

FACULTY SENATE MINUTES FOR October 3, 2006 (Vol. XXXV, No. 6)

The 2006 – 2007 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.

CALL TO FACULTY: Faculty interested in serving on the President’s “New Beginnings” Window Committee are urged to contact the Chair of Faculty Senate, Assege HaileMariam (ahailemariam@eiu.edu).

CALL TO FACULTY: Faculty wishing to nominate candidates for the Luis Clay Mendez Distinguished Service Award are requested to see the Faculty Senate’s web site for additional details and nomination forms.

I. Call to order by Chair Assege HaileMariam at 2:00 p.m. (Booth Library Conference Room, Room 4440)

Present: A. Brownson, L. Curry, R. Fischer, A. HaileMariam, B. Joyce, J. Kilgore, R. Marshall, R. Mazumder, J. Pommier, T. Sinclair, J. Snyder, J. Stimac, D. Van Gunten, and B. Wilson. Excused: J. Ashley.

Guests: B. Lord (Provost/VPAA), M. Herrington Perry (AVPAA), M. A. Hanner (Dean, COS), B. Irwin (Dean, Honors), K. Sanders (Director CASA), R. Throneburg (Chair, CASL), C. Roszkowski (Chair, CAA), L. Bulgar (Student Government Representative), J. Eyer (Student Government Representative), C. Kromphardt (Student Government Representative), J. Kinsella (Reporter, *Daily Eastern News*), and E. Hiltner (Photographer, *Daily Eastern News*).

II. Approval of Minutes of 26 September.

Approval of the Minutes of 26 September 2006 (Brownson / Marshall) with correction – Yes: Brownson, Curry, Fischer, HaileMariam, Kilgore, Marshall, Mazumder, Pommier, Sinclair, Snyder, Stimac, and Van Gunten.
Abstain: Joyce and Wilson.

III. Announcements

- A. Senator Fischer announced the Faculty Development Program is offering a workshop on Thursday, 9 November, from 1 – 4 PM called Beyond Diversity. There will also be a talk from 7 – 8:30 PM entitled “Beyond Diversity: Making Race Real.” For both the workshop or talk, please register at <http://cats.eiu.edu/FacultyDevelopmentRegistration/workshops.asp>

IV. Communications

- A. Chair HaileMariam announced that a subcommittee of CUPB was formed at the end of last academic year to look into the options for reducing membership on CUPB. The subcommittee presented its preliminary work to CUPB at the September meeting. According to the subcommittee, membership on the CUPB has steadily increased from its original membership of 17 to 34 in 1996 and 37 currently. The committee suggested a membership composition of 22 representatives, emphasizing that the suggestion was a reasonable place to start discussion and seek the input of the entire council. This discussion would be in keeping with the spirit of former Faculty Senate Chair Carpenter’s motion and Senate proposal from 2003 that the CUPB membership be reduced.
- B. Chair HaileMariam announced that there will be a special joint meeting of CAA and CGS on Thursday, 28 September at 2 PM in the Arcola/Tuscola Room to discuss a proposed grade appeals policy titled “Policy on Review of Alleged Capricious Grades.” Since it is anticipated to generate a large amount of discussion, the meeting will be held in the Arcola/Tuscola Room rather than the Booth Library Conference Room.

V. Old Business

- A. Committee Reports
1. Executive Committee: no report.
 2. Nominations Committee: Senator Curry urged interested faculty to nominate candidates for the Luis Clay Mendez Distinguished Service Award. Information is on the Faculty Senate’s home page (<http://www.eiu.edu/~FacSen>).

3. Elections Committee: no report.
4. Faculty – Student Relations Committee: no report.
5. Faculty – Staff Relations Committee: no report.
6. Budget Transparency Committee: Chair HaileMariam stated that the next meeting is scheduled for 10 October.
7. Faculty Forum Committee: Senator Wilson asked that potential Faculty Forum topics be emailed to her (bmwilson@eiu.edu). Senator Wilson added that the potential umbrella theme to this year's Faculty Forum may be learning opportunities outside the classroom.
8. Awards Committee: no report.
9. Other Reports
 - a) Provost's Report: The Provost stated that a memorandum from the Director of the IBHE calling for a 2 percent reserve applies only to state grants such as the HECA-style grants. The Provost added that the Secretary of Education's recent speech advocated additional need-based aid but also mentioned an accountability database. At the last ATAC meeting, it was decided that WebCT would be continued for a while.

