

FACULTY SENATE MINUTES FOR March 7, 2006 (Vol. XXXIV, No. 14)

The 2005 – 2006 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 Physical Sciences Building 1450, and on the third-level bulletin board in Booth Library. Note: These minutes are not a complete verbatim transcript of the Senate meeting.

Notice to Faculty: Faculty Elections are scheduled for Wednesday and Thursday, 29 and 30 March.

- I. Call to order by Chair Assege HaileMariam at 2:00 p.m.** (Booth Library Conference Room)
Present: J. Ashley, A. Brownson, L. Comerford, L. Curry, M. Dao, A. HaileMariam, R. Hoberman, R. Marshall, L. New Freeland, J. Pommier, T. Sinclair, J. Stimac, D. Van Gunten, and B. Wilson. Excused: Fischer.
Guests: B. Lord (Provost and VPAA), C. Rohn (Dean of CEPS), R. McDuffie (Athletic Director), D. Reid (CAA), M. Ortiz (University Board), C. Frederick (Student VPAA), J. David (Student Government), J. Melanson (Student Government), K. Crow (Reporter, *Daily Eastern News*), and C. Hollis (photographer, *Daily Eastern News*).
- II. Approval of Minutes of 21 February 2006.**
Motion (Hoberman / Sinclair) to approve the Minutes of 21 February 2006 with correction. Yes: Ashley, Brownson, Curry, Dao, Hoberman, Pommier, Sinclair, Stimac, and Van Gunten. Abstain: Comerford, HaileMariam, Marshall, New Freeland, and Wilson.
- III. Announcements**
 - A. “Minority Affairs” workshop presented by Mona Davenport and sponsored by Faculty Development. 9 March, 12 noon to 1 PM in the Paris Room of the MLK Student Union.
 - B. “Human Subjects in Research: Regulatory Issues” workshop presented by Robert Chesnut and sponsored by Faculty Development. 21 March, 12 noon to 1 PM. Location to be announced.
 - C. “Full & Bright Opportunities” for faculty panel discussion sponsored by Faculty Development and the Honors College. 22 March, 12 noon to 1:30 PM in the Arcola/Tuscola Room of the MLK Student Union.
 - D. “Fast but Fair Methods to Assess Grading and Writing” workshop presented by Dr. Nilson and sponsored by Faculty Development. 5 April, 1 PM to 4 PM. Location to be announced.
 - E. “Managing your Workload” workshop sponsored by Faculty Development. 5 April, 8:30 AM to 11:30 AM in the Charleston/Mattoon Faculty Development on 22 February: “Culturally Responsive Teaching For the 21st Century Learner” by Drs. Fewell, Leitchuch, and Pearson in the 1895 Room from noon to 1:30 PM.
 - F. Senator Curry stated that the calendar for Women’s History and Awareness Month has been published and should be posted in the various academic buildings.
- IV. Communications**
 - A. Memorandum of 7 February from Julia Abel, re: 2005 EIU Fact Sheet.
 - B. Council of Chairs Minutes, 8 February.
 - C. Email of 20 February from Ed Treadwell, re: Parking Advisory Committee. Chair HaileMariam informed the Faculty Senate that there is a discussion about raising the parking fee, which has not increased since ~1997, by \$30 or \$35. The increase may be phased in over a couple of years.
 - D. Email of 24 February from Virginia Voyles, re: Diversity Statements. Chair HaileMariam stated that the Office of Civil Rights noticed that the Faculty Senate’s web page does not have any type of diversity statement. Chair HaileMariam asked the Bylaws committee to discuss the issue and draft a statement.
 - E. Memorandum of 2 March from President Hencken, re: CUPB Composition for 2006 – 2007. Senator Ashley stated that he believes these positions are the ones being filled in the upcoming faculty elections.

- F. Email of 2 March from Jeff Melanson, re: Student Senate Resolution 05-06-16: Academic Advisement.
- G. Email from Jocelyn Tipton, re: shuttle schedule. Provost Lord suggested that the email should be forwarded to VPSA Nadler.

