

11-17-2010

## FS Minutes 2010-11-17

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**FACULTY SENATE MINUTES**  
**Wednesday, November 17, 2010, 3 p.m.**  
**Holmes Student Center Sky Room**

**Disclaimer:** These minutes should not be taken as a verbatim transcript but rather as a shortened summary that is intended to reflect the essence of statements made at the meeting. Many comments have been omitted and, in some cases, factual and grammatical errors corrected. The full verbatim transcript is available online at the University Council Web site under Faculty Senate / Agendas, Minutes & Transcripts.

**PRESENT:** Arado, Armstrong, Arnhart, Bisplinghoff, Bowers, Brubaker, Bujarski, Cappell, Carter (for Calmeyer), Castle, Coles, Corwin, Cozad, Elish-Piper, Finley, Fisher, Freedman, Goldblum, Griffin, Gupta, Haliczzer, Hansen, B. Henry, P. Henry, Kapperman, Kowalski, Lash, Latham, Lenczewski, Lusk, Martin, Mirman, Monteiro, Newman (also for May), Novak, Pitney, Poole, Porter (for Bennardo), Rintala, A. Rosenbaum, M. Rosenbaum, Sagarin, Slotsve, Smith, Staikidis, Tonks, Willis, Yamagata-Lynch

**GUESTS:** President John Peters

Parliamentarian Ferald Bryan was not present.

**ABSENT:** Allori, Bennardo, Azad, Bishop, Blecksmith, Brandt, Butler, Calmeyer, Collins, Cripe, Cummings, Feurer, Greene, Houze, Hu, Jaffee, Jeffrey, Kostic, Lee, Lin, Liu, Marchewka, May, Mogren, Mohabbat, Moraga, Nicolosi, Prawitz, Shortridge, Snow, Stravers, Thu, Valentinier, Von Ende, Waas, Wade

**I. CALL TO ORDER**

The meeting was called to order at 3:05 p.m.

**II. ADOPTION OF AGENDA**

**A. Rosenbaum:** We have four walk-in items. Those are Earl Hansen's report on the FAC to the IBHE, Kerry Freedman's report on the Board of Trustee's subcommittee on Academic Affairs, Student Affairs and Personnel, Todd Latham's report on the BOT subcommittee on Legislation, Audit and External Affairs and the report from the Resources, Space and Budgets committee.

**J. Novak made the motion, J. Kowalski was second.**

**The agenda was approved with the addition of the four walk-in items.**

**III. APPROVAL OF THE MINUTES OF THE OCTOBER 27, 2010 FS MEETING  
(sent electronically)**

**B. Lusk made the motion, J.D.Bowers was second.**

**The minutes were approved without dissent.**

#### **IV. PRESIDENT'S ANNOUNCEMENTS**

**A. Rosenbaum:** President Peters asked for some time to address the Senate regarding the Vision 2020 initiative. I hope many of you read President Peter's statement on the Vision 2020 initiative, which is posted on the homepage of the Office of the President.

**J. Peters:** It's good to be with you. I wanted to talk about Vision 2020, what it is and what it is not, how we're proceeding, and answer your questions. This is just the beginning of the process, and I'd like to complete most of it by the end of this academic year. This summer, when I was thinking about my annual State of the University Address, I was not comfortable with doing the same catalogue of accomplishments that we have had the past year or the obvious budget and the dysfunctional political environment that we operate in and the uncertainty of whether there's public support for American public higher education. These are things that are always on my mind and I'm sure they're on your mind too.

This year, it struck me that we had the wonderful academic strategic plan, Great Journeys, and then we had all these wonderful spinoff taskforce groups, baccalaureate review, student success, the focus on interactive research programs. We also had the enrollment management taskforce, which continues, the focus on advisement and student success initiatives, the master plan for the campus, the evolution of a series of physical improvements, particularly in residence halls, the coming on of Cole Hall and finally the approval for Stevens, the anticipation of perhaps a Technology Learning Center. I thought, what we really need to do is develop benchmarks for each one of those things to drive us forward. In other words, not create anything new, but let's see what we have and benchmark ourselves against like universities.

The advantage of that is that it gets a lot of people involved in the conversation. You start something and you never know where you're going to end up when you have a conversation at a university. Vision 2020 is, is not strategic planning. There may be elements of it that have to be planned, but what it is, is a look at what we've already done, pick out the best elements or those things we can work on, benchmark them, set some milestones, compare ourselves to our peer group, get them out there and have a five- and ten-year vision of what we want the place to look like. That's hard to do because if we have 3,000 faculty and staff, you may have 2,900 visions of what the place should look like. But there is a consensus emerging. There are some core values: engaged learning is a big one, service to the region is also important to us.

