

## FACULTY SENATE MINUTES FOR March 6, 2007 (Vol. XXXV, No. 16)

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.

### I. Call to order by Chair Assege HaileMariam at 2:00 p.m. (University Ballroom)

Present: J. Ashley, A. Brownson, L. Curry, 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: R. Fischer.

Guests: J. Johnson (Dean, CAH), R. McDuffie (Director, Athletics), R. Chesnut (Director, Research and Sponsored Programs), D. Cuthbert (Student Government), J. Eyer (Student Government), C. Kromphardt (Student Government Representative), J. Kinsella (Reporter, *Daily Eastern News*), J. Grabiec (*Daily Eastern News* photographer).

### II. Approval of Minutes of 20 February.

Approval of the Minutes of 20 February (Marshall / Snyder) with correction – Yes: Ashley, Brownson, Curry, HaileMariam, Joyce, Kilgore, Marshall, Pommier, Sinclair, Snyder, Stimac, and Wilson. Abstain: Mazumder and Van Gunten.

### III. Announcements

- A. The Distinguished Faculty Award Announcement is now on-line at the Faculty Senate's web site. Nominations are due by 4 p.m. on March 9, 2007.
- B. According to the news release in the DEN (2 March 2007), the on-campus interview for the three finalists for the presidency of EIU will take place during the week of March 19. The faculty and campus community are encouraged to make every effort to meet the candidates.

### IV. Communications

- A. Email of 20 February from Cole Rodgers, re: Presentation to Faculty Senate concerning RSO funding.
- B. Email of 1 March from Cynthia James, re: Council of Illinois University Senates Meeting. Senator Ashley will be attending for the Faculty Senate.
- C. Email of 1 March from Dr. Bob Chesnut, re: A Three-year Pilot Program.
- D. Email of 2 March from Dr. Bud Fischer, re: Eastern Reads. Senator Curry stated that the Eastern Reads! Program will hand out the required book (*A Hope Unseen: An American Odyssey from the Inner City to the Ivy League*, by Ron Suskind) prior to classes during Debut. PROWL has begun a subcommittee to add academic programming into orientation that will include reference to the book. In response to a question from Representative Kromphardt, Senator Curry stated that the book, given out during Debut, will be discussed during orientation and after the semester begins, but that there are no penalties if the students do not read the book.
- E. Email of 5 March from J. Mottar, re: PHC faculty.
- F. Email of 5 March from K. Wilson, re: statistical help on campus.
- G. Intercollegiate Athletic Board minutes.

### V. Old Business

- A. Committee Reports
  1. Executive Committee: President Hencken reported that he and Provost Lord attended a House Appropriations hearing in which the IBHE requested a 1.5% increase in the budget. After the meeting the chair of the committee asked President Hencken about an idea the state has on selling more ISAC loans with the resulting funds used by the universities. President Hencken stated that if such proceeds were to be added to the MAPP grants, it would only amount to ~\$250 per family, when the average income of recipients is ~\$82,000/year. When asked by the chair of the committee how President Hencken would distribute the income, he replied ~2/3 to operating expenses and ~1/3 to additional ISAC grants. The Director of the Budget estimated that an additional \$6.6M would be added to the areas of teacher preparation and healthcare. Programs on campus that might benefit from such an infusion would include the M.S. in Educational Administration, Autism, and Nursing. President

