

Eastern Illinois University

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Minutes

Faculty Senate

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3-12-1991

### March 12, 1991

Faculty Senate

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# Faculty Senate

Minutes of March 12, 1991 (Vol. XX, # 25)

- Called to order: by Vice-Chair Pat Fewell at 2:04 p.m., BOG Room, Booth Library
- Present: William Addison, David Carpenter, Luis Clay-Méndez, John Craft, Marietta Deming, Pat Fewell, Glenn Hild, Robert Jorstad, Linda Leal, Ed Marlow, John Miller, Hal Nordin, Richard Sylvia, Gary Wallace, Anne Zahlan
- Visitors: Matt Campbell, Matt Mansfield, Cam Simpson (*Daily Eastern News*), Mike Monson (*Champaign News-Gazette*), Lola McElwee (*Charleston Times-Courier*), Jeff Raymond (*Decatur Herald and Review*), ? Sparks, Bill Hollader, Birdina Gregg, Mike South, Pat Beaulieu, Matthew Monippallil, Bret Loman (WEIU), Bob Megginson, Marsha Moler, Darrell Schmitt.
- Minutes: of the meeting of March 5 were unanimously approved. It was noted that minutes of February 26 indicated incorrect dates for upcoming campus elections.

*Elections for Faculty Senate, Council on Academic Affairs,  
Council of Faculties, Academic Program Elimination Review Committee,  
Council on Teacher Education, Council on Graduate Studies, and the  
University Personnel Committee will be held  
Wednesday and Thursday, March 20 and 21,  
in the Union Lobby (next to the candy counter) from 9 a.m. until 4 p.m.*

See the attached pages for position statements from the candidates.

## I. COMMUNICATIONS AND RESPONSE

- A. Agenda of the April 3-4 BOG meeting
- B. Letter of March 2 from Ellen Keiter concerning tenure requirements for UPC eligibility
- C. Note of commendation for the Senate from Tony Schaeffer
- D. Letter of March 6 from Bob Whittenbarger regarding the need for a conciliatory attitude on the part of the Senate
- E. Letter to Senator Clay-Méndez supporting of a vote of no confidence from Paul Bodine
- F. Letter from Terry Weidner to Senator Clay-Méndez regarding the inclusion of the current constitutional language in the upcoming referendum on the definition of "faculty." *After discussion, it was decided that the referendum ballot would reflect the current language along with the rationale for change.*
- G. (from Bob Megginson) Copy of the brief filed by attorney Edward B. Miller on behalf of the BOG urging the IELRB to dismiss the petitions calling for a decertification election of the UPI at EIU and WIU. *After discussion, the Senate voted (Miller/Nordin, 10-2-2) to pass the following resolution:*

The Faculty Senate of Eastern Illinois University questions the appropriateness of the BOG presenting a brief and opinion to the IELRB concerning the call for decertification of the UPI.

## II. OLD BUSINESS

**Vote of "no confidence."** The issue was discussed until adjournment for the President's State of the University Address. Actions included the indefinite suspension of a vote of no confidence for Dr. Armstrong (Nordin/Addison, unanimous), and a tabling of the entire matter at 3:50 (Sylvia/Deming, unanimous). Excerpts from the discussion included:

- Wallace: The personnel named in his vote of no confidence motion reflected the pressures of the constituency. There are many faculty members still upset about the handling of the implementation of the GenEd program.
- Clay-Méndez: Continuing to consider Dr. Armstrong in the vote of no confidence would be vicious and serve no purpose.
- Deming: If the purpose of the Senate is to have matters cleaned up, patience may be in order while events are allowed to take their course.
- Scope of a proposed vote of no confidence was discussed (Senate only, faculty as a whole, or campus-wide). There is a generally-expressed desire on the part of the faculty that, if a vote is to be taken, it should be campus-wide (Hild, Addison). Clay-Méndez indicated that the Senate has the wisdom and the ability to represent the faculty in such a vote, and offered specifics which might be included if a vote were taken.
- Nordin and Miller called for release of relevant documents (The Stanczak report with attendant responses, and the Dunn report).

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**Adjourned:** 3:50 p.m.

**Next Meeting:** 2:00 p.m., March 19, 1991, BOG Room, Booth Library. Tentative agenda items: Resolutions concerning votes of no confidence, *Study on Graduate Education and Research*, reports of the parking, evaluation of administrators, and foundation committees, and the COF.

