

FACULTY SENATE MINUTES FOR March 21, 2006 (Vol. XXXIV, No. 15)

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.

Notice to Faculty: if you are interested on serving on the Achievement and Contribution Awards Selection Committee, please notify Chair HaileMariam (ahailemaria@eiu.edu).

- I. Call to order by Chair Assege HaileMariam at 2:00 p.m.** (Booth Library Conference Room)
Present: A. Brownson, L. Comerford, L. Curry, R. Fischer, A. HaileMariam, R. Hoberman, L. New Freeland, J. Pommier, T. Sinclair, J. Stimac, D. Van Gunten, and B. Wilson. Excused: J. Ashley, M. Dao, R. Marshall.
Guests: B. Lord (Provost and VPAA), D. Hoadley (Dean of LCBAS), K. Sanders (Director of the Center for Academic Support and Achievement), D. Markelis (WAC representative on CASL), D. Reid (CAA), C. Frederick (Student VPAA), J. David (Student Government), J. Melanson (Student Government), M. Bates (Student Government), and K. Mayhugh (Reporter, *Daily Eastern News*).

- II. Approval of Minutes of 7 March 2006.**
Motion (Brownson / Sinclair) to approve the Minutes of 21 February 2006 with correction. Yes: Brownson, Comerford, Curry, HaileMariam, Hoberman, New Freeland, Pommier, Sinclair, Stimac, and Van Gunten. Abstain: Fischer and Wilson.

- III. Announcements**
 - A. “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.
 - B. “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.
 - C. “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.
 - D. Senator Fischer announced that Student Affairs formed a Resident Hall Faculty Fellows Committee which is in the process of designing a program to increase student and faculty interaction by increasing contact between faculty and students in the residence hall setting. The program is designed to create teams of approximately ten people (7 faculty, 1 staff and 1 administrator) that would have four informal get togethers with students over the academic year, with the first occurring during the Thursday of move in week (August 17). If faculty are interested in participating please contact him (rufischer@eiu.edu) of Jody Stone (jestone@eiu.edu).
 - E. Dr. Carole Barrowman will be presenting a workshop sponsored by CASL on Thursday, 30 March in the Charleston / Mattoon Room of the MLK Student Union. 8:30 AM: *Learning that lasts: Writing and assessment across a curriculum*; 10:45: *Creating assignments that matter*; 1:30: *Effective revision across the disciplines*; and 3:00: *Strategies for meaningful feedback*.
 - F. Drs. Daiva Markelis and Robin Murray will be presenting a workshop sponsored by WAC on Wednesday, 5 April from 9 – 11 AM in the Arcola/Tuscola Room of the MLK Student Union. The topic will be *Creating successful writing assignments: What we learned from reading electronic writing portfolios*.

IV. Communications

- A. Minutes of 27 February College of Education and Professional Studies meeting
- B. Memorandum of 6 March from Tami Babbs, re: FU2007 Allocation for Endowment Spending.
- C. Letter of 9 March from Provost Lord, re: Achievement and Contribution Awards Selection Committee. Notice to Faculty: if you are interested on serving on the Achievement and Contribution Awards Selection Committee, please notify Chair HaileMariam (ahailemariam@eiu.edu).
- D. E-mail of 9 March from Melinda Mueller, re: Parking Advisory Committee. There is a proposed \$30 increase in parking fees in order to cover improvements to the lots. The proposal will be addressed at a future Faculty Senate meeting.
- E. E-mail of 14 March from Kathleen Moreno, re: University Newsletter Submission. Moreno stated that EIU had eight material findings and fourteen immaterial findings--the eight material findings are posted on the Office of the Auditor General's website at <http://www.state.il.us/auditor/EIU%2005%20Compliance%20-%20Full.pdf>. Chair HaileMariam stated that a summary of the findings was on pages 8 and 9 and that details were on pages 28 – 41.
- G. E-mail of 15 March from Jeff Cooley, re: FY05 Audit Report memo for Newsletter. The complete report is available in VPBA Cooley's office and that a copy would be made available at Booth Library.
- H. Senator Wilson stated that she had checked with Virginia Voyles in the Office of Civil Rights, re: email communication regarding a diversity statement from Faculty Senate. Senator Wilson said that Voyles was only collecting statements if they were already available and that there wasn't a need for new statements.

