

**FACULTY SENATE MINUTES FOR October 29, 2002 (Vol. XXXI, No. 11)**

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**I. Call to order by Anne Zahlan at 2:06 p.m.** (Conference Room, Booth Library)

Present: R. Benedict, D. Brandt, G. Canivez, D. Carpenter, J. Dilworth, F. Fraker, B. Lawrence, J. Pommier, W. Ogbomo, S. Scher, J. Wolski, A. Zahlan. Guests: G. Aylesworth, R. Deedrick, B. Donnelly, F. Hohengarten, H. Lasky, B. Lord, C. Prendergast.

**II. Approval of the Minutes of October 21, 2002.**

Motion (Dilworth/Brandt) to approve Minutes of October 21, 2002. Yes: Benedict, Brandt, Carpenter, Dilworth, Pommier, Ogbomo, Scher, Zahlan. Abstain: Canivez, Fraker, Lawrence. **Passed.**

**Approval of Minutes of October 22, 2002**, with an addition: Under VI. New Business, 3<sup>rd</sup> paragraph, after Allison says, "My understanding is that, officially, department chairs are classified as administrators," he asks Lord, "Isn't that so?" and Lord responds, "Yes."

Motion (Ogbomo/Canivez) to approve Minutes of October 22, 2002. Yes: Benedict, Brandt, Canivez, Carpenter, Dilworth, Fraker, Lawrence, Pommier, Ogbomo, Scher, Wolski, Zahlan. Abstain: Toosi.

**III. Announcements:** None.

**IV. Communications:**

- A. Summary of IBHE Public Hearing on Faculty Diversity, provided by Cynthia Nichols on 21 October
- B. Minutes of 16 September meeting of Faculty Development Steering Committee, provided by Bonnie Irwin
- C. Minutes of 8 October meeting of Faculty Development Steering Committee, provided by Bonnie Irwin
- D. Minutes (21 October) of COEPS Curriculum Committee
- E. Email message (28 October) from Cynthia Nichols re: Committee on Departmental Recruitment and Retention
- F. Email message (28 October) from Cynthia Nichols re: appointment to Ad Hoc Committee

**V. Old Business:**

- A.
  - 1. Executive Committee: Zahlan: I attended the CUPB [of 25 October 2002]. The first part of the meeting was devoted to a discussion of an apparent failure to observe all the bylaws' provisions for sub-committees (every vice-presidential area has a sub-committee that reviews budgetary proposals from those areas). The bylaws also call for the president's area to have a sub-committee, but that area does not have a sub-committee. One of the concerns is that Athletics was moved from Student Affairs to the president's area, and that means there is no sub-committee having input into proposals [relative to] Athletics. A motion was made to appoint a sub-committee for the presidential area, and the issue was referred to the CUPB's Executive Committee, and that committee will presumably bring some kind of recommendation to the next CUPB meeting. Julia Abell gave a report about the planning and budgetary timelines [on campus and at the state level], Interim President Hencken reviewed his goals, and Vice President Cooley reviewed the state of the budget. ...There was a discussion about what "unavoidable expenses" meant, and some people thought that artificial turf and computer consultants are not unavoidable expenses. Carpenter: Apparently, because Bob Augustine, the CUPB Chair, had requested that Bill Weber give a report on the definition of administrators, how we arrive at those definitions, and the variety of definitions that exist, Weber gave a very long and horribly insipid report

about administrators and the classification of administrators. He provided us [at CUPB] with this handout, and I'll pass it around to you. It seemed to me that the report was geared toward responding to the UPI's allegations concerning administrative bloat; otherwise, it [the report] seemed absolutely pointless in the context of CUPB and its interests.

2. Nominations Committee: No report.
3. Elections Committee: No report.
4. Student-Faculty Relations Committee. R. Deedrick handed out copies of Student Senate's Resolution #02-03-05, of 23 October 2002, re: students being included in "faculty-hiring searches." [Resolution is attached at the end of these Minutes, with a request for faculty input.]
5. Faculty-Staff Relations Committee: No report.
6. Other Reports: Dilworth: The Distinguished Faculty Awards Selection Committee will meet 12 November 2002.

Hearing no objections, Chair Zahlan suspended the published order of business to permit discussion of recruitment, enrollment and enrollment-management policies and practices.