**Respectfully submitted,**

**John Miller**

**Faculty Senate.** Five to be elected.

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

**Bill Addison.** As a "replacement member" of the Faculty Senate during the 1990-91 academic year, I assume my share of responsibility for the decisions of the body. I also share with faculty members in general and senate members in particular my sense of satisfaction concerning the "reawakening" of the senate as an active force in university governance. This past year has been a busy one for the Faculty Senate, and we have had to consider some weighty issues. In such cases, I think it is essential that senators maintain their attentiveness to the concerns of their constituents. Given the seriousness of the issues, this is not always easy to do. For example, the senate's emphasis on the accountability of university administrators is a step that may be difficult to take initially, but one that I genuinely think is in the best interests of the faculty and the university. Discussions concerning this and similar issues will certainly be held at future meetings of the senate, and I would like to have the opportunity to contribute to those discussions.

**David Carpenter.** As Chair and a third-year member of Eastern's Faculty Senate, I have worked to prove to Eastern's community my active commitment to guaranteeing that this public institution shall be managed in a democratic—rather than an oligarchic—way. Eastern's Faculty Senate must be the responsible voice of *all* university employees who are engaged in supporting and advancing Eastern's mission and goals. The senate must also monitor the extent to which the university and its community members succeed in fostering, upholding and thus abiding by Eastern's *Affirmative Action Plan*. Besides carrying out its numerous other constitutionally mandated duties, furthermore, on behalf of its many constituents the senate must monitor administrative decisions and practices to guarantee that those are ethical, equitable, responsible and democratically arrived at as representative of the majority's opinion. Indeed, I believe Eastern's Faculty Senate should and must be responsible in a major way for guaranteeing that Eastern itself is a university we can all respect as being emblematic of our highest principles, ideals, and aspirations.

**Jean Dennee.** The past year, the Faculty Senate has addressed a number of key issues including: the definition of "faculty," the status of the textbook rental system, and the credibility of university employment practices. The most important consideration regarding the textbook rental system is that the faculty were surveyed to get their input. I believe the surveying of faculty is essential in regards to all the key issues brought before the Faculty Senate. I agree with the definition of "faculty" and the procedures used for fair discussion.

The Senate must continue to solicit faculty opinions and provide a forum for a serious open discussion on the credibility of university employment practices. This issue along with a more representative membership of all colleges on the CAA should be the focus for next year. I strongly support this view of a more fair representation. A majority of the time next year will also be spent reviewing the general education requirements, a topic that will have repercussions for all faculty at EIU.

**Craig M. Eckert.** Three issues are of paramount importance to the Faculty Senate in the upcoming year. First, while in theory the Faculty Senate represents the interests of the entire faculty of EIU, before considering issues of as grave importance as "no confidence" votes, it seems incumbent on the Senate to institute a mechanism that allows every faculty member, if they so choose, to voice their views. In this respect, the issue of who constitutes a "faculty member" becomes more than a semantic exercise.

Second, the Faculty Senate needs to be concerned with maintaining proper respect for the integrity and hard work that is undertaken by other faculty members at EIU while serving on various committees. In this respect, I am especially concerned that the Faculty Senate has questioned the efforts that were undertaken by the Council on Academic Affairs regarding the eventual implementation of an integrated core.

Regardless of the outcome of current controversies regarding personnel decisions and other pressing university issues, the Faculty Senate must be at the forefront of the effort to return the campus to more conducive relations among faculty, staff, administration and students.

**Laurent A. Gosselin.** Due to a sabbatical leave (academic year 1990-91), I was unable to complete the third year of my term on Faculty Senate. I would like to return to Senate to continue to address specific matters that started to surface in my first term that remain unresolved today. Some examples that come immediately to mind include evaluation of head administrators and the faculty's role in major decision making.

As for discussions and actions, or better yet, the overall focus of Faculty Senate this past year and for the two previous years, I believe that I have played a significant role in helping determine the direction that Faculty Senate has taken on our campus. Most will agree with the claim that Senate has been more visible and more influential in campus affairs recently than it has been in the past. I am in support of continuing Faculty Senate's vital role and influence. The issues and concerns facing Faculty Senate are clearly numerous and serious. What is equally clear, however, is the fact that Faculty Senate has a constitutional mandate to address and play a central role in non-negotiated campus matters; that is, they have a responsibility to the campus community that cannot be ignored.

How I would stand (vote) on key issues and concerns is difficult to predict--arguments and sufficient study often require painstaking care and thoughtful as well as long consideration. My past record in terms of actions already taken is public information and known to colleagues that served with me on Senate. This public record also speaks to a promise I can offer once more. If elected, I will be ever conscientious in my attendance and deliberations plus ever mindful of my responsibilities to those who have shown confidence in me as their representative.

**Stephen F. Larabee.** The Faculty Senate has for the past year served as a forum in which faculty and other members of the EIU community were able to bring issues of concern for open discussion. I believe, from my own personal experience with the administration, that some issues would not have been exposed if it had not been for the courage of some faculty senators to question what has become an acceptable management style of the administration. The Faculty Senate took an active role in holding the administration accountable for its management decisions or lack thereof. I believe that a strong Faculty Senate, with senators willing to speak up, functions as an effective balance in the operation of the University.