V. Old Business

- A. Committee Reports
 - 1. Executive Committee: President Hencken began by stating that he and the Provost would be going to Chicago tomorrow (9 March) for the budget meeting. Items that will be discussed include the \$1,000 tax credit. The credit will be sure to pass, but there is a concern to giving the credit only to those students with a GPA of "B" or greater. There may be grade inflation as a result of the credit. President Hencken stated that he is confident that Eastern Illinois University will be getting a 1.4 percent increase (other institutions have increases of between 1.1 and 1.9 percent). The 1.9 percent increase is for Southern Illinois University for furnishings in a new building, so that bodes well for the new art center once it is complete. Chair HaileMariam asked if students who may have attempted suicide are expelled. President Hencken replied that they are not. If a student attempts suicide then, after consultation with the Counseling Center, they might be medically withdrawn, but that is usually a last resort. For the most part, the Counseling Center and other units on campus will work with the student, parents, and faculty to address any issues. If a student has been medically cleared, they may return. President Hencken added that an unfilled position in accounting had been moved and filled in the Counseling Center so that it can be fully staffed. Senator Ashley asked about faculty members who need disability services. President Hencken replied that Eastern Illinois University would work with the individual faculty on a case-by-case basis. Chair HaileMariam asked why the PAWS system was off-line so often. Provost Lord stated that PAWS is running on the mainframe system and that needs to be off-line in order to process batch jobs during the night hours. PAWS is anticipated to be running continuously once Banner is implemented. With respect to the Banner implementation, Provost Lord stated that the financial portion should be operational 1 July, the Human Resources portion operational next November, and the student portion by fall 2007. With the advent of the Banner system a question that comes up is the timing of the paychecks. Banner will allow pay periods to be as they currently are (once a month) or on the 15th and 30th of each month. The 15th/30th system would allow new hires and ACFs to be paid at the end of August rather than waiting until the end of September. Chair HaileMariam asked if Booth Library hours could be re-arranged or extended. Provost Lord replied that additional money would be required for extended hours, but asked where would it come from. Chair HaileMariam asked how the number of members of CUPB was determined. President Hencken stated that he remembered when CUPB only had ~15 members rather than the ~40 it currently has. The current size limits its effectiveness. President Hencken stated that the Board of Trustee Regulations are being revisited. When the

BOT was created in 1999, the regulations from the Board of Governors were just changed to reflect the name change. The first reading of the new regulations was to have taken place this Friday (10 March) by teleconference, but have been postponed until the September BOT meeting. Final approval is expected at the November meeting. Provost Lord stated that Blair Hall is scheduled for opening in April with an official rededication for 24 April, after the BOT meeting. A special Executive Committee meeting was called by President Hencken on Monday, 20 March to discuss the concerns raised in K. Moreno's email. President Hencken explained the background of who the Internal Auditor reports to (the President) as well as stating that the UPG stated the proper release of report of the External Auditor was through the Vice President for Business Affairs. Chair HaileMariam stated that her questions concerning suicide and the University's reaction to such attempts were in response to questions she had received. Chair HaileMariam also stated that now is the time to address the issue of when paychecks were issued. She had spoken with Charles Delman, President of the EIU Chapter of the UPI, and that he would address this issue. Chair HaileMariam added if something other than the simple Faculty Retirement Reception should be done for faculty who put in so much time to the University. Suggestions included a bench in the Alumni Courtyard or planting of trees in their honor. Senator Curry suggested that money could be set aside for the purchase of library book in which a plate honoring the various faculty could be placed. An additional concern raised was the use of social security numbers when logging into the Eastern Illinois University Human Resources site in order to enter grades or advise. Provost Lord stated that Banner will do away with the use of the social security numbers. Chair HaileMariam also brought to the Faculty Senate's attention the fact that one faculty has reported that her library identification number had been compromised by a user in Russia. The faculty member received a call from Booth Library staff informing her of the compromise and that the staff worked quickly to issue a new number and eliminate the security breach.

2. Nominations Committee: Senator Pommier stated the he had no report until after the Faculty Elections when he would call for volunteers on the various committees.
3. Elections Committee: Senator Ashley was caught out of town trying to return through the snowstorm. The Faculty Elections are slated to be run electronically next week. The slate of candidates appears at the end of these minutes. Senator Pommier asked when the list of candidates and how to vote would be circulated. An email next week will direct the faculty to a secure web site on which they may vote once.
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 search for the the Dean of CEPS will conclude soon. Representative Fredericks asked about the Nursing Program. Provost Lord stated that although Lake View College has a Nursing Program, the program at Eastern Illinois University will be a baccalaureate-completion program and should have no impact on Lake View's.

VI. New Business

- A. Karla Sanders, Director of the Center for Academic Support and Achievement and Daiva Markelis, that Writing Across the Curriculum representative to the Committee on Assessment of Student Learning. Sanders handed out a summary sheet (attached) and stated that Eastern Illinois University had contracted with Dr. Robert O'Brien Hokanson of Alverno College to holistically look at the portfolios. Dr. O'Brien Hokanson developed a 1½ day workshop that allowed for portfolio review and modifications to the rubric. Twenty-three faculty readers volunteered to each read about thirteen portfolios with between two and four submissions in each. The volunteers reviewed the portfolio and completed a survey on the portfolios then attended a focus group. With respect to development, it was found that not enough examples were given, the submissions lacked depth and strength of writing. Submissions also were not directed to a clear audience unless given clear instructions. Most submissions appeared directed to the faculty member.