V. Old Business

A. Committee Reports

- 1. Executive Committee: no report.
- 2. Nominations Committee: no report.
- 3. Elections Committee: Senator Ashley reminded the Faculty Senate that elections will be held on 29 and 30 March. He also indicated what candidates are running for the positions. The complete list of candidates and their responses to questions, are attached at the end of the minutes.
- 4. Faculty – Student Relations Committee: no report.
- 5. Faculty – Staff Relations Committee: no report.
- 6. Budget Transparency Committee: no report.
- 7. Faculty Forum Committee: no report.
- 8. Other Reports
 - a) Bylaws Committee: no report.
 - b) Provost’s Report: Provost Lord stated that on Thursday the President, himself, and Vice-President of External Relations would attend the budget meeting in Chicago. Provost Lord stated that at that time the \$683,000 budget increase would be made official. Provost Lord also stated that he had met with the search committee for the Dean of the College of Education and Professional Studies and that he should have an announcement ready after spring break. Provost Lord added that with respect to the question asked of McDuffie as to who stopped coaches from making calls to faculty checking on their athletes, he stated that he had. Provost Lord informed the Faculty Senate that at the urging of the President, a search was being started for a Director of the Nursing Program. The Provost stated that although there are no funds yet for the program, he is talking with several private sources. Senator New Freeland asked if there are plans to re-address international travel. Provost Lord replied that for this summer’s faculty-led programs (short-term study abroad), that the number of students was down by ~30; however, for long-term (semester-long) study abroad, the number was up by ~30 students. He hopes that we will be able to sustain these numbers. Provost Lord also mention the we are in the process of establishing a relationship with the National Student Exchange, a program that will allow Eastern Illinois University students to study in other states.

VI. New Business

- A. Richard McDuffie, Athletic Director, began the discussion by giving some background on his time at Eastern Illinois University. McDuffie stated that he has been at Eastern Illinois University for 9 years and that this is his second time at Faculty Senate. Eastern Illinois University currently has 11 mens and 11 womens varsity sports and that this is more than any schools with whom we compete. It is more that the University of Illinois, Southern Illinois University, or Northern Illinois University. Among those sports, there are approximately 500 student athletes, however the Athletics is also responsible for the cheer teams, and the marching and pep bands. All-in-all, nearly 700 students are directly associated with Eastern Illinois University Athletics. McDuffie added that on average, student-athletes have a better “record” with Judicial Affairs than the general student body, but there are the rare exceptions. McDuffie stated that he is very proud of the record that the student-athletes have in that they have ~3-5 percentage greater average of graduation than the campus as a whole and that Eastern Illinois University is at the top of the Ohio Valley Conference, the division we play most of our sports. With respect to diversity, campus diversity is approximately ten percent, whereas with the student-athletes the number is close to 20 percent. All of the success can be attributed to the high standards of admissions, the various academic programs, and the support system. McDuffie also commended the Student Senate when they passed an athletic fee increase to help fund scholarships. McDuffie stated that when he first arrived at Eastern Illinois University, he wanted to improve the facilities, e.g., the tennis courts,