**Ed Marlow.** This year's Faculty Senators were forced into areas that they had not traditionally covered. The Senate showed tenacity in pursuing information that was not easily obtained, much of which still hasn't been made public. It was a stressful time for the entire EIU community, but events are now unfolding that show the Senate was right. While undoubtedly some things could have been handled better, there were few precedents to guide us.

The Senate made a concerted effort to obtain and act upon faculty concerns. Early in the year, the Senate requested faculty to send us a list of their concerns; during the year we have discussed almost all of them. I wish that we had given the faculty more information about the Armstrong incidents and I wish that we had provided more forums for the entire faculty concerning the 10 month contract and core curriculum issues.

I think that the Faculty Senate must continue to be concerned with the acquisition and allocation of resources for EIU. It is imperative that the faculty have an interest and as say in those matters that directly pertain to faculty activities. We cannot depend upon the BOG or the administration to take positions that are in the best interest of our faculty.

I feel that the general economic situation will not improve substantially for several years; the university will face skyrocketing costs, drops in federal aid, and decreasing numbers of high school graduates. The major burden of all these problems will be born by the faculty unless positive action is taken in such areas as summer employment, salary inequities, and research opportunities. We need to act now to reduce the impact of these factors on the faculty rather than waiting and trying to get back something after it has been taken away.

**Andrew S. Methven.** It is imperative that the Faculty Senate continue to re-assert its function as the voice of faculty concerns on campus. This role is particularly important on issues and questions which lay outside the jurisdiction of the faculty union and have no appropriate way of being addressed. In addition, the Faculty Senate must display leadership and exert an enhanced role as liaison between the president and the faculty and staff of the university. In this way, we can be assured that the administration clearly understand the position of the faculty on decisions which affect the operation of the university and well-being of the university community.

**Richard Schilhavy**

**C. Lankford Walker.** The Faculty Senate is an integral part of any university community. Without this body, the faculty would not be afforded the opportunity to voice its collective opinion. Since universities in this country are not administered as participatory democracies, the Faculty Senate is one means by which the faculty can communicate with the administration of the university. In this sense, then, the Faculty Senate is part of a hierarchical system of governance. This system of governance encourages accountability. It also provides for consultation from different constituencies within the university.

The actions taken by the Faculty Senate with respect to the questionable hiring practices in the (former) Vice-President for Finance and Administration's office and the subsequent investigation of those practices have been laudable. While I do not subscribe to the philosophy that an adversarial relationship is the natural relationship between the administration and the Faculty Senate, neither do I subscribe to the philosophy that the Faculty Senate can be given incomplete and/or incorrect information and then be ignored. Such an attitude only serves to reduce the quality of the governance process, and I have too much respect for the faculty and the governance process to permit that type of attitude to persist.

Two issues that need to be discussed next year are the evaluation of administrators and the textbook rental system. An annual administrative evaluation need not be something to be avoided at all costs. Administrative evaluations could be viewed in a positive manner if, for no other reason, than they would convey the impression that administrators are not afraid of them. More importantly, annual administrative evaluations would improve the quality of the governance system by possibly avoiding crisis situations.

The textbook rental system is not consistent with the notion a quality education, especially when technology is advancing at a rapid pace. It is easy to argue that such a system "saves" students money since they don't have to buy high-priced textbooks. Is this a question of saving students money or is it a question of changing an organization structure that has been in place a long time? Moreover, when the student is being required to use a textbook that is no longer in print for a course in his/her major area, one has to wonder what is being sacrificed in terms of a quality education.

**Richard A. Wandling.** This year's Faculty Senate has addressed some issues that I consider to be important. The Faculty Senate has played a constructive role in (a) expressing faculty concerns related to the Textbook Rental System, (b) airing grievances concerning administration hiring practices and due process issues, (c) seeking to offer its views on the new core curriculum, and (d) investigating alternatives to the "Saturday final exam" schedule.

If I am elected to the Faculty Senate, I will focus on issues critical to quality instruction and research at EIU. First, I will strongly support continuation of efforts to implement an alternative to the existing Textbook Rental System in order to promote academic freedom of faculty members and quality education for our students. Second, the Faculty Senate needs to focus on EIU's allocation of resources. Many departments and programs have inadequate resources (such as supplies, instructional tools, telephone funds, and travel money), and thus individual faculty members are hampered in their efforts to perform as professionals. Booth Library also should receive attention. With each fiscal year, we see an erosion of the library's ability to replace and add to its collection of books, periodicals, and standing reference orders. This has happened as the library continues to be understaffed relative to the needs of faculty and students. Third, the Faculty Senate should be an active participant in efforts to promote affirmative action in recruiting and retaining faculty, students, and administrators. The pursuit of genuine cultural diversity requires vigilance, and more diverse campus will benefit the education process. As a final example of issues important to me, I will support continued Faculty Senate efforts to change the final examination schedule, if the issue has not been resolved. The existing Saturday—Thursday examination schedule is disruptive to students and faculty, and the Saturday grade turn-in deadline for faculty is detrimental to quality evaluation of our students.