## **VI. New Business:**

- A. Recruitment, Enrollment and Enrollment-Management Policies and Practices: Discussion with Frank Hohengarten, as well as with representatives of the Enrollment Management Advisory Committee, Gary Aylesworth and Herb Lasky.

Hohengarten: I don't have a lot of prepared remarks, and Herb [Lasky] and Gary [Aylesworth] can say what they need to say. First of all, is it clear to people that, although we had a record number of freshmen, this is nowhere near a record enrollment? I hear all this about [how] we're inundated with students. Well, we have more freshmen than we normally have, but we don't have more students than we had in the mid 90's. Not even anywhere near. What the goal has always been is to not fluctuate. Unfortunately, it's not an exact science. Very much like a coach [whose] career and future depend upon the veracitude [sic] of eighteen-year-olds and how they perform. Well, I'm pretty much in the same boat. You don't know how these eighteen-to-twenty-two-year-olds are going to react. The fact is that, starting this year, until about '09, every year there's going to be a bump in the number of high-school graduates in the state of Illinois. From about 116,000 this year, to 136,000; so that's a considerable growth. As you're probably also aware, there has been implemented in Illinois something called "The Prairie State Examination Program," which every junior is required to participate in. As part of that . . . Examination Program, a full ACT is given, along with some other parts of ACT; but the point is that basically every student [now takes the ACT]. . . .The part of that that's positive is hopefully that's putting more people thinking about the possibility of higher education. . . .So, just the gross increase in the number of students, [and] the fact that more students will be taking the ACT, I guess portends good for the next seven or eight years in higher education, in terms of the number of students. . . .So the issue is going to be shape, model, basically when do we stop taking students, what size class do we want. . . .We're looking at [what the enrollment should be].... Optimum enrollment not being max. enrollment by any means. . . .We're going to try to come up with a number we think is reasonable for the campus, sustainable with the resources we have. I've seen on TV somebody sitting in an easy-chair, and you've got a big donut fifty yards down the football field, and somebody's sitting there, leaning back, reclining, trying to throw through that loop; it's kind of like that in many regards. We hope we can have a reasonable number.

. . . Okay, now one of the reasons that we had 2,000 freshmen this year, other than the fact there were more applications, a record number of applications, the yield rate that had been declining for several years popped back up a little bit (and if you change the yield rate from 34 percent to 35 percent, when you're

talking on 4,000, you can add to a pool of enrolling students fairly quickly, so there were a couple of things that happened), but the main thing was that the president decided that we needed to increase enrollment to try to bolster budgets. We needed to get back—not to where we were in the mid-80's, but just start the trend to level it off. We think it's important, in Enrollment Management, to have plans. We have a recruitment plan; we have a notion that, for instance, on that plan, that we will visit the top fifty feeder high schools more often. We visited them more often last year than we visited them the year before, and we want to sustain that this year... We'll visit them at least twice a semester, those top fifty, if they'll let us in there. We were able to add an admissions counselor last year; we added an extra person in the Chicago area. ...We had excellent admissions people up in the Chicago area last year... One of those persons was a minority person who was wonderful, and we saw the increase in minority enrollment for this fall.

Aylesworth: [re: a handout indicating average composite ACT scores at Eastern, from Fall '92 to Fall '02] I would begin by drawing your attention to ...[the fact that] that composite average peaked in '97 and '98, at 22.4, and it has declined steadily since then; we're now down to 21.8 for this fall, which puts us back almost to where we were in '92, at 21.5. This is a composite average for the entire student body, so tenths of a point are significant, and it's even more significant that we see a trend... We see a downward trend since '98, and that's something we should be concerned about. Obviously, we were able to attract students who had higher ACT scores before, but for some reason we're not doing that now... I think everybody wants the best possible student in the classroom, regardless of what their department is, regardless of what their program is. We all want the best qualified student possible in our classrooms and in our programs. There are some statistical correlations that do have implications, when it comes to how resources are utilized or not utilized on our campus, correlations pertaining to majors, the majors that students tend to select. ...What are the statistical profiles of students who tend to select certain majors, for whatever reason? We do have some under-utilized programs here, programs where we could handle more majors without any need for additional staff. Those programs tend to be in areas where students who major in them typically have a higher profile, a higher-than-average ACT profile, a higher-than-average high-school-class ranking, and so on. So those programs, that are under-utilized now, could be utilized better if we could attract more students with somewhat higher ACT [scores], somewhat higher [high-school] class rankings.