- Hencken hoped that increasing the offerings in these areas, that higher education might be able to reduce the demand made by community colleges to offer four-year degrees in the same areas. With respect to the Capital Development money – President Hencken said that the \$1.5M for equipment in Doudna is third on the state’s priority list. That is the highest ranked item after the “essential items” that are ranked #1 and #2 each year. President Hencken added that there might be some type of deferred maintenance fee based on the number of credit hours a student is taking, e.g., \$10/credit unit. That might generate \$1M for each class to help offset maintenance costs. President Hencken indicated that the soda machine contract is up for renewal soon. The new contract may not have the “bonus” on the front end like the last contract did and the new contract may allow Coca-Cola® products on campus as well. One potential drawback would be increased utility costs if a Coke® machine sat next to each and every Pepsi® machine. Also, an increase in veteran’s benefits of \$308k has resulted in an effective decrease seen from the \$706k increase to the allocated budget. March agenda items for the BOT will include a sprinkler system for Lawson and Andrews halls in the amount of \$1.5M. That will come from Residence Hall fess. There should also be a discussion on hiring an engineering firm to remodel the Lincoln and Douglas halls’ restrooms. With respect to the General Counsel search, there were 44 applicants and nearly all had higher education experience. Chair James Tidwell is pleased with the pool and the committee has narrowed the pool to 11 candidates. 4 – 5 candidates will be brought to campus in the first couple of weeks in April. Chair HaileMariam said that Dean Lanham had a quote by the Eastern Illinois University carpenters for \$24k to build the wall in the archway of Booth Library to honor retired faculty. Chair HaileMariam will discuss with Faculty Senate the need for a committee to decide on criteria, but thought four (4) from Faculty Senate and one (1) each from the colleges. Senators Ashley, Mazumder, Sinclair, and Van Gunten volunteered to serve on the committee.
2. Nominations Committee: no report.
  3. Elections Committee: Senator Ashley reported there are a few open positions and that he encourages write-in candidates for those positions, as well as the other positions. At the end of the minutes, the list of all positions, candidates, and candidate responses to questions can be found.
  4. Awards Committee: no report.
  5. Faculty – Student Relations Committee: no report.
  6. Faculty – Staff Relations Committee: no report.
  7. Budget Transparency Committee: no report.
  8. Faculty Forum Committee: Chair HaileMariam suggested that the Faculty Forum Committee suggest a topic that the University community can respond to and that the chair of the Faculty Forum Committee and the Faculty Senate Recorder act as moderators for the electronic forum. Moderation would include such items as ensuring that the topic was appropriate and that the first forum topic would be a summary of the last forum. Chair HaileMariam suggested that a modification to the Faculty Senate Bylaws could make this permanent. Motion (Van Gunten / Mazumder) to suspend the current bylaws and launch an electronic faculty forum, moderated by the chair of the Faculty Forum Committee and the Faculty Senate Recorder. Yes: Brownson, Curry, Marshall, Mazumder, Sinclair, Stimac, Van Gunten, and Wilson. No: Joyce. Abstain: Ashley. Motion passes 8-1-1.
  9. Other Reports
    - a) Provost’s Report: no report.
    - b) Other Reports: no reports.

## V. New Business

- A. Richard McDuffie, Director of the Athletic Program. McDuffie began his presentation to the Faculty Senate by stating that there are approximately 500 student-athletes at Eastern Illinois University. The graduation rates for those student-athletes over a six-year period, the time frame requested by the NCAA, is approximately 69 percent. The graduation rate for the same time period for the student body as a whole is approximately 61 percent. The rate for student-athletes who complete their eligibility is nearly 91 percent, making Eastern Illinois University either number one or number two in the Ohio Valley Conference each year. Statistics for student-athletes for SP06, the last semester he has the numbers, indicate that 55 percent of the student-athletes had GPAs greater than 3.00 and that 41 had GPAs of 4.00. Overall each sport is doing well with the exception of men’s wrestling. McDuffie said he isn’t sure why wrestling is having trouble, but did state that they have been sanctioned by the NCAA. This past year, the various sports brought home three conference championships (football, men’s track, and women’s track) and that he anticipate more this spring. Owing to limited access to appropriated funds, there has been an increased