**Council on Academic Affairs.** Three to be elected.

*Identify the issue(s) you believe the CAA should address and your position on them.*

**Kandy D. Baumgardner.** After three years of work, the CAA will complete the revision of General Education by August 1991. It is my understanding that a moratorium regarding General Education will then exist, to allow the new Gen Ed courses to be taught and deficiencies identified before any further course proposals are considered. I agree with the idea of a moratorium. I see no sense in further review of Gen Ed until a suitable period of time has elapsed to give the newly designed program a chance to show its strengths and weaknesses. The major issue before the Council next year, therefore, will be the "Review of the Major" called for by the original SUE Report. With new Gen Ed courses in place, many majors are already examining how these courses relate to their programs, revising existing introductory courses for majors, and looking at writing experiences in the major. This process will continue and will be the main concern of the CAA, as it also looks at the related issues of hours required in various programs, free electives, and the 120-hour "cap."

**Jeff Boshart.** I would hope that most of the faculty at Eastern are aware of the issues currently before CAA. The new core, cultural diversity, and the relationships between the council, Faculty Senate, and the administration are perhaps the most pressing issues at the moment. It would be presumptuous of me to say that I had answers to all of the questions these issues raise so I won't even try to state a position. However, as an elected member of the council I will do my best to seek out and voice the opinion of the faculty, of the university as a whole, as it pertains to our curriculum. My votes will reflect the majority of those points of view and, along with experience in curriculum development I've gained over the past ten years, I think that I will bring new insights and a commitment of excellence to undergraduate education.

I see the Council on Academic Affairs as an advisory body. It doesn't initiate issues but rather responds to them through discussion, debate, and the majority vote. I have always maintained the belief that a good curriculum is generated at the grass roots level and works its way up through the administration towards implementation. The CAA guards against trends and intrusions from above with a focus of doing what is in the best interests of our students. As a member of the council, I will trust that my colleagues on curriculum committees will do their jobs well at the department and college levels so that my decisions will reflect that competency. Academic affairs is perhaps the most important responsibility at a university and despite the stress and additional work, I would welcome the opportunity to serve.

**Duane Broline.** Even though a great deal of time has been spent on the general education core, one of the most important issues before the CAA in the coming years will be the fine tuning of this program. Care must be taken to ensure diversity of content while maintaining consistency of standards. I support strong faculty involvement in the curriculum process.

In addition to serving on departmental curriculum committees, I am presently serving on the Liberal Arts and Science Curriculum Committee.

**James Conwell.** CAA's most important job is quality control of our curriculum. Past interpretations of the general education (integrated core) by the CAA have discouraged departments from bringing forth quality courses and have encouraged courses based on other standards such as, is it interdepartmental, make sure your majors cannot use it, make sure it has no prerequisites, make sure it doesn't teach skills. Does this mean that our students will be more unskilled after these courses? The integrated core is based on the assumption that the student body is a homogeneous group in its preparation. Since this is not the case, the core courses have to appeal to the least prepared students. Some well prepared students will be mandated to take courses that waste their time. It is silly to think that one core course (in mathematics for example) will meet the need of all students. I think it is imperative that CAA approve courses that meet the needs of all students.

**Frank McCormick.** I am told that a review of programs in the various majors (in relation to the new general education requirements) will likely be among the most important of CAA's concerns next year. Would a cap on the number of hours required in the various majors be desirable? Should "double counting" be allowed? I'll have to hear more before I form an option. The 9/3/86 IBHE Report on the Study of Undergraduate Education offered a number of recommendations for "enhancing [student] commitment to learning and academic achievement." Among those recommendations is the suggestion that institutions such as ours consider "eliminating [general education] alternatives that represent an 'easy way out'" (p.7, 6fb). That seems a sensible suggestion. As a CAA member I would bear it in mind in reviewing course proposals for the new "core curriculum."