If you look at the **U.S. News & World Report** rankings [on a handout provided to Senators], there are some interesting things that stand out when it comes to Eastern. We've done very well even to appear in this cohort, especially when you look at areas where we are very low, compared to the rest of the group. One of those areas is definitely selectivity. If you look in the column of freshman in the top 25% of the high-school class, we are dead-last in that category, with 34%; and, if you look at the 25<sup>th</sup> to 75<sup>th</sup> percentile on the average SAT/ACT [column], we're in the bottom group, with a 20 to 24—there are maybe three or four [schools] who may be lower than that, out of the entire group. Of course, in the alumni-giving rate [column], we're second-to-last with a mere 8%. Those numbers kind of go together in many ways. If we're going to stay in this group, selectivity is something we're going to have to take a very serious look at, which is not to say I want to make the case for Eastern becoming an "elite institution"; but I would like to make the case that we could be significantly more selective than we are, and still be very much the institution that we are. We would just be doing what we're doing now a lot better, still serving the citizens of Illinois, still serving the taxpayers of Illinois, still offering high-quality programs and giving opportunities to people who, perhaps, don't come from particularly advantaged backgrounds but, perhaps, have considerable intellectual and academic ability. That's exactly what a state university ought to be doing.

As far as the Enrollment Management Advisory Committee itself is concerned, there's a question about the mission of that committee. I've inquired about bylaws, but apparently there aren't any. There's been considerable discussion, from time to time, in the committee meetings, about what we're supposed to be doing—without any clear mandate from anybody. That's a problem, with just the nuts-and-bolts functioning of the committee. Is it an advisory committee only? Is it supposed to have some kind of a policy-making role? I think a lot of people would like it to have that, but nowhere does it say that it has that.

Also, there is evidence mounting that we need to change what we're doing, in terms of recruitment, especially if we're interested in more than just a number of students on campus. If we are really interested in shaping the academic profile, we need to start doing things differently. It's not good enough to just cut off the acceptance of applications at a given point on the calendar, if you're really interested in more than just controlling numbers. The university now has information about the hits to the various web-sites, and those numbers are very illuminating. It seems that our first contact with most prospective students and their

parents now is the web-site. It's not college night; it's the web-site, and we need to focus on that. We haven't focused on it at all up until now. We need to understand that is the first point of access for most people now. We know, from the example of the Honors Program, that we can be extremely successful if we target and recruit specific students. We don't simply throw a broad net and see whoever shows up; but if we think it would be a good idea to attract students with a certain profile, with certain talents, we've been successful doing that. Instead of going to these cattle-call, college-night events, it might be better to do what Dr. Lasky has been organizing for some time now, which is special luncheon events with invited guests from targeted schools—counselors from those schools, teachers and so on.

Ogbomo: On the issue of quality of students that are coming in, a number of colleagues have spoken to me about the quality of students that we admit now. You raise the issue..that we should try to be more selective, in terms of the students. This issue came up also when we were discussing the transition of Honors Program to Honors College. The concern was raised about access [for] students in Illinois, but my concentration will focus on access versus excellence... How do we balance access and excellence in the selection process? Aylesworth: I think access is only meaningful if there is excellence to be had through access. ...There are always going to be issues of access, even at the so-called "elite" universities; there will always be some issue of access. I think everybody understands the need to have special programs and so forth; I don't think anybody is arguing with that. What we're talking about really is the profile of the average, and that is something that a lot of us [at Eastern] think is somewhat lower than it ought to be. We're not talking about absolutely cutting off, or denying admission to all students if they don't have an ACT [score] of a certain level; we're not talking about that. We are talking about trying to raise the overall profile; an ACT score by itself isn't the whole profile. ...And when it comes to diversity, there is more than one kind of diversity. The kinds of majors that students select also contribute to diversity.