VI. New Business

- A. Chair HaileMariam began discussion by reminding the Senate that Karla Sanders, Director of CASA, was invited to Senate last year to discuss the Electronic Writing Portfolio (EWP). Sanders is here to discuss progress since last year. Sanders began the discussion by defining the various committees that are involved with assessment, e.g., CASL – Committee for the Assessment of Student Learning is a University-wide board with college representation; CASA – Center for Academic Support and Achievement; WAC – Writing Across the Curriculum is a subcommittee of CASL and pre-dates CASL. All the committees and their membership can be found at <http://www.eiu.edu/~assess/caslhome.php> Rebecca Throneburg, CASL Chair, stated that the charge of WAC is the education of the faculty to encourage good writing and that CASL is charged with the assessment. Sanders added that this is considered the “Year of the EWP” and that they are looking to improve. Throneburg stated that major changes in the EWP were not made prior to the NCA visit nor before a complete portfolio of four EWP submissions was collected. Since the review of the completed portfolios, the following results, or trends, were observed (please see handout at end of the Minutes). With regard to critical thinking skills, the Watson Glazer Critical Thinking Skills Test is not effective since there are no normalizing data. Representative Bulgar asked if the EWP was organized in response to poor writing by the Senior Seminar students and if so, how much of a difference in writing skills does the EWP make. Sanders replied that there has only been one year of data thus far, so that questions cannot be answered. If the EWP were to be revised now, then we would have to wait longer for data. Reviewers of the EWP portfolios only know that the final submission of the portfolio is from the Senior Seminar. Senator Kilgore stated that it appears we're successful at stomping out the writing ability of our seniors based on the summary handout. Could that be a function of the cynicism associated with the Senior Seminar or the expectations of the Senior Seminar. Sanders replied that the first EWP submission is from ENG 1001 and is taught by English faculty who require multiple drafts and revisions prior to submission. Some of the differences may be explained by that fact. Throneburg stated that there is a question as to whether the Senior Seminar submission is an example of the student's best paper. Senior Seminar is usually the first experience for many of the students in a new discipline. In response to a question, Sanders stated that reviewers do not comment on trends seen within a portfolio. Senator Wilson stated that she is concerned with assessment bias, e.g., the tools geared to calling good writing are for creative writing assignments and not necessarily professional writing, and why reviewers from outside the disciplines are considered better than departmental reviewers of the work. Throneburg stated that some departments do have writing as an assessment goal. Sanders added that some types of writing lend themselves better to assessment than others. The EWP is supposed to be an assessment of general writing skills, not technical writing skills. Discussion on modifications to the EWP will focus on how to modify the rubric to better address subsets within the portfolio. As of now, it gives a general sense of how they write. Senator Fischer asked what is the overall goal of the EWP. Sanders stated that there are seven skill objectives for the EWP and they are 1) Establishing and maintaining focus and appropriate voice; 2) Awareness of audience (degree of knowledge and expectation); 3) Organization that enhances presentation of materials/ideas; 4) Development of ideas supported by details; 5) Use of effective sentence structure, syntax, and diction; 6) Use of correct mechanics; and 7) Proper use and documentation of sources. [The complete Assessment Plan may be found at: <http://www.eiu.edu/~assess/Plan%20for%20the%20Assessment%20of%20Student%20Learning.pdf>] Instructors assign a holistic score to the submission and the reviewers use the holistic score when reviewing.