Another key point was that short submissions were difficult to evaluate. Senator Brownson stated that in her experience many students don't understand plagiarism. Senator Hoberman stated that the summary is interesting and that this discussion has re-invigorated her with respect to teaching WI-courses. Senator Hoberman asked how the ratings, which faculty circle upon acceptance of the EWP submission, were factored into this evaluation. Sanders stated that the reviewers were not given the ratings. Senator HaileMariam asked if the same rubric was used by the reviewers that is given to the faculty to evaluate the submissions. Sanders stated that they do to some degree, but that a larger rubric was developed. Senator HaileMariam followed up by asking how could one standard be used to evaluate the papers in the first place (by the faculty) and a second standard be used later by the reviewers. Senator Fischer echoed Senator HaileMariam's concerns and asked what happens to the 21 percent that leave weak. Provost Lord replied that program changes could be made to address that. Markelis stated that a student's best writing isn't submitted as an EWP since it is based on the faculty, discipline, major, course, etc; however, we know that it is not the student's worst writing. The resulting data is important to assessment. Representative Fredericks asked why submissions must be chosen from the selected writing intensive courses and not other courses from which excellent writing is done. Sanders replied that she was unsure why the courses were originally chosen, but thought it was based on the amount of writing required for those courses. Sanders added that CASL's goals were both short-term and long-termed. Short-termed goals include faculty development activities, piloting on-line submission of EWP submissions, and sharing the results of the summaries. Longer-term goals include looking at the various levels, different courses, and how many submissions are required. Representative Melanson asked how do we change the method of evaluate such that we can determine if a student's writing is improving over four years and how long was the training of the evaluators. Sanders replied that training took place over 1.5 days by reading common papers. Senator New Freeland stated that a faculty member's grading according to the rubric has little to do with the grade assigned the paper since those are two very different tasks and that there appears to be a culture among students and faculty that this culture of writing is a hoop to pass through. Senator Curry asked Sanders to clarify what is not known by the evaluators when they review the submissions. Sanders replied that evaluators only saw the level of the paper. Senator Curry followed up by stated that she was concerned that evaluators were not informed of the major of the student of the course it was submitted for which could answer some of the concerns voiced. Markelis stated that the purpose of the EWP is not to correct writing on an individual level, but to improve writing on larger scales. Sanders added that some faculty attempt to offer to help the students with their writing on an individual level and that the Writing Center was also available for students. Senator Fischer asked what we are trying to get to that replaced the Writing Competency Examination. He added that we should be following individual cohorts through the programs. Sanders stated that the evaluators have agreed to stay with the program for three readings. Senator Fischer stated they should stay for four reading (one full submission). Markelis stated that implementation of the EWP may have been too fast and that research indicates it is difficult to show improvement in writing. Representative Melanson asked evaluators are expected to review totally disparate papers. Sanders replied that the EWP is not intended to be a portfolio for a discipline since many already do that. The purpose if to look at the holistic nature of the writing. Senator Wilson stated that she agreed it is difficult to look at the different writing with the rubric that is currently being used. Senator Hoberman added that faculty feel removed from this process. Sanders stated that she will take the concerns raised to CASL. Senator Sinclair stated that he was concerned that students appeared to be losing skills. Representative Fredericks asked about the demographics of students submitting on time. Sanders replied that holds will go on a student for registering and that they have had roughly the same number each semester. Markelis stated that opening submissions to any class the students chose would help with timely submissions, increase student's excitement over submitting something that they wanted to submit, and should help with increasing faculty participation in the process. Sanders added that if any faculty have suggestions, they should be sent to the Melanie Burns (mdburns@eiu.edu). Chair HaileMariam thanked Sanders and Markelis for attending Faculty Senate.