**Eleanor E. Midkiff.** The council on Academic Affairs is one of the most important elected bodies of the faculty, since it is charged with shaping curriculum for the university. Over the past two years, CAA has formed the core curriculum for general education in the university. Now the council is faced with the task of refining the core and responding to President Rives's comments and objections to some of the elements of that core. Over the next few years, the university as a whole will be testing and fine-tuning the general education curriculum, as we experience its effects on students, and eventually, note its effects on our graduates. I would like to be a part of this process, and feel that I have a great deal to offer to CAA. I have been active in curriculum development this year, having developed a Psychology of Gender Differences course and contributed to the Women, Men, and Culture course proposed by the Women's Studies Council. Although this is only my second year at Eastern, I have taught for many years at a similar institution, Central Washington University. I believe that my experiences, both at Eastern and before coming here, would be helpful in the development of our curriculum.

**Matthew Monippallil.** The principal focus of the CAA's activities during the current academic year was the replacement of the "cafeteria-style" curriculum with a core curriculum emphasizing universal skills in nine specific areas. The present members of the CAA must be commended for the dedication and hard work and for the enormous amount of time spent on shaping a core curriculum according to the guidelines set up in the Study on Undergraduate Education.

The main issue facing the CAA next year is the completion of the on-going work on the core curriculum. The CAA's new plan to form subcommittees for each remaining component of the core curriculum will reduce significantly the amount of time it now takes to review and to approve core curriculum proposals. In addition, the inclusion of department chairs and curriculum committee members of the subcommittees of the CAA will prove very helpful because the faculty members who are making the core curriculum proposals will have the necessary information and guidance to make suitable course proposals for the remaining components of the core curriculum.

**Terry Perkins.** The most significant issue facing the CAA is the General Education program. The President says we are not to consider political or financial issues, but such issues are likely to impact on program needs. Some majors are being hurt and others are likely to be hurt due to an emphasis on general education at the expense of the major. Questions such as staff must be considered. Due to limited resources, choices will have to be made as to where to use staff, general education or the major. Whether or not there are sufficient numbers of qualified staff for the number of sections required must be decided. The demand for multiple sections, the staff they require, and the limited resources available may force class sizes up, thereby reducing the quality of the course. To isolate the responsibilities of the CAA from questions of resources and staff, is to fail to see the full ramifications of general education on the educational offerings of the entire university.

Further, there are gaps in course offerings. As of 3/11/91, the Human Behavior, Social Interaction and Well-Being area did not include a course from Psychology. But then, this entire area has been rejected, along with Quantitative Reasoning, Fine Arts, Cultural Experience, and Scientific Awareness.

The revised general education program is not complete. To rush portions of the program into practice without carefully considering how these portions fit into the whole, is potentially dangerous. Such haste may result in increased effort later to correct unforeseen complications.

While the faculty have voiced their support for the philosophy of an integrated general education program, they have not been given the same chance to voice their opinion on the implementation of an integrated general education program. There is no reason why this program cannot be kept on hold, until the entire program is decided. Let's put the whole package together first, and, then, if portions need to be phased in we will have a better understanding of how to do it with the least disruption. The new general education program has been described as the single most important step for our university of the decade. Let's take our time and do it right.

**Kathlene S. Shank.** CAA will be discussing the nature of the major beginning August 1991. As an advisor with over one hundred advisees and a tenured faculty member I am knowledgeable and remain concerned about the program we are able to provide students. With a 120 s.h. cap, fine tuning a major is a challenge. I believe it is important that the nature of a major be such that Physics, for example, can provide the content a physicist needs and that Math and/or Geology/Geography can also provide the content a professional in the work arena needs while also graduating an individual with needed broadening experiences outside his/her major subject content. The Colleges of Business, Fine Arts, HPER, Education and Applied Sciences also need to be able to prepare majors in programs that meet professional organization and accrediting agency guidelines. Given how important the major is I am excited about the process and thus have elected to seek a second term.

**Council of Faculties.** Elect one.

*What do you consider to be the most significant goals and functions of the BOG Council of Faculties? What qualifications should the EIU representative possess in order to contribute to these goals?*

**John Best.** Certainly there are numerous important issues facing the Council of Faculties, but there is one that I believe is particularly salient. According to some recent reports, the salaries of faculty at the BOG schools continue to fall farther behind the salaries of their colleagues in the other systems; this is simply unacceptable. With those who suggest that this issue is not within the purview of the Council of Faculties, I disagree; Eastern needs a strong and relentless voice on the Council of Faculties to do whatever can be done to halt the slide and to vigorously redress the inequality. I want to be that voice, and I hope you'll support me on election day.

**Garret W. DeRuiter.** The function of the Council of Faculties is to discuss issues which are common to all five BOG campuses in an open forum with the Vice Chancellor, Dr. Robert A. Pringle. The goal is to be able to make some positive recommendations for enhancing existing situations or for correcting potential problems. The Council serves as a "sounding board" for Dr. Pringle for a variety of ideas, some of which originate in the system office and some of which come from Council members or their universities. This open, two-way discussion between Dr. Pringle and faculty members is a very important aspect in the relationship between faculty and the BOG.