Senator Fischer asked how that results in assessment and improvement in a student's writing. Sanders replied that the assessment is qualitative, not quantitative. Senator Fischer stated that we need to get students to buy into the EWP by having them include it in their portfolio for future employers; we need to get around the logistic problems and make the electronic writing portfolio be able to be submitted electronically, to change the writing intensive courses at the junior level, and to get the faculty to buy into the EWP. Representative Bulgar suggested that many students consider the EWP to be a hoop they must jump and they choose the first paper that is eligible to submit. He added that writing abilities differ greatly across disciplines and that transfer students are not assessed in the same way. Sanders stated that the EWP does not require the best paper to be submitted, but that faculty must look at the submission. Depending on the number of hours transferred, transfer students may need only two or three submissions to the EWP. Senator Brownson asked that in the most recent Assessment Newsletter, references are a major concern of the reviewers. Sanders agreed and stated that reviewers were surprised that more research papers were not included as submissions. Senator Mazumder stated that stronger benchmarking needs to be established. The strong submissions from the first and second year submissions may be a result of greater writing in lower level general education courses and those courses may be more similar to high school courses in which there may be a great deal of writing. Also, at that level, the students are submitting material very similar classes. The apparent "weakening" at the junior and senior level may in fact be do a diverging of majors and courses taken. Senator Curry stated that some of the concerns are difficult to fix for it is ultimately the student who submits what they want, even if the instructor thinks it may be the students worst paper during the semester. Many of the problems noticed by the reviewers are things the faculty have little control. In relation to Senator Fischer's question on building a useful portfolio for the student and electronic submission, Senator Stimac asked if a system such LiveText could be used now without waiting for Banner as suggested by the handout. Sanders stated that cost is the issue. Senator Sinclair stated that in his discipline (Special Education) the students pay for LiveText themselves. Sanders replied that there is resistance to have the students pay. Senator Van Gunten asked about the timelines established by 9th Street Hall for submission of the EWP. She has had students request to submit items from a class that they took nearly two years previously. Sanders stated that students submit their submissions to the EWP and that the WAC assigns the deadlines. Senator Pommier asked if there is information concerning the weakest of the seven stated goals. Sanders said that the weakest was style followed by audience awareness. She wasn't sure why, but the strongest was mechanics. Senator Mazumder stated that he had the same problem as Senator Van Gunten and asked if there is were anything to stop a student who is currently a junior from submitting a paper for a lower level EWP requirement. Sanders stated that there is not, however the first submission comes from the ENG 1001 course and the last from the Senior Seminar course. Senator Fischer stated that he is pleased to see that the committee plans to survey the faculty and students and that he hopes changes can now be made. He is still unsure how to incorporate critical thinking into the EWP since it is not normalized. Senator Curry stated that many students take HIS 3600 and that most are not upper division students. Most are in fact freshman and sophomores. Advisers tell their students to get the third EWP submission out of the way as soon as possible. This means that the third EWP submission is not a junior-level submission and is useless for trend analysis. Sanders replied that the reviewers are not looking at individual assessment. Senator Curry suggested that all we can say is that freshman write well and seniors less so. Sanders agreed, but stated that the committee had to address the seven goals. Senator Kilgore asked if student views will be taken into account and Sanders replied that they would. Senator Snyder asked why the committee didn't look at a student's growth since they had four submissions from an individual. Sanders replied that a member of the committee, D. Markelis, made a strong argument why individual assessment should not be done. Throneburg added that major assessment was suggested. Senator HaileMariam stated that the seven goals sounded good, but that the measurement of achievement was not yet good since it was not tied into the goals. Senator HaileMariam asked if a two-tiered approach practiced at some schools could be done. If students received a low level they could be referred to the Writing Center. Sanders replied that she is not sure how the EWP will change, but that remediation is a possibility. Chair HaileMariam thanked both Sanders and Throneburg for visiting the Faculty Senate and stated that the Senate looks forward to seeing the results of their surveys.