emphasis to external funding of the Athletic Program. The Athletic Program currently raises approximately \$1M per year in external funds. The challenges posed to the program include the large number of teams, increasing number of student-athletes, and increased burden to the facilities. For example, the NCAA only allows a certain number of scholarships per sport, and our women's track has only 14 of the 18 possible scholarships funded. Not even football or women's basketball is fully funded. Operating costs continue to increase, e.g., insurance has increased and fuel costs for transportation have increased nearly \$153,000 over last year. While some schools like Southern Illinois University at Carbondale have added a student fee of \$54, raising nearly \$2M per year for the program, McDuffie stated that he expected only a modest \$3 fee increase here at Eastern Illinois University, raising \$67,000. McDuffie stated that the Athletic Program's goal is to be competitive on the field, on the court, and in the classroom. He believes that Eastern Illinois University has been successful since we start with a better student and have better faculty, staff, and committed coaches. All result in better graduation rates and competitive programs. Senator Ashley asked if the Athletic Support Center is complete. McDuffie replied that it is and that they moved into it on 1 November. The center itself is smaller than similar centers at other schools, but holds about 30 – 40 students. Senator Wilson asked what a scholarship included and how they were funded. McDuffie replied that it was different for different programs. Some included tuition, book, and room, while others only part. Funding for scholarships included the grant and aid fee, tuition waivers, and external funding. Senator Pommier thanked McDuffie for emphasizing academics for the student-athletes and asked about van travel. McDuffie replied that travel is dependent on the size of the team and distance to travel. The Athletic Program has regulations, e.g., drivers can drive no longer than 3 continuous hours. Senator Mazumder asked about the problem with the men's wrestling team. McDuffie stated that the team is not performing as well academically as they want them to. Senator Mazumder added that some of his best students have been student-athletes, but that he has been pressured to pass some. McDuffie said that he has told each coach and assistant that they should not contact faculty directly. Senator Stimac stated that one of the faculty member in his department had reported that coaches actually showed up early in the morning to check on the student-athlete's attendance at a class; not something that even advisors do. Senator Joyce asked about the Athletic Program's budget and the percentage received from the University. McDuffie replied that the budget is roughly \$8M and that ~\$1.3M or ~\$1.4M is appropriated funds, ~\$3M is student fees and the rest are external funds. Senator Joyce asked if the program has endowments. McDuffie said that it did, but that he wasn't sure of the total. Senator Wilson asked if McDuffie was surprised that the University of Illinois had kicked off two of its football players. McDuffie stated that players in general could face state, Judicial Board, and Athletic Program sanctions. He is not sure of why the two players at the University of Illinois were kicked off the team and didn't want to speculate. Chair HaileMariam thanked McDuffie for speaking with the Faculty Senate.

- B. Dr. Robert Chesnut, Director of the Office for Research and Sponsored Programs. Chesnut presented the Faculty Senate with a draft version of a Proposal Initiative Fund (PIF), which would support projects with potential to lead to significant external funding. Eligible projects include, but are not limited to, research, creative activity, service, curriculum development, and outreach. Chesnut explained that funding for the proposal came from Academic Affairs, which has matching funding available for external proposals. Many of the agencies that in the past have required matching funds from the University no longer require, and hence those additional funds are being used to fund this proposal. Such funding can fund the initiative for three years. Senator Ashley asked that with respect to CFR grants, will the proposed Type A grants (maximum of \$1,500 and must demonstrate plans to apply for external grants worth at least \$20,000 per year within one year) versus Type B grants (maximum of \$7,500 and must demonstrate plans to apply for external grants worth at least \$50,000 per year within one year) benefit the hard sciences. Chesnut replied that it shouldn't. A discussion ensued concerning CCFR awards. Senator Curry stated that part of the misperception of preferentially funding the hard sciences was based on the application that is structured on scientific proposals. Senator Ashley stated that the PIF would discriminate based on available external grants. Chesnut replied that it might, but it should be as bad as Senator Ashley thinks. There will be a balance in terms of ability to apply for the PIFs. Chesnut added that other institutions, e.g., Radford and Central Michigan University, have similar programs. Senator Kilgore asked if this would be self-funding over time. Chesnut replied that indirect costs could be increased such that the program was self-funding. Senator Wilson stated that the purpose of the program is to encourage proposals for external funding. Senator Curry stated that the draft requirements might be too high since a history proposal would never even apply for an external grant worth \$20,000. Senator Joyce if summer-grant results are tracked. Chesnut replied that they are and that a question on CFR grants asks about funding received from prior