- B. Jill David and Jeff Melanson, Representatives from Student Government. David stated that Student Government has been focusing on academic advising and the forms that various advisers use. Surveys of the various departments and advisers show a wide range of forms used to help

students with advising. The goal of their subcommittee was to have a standardized form and link from each departmental web page to such forms in order to have the students work on them prior to advising appointments. As such, the Student Senate passed two resolutions: 1) Student Senate Resolution 05-06-15: WHEREAS, the Student Government Academic Affairs Committee of Eastern Illinois University has been researching ways to improve the academic advisement process throughout academic areas; WHEREAS, the Committee has reached the conclusion that Academic Advisement can be improved for students and faculty through implementation of the following recommendations; THEREFORE BE IT RESOLVED, that the Academic Affairs Committee of Eastern Illinois University Student Government formally requests that each department submit to Ryan W. Gibson, University webmaster, their departments advisement procedures, degree requirements, and any related documentation.; THEREFORE BE IT RESOLVED, that the Student Government of Eastern Illinois University formally requests that the Faculty Senate pass a resolution in encouraging its constituents, the faculty, to cooperate with the aforementioned endeavor. 2) Student Senate Resolution 05-06-16: WHEREAS, the Student Government Academic Affairs Committee of Eastern Illinois University has been researching ways to improve the academic advisement process throughout academic areas; WHEREAS, the Committee has reached the conclusion that Academic Advisement can be improved for students and faculty through implementation of the following recommendations; THEREFORE BE IT RESOLVED, that the Student Government of Eastern Illinois University formally requests that the academic advisement form used by Ninth Street Hall be made available online for students/faculty access; THEREFORE BE IT RESOLVED, that the Student Government of Eastern Illinois University additionally requests that the aforementioned form have a PDF link accessible from each department's academic homepage. Senator Stimac asked how the aalog™ on-line catalog system would fit in with these resolutions. Provost Lord stated that he, and the University web master are encouraging departments to place their advising plans on-line. Once advising plans are placed on-line, links can be placed in the aalog™ system to help students. This should aid that the forms don't get "buried" on a departmental page. Representative Fredericks stated that the Campus Advising Network (CAN) Committee is supportive of these resolutions since it places the onus of advising back on the students. Senator Fischer stated that he would support anything that helps students prepare for the future. Senator HaileMariam added that if the advising guides are on-line, then prospective students could refer to them prior to enrollment. Provost Lord stated that it would be easy to link the guides all onto one centralized page for prospective students. Motion by Fischer (Pommier) that the Faculty Senate support the Student Senate resolutions. Yes: Brownson, Comerford, Curry, Fischer, Hoberman, Pommier, Sinclair, Stimac, Van Gunten, and Wilson. No: New Freeland. Abstain: HaileMariam. Motion passes 10-1-1.

VII. Adjournment at 3:50 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.

Electronic Writing Portfolio Readings Report Fall 2005 Executive Summary

Number of Portfolios: 312 (10% of completed portfolios)

Number of Papers: 973

Skill	Strong	Adequate	Weak
Focus/Purpose	26%	53%	21%
Organization	25%	54%	21%
Development	27%	42%	32%
Style	16%	63%	20%
Audience	20%	66%	13%
Mechanics	31%	52%	17%
Sources	30%	52%	18%
Overall	26%	53%	21%

- The first submission was likely to be the strongest paper in terms of all aspects of writing. The weakest papers were likely to come from the senior seminars.
- Some readers found several problems with organization including problems with paragraphing, a tendency to ramble, and not providing direction for readers in terms of lacking strong thesis statements or topic sentences throughout the paper. Making strong transitions was also a problem for many students.
- Papers that were comparison/contrasts were often weak in the analysis of the ways in which the items/ideas/topics/events that were being compared and contrasted were similar or different.
- Students who had difficulty sustaining focus or a sense of purpose also had issues with development, and those whose papers were weak in terms of organization showed little evidence of development. The sophisticated development of ideas and the ability to create a solid argument were rare qualities in the portfolios.
- Many papers lacked enough evidence to make a strong case.
- Style issues included using first person when that was not an appropriate choice for the information that the student was trying to convey, and shifting from objective to subjective tone. The majority of students did not display a facility with using style to enhance presentation. Many students tended to write as they speak, using colloquial language rather than academic language; styles were very casual, more akin to language used in emails than in formal, academic papers.
- Papers following a particular genre or professional style—laboratory reports, business memos—where students had been given a format to follow tended to be better in terms of style and organization than more traditionally academic papers where most students seemed to be writing to the faculty member in a more conversational or informal style than most readers would like to see.
- The majority of papers seemed to have no audience other than the faculty member, so audience awareness or the ability to write for a specific audience was not apparent. If the assignment asked the student to write to a specific audience, students could adapt their style to that audience. But, if the assignment didn't seem to give the students an audience, the default was the professor, and little effort was made to write to a specific audience.
- Although student papers did not display perfect mechanical and grammatical abilities (examples of misusing "whether" and "weather" and "there" and "their"), these issues were listed as some of the stronger elements across the portfolios.
- It was hard to distinguish between adequate and weak portfolios if the papers were short. Readers suggested setting a minimum page requirement for submissions. They also suggested that we not accept lists, papers written in a language other than English, and poems.