- B. Dean Bonnie Irwin, Dean of the Honors College, introduced the National Student Exchange (NSE) program and passed around several handouts (please see the end of the minutes). Dean Irwin stated that Eastern Illinois University is now a full member of the National Student Exchange, a process that started in March. The program is a domestic exchange program with 190 other institutions participating in the consortium. When students participate they have two options for tuition: Plan A – pay the tuition of the host institution, or Plan B – pay the tuition of the home institution. The member schools are in 48 states (North Dakota and Delaware do

not yet have members) and three territories (Puerto Rico, Guam, and the U.S. Virgin Islands) as well as nine (9) schools in Canada. Of the member schools, 15 are from historically black colleges and universities and 20 are from historically Hispanic colleges and universities. Many of the school are similar to Eastern Illinois University. Although Eastern can host students from other institutions, it is expected that more students will leave Eastern Illinois University rather than come into the Midwest. It is not unexpected that the schools with the greatest number of students enrolling are the University of Hawaii campuses with between 300 and 500 each year. The total participation each year throughout the program is approximately 3,200 students. Federal financial aid goes with the student to the host institution and the students should complete the FASFA as if they are attending the host institution. State aid stays here at Eastern Illinois University. Major benefits from participating in the program include pursuit of courses or programs that Eastern Illinois University does not offer and a chance to look at potential graduate schools prior to graduate school. Students may also take advantage of study abroad programs offered at the host institutions. The NSE is also a good springboard for students to participate in Study Abroad here. Limitations to the program right now are that our International Students are not allowed to participate yet, graduate students are not yet allowed to participate, and students may not attend other NSE schools in Illinois. The program is currently administered from the Honors College since they have access to all other colleges. The average participant's GPA is 3.2 and they are a fulltime student with no disciplinary, housing, or billing problems. The program does accept Honor Students and Residents Assistants (RA) as exchange participants. An RA here could participate as an RA at another institution. Although full year participation is encouraged, it is not required. Dean Irwin stated that applications for the NSE should be ready and online by 1 December and that a tentative due date of mid-February is anticipated. Senator Pommier asked students could participate multiple times. Dean Irwin replied that they could, but they must fulfill the residency requirements of Eastern Illinois University. Senator Pommier asked if students ever participate then stay at the host school. Dean Irwin stated that it has happened, but that is why Eastern Illinois University will not allow our students to participate with other Illinois schools. Senator Kilgore asked how articulation works. Dean Irwin said that they would work with the students and suggest that the students choose twice the number of classes in order to find those that are open or have no restrictions on them. Senator HaileMariam asked if departmental chairs have been asked to tell faculty. Dean Irwin said not yet, but that they are ready to start advertising heavily to the faculty. Chair HaileMariam thanked Dean Irwin for the information concerning the National Student Exchange Program.

VII. Adjournment at 3:35 p.m.

Future Agenda Items: Smoke Free Task Force, Service Learning, Copy Right, Research and Creative Activity Focus Group, Campus Atmosphere; Vision for Future, Long Range Planning; Housing; Faculty Handbook.

Respectfully submitted,

John Paul Stimac

Electronic Writing Portfolio Discussion at Faculty Senate 10-03-06

The mission of the EWP is to ensure that students write throughout their years at Eastern in a variety of disciplines and genres and to assess writing to ascertain whether students exhibit effective writing across the curriculum. Feedback is provided to faculty concerning strengths and weaknesses as well as general trends and patterns so that instruction can be modified for future students as needed.

The EWP at EIU began in November 2000, by accepting submissions from freshmen only. The first portfolios were completed at the end of the Spring 2004. Readers were trained and the first portfolio readings were completed during the Fall 2005. Results were shared with CASL, CAA, and Faculty Senate during Spring 2006. The University Assessment Plan was updated during the Spring 2006 including several goals to consider modifications to the EWP.

EWP Readers' Insights

- Stronger Papers from freshman & sophomore submissions – weakest/shortest papers from Senior Seminar

*(CAA developed a task force related to Senior Seminars as a result of this data)

- Lacked academic/ professional tone/vocabulary

- Fewer mechanics concerns than anticipated

- Some weakness in critical thinking evident in writing

- Concern about citing information & lack of reference pages

*(trend results and reader insights were shared in letter with WI course instructors)

EWP Readers Suggested Changes to EWP

- Type of papers

- No poems, listings or non-English papers *(letter sent to WI instructors asking them to not include these types of submissions in the EWP)

- Consider setting minimal page requirement – short submissions difficult to evaluate

- Include reference pages

- Possibly gather assignment information and number of revisions from the instructor