and so they began with a plan to raise funds, then correct the problems. The improvements have been done with no state-appropriated funds, yet the improvements have benefited all the students. Of the entire Athletics budget, only about 18 percent comes from appropriated funds and that is used for salaries. McDuffie did state that like all other programs on campus, the Athletic budget is in need of increased funding. Since the amount from appropriated monies will not increase, and student fees will only increase slightly, fund raising must increase. McDuffie stated that one method of raising funds is through the revenue-generating sports, like football. Over the next three years Eastern Illinois University will be playing two games at the University of Illinois, one at Purdue, and one at Hawaii. Proceeds from these games will be used to support the budget and facilities improvements. For example, the Hawaii game will be the third time in the last 7 or 8 years that Eastern Illinois University has participated. The athletes do not just play the game and relax on the beach, but are required to attend a luau, visit the *U.S.S. Arizona* Memorial, and visit children. All of these experiences make the trip a multicultural, historical, and citizenship experience. The University of Hawaii pays for all the expenses for roughly 250 people for the four nights. Revenue in excess of the actual costs associated with the trip help other programs. Senator Ashley stated that he appreciated knowing that these trips do not cost a great deal of money and in many instances generate revenues that can be used by the other sports. Senator Ashley asked if there is a difference in the costs associated with maintaining the ProTurf versus real grass in O'Brien Stadium. McDuffie stated that ProTurf is an amazing material since it does not need to be regenerated, even after heavy rains. Other sports, and groups, use the field as well so more students benefit. The savings of roughly \$27,000 per year in maintenance allows that money to go to other needed areas. ProTurf has also reduced injuries. Senator Comerford asked what the firing of Coach Samuels has done to the basketball program. McDuffie replied that Samuels was not fired, but that his contract was not renewed. Over the 25 years that Samuels was at Eastern Illinois University, the basketball program had roughly a .500 record, and that a new coach was brought in to make it competitive. Senator Ashley asked this year was a winning year. McDuffie replied that it wasn't, but that this year was using last year's recruits and plays for the most part. Senator HaileMariam asked if the Academic Support Building being added to Lantz was a duplication and if it was only for athletes. McDuffie stated that the athletes are mainstreamed as much as possible, but since the NCAA progress requirements are more stringent than for the general student that the programs want to monitor their progress more and this can be done with the support complex. If we do not monitor an athletes progress, and strive to make sure they graduate at least at the same time as the general student population, then we are opening ourselves up to litigation from parents. The space is open to special lectures and classes, but not just open to students. This should also help relieve pressures elsewhere on campus. Senator Ashley stated that elsewhere coaches personally check on their students with faculty members. McDuffie replied that he had asked coaches not to do that since it could be viewed as an intrusion, or pressure, by the coaches. Senator Pommier stated that many of the student-athletes he has in class are some of the best students he has. He added that knowing several of the coaches, he believes that they are great mentors as well. McDuffie stated that coaches had once asked him if he wanted student-athletes with good grades or a winning record – his response was “both.” Senator Sinclair asked about comments in the recent NCAA report on programs. McDuffie replied that Eastern Illinois University did very well with one exception – wrestling. As such, the NCAA imposed a sanction of a loss of 0.33 of a scholarship from the 3.00 that it currently receives. Issues raised by the NCAA are also being addressed. Senator Ashley expressed his appreciation for the donations of all the tickets for the two Faculty Family nights during football season. Chair HaileMariam stated that although some members of campus have expressed the view that Athletics is an “empire”, discussions such as this help bridge the divide. McDuffie replied that he is open to doing a better job at integrating athletics with academics and that he encourages all of his staff to participate in campus activities. Senator New Freeland stated that the women's basketball team has done a Habitat for Humanity and wanted to know if this was a requirement. McDuffie replied that it was not, but that several of the coaches encourage their players to participate in giving back to the community, e.g., Habitat for Humanity, Special Olympics, etc. Chair HaileMariam thanked McDuffie for the information and for taking the time to attend Faculty Senate.

- B. Melissa Ortiz, University Board Lecture Coordinator. Ortiz stated that there several additional lectures left this semester and that they are open to all. They include Gill White on “How to travel to Europe for 84¢ a day” to be held at 7 PM in the Grand Ballroom; on 12 April Charles Dukes, a World War II veteran and Russian POW will talk of his experiences; on 23 March at 8 PM in the University Ballroom Dr. Alan Baharlou will lecture on “Special Creationism versus the Origin of Species;” on 20 April, Dean Bonnie Irwin will lecture on “Folklore on Campus;” and on 29 April Alan Furman will talk on issues of students moving back home after graduation. Please stay tuned to the EIU Calendar and the *Daily Eastern News*.
- C. Chair HaileMariam asked senators for potential issues to be discussed at future meetings. Suggestions included presentations on the status of Banner implementation, the Electronic Writing Portfolio (EWP), outcomes and recommendations from the recent Faculty Forum, and the grading system and any potential to switching to a +/- system.