Scher: [At the last meeting of the Enrollment Management Advisory Committee] there was some debate about the idea of shaping our student body...and one of the things I tried to communicate is the idea that shaping doesn't just mean academic quality, or ACT scores, or whatever you want to focus on. Shaping means exactly that in all dimensions. So it strikes me, on reflection after that meeting and now listening to Gary and Frank talk, is what needs to happen is a decision and/or mandate from the dean [of Enrollment Management], the provost and the [interim] president to say that this is something we really want to do; and then the next step is probably the most important one, which is that some group—maybe the Enrollment Management Committee, maybe another committee—needs to ...say, okay, what is the student body that we want? It doesn't mean we just want to increase ACT scores, or we want to increase—it means what do we want? Do we want to emphasize different majors? Do we want to reduce the percentage of education majors and increase the number of philosophy majors...? Dilworth: ACT scores [are skewed], and it perplexes me that we could talk about raising that [minimum score for admission].

Toosi [to Hohengarten]: If we have an enrollment cap, is it coming from Enrollment Management, or is it a mandatory number [from the state]? Hohengarten: I don't know of any state number; I don't impose any cap. Deedrick [of Student Senate]: Are the ways we're doing things here at Eastern, are they broke—that we have to fix them? I think maybe we should be focusing on the citizens of the state of Illinois, having a student body that is representative of the state of Illinois. ...I think if we try to up our standards here at Eastern, we try to become something that maybe we're really not, maybe something we should not be—if we keep upping our standards, are we trying to become the U. of I.? Maybe we need to look at staying as a teachers' school. Toosi: Do we have data related to students' ACT scores, their g.p.a.'s and their performance at Eastern? Aylesworth: Julia Abell has information like that. Scher: John Best and Bill Addison did an analysis of several hundred psychology majors, looking at their ACT quantitative scores and the performance in psychological statistics, and there is a strong relationship. ACT quantitative scores strongly predict performance in psychological statistics. Hohengarten: There is a correlation between past performance and current performance, whether that performance is classroom work or ACT; so, yeah, the correlation is there. ...The better the ACT [score] the better the performance, the better they're going to perform here, for the most part... In general, there's a correlation there.

Scher: Getting back to Ronnie's [Deedrick] point: Is it broke? It depends on what you want it to do. If you have a machine that tells time, and you want it to tell time, it's not broke; but if you decide all of a sudden that you want that machine to also make your coffee, then it's broke and you've got to do something different, and you've got to change it. So the decision is really, again, about deciding whether we want to keep having a student body like the one we've got, and then just play with the size of it... Fraker: I thought this whole thing got started because it is broken. What's broken is our ability to predict how many

students we're going to have next year, which throws our whole budget and planning into chaos. That's what happened two years ago, and I haven't heard a lot being said about how to stabilize it. The focus is on shaping, not on stabilizing, and I think we've got to focus on stabilizing...

Carpenter: I remember thinking, as we were talking a couple of weeks ago about changing the Honors Program to an Honors College, I remember thinking—and hearing colleagues say what I was thinking—that it would be very nice to have 10,700 Honors-caliber students at Eastern. I know that in the last three years the quality of my students has diminished, Ronnie [Deedrick]; and I'm telling you from the trenches that's a fact. So, it may not be "broken," but it may be breaking. We have Honors-caliber students in the state of Illinois, and we have a lower-caliber of students in the state of Illinois. We [at Eastern] have a right to define the kind of university we want to teach at (and, by the way, we don't just teach; we also engage in scholarship as part of our duties here). We have a right to define the kind of university we want to teach at, and what we define as a "university" will also define the kinds of students who want to come here.

Ogbomo: It is important to recruit minority students..., but I also think we need to place an emphasis upon excellence. Excellence should be emphasized along side giving citizens of the state an opportunity to be educated.