awards. Senator Wilson stated that even if large grants are received, these are not the same as summer awards since the money goes to equipment, student salaries with very little going to research release time. With respect to the Research/Creative Activities Advisory Committee, Chair HaileMariam asked for two volunteers from Faculty Senate who have had external funding. Senators Brownson and Curry volunteered to serve. Chair HaileMariam thanked Chesnut for speaking with the Faculty Senate.

**VI. Adjournment at 3:50 p.m.**

**Future Agenda Items:** Construction Updates; Athletics; Research and Sponsored Programs, Faculty Retirement Reception, EWP Survey Results; Family Friendly Campus Initiative; Faculty Handbook.

Respectfully submitted,

John Paul Stimac

## Faculty Elections – Positions

<b>Council/Committee</b>	<b>#</b>	<b>Open Positions</b>	<b>Qualifications/Information</b>
Faculty Senate	1	5 at-large Ann Brownson Jonathan Coit Rajit Mazumder Robin Murray Joy Russell Dawn Van Gunten	Unit A members and chairs in at least their fourth semester of employment; Meets 2 p.m. Tuesdays
Council on Academic Affairs	2	2 at-large Julie Campbell Debra Reid	Unit A members and chairs in at least their fourth semester of employment; Meets 2 p.m. Thursdays
	3	1 from COS Darren Hendrickson Marshall Lassak Jie Zou	
Council on Graduate Studies	4	1 from CAH David Raybin	Graduate Faculty by college; Meets 2. p.m. Tuesdays
	5	1 from CBAS <b>open</b>	
Council on Teacher Education	6	1 at-large from CEPS Carrie Dale Audrey Edwards	Faculty by area; no dept. may have more than two reps. Meets 2 p.m. Tuesdays
	7	1 from CEPS -- early CD/mi lev ed. Tess Bennett	
	8	1 from CAHB Art Patricia Belleville	
	9	1 from CAH - Humanities <b>open</b>	
Council of University Planning and Budget	10	1 from CBAS <b>open</b>	Faculty by college; Meets 3 p.m. Friday
Admissions Appeal Review Committee	11	1 from CEPS <b>open</b>	Faculty by college
Enrollment Management Advisory Committee	12	1 from CBAS Phillip Age Julie Chadd	Faculty by college; Meets 8:30a.m. Thursdays
Academic Program Elimination Review Committee	13	1 from CAH <b>open</b>	Faculty by area
	14	1 from CBAS Ayse Costello	
	15	1 from FCS <b>open</b>	

Council for Faculty Research	16	1 from CAH Olaf Hoerschelmann	Unit A Faculty by college
	17	1 from CBAS Thomas McDonald Richard Wilkinson	
	18	1 from CEPS (one year term) Lucia Schroeder	
University Personnel Committee	19	1 at-large <b>open</b>	Tenured Faculty by college
	20	1 from counseling/library/media services David Bell	
	21	1 from COS Jeff Ashley	
	22	1 from CBAS <b>open</b>	
	23	1 from CAH Mehdi Semati	
Sanctions and Terminations Hearing Committee	24	1 from CBAS <b>open</b>	Tenured Faculty at-large and by college

## Candidate's Responses to Questions

### 1. FACULTY SENATE

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

#### **Ann Brownson**

The topic of this year's Faculty and Student Forum included discussions of academic quality and standards, and opportunities for involvement in both research/creative activity and in cultural activities of all types by both students and faculty. I believe that the Faculty Senate needs to continue to explore these topics; and particularly look to develop concrete ways to encourage the overall academic life of the community. We also need to address issues related to campus atmosphere; that is, to look at ways to involve not only students, but faculty, staff, and community members in the academic and cultural life of the University. This is also important as we look at the new Doudna Center coming online with all its attendant possibilities.