VII. Adjournment at 3:25 p.m.

Future Agenda Items:

Future Agenda Items: External Relations; Alumni Association; Campus Atmosphere; Vision for Future; Long Range Planning; Housing; Conservation Committee.

Respectfully submitted,

John Paul Stimac

CANDIDATES FOR OPEN POSITIONS

Council/Committee	#	Open Positions	Qualifications/Information
Faculty Senate	1	5 at-large Bud Fischer Bill Joyce Rajit Mazumder John Henry Pommier Jeanne Snyder John Stimac	Unit A members and chairs in at least their fourth semester of employment; Meets 2 p.m. Tuesdays
Council on Academic Affairs	2	1 from College of Education and Professional Studies Julie Dietz Lucia Schroeder	Unit A members and chairs in at least their fourth semester of employment; Meets 2 p.m. Thursdays
	3	1 from College of Arts and Humanities Les Hyder	
	4	1 at-large Jean Dilworth Marshall Lassak	
Council on Graduate Studies	5	1 from College of Sciences Thomas Nelson	Graduate Faculty by college; Meets 2. p.m. Tuesdays
	6	1 from College of Business and Applied Sciences Peter Liu Cheryl Noll	
Council on Teacher Education	7	1 from College of Education and Professional Studies – Special Ed. Christy Hooser	Faculty by area; no dept. may have more than two reps. Meets 2 p.m. Tuesdays
	8	1 from College of Education and Professional Studies – Phys. Ed./Leisure Studies/Health Studies	
	9	1 from College of Sciences Chris McCormick Andrew White	
Council of University Planning and Budget	10	1 from College of Business and Applied Sciences Bill Joyce	Faculty by college; Meets 3 p.m. Fridays
	11	1 from College of Arts and Humanities Teresa Britton	
	12	1 from Booth Library Jocelyn Tipton	
	13	1 from College of Education and Professional Studies (one-year term)	

Admissions Appeal Review Committee	14	1 from College of Arts and Humanities Joe Gisandi	Faculty by college
Enrollment Management Advisory Committee	15	1 from College of Arts and Humanities Terri Johnson Fern Kory	Faculty by college; Meets 8:30a.m. Thursdays
Academic Program Elimination Review Committee	16	1 from College of Education and Professional Studies – Phys. Ed./Leisure Studies/Health Studies	Faculty by area
Council for Faculty Research	17	1 from College of Sciences Linda Ghent Henry Owen	Unit A Faculty by college
	18	1 from Counseling/Library/Media Services Stacey Knight-Davis	
	19	1 from College of Business and Applied Sciences (one-year term) Bill Joyce Richard Wilkinson	
University Personnel Committee	20	1 at-large David Kammerling Smith	Tenured Faculty by college
	21	1 from College of Sciences Alan Grant	
	22	1 from College of Education and Professional Studies	
	23	1 College of Business and Applied Sciences Hank Davis	
	24	1 College of Business and Applied Sciences (Spring '07 only)	
Sanctions and Terminations Hearing Committee	25	1 at-large Steve Scher Ron Sutliff Sally Turner	Tenured Faculty at-large and by college
	26	1 from College of Sciences Stephen Mullin	
	27	1 from College of Business and Applied Sciences Bill Joyce	
	28	1 from College of Arts and Humanities W. David Hobbs	

Responses to Questions

FACULTY SENATE

What issues and concerns do you think the Faculty Senate should address next year?

Bud Fischer

As Eastern Illinois University faces the challenges confronting higher education, 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 the future development of the University, the senate must establish open and productive lines of communication with the administration, staff and student senates and their constituents, the FACULTY. Faculty Senate activities over the past few years which include: 1) Senate Forums on Student Engagement and the Future of EIU 2) discussions on enrollment management, budget transparency, study abroad, and the electronic writing portfolio; and, 3) the development of a statement of ethics indicates that the senate has begun to identify and discuss topics of interest to faculty and laid the groundwork for a productive relationship with the entire campus community. I want to continue to be a part of a Faculty Senate that is proactive and will gather data from the faculty on important issues including: 1) ways to enhance faculty development; 2) the role of graduate education at EIU; 3) how to enhance the academic atmosphere on campus; and, 4) how to improve Eastern's image with the IBHE and the state legislature and then use that information to make informed recommendations to the campus community.