- Require one submission be a research paper

- Consider having reflection piece take the place of Senior Seminar paper or add self analysis component

Writing Plan of Action for CASL

- Consider changes to content

- Letter to WI instructors re: acceptable submissions (e.g. no lists. Poems, foreign language - completed)

- Survey instructors of WI courses and ask for feedback from university community *(Survey is currently being developed, will be distributed in November)

- Explore use of EWP to evaluate critical thinking, global citizenship *(included in survey, critical thinking CASL subcommittee investigating critical thinking rubrics and other measures of critical thinking)

- Discuss if all submissions must be from WI courses or if submissions could be from the major or other upper division courses which give opportunities to demonstrate effective/mature writing *(included in survey)

- Discuss addition of a reflective piece to the portfolio

- Consider Changes to Process

- Pilot online version of EWP with Banner *(demonstration of pilot to be given at CASL Oct 17)

- Evaluate and modify rubric, discuss use of instructor's holistic scores *(questions about holistic scores are included in the survey, will ask this fall's EWP readers about the rubric in focus groups in October)

Widening Educational Horizons

The National Student Exchange (NSE) provides opportunities for you to study for up to one calendar year at another NSE member college or university. With 180 colleges and universities from which to choose, you should be able to find a campus with just the right combination of courses, facilities, and environment to meet your personal and academic needs and interests. As you consider the possibilities, you will notice that NSE extends beyond the borders of the United States to include U.S. territories as well as Canadian provinces. Students participate in NSE in order to:

- Broaden perspectives
- Explore new cultures
- Widen boundaries
- Explore new areas of study
- Learn from different professors
- Access new courses
- Break out of their comfort zones
- Experience growth
- Meet new people
- Live in a different area
- Investigate graduate schools
- Seek future employment
- Become more independent

EXPLORING PARTICIPATION

The following are helpful resources as you consider your exchange participation and select an appropriate exchange location.

- NSE coordinator
- *NSE Directory*
- College catalogs (links at nse.org)
- Academic adviser
- Faculty in your major
- Parents/friends
- Financial aid office

ELIGIBILITY

Each year, more than 3000 students participate in NSE. They continue to make progress toward home campus degree programs while studying in new places, meeting new people, and enrolling in specialized courses or unique academic options which may not be available on their home campuses. The application process includes at least the following minimum eligibility criteria established by NSE:

- Full-time enrollment
- Cumulative 2.5 GPA
- Good standing (academic, personal and financial)

There may be additional requirements and/or restrictions on exchange participation. You can learn of these from your campus NSE coordinator and from the *NSE Directory*.

COST

There are two tuition payment plans utilized by NSE. Under Plan A, you pay the in-state (resident) tuition/fees to your host campus. Students who participate on Plan B pay their normal tuition/fees to their home university. On both tuition payment plans, fees assessed as a condition of enrollment (e.g., fees for laboratory courses, general service, computer, technology, art and photography supplies) are always paid to your host campus.

Room and meals are always paid to your host campus. You will be responsible for transportation, personal expenses, and sightseeing opportunities while on exchange.

With some exceptions, financial aid for eligible students is applied for, awarded by, and disbursed from the campus at which tuition/fees are paid. Ask your NSE coordinator.



LENGTH OF EXCHANGE

You may participate in NSE for a single term or a full academic year. Some campuses can accommodate summer exchange. The maximum cumulative total for exchange participation may not exceed one calendar year.

APPLICATION PROCESS

Apply for exchange through your home campus NSE coordinator. The process includes a non-refundable application fee, a transcript, recommendations, statement of goals, biographical data, and a personal interview.

PLACEMENT

Most placements are made through the negotiation of home and host coordinators at NSE's annual conference in early March. Annually, 97% of the applicants are placed at one of their campus choices. Placement probabilities are governed by the number of openings at an institution and the number of students seeking that location.

For More Information:

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The Honors College, 581-2017

For me, going abroad seemed too far away; staying home seemed too close. NSE was the perfect choice!

Lauren Flaherty, Sonoma State University to the University of Northern Colorado