Council of Faculties members should possess not only a wide-based knowledge of conditions and happenings on their campuses, the BOG system, and higher education in general but they should be committed to working within the framework of a system-wide and university-wide perspective. A narrow or possibly self-serving viewpoint would be counterproductive to the goals and function of the Council of Faculties. With over twenty-five years of experience at Eastern and having served on two University-wide councils, one system-wide council, and as coordinator of the recent Study of Graduate Education and research, I feel that I have gained the broad perspective, experience, and knowledge needed for service on the Council of Faculties.

**Academic Program Elimination Review Committee,** elected by area.

From HPER:

**Susan Woods,** unopposed.

From Ed, Library, Counseling:

**Audrey Edwards,** unopposed.

**Council on Teacher Education,** elected by area.

*What should be the responsibilities of the Council on Teacher Education?*

From Technology:

**Don Armel,** unopposed.

From HPER:

**Barbara Walker,** unopposed.

From COE; elect two. (Both candidates will be elected.)

**Jerry A. Ligon**

**Carolyn S. Cooper.** The major responsibilities of the Council on Teacher Education are to be a curriculum advocate for teacher education and to approve curriculum changes in teacher certification programs throughout the university. These responsibilities will be even more important during the next three years as the Council on Academic Affairs makes changes in the integrated core and "the major," and the Council on Teacher Education interacts relative to these changes and their effect on teacher education. I have successfully authored two federal personnel training grants and have developed the majority of our early childhood special education curriculum at the graduate level. I have a strong interest in curriculum issues in personnel training and would like to have the opportunity to serve on the Council for Teacher Education.

**Council on Graduate Studies,** elected by area.

*What do you identify as the major issues facing graduate study at EIU today? How would you propose to address these issues as a member of the Council of Graduate Studies?*

From Chem, Botany, Math, Comm Dis, Zoo, elect one:

**Robert M. Augustine.** 1. Seeking funds for additional graduate assistantships and tuition waivers are critical to recruiting, retaining, and supporting graduate education. Existing comparative data, based in the recently published Study of



Graduate Education and Research, should be a basis for seeking support for financing additional assistantships. The CGS should develop procedures and provide assistance to departments in seeking privately funded assistantships, particularly in professions requiring the graduate degree for professional entry. Employers who require or seek graduate trained professionals should be contacted annually to contribute to a general assistantship fund. Students who received assistantship support should become members of the assistantship alumni and be contacted annually to support an alumni assistantship fund.

2. Adequate compensation for graduate faculty and graduate coordinators is critical. Our best faculty should seek such positions and should remain active contributors to both graduate education and administration of graduate programs. Initial steps for compensation of graduate coordinators includes seeking input from existing graduate coordinators to summarize departmental duties related to administration of graduate programs. Summarized procedures, program size, and expected administrative time data can be used to determine a consistent and equitable system for allocation of teaching units. Additional enhancements should include securing special funds from the Summer Research Grants program to make a certain number of grants available only to coordinators. Similar special funds from the Directed Assistance Program might also be used to provide further support for graduate coordinators. The CGS must establish at least .5 credit for each hour of thesis supervision. Thesis supervision is an exemplary task for developing critical thinking, problem solving, and written expression. Incentives to keep the best faculty involved are critical. Persistent efforts must be made to the administration to secure a grant fund pool and to secure funds for proposed projects. The supervisor and student should have access to travel funds to present accepted proposals, contractual funds to support poster construction or copying, and phone/postage funds to execute projects.

**Claire Kruenberg.** It would be presumptive of me to pretend to be a current expert on major issues facing graduate study at Eastern Illinois University today. I did not become a candidate for the Council on Graduate Studies with an agenda in place. My first task will be to familiarize myself with the recently released *Study of Graduate Education and Research* so that if elected, I could be an informed and contributing member. I hope to help promote and maintain quality graduate programs at Eastern.

**Mark E. McGuire.** Graduate education programs make critical contributions to both the teaching and research environments at Eastern Illinois University. This is as true for the smaller programs (<19 students) as it is for the very large ones. Expanded faculty research opportunities, enhanced education of undergraduates, and in some cases, "on-campus" demonstrations of cultural diversity are just a few of the benefits of maintaining active graduate programs. It is absolutely essential that the council on Graduate Studies encourages departments to emphasize the positive impacts of their graduate programs.

The recently completed Study of Graduate Education and Research outlines numerous recommendations to improve the standing of graduate programs at EIU. Some of the recommendations, although absolutely critical to any improvements in graduate education, are more long-term in character. Some of these include substantial increases in monies available for internal grants and hiring of more professional staff in the Office of Grants and Research. These, among others, are critical needs and should constantly be addressed by the Council.