William Joyce

In my opinion, the main issue and concern the Faculty Senate has is how the education of Eastern Illinois University students can be enhanced.

Rajit Mazumder

The following are some of the issues I hope the Faculty Senate would take up over the next year:

1. Research facilities for faculty - funding, travel grants, release hours
2. Library funding - e.g., preventing yearly cull of necessary journals
3. Drawing, and retaining, better students to EIU
4. Improving parking for faculty

John Pommier

It would be my privilege to serve Eastern Illinois University's faculty as a member of the senate. Having served the previous (9) semesters as a faculty senate member, I understand how much time is involved - time most faculty do not have in excess today (if ever). I too find time to be limited though the commitment, sacrifices, and successes I have witnessed prior senators to endure and future agenda(s) I perceive the senate will engage are worth my true desire to represent Eastern Illinois University's faculty! I envision that the agenda for future senate members will be dynamic and require sincere thought and sound representation. As it has been for the past (9) semesters, it would be my honor to seek input from my colleagues and express myself through a collective, reflective voice.

Jeanne Snyder

An issue that I believe Faculty Senate should focus on is playing a vital role in promoting and advocating programs to more comprehensively and effectively examine the factors which will elevate them to "first choice" programs. Ultimately, this effort will, no doubt, serve to heighten the University's image by more productively communicating to prospective students as to exactly why Eastern Illinois University is a top Midwest public university. In order to promote this strong image it is necessary that all programs clearly demonstrate and convey their mission, goals, and strengths. Other faculty senate issues to be addressed include service learning, student/faculty research, assessment, and faculty impact on legislation affecting the university.

John Stimac

I hope that the Faculty Senate continues to be proactive in dealing with all constituencies on campus. As such, I would like to continue to be part of the shared governance experience that makes EIU what it is and help faculty voice their concerns to the Senate. Recent faculty concerns brought before the Senate have resulted in significant policy changes, e.g., establishment of IGP 11.1 on Consensual Relations. I believe that items that are to be on future agendas should include increasing the academic atmosphere on campus at all levels - from EIU's web presence to

involvement of students in evening programming, increasing faculty and student participation in both short-term and semester study abroad, and getting more faculty involved in our shared governance.

COUNCIL ON ACADEMIC AFFAIRS

How do you perceive your role as an individual CAA member? What would you like to accomplish as a CAA member? What do you see as the major challenges CAA faces in the next three years?

Julie Dietz

I believe my role is to represent the best interests of both students and faculty across campus in regards to the undergraduate curriculum. I have an interdisciplinary background and a wholistic orientation which I hope allows me to be able to consider all sides of the issue before making a decision.

I would like to continue to make undergraduate curriculum more hospitable and open to interdisciplinary efforts. There is a growing trend throughout academia, as well as at EIU, to encourage the development of interdisciplinary programs, and I would welcome the opportunity to further foster such efforts.

Unfortunately, there are many issues around the General Education Curriculum which continue to be controversial and divisive. It is my hope that we can discuss these issues in a manner which focuses on the best interests of our students and the campus as a whole.

Jean Dilworth

1. I believe my primary role as a CAA member is to provide accurate information about the course and program approval process for undergraduate education as interpreted on each current council.

2. As a team member of CAA, I would like to clear the records of courses that remain on the records but have not been offered for a considerable amount of time. I believe CAA should monitor course proposals closely to avoid overlapping courses between or among departments that do not lead to a significant body of knowledge to adequately prepare students for a competitive job market.

3. I would hope that CAA would work toward more consistency and better publication of their expectations for the course and program proposal process and that process remain in place for a designate period of time. (e.g. three years). This would avoid faculty and administration retracing their steps for the sake of semantics.