Next year will be a year of transition for the campus with the installation of a new president. We will need to listen and respond to the new president's goals and initiatives in a way that reflects the sentiments of the faculty. Related to this, I hope that the Faculty Senate will discuss, with extensive input from the faculty, our vision for the future of the University.

Finally, we need to continue to address issues that affect the faculty on a daily basis; for example, the campus online infrastructure, the EWP, a one-stop campus event calendar, budgets, and other issues as they become known.

#### **Jon Coit**

Faculty Senate is a critical part of shared governance on campus, and assures that faculty voices are heard on critical issues—the budget, campus programs like the EWP, and campus life more broadly. I want to be part of this process because it keeps the university a vital place, especially difficult in the current political moment.

#### **Rajit Mazumder**

I would like the Faculty Senate to address the following next year:

1. EWP
2. Faculty Research
3. Safety (very broadly defined) on campus
4. Continuing to build a more diverse campus.

### **Dawn VanGunten**

Faculty Senate plays a very important role in representing all faculty members at E.I.U. As the campus makes the transition to a new president next academic year the Faculty Senate will play a very important role in assisting the new president with articulating the E.I.U. vision statement. Also I would like to see the Faculty Senate address the implications of the Spellings Commission Report on Higher Education for the E.I.U. community particularly related to what the report describes as standards for "quality education."

### **Robin Murray**

I'd like the Faculty Senate to address positive initiatives on campus about which faculty should be more aware. For example, the Service Learning initiative will be piloted next year in selected English 3001 (Advanced Composition) courses as a way to both implement and hone the program, and, I believe, most faculty would like to learn more about the project and provide feedback concerning its structure.

The laptop initiative is also an issue I believe Faculty Senate should address, since it will impact so greatly on our teaching and research practices across campus.

Writing across the curriculum as something distinct from the Electronic Writing Portfolio is another issue I believe should be addressed-not a new initiative but a misunderstood one, it seems.

And finally, I think we should address cultural development across campus, especially since our fine arts building renovation is nearly completed.

### **Joy Russell**

The primary function of the Faculty Senate is to provide a forum by which Senate members, representing their constituencies, can openly express ideas and recommendations to the University President on matters involved in sustaining academic excellence. With this in mind, one of the biggest and most critical issues facing the Senate next year is the establishment of ongoing, clear communication with the incoming President. A positive relationship between the administration and the Senate will enhance outcomes for the EIU academic community. Other issues facing the Senate include campus construction and the analysis of the Electronic Writing Portfolio (EWP) Survey results.

I have been a member of the EIU community since 1985, serving in both Unit B and Unit A positions. In addition to my commitment to Eastern, I bring to the Faculty Senate an open mind and a willingness to investigate the issues at hand. I believe in open and on-going communication looking to "understand before being understood".

## **2. UPC**

In your opinion, what characterizes a competent teacher and a competent researcher? What sort of indications would you look for in faculty portfolios to establish this?

### **David Bell**

I believe that a competent teacher is characterized by his or her desire to both teach course material and promote life-long learning. I think that teaching is the primary responsibility of university faculty. Research and service, while also important, should not overshadow teaching/primary duties. With regard to research, it would be necessary to consult the application of criteria document (DAC) for each department in order to apply appropriate standards to each case. I recently served a three-year term on Booth Library's DPC. Although this experience is limited to a single department, I believe it provides a useful understanding of the evaluation process and a starting point for service on the UPC.

The portfolio should clearly indicate and document appropriate activities in primary duties/teaching, research, and service categories as spelled out by the faculty member's DAC.