Other recommendations made by the study involve more immediate and (since they don't involve money) more easily obtainable short-term goals. One of these which I strongly endorse is the rewording of the signature policy for outside grant proposals. This would involve collecting the needed signatures before the grant is awarded, not before it is submitted. Eliminating unnecessary work for an already overburdened Office of Grants and Research is a realistic and refreshing "no-cost" approach to improving the campus research climate. In addition, a more complete separation of the functions of the Dean of The Graduate School and the Office of Grants and Research would help to increase the efficiency of both offices.

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From Bus Ed, El Ed, Ed Admin, Spec Ed, Ed Psych & Guid, Sec Ed & Foundations; elect one:

**Melanie Rawlins.** I believe the major issue facing graduate study is responding to the "Study of Graduate Education and Research." The Council on Graduate Studies will need to evaluate the report and then respond to the recommendations assigned to the council. It will also be important for the Council to have input to the responses of all the recommendations. All faculty will need the opportunity to have a voice in responding to and implementing these recommendations. As a member of CGS, I will make certain I am in contact with those departments I am representing. I would appreciate the challenge of serving on this council during this busy and important year.

**Donald W. Smitley.** There are several major graduate education issues that currently need to be resolved at EIU. First, the mission statement on graduate education proposed by the CGS should be approved by the President's Council. Acceptance of this statement would express a definite university commitment to graduate education and research.

Secondly, the necessary human and fiscal resources to accomplish the mission statement should be made available if graduate education is to be maintained and improved. It is essential that an appropriate portion of university resources be provided for graduate education. In the event that additional resources are not forthcoming in the immediate future, it will be necessary for the members of CGS to assist the graduate office staff to make more judicious use of resources already available. One of the highest priorities in terms of financial resources should be to provide an adequate number of graduate assistantships and to establish stipends that are sufficiently competitive to attract highly qualified students to accept such assistantships.

The CGS should also solicit input from the graduate faculty on the 133 recommendations contained in the recently completed Study of Graduate Education and Research. Following that action, the members of CGS should carefully consider whether to accept or reject each recommendation, to support modified recommendations, and/or to make other suggestions to strengthen and improve graduate education.

Finally, it is necessary that the members of CGS encourage the university administrative staff to recognize that EIU is much more than an undergraduate residential institution. If graduate education is to flourish here, it is essential that university administrators improve the services provided to non-traditional students. Much of this effort should involve providing part-time graduate students with access to administrative offices and services during weekend and/or evening hours.

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From Bus Adm, Geron, HEC, HPER, Tech; elect one:

**Donald Boswell.** As a result of the recent Study of Graduate Education, many important issues will be addressed next year on the Council for Graduate Studies. In my opinion, the most important issue is the development of quality graduate programs at Eastern. Some obstacles working against this end are: (a) the recent cutback in graduate assistantships. (b) the concern for program elimination because the magic number 19 is not met. (c) the paucity of internal money available for research funding. As a member of the Gerontology Committee, which represents an interdisciplinary program, as well as a coordinator of a program, it appears to me that graduate education at Eastern is in need of a strong voice. I hope to be heard on at least one issue: Quality education cannot be met by the establishment of some arbitrary number of students to be admitted into a program.

**Ruth M. Dow.** Graduate education and research are essential components of a public university and greatly strengthen undergraduate education. I believe that it is important that a strong commitment to graduate education be demonstrated through the use of resources. As the number of non-traditional students increases, we must ensure the graduate programs continue to meet the needs of a changing population. As a member of the Steering Committee of the Study of Graduate Education and Research, I would like to have the opportunity to help implement the recommendations of that study through another term on the Council on Graduate Studies.

**University Personnel Committee, elected by area:**

1. *In your opinion, what characterizes a competent teacher and a competent researcher?*
2. *What evidence would you look for in faculty portfolios to indicate competence in these areas?*

From the College of Education; elect one:

**Grace Nunn.** 1. In my opinion, the characteristics of a competent teacher are threefold. First, the person is knowledgeable about the subject(s) he or she teaches. Second, the individual keeps abreast of trends and issues in the particular field. Third, the teacher is cognizant of the needs of students and adapts instruction accordingly. With regard to a competent researcher, this individual makes a *bona fide* contribution to the field of endeavor over time. A competent researcher focuses on significant investigations, as opposed to that which is trivial or inconsequential for the purposes of quick publication.

2. Portfolios should contain evidence of accomplishments in the areas of teaching/primary duties, research/creative activities, and service. With regard to teaching, I think evaluations by chairs, colleagues, and students are important. Research/creative activities could be documented in a variety of ways, depending upon the discipline or field. Publications, including those in refereed journals, presentations (especially those at the international, national, regional, or state level), performances, or exhibitions could all be significant. Service could include activity on university councils or committees, involvement in professional organizations, or other job-related volunteerism. It would be the responsibility of the person submitting the materials to make sure that all documentation was well organized and clearly labeled.

