on as good an even as we could, to attract students. In terms of baseball, we do have some tournaments in the summer, that helps showcase what we do. The challenge in giving away tickets to high school is compliance issues with NCAA. So we need to be careful while we try to be good community partners. Our women's basketball runs Goals For Life to have 6 7 8 grades to come to campus.

Brantley: I want to commend that good work that is done by the student athlete volunteers in the region.

Michael: We talk to our student athletes about the importance of giving back. Our student athletes do about 3000 hours of community volunteering every year.

Oliver: Thanks for weathering the budget crisis and not fleeing. I imagine that you're worried about the leaks in the roofs in the fieldhouse and other related issues of structures. I assume that the it's on the President's radar but what's priority on that? What's your perspective on this?

Michael: From Jan, Feb, and into March, there's not a free hour in that facility. The fieldhouse is used constantly. It is a community building. It is not a good recruitment when visitors see the condition of the fieldhouse. I hope it can be done more of a priority.

Oliver: It is EIU resource and space that benefits many of the community, including the classes. I would support the push to get a new roof. A collapsed roof will jeopardize the other parts of the building.

Michael: It is definitely a concern of mine. It just doesn't look good to have cans catching water when we have visitors visiting our fieldhouse. It's also a safety issue.

Hung: Can you give us a sense of how the eliminations of sports scholarships are spread out across the sports?

Michael: The cut is spread out many programs, but not always evenly. For instance, Mens' golf gets half a scholarship so it cannot be reduced more. Women soccer is taking a pretty good hit. Men's soccer only has a couple. Football has a limit, like many sports (basketball and baseball), to qualify us to compete in certain conferences. So the cuts don't work out evenly. If we were fully funded, then finding 22 to cut wouldn't be nearly as difficult.

Hung: You said that we currently have 178 or so sports scholarships. So what's the number we would have if we were "fully funded?"

Michael: I haven't looked at that.

Hung: My second question is that in the professional football there is a lot of talk about the injuries. What is the NCAA doing about it and what is EIU doing to protect our student athletes?

Michael: We have to submit a concussion protocol that has to be approved by the NCAA. We have to take it extremely seriously and it applies to all our student athletes. It is indeed

frightening. One of the toughest spots is that some of the athletes want to go back to playing after injuries and we have to err on the side of caution. I trust our team doctor to give us the go-ahead at the right time when we are sure that the student athlete is fit to compete.

Hung: So in your years of experience in sports, do you think the NCAA guidelines are adequate in protecting our student athletes? Are the things they want us to monitor and regular the right things that can safeguard our students' health?

Michael: Yes, over all, I think they are. Football is inherently a violent game. They are constantly looking for ways to protect the athletes. The challenge lies largely on the trainers. I strive to empower the trainers and the team doctors to make the best decision, and I will work with the coaches to help them adjust to the things that these protocols demand. I think this is an area that will continue to improve and evolve.

Bruns: Thank you Tom.

Bruns: First, we have to make a decision on the April 30 meeting. At this point, Dr. Glassman is planning to attend at the Tuesday 2 pm.

Hugo: I have a conflict with that.

VanGunten and Chahyadi: we do as well.

Stowell: The alternative is Thursday May 2nd at 10:15 am.

Hung: That is scheduled exam time for class that meets on Tuesday 2 pm. The question is whether Dr. Glassman can meet with us at that time.

Bruns: I will work with Dr. Glassman's office on that. Next week, we will have VP Student Affairs Lynette Drake coming to talk to us. Let's table the discussion on the think tank until then, because I want us to have time to delve into that.

VanGunten: So when will we do the executive board meeting election?

Bruns: We usually do it at the last meeting. So that will be May 2nd?

Motion to adjourn motion by Eckert. Seconded Holly. All approved.