### **Mehdi Semati**

Decisions regarding promotion and tenure are among some of the most important decisions a university makes. A deliberate, thorough, and careful process of evaluating for promotion and tenure creates a positive working environment and is a distinguishing feature of a democratic institution. Therefore, I consider evaluating teaching, research and service a critical task. The answers to the questions posed to me are the following. What characterizes a competent teacher? A competent teacher is well prepared, has a command of the subject matter, brings enthusiasm to the classroom, encourages positive interaction and facilitates learning inside and outside the classroom by emphasizing critical thinking. What characterizes a competent researcher? A competent researcher contributes to one's discipline, community, and society. What sort of indications would you look for in faculty portfolios to establish this? My answer to this question provides a framework for my answers to the previous questions. Although each department may have its own culture and values, I will advocate adherence to each Departmental Application of Criteria strictly, uniformly and consistently. I believe that is the only way to ensure a fair and responsible process of evaluation.

### **Jeff Ashley**

A competent teacher is one who can convey information to his/her students. This can take many forms or approaches and there is clearly no "one size fits all" answer to this question. The problem we often have is that if someone is doing something outside of the norm, it is generally considered to be of lower quality. This isn't always the case and individual techniques, circumstances, and even changing class dynamics need to be taken into account. As for competent research, this depends on the field. A competent researcher is one who understands his/her discipline and is able to make a contribution. Again, there is no universal answer as individual fields vary in the nature of the research itself and in the recognizable products of that work.

As disciplines differ, our institution allows departments to develop their own DACs. The DAC becomes the guide by which members of the UPC determine whether someone is competent or not.

### **3. CAA**

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?

### **Marshall Lassak**

How do you perceive your role as an individual CAA member?

My role is to represent the College of Sciences and provide a voice for those interested in the work of CAA.

What would you like to accomplish as a CAA member?

I intend to be able to vote on each issue before CAA as an informed member of the council. I will be ready to face the unforeseen challenges to CAA, as well as the current week to week issues.

What do you see as the major challenges CAA faces in the next three years?

Since the curricular and academic landscape is ever changing, it is hard to know exactly what CAA will encounter over the next three years. With recent changes to general education, a discussion of the grade appeal process, and other significant issues, CAA is a committee that needs members prepared to deal with a variety of issues and challenges.

### **Julie Campbell**

As an individual CAA member, I would hope to help guide decisions regarding EIU's curriculum in ways that reflect my support of course content that exhibits the sorts of "good practices" called for in the IBHE program review discussions, including facilitating contact between students and faculty, reciprocity and cooperation among students, "active learning" and awareness of "diverse talents and ways of learning" among students. In the next three years, I think one of the major challenges that CAA faces is the incorporation of the "Lap Top Initiative." This initiative will potentially affect course design and the design of assignments throughout the curriculum. CAA members will need to consider carefully the possible impacts that the incorporation of this technology will have on curriculum changes and be able to guide curriculum development accordingly.

### **Debra Reid**

I have served one three-year term on CAA and chaired CAA during AY 2005-2006. I am eager to rejoin the group of faculty and students who help ensure academic integrity at EIU. I learned a lot during my previous term by reviewing course proposals but also by participating in major events including the NCA reaccreditation visit and EIU's general education revision. The debates over gen ed helped me recognize the importance of

disciplinary as well as interdisciplinary approaches to teaching and learning. I want to become even more informed about the richness of EIU's academic programs, but I also want to encourage institutional reflection and refinement. I served on CASL during 2005-2006, and I worked with the Electronic Writing Portfolio (EWP) and Global Awareness sub-committees as part of CASL's revision of EIU's Plan for the Assessment of Student Learning. Much remains to be done, and CASL's current efforts to document faculty and student attitudes toward the EWP will provide data essential to the revision process. I believe I can contribute to the debate, given the knowledge I gained through previous CAA and CASL service.

