

Eastern Illinois University

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Minutes

Faculty Senate

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3-2-1999

**March 2, 1999**

Faculty Senate

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## **FACULTY SENATE MINUTES FOR MARCH 2, 1999 (Vol. xxviii, No. 21)**

The 1998-99 Faculty Senate minutes and other information are available on the Web at <http://www.eiu.edu/~FacSen>  
The Faculty Senate agenda is posted weekly on the Web, at 2540 Buzzard, outside the Conference Room in the Library.

- I. **Call to order by James Tidwell at 2:03 p.m. (Conference Room, Booth Library)**  
Present: J. Allison, J. Best, J. Coons, C. Eberly, P. Fewell, N. Furumo, R. Gholson, B. Irwin, N. Marlow, J. Tidwell, M. Toosi, L. Walker, A. Zahlan. Excused: G. Foster, G. Lockart. Guests: T. Abebe, B. Addison, D. Gregg, M. May, M. McMahon, D. Ochwat.
- II. **Approval of the minutes of February 23, 1999.**  
**Motion (Irwin/Walker) to approve the minutes of February 23, 1999.**  
Yes: Allison, Best, Coons, Eberly, Fewell, Furumo, Irwin, Marlow, Tidwell, Walker, Zahlan. Abstentions: Gholson, Toosi.
- III. **Communications**
  - A. Minutes of Council on Academic Affairs—February 18, 1999
  - B. Minutes of Council on Graduate Studies—February 16, 1999
  - C. Minutes of COEPS Curriculum Committee—February 22, 1999
  - D. Memo from Environmental Health and Safety Committee
- IV. **Old Business**
  - A. **Committee Reports**
    1. **Executive Committee.**
      - a. CUPB Report. Chair Tidwell distributed copies of the CUPB Operational recommendations for 2000. He drew the Senate's attention to the IBHE capital improvements, which lists the Fine Arts Center Renovation and Expansion as 14<sup>th</sup>. The state may fund through number 18. This means EIU could have two major capital improvements going on at the same time. Other EIU items are ranked 45 and 46 on the list. He also noted that Governor Ryan cut about 1.3% from the IBHE recommended budget.
      - b. Reception for President Surles. Tidwell has talked with Sue Kaufman about a joint reception with UPI on either April 28 or 29. It was asked whether it would be more appropriate for Faculty Senate to join the Student and Staff Senates for a reception. The reception would be open to the campus and the community.
    2. Nominations Committee. The call for Senate nominations to University committees will come out in two weeks.
    3. Elections Committee. The names of candidates for the faculty elections and the candidate statements/responses to questions are attached to the minutes. Elections will be held on Wednesday, March 24, and Thursday, March 25 from 8:00 a.m. until 4:00 p.m. Faculty senators signed up to work for 2 or (preferably) 3 hours.  
**Motion (Irwin/Allison) to approve the candidate slate.**  
Yes: Allison, Best, Coons, Eberly, Fewell, Furumo, Gholson, Irwin, Marlow, Tidwell, Toosi, Walker, Zahlan.  
**Motion (Zahlan/Coons) that we put "no statement received" next to the names of those who did not submit statements.**  
It was noted that there may be many good reasons for not submitting a statement, and this action could hurt a good candidate's chances for election.  
Yes: Allison, Coons, Eberly, Furumo, Irwin, Marlow, Toosi, Walker, Zahlan. No: Best, Fewell, Gholson. Abstentions: Tidwell.
    4. The IBHE Faculty Advisory Committee met at Eastern on Friday, February 26. The morning session was a panel discussion on quality in education—the fifth goal of the Illinois Commitment (formerly the Citizens' Agenda). One of the concerns expressed was how to measure quality. The IBHE FAC members were reluctant to support the use of standardized tests. B. Addison, CAA Chair, and guest at the meeting, said that the Assessment Plan Task Force at EIU in their preliminary proposal is looking at using the ETS standardized essay exam to measure critical thinking. More about this proposal will be presented during the next two weeks.
    5. Screening Committee for Director of Financial Aid. The closing date for applications is Friday. The committee will meet next week to discuss candidates.
  - B. **Spring Forum. Motion (Allison/Toosi) to approve the Faculty Senate Spring Forum on The Quality of Education at Eastern: The Role of the Faculty to be held Tuesday, April 13, 1999, at 2:00 p.m. in the Buzzard Auditorium.**

### **Council on Teacher Education**

**What issues do you believe the Council on Teacher Education should address and what contributions do you hope to make?**

**Deborah Wolf:**

Teacher education in the state of Illinois is undergoing change. New requirements must be met to become certified as a teacher and to maintain that certification. It is very important that students in teacher training at Eastern Illinois University be very well prepared for certification exams and for their roles as teachers. The Council on Teacher Education at EIU can empower all departments to produce highly trained, committed, and professional teachers. The issues that must be addressed by the COTE relate to new requirements legislated by the state and how those requirements can best be addressed by departments on campus. I would like the opportunity to contribute to the COTE's responsibility to better prepare our students for their roles as professional educators.