Les Hyder

Each member of CAA has an obligation to be diligent in attending meetings and to be prepared for each meeting. This includes being familiar with and supportive of the university's mission and academic priorities as well as those of the individual colleges and departments. I expect to be fair and impartial in considering proposals, to respect those who present proposals, and to be cognizant and supportive of the purposes and goals of each academic program. During the next three years, it is possible that decreasing state appropriations and increased student enrollment will cause CAA to consider how to adapt to those changes while maintaining academic quality and being true to EIU's mission.

Marshall Lassak

1. My role as CAA member would be to provide faculty representation on the council. I see that I would need to be informed about of major curricular issues and changes happening all over campus. Among my responsibilities would be to ensure that every item before CAA was afforded fair and diligent consideration.

2. I would like the opportunity to represent the faculty on this council. Having served on a college level curriculum committee, I am ready to work with others at the next committee level. I am also interested in exploring what it takes for new courses to be approved and consider if any changes to the process are needed.

3. General education will probably be an issue, if not a challenge, that CAA will continue to deal with over the next few years. There are other changes either coming or currently being implemented at Eastern, such as the new Banner system, EWP, and LiveText. While these may not be specifically CAA concerns, they certainly appear to affect the

curriculum in a variety of ways.

Lucia Schroeder

I see the role of the CAA as a combination of

- enabling continued emphasis on high academic standards
- providing a supporting role in coordinating cross-curricular goals
- encouraging future oriented efforts so an EIU graduate is prepared for the future, rooted in the past, but not root bound

As part of CAA I would like to

- share my ability to look at issues with a global perspective
- support faculty and administration in their diverse roles which ultimately provide an excellent education for all EIU students
- provide service to the faculty and students of this university

Challenges in the next 3 years related to academic affairs might be

- meeting the continuing requirements set by various political bodies
- the dichotomy of seeking growth in student enrollment, yet continuing the quality of programs with limited funding
- balancing the explosion of information dissemination with ability to discriminate regarding the quality of the information.

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?

Cheryl Noll

A major issue facing graduate education today is assessment. A concerted effort has been made to ensure that we have implemented a successful assessment program for undergraduate studies; however, at the graduate level, we could accomplish more toward this goal. Another issue that is critical to our graduate programs is recruiting top candidates for admission.

My role as a member of CGS would be to promote and support graduate education as an integral component of the mission of EIU. I will dedicate my time to carefully reviewing course proposals, policies, and procedures that support the mission of graduate education at EIU and ensure that the hallmarks of graduate education are upheld. I will carefully consider the unique needs of graduate students and faculty when reviewing and writing policies and procedures. As a member of CGS, I will work diligently to uphold the academic excellence of graduate education at EIU and participate in the development of appropriate assessment and recruiting activities to ensure this excellence.

COUNCIL ON TEACHER EDUCATION

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

Christy Hooser

Across the state and the nation, teacher education has been called to demonstrate a higher level of accountability in the preparation of future teachers. Specifically, teacher education programs have been required to align with state and national professional association standards. Moreover, key assessments are to be identified and required of all candidates. The assessments are to cross the candidates' program, and result in data that show the degree to which candidate performance exceeds, meets, or does not meet mandated standards. Given that the Council on Teacher Education (COTE) is responsible for the development, implementation, and evaluation of policies and procedures impacting teacher education on this campus, the role COTE will play in program and Unit assessment will be critical if Eastern is going to remain accredited and offer nationally recognized programs.

As Unit Assessment Chair, I perceive my contribution to maintaining quality programs through assessment is one where I informally share the work of the Unit Assessment Committee. The sharing of updates to assessments and rubrics, information about the stages of assessment, and informal dissemination of data from the assessment system are all pieces of information that assist COTE in ensuring that programs are adhering to the policy put in place by COTE Fall 2005. This is also a chance to serve as a liaison between COTE and the Unit Assessment Committee whereby concerns of COTE can be voiced and shared with the assessment committee. An interchange such as this results in an assessment system that is constantly evolving and improving.

COUNCIL ON UNIVERSITY PLANNING AND BUDGET

What do you think should be the role of faculty in University planning and budget?