#### **Darren Hendrickson**

I believe that my role as a member of CAA is to represent the needs and interests of both students and faculty by insuring that the University continues to strengthen its commitment to an excellent curriculum and high academic standards.

As a member of CAA I hope to have an active role in assisting with the continuing tradition of creating a general education curriculum that fulfills the University's mission. Also, I hope to be able to work cooperatively with academic departments across the University as they seek to further develop and improve their curriculum.

Some of the challenges facing CAA in the coming years appear to include: continuing the focus on high academic standards in the context of limited resources, maintaining a strong and focused general education curriculum, and continuing to explore the use of technology in delivering undergraduate curriculum.

#### **4. COTE**

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

#### **Audrey Edwards**

The Council on Teacher Education faces changes in teacher education standards at the national and state level. As the new standards have evolved, I have worked with other faculty to update my own program so as to meet and exceed these standards. Thus I am able to contribute to the Council's larger task of addressing change on a university-wide basis.

As an overall policy-making body, COTE is involved in overseeing a unit assessment plan for re-accreditation. As a co-editor of a previous assessment report, I can offer some experience in that area. I would like to assist in developing the details of the unit plan.

Finally, COTE is a university council representing all of Eastern's academic units that are involved in teacher education. As director of a secondary education program, I work with representatives of several units. I would like to work as a member of COTE to streamline teacher education policies in the best interest of all these departments, their students, and Eastern's teacher education program as a whole.

#### **Patricia Belleville**

I hope to support the departments making program changes which help them stay current with their certifying bodies and the state certification.

#### **Teresa Bennett**

The Council on Teacher Education should address issues such as new teacher education programs, continuing teacher education, coursework, and outreach.

Illinois has many state initiatives especially in early childhood education. COTE could address ways EIU can meet the need for more teachers. COTE also has a role in quality assurance, making sure teacher education programs are appropriate, high quality, and accessible to students. I believe COTE should also oversee the interrelationship between the various teacher education programs and monitor certification offered by many programs.

I see myself contributing a great deal to COTE. I have 20 years of experience in teacher education. My research is looking at the effects of teacher education programs on practicing teachers in early childhood education. Teacher education is important to me and I have rich experiences to reflect upon in my role representing the department on COTE.

#### **Carrie Dale**

The Council on Teacher Education will face issues dealing with the upcoming NCATE accreditation, as well as the ongoing challenges of maintaining a rigorous academic program. Sustaining program coherence and consistency

across the many departments engaged in delivering components of the teacher education program will always need to be on the table for evaluation

The Early Childhood, Elementary and Middle Level Department in which I am an assistant professor is a large and active department. I am used to working with many different types of individuals on professional tasks as I have my doctorate in teacher education from Michigan State University. I have worked in higher education for nearly 10 years at different institutions, both as an administrator and as a professor. As a former academic dean, I was responsible for multiple teacher education programs (at the certificate, associate and bachelor's levels), and was actively involved in selecting appropriate curriculum materials and designing policy. At Eastern, I am currently involved in the new graduate level program in our department, and have been given the opportunity to teach the new introductory graduate research class this semester.

I hope to be able to bring my expertise in teacher education to the Council on Teacher Education. In addition to making contributions to our program at the department level, I feel I am well positioned to make contributions at the campus-wide level as well and would welcome that opportunity.

## **5. ENROLLMENT MANAGEMENT ADVISORY COMMITTEE**

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

### **Julie Chadd**

Eastern Illinois University should consider a number of things when determining the size and character of the student body. State demographics and the University's capacity are two criteria to consider. Admission procedures should include a review of test scores and previous academic accomplishments.