### **Academic Program Elimination Review Committee**

**Under what circumstances do you consider it appropriate to eliminate an academic program? What kind(s) of information should the members have available in the decision-making process?**

**Christopher M. Smith:**

I feel that there are several circumstances that must be looked at when considering an elimination of an academic program.

1. Cost/Funding: how much does it cost to keep the program running, as well as being current with technology, and or equipment.
  2. Enrollment: Is there a need for such a program, are students wanting to be a part of the program.
  3. Future need: Is the program going to be non-existent in the future. Job placement/availability, etc.
  4. Graduating ratio: Are students completing the program. If not, then why? Are they staying in the program? If not, then why?
- There are several others, however I feel these are the top reasons to consider when looking at eliminating an academic program.

**Minh Dao:** No statement received.

### **University Personnel Committee**

**The main responsibility of the UPC member is to evaluate teaching performance, research accomplishments and service contributions of faculty (generally in a discipline other than his/her own) for the purpose of retention, promotion and tenure and justify these decisions in a written form to the faculty. The decisions are made solely on the basis of documents provided by the faculty (i.e., student and peer evaluations and abstracts) without the benefit of observing faculty teaching ability or research potential. Please respond briefly and concisely to the following two-part question: 1. In your opinion, what characterizes a competent teacher and a competent researcher? 2. What sort of indications would you look for in faculty portfolios to establish this?**

**W. David Hobbs:**

1) A competent teacher must be innovative and inspiring to the student. The syllabi, tests and other materials must show a high level of organization and expertise. I would also expect the faculty member to be very active in organizations, conferences that keep them current in their field. This information would then be imparted to the student. The portfolio itself should also prove that the faculty member is active in the university and the community, depending on the department.

**Karen Taylor:**

A competent teacher has a good background in his field. His background is broad enough so that he can teach survey courses as well as develop more specialized ones. He should have the ability to organize a syllabus that will guide the students through the semester and provide them with a coherent grading policy. He should have good communication skills and the ability to inspire respect while at the same time create a rapport with his students. He should give the students enough assignments so that they maintain a steady output of work during the semester. In courses where this is appropriate, he should give the students writing assignments that will help them improve their writing skills as well as learn the discipline. Paper, tests, and assignments should be promptly and fairly evaluated. The teacher should have the ability to create an environment that is conducive to learning. He should be able to deal with students who have problems.

A competent researcher is one who is able to make a contribution to his field, in the form of publications, presentations or the writing of textbooks. He is informed of current trends in his area of research. He is a member of the community of scholars through participation in professional organizations and their meetings. He has achieved respect and recognition from his peers.

In the portfolio, course syllabi will demonstrate the teacher's ability to organize subject matter and distribute assignments throughout the semester. Whether or not the course is appropriate to the level of the student can be determined through numbers of

Two major challenges face CAA. First, it is time to revisit the General Education curriculum, identify its strengths and weaknesses, and consider how Gen Ed can be reshaped into a more effective and efficient program. The present "cafeteria-style" program has advantages, but CAA needs to consider carefully whether this approach has become unwieldy and, if so, what changes should be undertaken. As a member of CAA, I would argue that any changes made to the General Education framework be done so (1) by clearly identifying the goals of such changes and (2) by obtaining information (statistical and otherwise) on the consequences of any proposed changes throughout the University.

Second, CAA needs to consider the issue of assessment. With clearly defined goals and procedures, assessment can be a useful tool of self-reflection and revision for a department or program. With poorly defined goals or procedures, assessment can be a waste of time. CAA should take leadership in demanding that assessment is done effectively and demand that those requiring assessment set achievable and well-defined goals for any assessment program. Further, effective assessment requires reflection and time so that a department or program can assess the assessment results and consider appropriate responses. Continual, unending assessment tends to prevent integrating the results of assessment.