Benedict [to Hohengarten]: What has been the average size [of the freshmen classes] over the years? Hohengarten: 1550 to 1650. Benedict: One of my concerns is that we've been able to accommodate those freshmen, but in two years from now, when those freshmen become juniors and seniors, and we need writing-intensive 3000-level portfolio submissions and senior seminars, that it's going to be much more difficult to [accommodate them]. Toosi: I'm hearing that we have raised the ACT requirements, and at the same time we're saying that [the quality] of students has been diminished? Hohengarten: The average has come down. Aylesworth: We have more students closer to the minimum [admission requirements]. Fraker [to Hohengarten]: Do we have statistics on the quartiles of the students? You said that there's 34% in the top quarter of their class, and that's significantly lower than the other [schools of comparison]. Do you have a sense of what the trends are? Hohengarten: It has followed the pattern of the ACT. It's lower than it was; it's dropped off the last three years. Lawrence: I agree with what David [Carpenter] said. I find, with my introductory Chemistry classes, at least a third of the students—and the number gets higher every year—are not able to succeed in introductory Chemistry, and many of them need Chemistry for the major that they want. The [enrollment] system isn't working well right now, and we really should talk about changing it. ...I know other universities use other means of selecting students, besides ACT and percentage rank, and I'm wondering if that has ever been considered here, to expand the number of things we look at in admitting students. Hohengarten: We have the Gateway Program, which uses more than just g.p.a. requirements; and we have a review committee, which is made up of a faculty member from each college and Director of Admissions, that looks at students who are close to the requirements. The other things you look at are letters of recommendation; you might look at texture of the courses taken, quality—in terms of college-prep. Versus non-college-prep.—of high-school courses. In general, our peer institutions in Illinois do admissions pretty much the way I do. Lord: In general, we're not losing very high-profile students to our so-called "sibling" institutions in the state. They're going to other places that we don't compete easily with. Hohengarten: [re: raising required ACT scores] 23's, 24's, 25's—those should be our bread and butter. I would raise our profile; it would [bring] students who could be successful here. [Re: scholarships] We have less than our peers, so the ones we compete with are able to offer the 23's, 24's, 25's more scholarship money. We can't offer them anything. We have some scholarships for kids with 26 or above.

Canivez [re: publishing an annual student-profile fact sheet]: It would help us understand who we have, from year to year. It's imperative for an institution to decide what it wants to be. That's the only way you can establish a goal—long-term and short-term goals—to achieve what that's going to be. I think that's absolutely critical for us to decide as an institution.

Motion (Scher/Canivez) for the Faculty Senate to ask the provost and interim president whether they would like Enrollment Management, or some other body, to address issues of shaping the nature of EIU's student body.

Scher: [By making this motion], I'd like an answer and a mandate [from the provost and interim president] so we don't just keep talking about this year after year after year. Deedrick: From a student's standpoint, I think we need to look at deciding what our optimal enrollment number should be; and we need to look at this from the standpoint of access. I think access should be our first goal. Toosi: Frank, you said we don't have as many scholarships as other schools. Another selling point is placement. Eastern's placement rate is high. The pay [to] Eastern's graduates is pretty comparable with other students, actually a

little bit higher. Do you [Hohengarten] nail on those data when you go to recruit? Hohengarten: I don't have the dollar amounts, but the placement rates are pretty comparable. Zahlan [to Hohengarten]: Do you recruit certain majors? Hohengarten: The way you would do that is by buying names of, mailing lists from ACT, [whereon] students have declared an intended major, and you could target that way. So, the one way you would do that we haven't... Once we get applications, we send the information—the names and their intended majors—out to deans, who I understand usually refer them to the chairs, so that the chairs can work on recruiting the students who have indicated an interest in their area.

[At this point Chair Zahlan thanked and excused Hohengarten, Aylesworth and Lasky, and the Senate then turned its focus upon the Scher/Canivez motion. The discussion that followed had to do with the language and emphasis of the motion.] Lord: I can't speak for sure for the president, but I'm reasonably confident, and I can speak for myself, that he and I would be happy to join the Senate and engage in a conversation on these issues [i.e., enrollment management, recruiting, prospective-students' profiles, admission requirements, etc.].

The Senate postponed further discussion of the motion until its next meeting, on 5 November 2002.

**VII. Adjournment:** Meeting adjourned at 3: 59 p.m.

**Future Agenda Items:**

Administrative Search Procedures; Computer-Privacy Policy; Shared Governance Concerns; Evaluation of Chairs; Temperature Control in Classrooms and Offices; Evaluation of Writing Portfolios; Facilities-Naming Procedures; Textbook-Rental Service; Faculty Representation on Board of Trustees; Increased Workload and Overload; Distance Education; Timing of Commencement; Efficient Use of Available Resources; Planning for University Events.

**NOTICE: Any and all faculty members interested in serving on an ad-hoc committee, proposed by Cynthia Nichols, to deal with departmental recruitment and retention, please contact Senator Gary Canivez.**

**NOTICE: The Faculty Senate requests responses from faculty members about Student Senate Resolution #02-03-05, calling for students' formal involvement in "faculty-hiring searches" (attached to these Minutes).**

Respectfully submitted,  
David Carpenter