An ideal student body would match the demographics of the state of Illinois. According to the 2005 estimates, this would mean approximately 79% of our student body should be White, 15% Black, 14% Hispanic, and 4% Asian. Having a racially and ethnically diverse student body would provide students with a better understanding of what will be encountered in the workplace. With a diverse student population, opportunities will arise throughout the educational career of our students that will allow them to learn about different cultures and eliminate some of the stereotypes they hold.

The size of Eastern's student body must match the course offerings. Students should be able to enroll in classes required of their major each semester. Whether students enter as a freshmen or a transfer student, the level of courses needed should be available. This does not mean that students who wait until the last minute to register should be able to get all of the courses needed at the times they want, but students should be able to enroll in needed courses.

Current admission procedures are helpful in determining which students have the potential to be academically successful, and I support them. Eastern currently reviews ACT or SAT scores and class rank to help in making admission decisions. Considering class rank as part of the admission requirements allows students who may not perform well on standardized tests to still have a way of showing their accomplishments. Students who do not meet the test score and class rank requirements are still considered for admission through a different review process. This process involves faculty reviewing the entire high school transcript and other application materials. Again, students' accomplishments are taken into consideration in a more thorough manner so that students are not judged only by two numbers—test score and class rank.

The same should be true of those students who are not entering as traditional freshmen. Past academic accomplishments, whether through high school or other post-secondary transcripts, should be considered to determine if the student has the potential to be academically successful at Eastern.

In order to maintain a manageable student population, consideration must be given to the current procedures and how they can be modified to increase the number of qualified students or decrease the numbers if there are not enough course offerings. Previous academic accomplishments should always be part of the considerations.

### **Phil Age**

We need to review our standards and procedures for admission of undergraduate and graduate degree programs to maintain our diverse student population. Through such a review we can put into action a recruiting plan for our 1st choice freshmen entering Eastern Illinois University that will produce loyal and responsive alumni. Articulation agreements with community colleges should reflect the degree of quality, excellence, and rigor to enable those students to earn their degree in a timely manner.

### **Ayse Costello**

I believe that although there may be cases when it would be necessary to eliminate academic programs, the hurdle for doing so should be high. Here are some of the issues that are relevant in making elimination decisions. While declining enrollment numbers can certainly bring about an elimination discussion, it is important to understand the underlying causes. Sometimes, the decline can be tied directly to cyclical events such as economic conditions. In such circumstances, it would not be justified to eliminate programs since the enrollment numbers would change as economic conditions change. Other times, the decline can be traced back to prior resource allocation decisions. In such circumstances, those decisions should be reviewed. If the program has become less valuable to students and scholars due to lack of resources allocated to the program, then elimination may not be the answer. Perhaps, a temporary infusion of resources can help improve and stabilize the program, thus creating groundwork for renewed growth. However, if the program decline is due to a complete lack of expertise and resources in offering the program, together with a variety of nearby institutions offering the area students the same program much more effectively and efficiently, then elimination may be a good course of action. An important issue to consider regarding elimination is that, eliminating a program may lead the university to lose valuable human capital and expertise and it may be very difficult if not impossible to regain what is lost. As a result, any program elimination decision should be made with as complete information as possible regarding the costs and benefits of losing the specific program; and the timeframe considered should be the medium to long term, not to the short term. Resource constraints, which seem to compel elimination in the short term, may not be relevant in the long term. Finally, one compelling reason to eliminate a program would be if the program becomes completely irrelevant for society for the foreseeable future.

## **6. 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?

### **David Raybin**

We need to support excellence in graduate education without drawing needed resources from undergraduate education.

I would like to implement the Graduate School's First Choice Initiative in a manner that both encourages excellence in individual programs and encourages cooperation among departments and colleges. I would not wish a scenario in which rewarding excellence in some programs requires lessening support for other strong programs, including programs that have been slower in entering the review process. The First Choice Initiative can encourage the kind of departmental and institutional self-evaluation that leads to improved programs, but without increased funding we risk ending up with intra-university cannibalization and friction rather than the enhancement of graduate education that we all hope for.