**Tim Shonk:** No statement received.

**Don Smith:** No statement received.

**Veronica Stephens:** No statement received.

### **Council on Graduate Studies**

**What do you identify as the major issues facing graduate study at Eastern Illinois University today?**

**How would you propose to address these issues as a member of the Council on Graduate Studies?**

**Newton Key:**

Graduate programs at Eastern Illinois have always been run on shoestring budgets, but have continued because faculty see that they can answer a need for advanced education in our region and/or in our subject. The central problem has always been bringing that vision to bear on the university's administration and its budgetary priorities. As the funding of assistantships has not changed since I began teaching at Eastern in 1989, the budget issue is now crucial. CGS has a real opportunity to voice support for the Graduate School Dean's attempt to change the new administration's perception of (and increase budgetary support for) the many needed graduate programs on campus. Besides funding, one important symbolic and tangible sign that the Graduate School is a distinct and vital part of our university would be the ending of graduate programs' association with the Textbook Rental System. In the past, we convinced the Textbook Rental Committee to change a number of restrictions in TRS in order for graduate students to obtain books more related to their courses, only to find that the committee's resolution was summarily overturned by the Dean of Student Services. Few universities (any?) shoehorn their graduate students into the protean bed of TRS. The time for working with TRS is past, and the CGS should back the Graduate Student Advisory Council's recent call for eliminating graduate participation in TRS.

**Chuck Costa:**

There are two 'types' of graduate programs that exist side by side on our campus. One 'type' emphasizes formal course work and may or may not include a very small research/creative activity component. The other program 'type' emphasizes unstructured learning through research projects and rely to a lesser extent on formal courses. Each type is appropriate to the programs it serves and must have its contribution to the University evaluated in light of its mission. As a representative from the College of Sciences, I would be an advocate for research based Master's programs. I will be sure that the Council is aware of our needs and the contributions we make to undergraduate education at EIU.

**Michael Havey:** No statement received.

**John Emmett:** No statement received.

**Linda Reven:**

The major issues facing graduate study at EIU include:

- \*conducting a successful search for both a Dean and Associate Dean of the Graduate School in order to provide strong leadership and stability to the program;
- \*increasing stipends and the number of graduate assistantships which are available in order to attract the most highly qualified candidates and compete nationally;
- \*continuing to address the operating procedures of the Graduate School in order to ensure their clarity and consistency (e.g., Graduate Catalog, Thesis Guidelines, etc.); and
- \*securing a central location for the Graduate School, which will enhance its effectiveness and visibility.

These issues can only be addressed by active participation/cooperation of the faculty members who serve on CGS and continued administrative support/guidance. The Council on Graduate Studies can ensure continued dialogue and strong leadership in order to enhance the quality of graduate education at Eastern Illinois University.

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**James Tidwell:**

I think the Senate has been a little more civil this year. Members have sometimes disagreed but maintain a collegial relationship for the most part.

The Senate as a whole and through its executive committee has established a strong working relationship. We also have had candid discussions with members of the Board of Trustees, with the vice president for academic relations, with the director of the Foundation and the associate vice president for facilities planning. These relationships and activities have given the faculty a voice in the operation and governance of the college.

In addition we have attempted to learn about and respond to faculty concerns. We held a fall semester and are planning another one in April.

All of these relationships and initiatives need to continue in the future. Additionally, the college will develop a working relationship with our new president. Developing a strong relationship with Dr. [Name] will be one of the most important activities during the remainder of this academic year and extending into next year.

**Bailey Young:**

Through its Senate the faculty as a corporate body interacts with the other principal partners in our college: students and the administration, and serves as a place to discuss policy from the perspective of the faculty. This past year it played a very positive role in the residential search process, and it will enjoy the development of a frank and sound working relationship with an administration headed up by a new president and a high quality of education chosen for the Spring Forum seems to me right--how can we as teachers best serve the college which has been improving its overall standards and standing? How can we improve dialogue among all partners?

**Council on Academic Affairs**

**How do you perceive your role as an individual CAA member? What would you like to see the CAA member? What do you see as the major challenges CAA faces in the next year?**

**Janet Cosbey:**

1. I perceive the role of individual CAA members as representatives of the faculty at large and not just of their discipline, college or other constituency. Therefore, if elected, I will do my best to determine faculty concerns on our campus, as well as to keep apprised of local and national educational issues and concerns.

2. As a member of CAA, I would hope to be an effective, well-informed and thoughtful representative of the faculty in issues thoroughly and contributing ideas that would be most beneficial in shaping a high quality college.

3. In addition to consideration of new courses and curriculum revision, CAA must be instrumental in ensuring that the college best meets the needs and demands of our student body. Two issues come to mind that are directly related to the college's education core requirements and the development of a comprehensive plan for the entire university. I hope to contribute to the discussion about and response to these issues.

**Andrew Methven:**

My role as a CAA member is three-fold; first, to insure that faculty retain primary responsibility for their discipline; second, to carefully review materials before each meeting and stay well-informed on all issues pertaining to the college; and, third, be prepared to make recommendations relative to undergraduate curriculum, academic requirements, and undergraduate requirements and regulations. Major challenges which I believe the college faces are: Maintenance of appropriate academic standards when faced with limited resources; continued assessment of the general education core to insure it is meeting academic needs; implementation of a revised working plan for improving articulation of the general education program with the Illinois Articulation Initiative General Education Core Curriculum.