**Robert C. Wiseman.** As a member of the University Personnel Committee evaluating colleagues in disciplines other than my own, I would look for two main items that appear to be suitable criteria for the evaluation of a good teacher. First, I would look for a syllabus that has all the appearances of being both complete and thorough. I would expect to find the course outline, objectives, requirements, references, and handouts where appropriate. The inclusion of references should indicate the level of research that the individual has done as well as the recency of such research. Second, I would look at the individual's student evaluations. In looking at this item, I would not necessarily look for all high evaluations. Rather, I would look for consistencies. My reason for not looking for high marks is that high marks could indicate only that the individual is a good entertainer rather than a good teacher. I would not be interested in peer evaluations. Peer evaluations are all too often a product of interdepartmental politics rather than actual performance and ability.

Competence should be a product of proper evaluation before employment and/or the granting of tenure. However, competence should be visible in the individual's professional activities. Evidence of publication, research, workshops, and other similar activities should be good indicators of competence in the individual's discipline. These indicators should be examined in terms of recency and continuation.

Finally, no person has divine powers. With that given, I would feel a responsibility to discuss with the individual any matters that would not be manifest in the individual's portfolio.

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From Applied Sciences, unopposed:

**Morteza Toosi.** A competent teacher should have the knowledge and capacity to provide instruction and guide studies of the subject matter with adequate ability and qualities.

A competent researcher should have the knowledge and ability to conduct careful search or experimentation aimed at the discovery and interpretation of facts, revisions or particular applications of theories and laws.

Adequate ability and qualities of a competent teacher and researcher should be defined by the experts in the field of which the faculty member is performing the duties. Evidence such as evaluation, presentation, research and publications should be compared with the departmental criteria for retention, promotion, and tenure.

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From Chem, Physics, Math, unopposed:

**Patrick Coulton.** I have served as chair of the Mathematics Department Personnel Committee and so I am familiar with many of the procedures involved in evaluating portfolios. My main concern is that the portfolios be given fair and adequate reading to ensure that the best candidates succeed.

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From Botany, Geol/Geog, Zoo; elect one:

**Judith M. James.** A good teacher is one who has a deep understanding of his or her field of study and the ability to excite students to want to gain a large measure of that understanding. It is important for a teacher to have not only a good base of information, but also the ability to present that information in a clear, interesting way at the appropriate level for a particular class. Portfolios can reflect a person's competence in teaching by presentation of supportive peer evaluations after classroom visits, scores considered appropriate by the department on standardized student evaluations, students' written comments, and inclusion of well-organized and informative course syllabi and handouts.

Research/creative activity varies widely among the departments in the University. In general a person should be actively involved in research/creative activity that provides new knowledge in the field or a new form of expression.

Accomplishments such as grants received, publications in refereed journals, or presentations at professional meetings, or evidence of exhibits or performances in the arts should be documented in portfolios.

It is very important that members of the UPC evaluate each individual based on the criteria set by that individual's own department, rather than a general view of what constitutes a "superior" accomplishment.

**Belayet H. Khan.**

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From Fine Arts, unopposed:

**Melinda Hegarty.** 1. Enthusiasm, curiosity, and humility are characteristics of competent teachers and researchers. These qualities joined to a critical intelligence enable the teacher to inspire the students to ask why and the researcher to ask both why and why not. Complacency and arrogance, on the other hand, are qualities always associated with bad teaching and bad research. 2. Competency in research and teaching is indicated in faculty portfolios by the presentation of clearly organized and well documented evidence that the criteria established for these areas by the department and the university have been met or exceeded.

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From Econ, Pol Sci, His, Soc/Anth, Phil, unopposed:

**William Weber**

I believe that competent teachers and competent researchers share many attributes. They must be intellectually active, inquisitive, open-minded, enthusiastic, and self-driven. The key difference between the two is the audience they address. The competent teacher uses sound pedagogical methods to introduce concepts and ideas to a student audience, while the competent researcher uses clear, concise analysis to share the results of his or her investigations with an audience of peers.

In my opinion, the primary evidence of superior teaching is strong and consistent evaluations from students and peers. Classroom materials, such as syllabi with clearly stated objectives and exams that are closely coordinated with those objectives, can also reflect quality teaching. I believe the best indications of the level, scope, and quality of research/creative activity are completed projects subject to peer review, such as professional presentations and publications. Activities which lead to these outcomes, including work in progress and attendance at professional meetings, also provide meaningful supporting evidence of dynamic research programs and creative endeavors.