Teresa Britton

I believe that faculty should take an active role in participating in the University planning and budgeting process. It is also important to keep faculty informed of important decision on the council and represent their interests at these meetings

William Joyce

The faculty's role in university planning and budgeting should be to help insure that that the budget best serves the educational needs to our students. During the planning phase of the budgeting process, all viewpoints (including faculty view points) should be considered. Opportunities can be identified, and cost reduction opportunities can be assessed. As part of this effort, better decision making for the university is gained. The faculty are a key stake holder at Eastern Illinois University and how it is governed. The university's budget charts a course for EIU by outlining the plans of the university in financial terms. A set of goals is often necessary to guide and focus the university. These goals motivate faculty, staff and administration to perform at high levels for our students. The university's budget charts a course for EIU by outlining the plans of the university in financial terms. Faculty can help to improve overall decision making.

ENROLLMENT MANAGEMENT ADVISORY COMMITTEE

What criteria and procedures should the University use in determining the size and character of the student body?

Terri Johnson

The size and character of the student body of the University reflect what the University actually is now and what it can grow to be. The criteria and procedures used in determining the size and character of the student body are critical to creating a University that fulfills the needs of the future for Illinois and for our nation. This process must fit with the Vision and Mission of Eastern Illinois University and that Vision and Mission must be continuously reviewed and rearticulated to meet the changing world around us.

With our Mission and Vision firmly in mind, we must seek criteria that includes academic achievement, ambition to work toward completing a college degree in a timely manner, willingness to serve the university, community, and others while fulfilling personal goals, and a sense of self worth that leads the student to seek educational experiences to advance his or her own opportunities in life.

We must also ensure that the student body reflects the diversity in race, gender, belief systems, and other areas of life so that the students' education can be as rich in and out of the classroom as possible. Factors that indicate this diversity include, but are not limited to, ethnic or cultural awareness; activities or accomplishments; educational goals; life experiences (such as an unusual or disadvantaged environment); family educational background and socioeconomic status; and special talents and experiences.

Many of the tools are readily available and can include class rank in high school, SAT and ACT scores, GPA in course work at other institutions and other tests and yardsticks to determine a student's ability and willingness to apply that ability in the University setting. In addition, personal interviews, personal statements or essays and recommendations from mentors, high school guidance counselors and others go a long way in helping us determine the student's character and fit for Eastern.

We cannot just allow any student to come who is willing to pay the tuition. Rather, we have to be sure that students are capable of succeeding and only then should we offer them the opportunity to succeed here. We need a competitive enrollment process based on not only a student's academic ability, but also what he or she brings to the University.

Fern Kory

In order to determine the optimal size of the EIU student body and shape its character, those of us who serve students need to share information about how--and how well--we are serving students at present. As a representative of the faculty of the College of Arts and Humanities, I expect to use this position to urge that we continue to play to our strengths (small classes, engaged faculty & support staff) while evolving criteria and procedures that will allow us to identify and attract a diverse body of students who will benefit from and contribute to the academic experience we make available to them.

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 to 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?

Hank Davis

(1) A superior teacher motivates students to learn. She/he ignites the "spark" and fuels the fire that produces a quest for life-long learning in students.

An individual that is competent in Research/Creative activities has the intellectual respect of colleagues and peers.

(2) The key components of faculty evaluations are the faculty portfolio and the contents of the Departmental Application of Criteria (DAC) for that individual. Each faculty member must supply adequate documentation of her/his achievements/contributions in accordance with the relevant DAC. I would base my assessment on documented performance that meets the DAC criteria.

David Smith

Having previously served on UPC and been deeply impressed with the breadth and depth of activities by our faculty, I believe that competent teaching and researching can take many forms. There is no single model or piece of evidence to look for in a portfolio. Rather, the UPC members must look for evidence of engagement by the faculty member in the process of teaching, research, and service. Such evidence can be found in many forms: new teaching methods, scholarship undertaken and produced, participation in professional organizations and campus governance, involvement with students in and beyond the classroom. The job of the UPC is to look for evidence of such engagement and weigh its substance in relationship to the DAC.