**David Kammerling Smith:**

Members of the CAA serve balancing roles. The goal is to provide a coherent and reasonable educational framework for students engage specialized disciplinary training while also fostering within our students the broad liberal arts education that marks an educated person. First, a member of CAA should enter the discussions of how to craft a curriculum by drawing upon a clear sense of the disciplinary interests and approaches that define his or her specialty. Second, a member of CAA needs a measure of sympathy as to the diversity of pedagogical approaches. Third, a member can then effectively enter a dialogue with other members of CAA that balances the disciplinary interests, crafting them into an effective and flexible framework.

*Candidate statements/responses to questions.*

**Faculty Senate**

**Comment on the discussions and actions of this year's Faculty Senate. Mention where you agree and where you disagree. What are the issues that you feel the Senate should discuss next year?**

**Wm. Reed Benedict:**

Given the recent chief administrative appointments, Eastern Illinois University is in a unique position to rearticulate its direction and scope as we move into the next century. The faculty senate should continue playing a crucial and active part in reshaping Eastern during this critical juncture. Specifically, and of paramount concern, will be to address the issues of state funding and deferred maintenance. While this has been a belabored topic in the past, I believe that increasing state and other funds for Eastern should be a high-priority concern for everyone on this campus.

Other issues that will not be resolved this semester, and thus should continue as agenda items are:

- \* Technology
- \* The role of Unit A and B faculty
- \* Implementation of a faculty representative to the Board of Trustees
- \* Overall quality of life issues for faculty

I have been pleased with the progress Eastern has enjoyed over my five-year tenure here. Therefore, regardless of whether I am successful in vying for a seat on the Faculty Senate, I look forward to continuing my participation on this campus in our collective efforts to make Eastern Illinois University a quality, comprehensive, public institution.

**John Best:** No statement received

**T. Howard Black:**

Thus far this year, the Faculty Senate has focused on several themes of importance to the University, primarily concerning the quality of education. The Fall Forum highlighted two important areas for improvement: an increase in shared governance between the faculty and administration, and threats to the quality of education at EIU. It is clear that both of these areas need continuing development, in some cases quite badly, if we are to continue to build upon our growing reputation as an excellent Midwestern University.

In a true University, shared governance is an essential dynamic of its operation. There must be a sense of equitable participation between faculty and administration if we are to use our considerable but unique resources to attain our common goals. I hope the provincialism that tainted the recent biology merger issues can be avoided if such a situation should arise again. Also, it shouldn't be necessary, I feel, to invoke the Open Meetings or Freedom of Information Acts in order to acquire information potentially useful to the resolution of an internal issue.

As the forum so clearly indicated, we need to be cognizant of potential threats to educational quality in any form, from safeguarding the relative number of Unit A faculty in our ranks to maintaining and especially increasing incentives and rewards for individual excellence.

The identification of most of these issues emerged from the recent Fall Forum sponsored by the Faculty Senate, and I am very much looking forward to the planned Spring Forum in early April. We have a new President on board, which presents a rare opportunity to incorporate a fresh perspective into the Senate's deliberations on problems both current and future. The topics I would like to see addressed have already been outlined above, and I hope to be part of this exciting time in the continuing evolution of EIU.

**Robert Bud Fischer:**

As Eastern Illinois University enters a new millennium, ready to face the challenges of higher education under the leadership of Dr. Surles and Dr. Abebe, the role of Faculty Senate as the representative voice of faculty on all matters effecting the university becomes an integral part in the future development of the university. For Faculty Senate to play a role in this development, the senate must establish open and productive lines of communication with the administration, student senate and their constituents, the FACULTY. Faculty Senate activities in the past year, including: 1) Fall forum on shared governance and threats to quality; 2) discussions on enrollment management, the honors program, the senate's efficiency and productivity, and the career services proposal; and, 3) the discussion of the biological sciences merger, indicates that the senate has begun to identify and discuss topics of interest to faculty and laid the ground work for a productive relationship with the campus community. In a number of these activities, however, the faculty senate failed to gather, verify, and disseminate crucial information to the senate, the faculty and the university community so that informed decisions could be made. In addition, senate actions on issues such as the Biological Sciences merger and the Vice President of External Affairs position have caused many faculty to view the senate as a reactionary group they choose not to associate with. I want to be a part of a new faculty senate that will be proactive and gather data from the faculty on issues such as ways to enhance faculty development, the role of graduate education at EIU, and the quality indicators that set us apart from other universities, and then make informed recommendations to the campus community.