Now, this all takes place within the context of a continual and rapidly deteriorating commitment on the part of the state and the federal government to support public higher education. In terms of national priorities, maybe state priorities, the role of the public universities is hard to find. We've been forced to raise tuition to offset declining state dollars. That has not endeared us to

anybody and, of course, you can never raise tuition high enough to offset, dollar for dollar, what was coming in from the state.

In Illinois, we've had a very difficult and frustrating time because of the uncertainty over the past several years of what exactly our budget is and not only what is our budget, but are we ever going to get any payments that are owed to us. Our budget has been reduced somewhat ever since 2000, but what is frustrating is the cash flow issue. Last year, right up until the end of the year, we were owed in the neighborhood of \$35 million, and finally the state caught up with us except some marginal dollars from last year, but as we sit today, we still haven't received a state payment for this year and that's over \$40 million now. I don't see our state budgets turning for three to four years. I'm very pleased to say that we're in remarkably, good fiscal shape, given all that.

I think the institution has matured to the point where it really ought to think about what's it's going to be like in 10 years. The things we do now, I think, are going to be very important and I think, if you read all those reports, like I did this summer, you do get a good feel for where we're going. Alright, I wanted to give you some of the context. Vision 2020 is not a new strategic planning effort. Now, there may be things we've got to go back and gap. That's okay, because it was an academic strategic plan and not necessarily one for buildings and grounds.

So, my concept, which I thought at first was small and elegant and quick has gotten big and unwieldy and not so quick. So, we're going to have a steering committee, and it's going to be about 38-40 people. But they're only going to meet three or four times. There's good representation from various faculty groups, plus students, alumni, administrative people, and I've had to put people on there who are very much involved in the development of our strategic planning documents, the Baccalaureate Review, Enrollment Management. The reason is, I didn't want to lose that expertise and reinvent the wheel. I wanted continuity but I also wanted people who were new to it so they could raise the tough questions, to get a freshness.

Now the role of the Steering Committee will be to validate the focus, which I'll talk about in a minute and to validate the workgroups. There are seven of them now. Then the Steering Committee will come together to receive the work products of the groups and then we're going to create a set of benchmarks in these various areas and we're going to put it out there for the public to comment on. I'll probably go around and talk to a lot of groups about it. Then, we'll have a penultimate document and then I'd like the trustees to embrace it. The trustees are not involved in the process, but they will be getting updates continually.

There is going to be a set of working groups that mirror the planning documents that we have produced. That cuts across students, faculty issues, curriculum issues, facilities issues, space issues, dollar issues, resource issues. The Steering Committee is going to tighten these up. Let me talk about the work groups. I have a group that, for a lack of a better term, is called Academic Programming. That workgroup, which will be dominated by faculty, has to look at the key priorities that have come out of the Great Journey Strategic Plan that involved the academic climate and the academic experience of our students. How many students do we want to participate in Study Abroad by 2020 and then the question is, is that a relevant number? How do

we go about it? What are the implementation strategies? To what degree can we measure the development and the integration of honors experiences at the university.

Another thing that I'm concerned about and asked the Provost and Anne Kaplan to look into is where is NIU with regard to online learning. I think that ought to be benchmarked. I think it's going to be the hallmark of any postsecondary educational enterprise in 10 years, the degree to which you are using various online strategies. Engaged learning, you know, we are so famous now for USOAR and the involvement of undergraduates in our research and our cultural activities. Alright, if that's the way it is, let's measure it and set some goals. Should every student be expected to have some sort of an engaged experience?

There are many things coming from the Baccalaureate Review report. All across the country, new pathways are being developed for students as they pursue their degree. They need landing spots and I think our Baccalaureate Review is doing a good job with that. I have always felt it is quite unfortunate that someone matriculates at a university and they float around and they never find a landing spot and then after 60 or 70 hours, they leave because they couldn't get comfortable with a degree program or they couldn't get into a degree program they wanted to get into. I think 20 years ago, we didn't pay much attention to that. I think we have to today.

I am very student centered, you know that, but I'm a faculty member first. I've always been that and faculty members drive the quality of the institution. We have to attract and retain the best faculty to fit the NIU mode, which I think is engaged learning, and we need to make sure that our salaries are competitive.

We really need some goals for competitive faculty salaries and that's going to be hard because we're going to have to take that out of our hide. We're going to have to figure a way of paying that because I don't see a lot of state money going into that. External funding goals for research, for research-active faculty, in areas where there are federal dollars. I think that should be a norm that if there are federal dollars out there, that we should seek them, and there may be private support available. We're an emerging research university and we don't have that kind of research infrastructure that Madison does or some others like that. But, we're doing okay. I think goals for faculty gaining national recognition and then recognizing it and rewarding faculty is a good benchmark to have and we will do a better job of publicizing and communicating to various publics how excellent our faculty are. How can we benchmark the quality of our faculty and reward them?

In terms of students, student recruitment, retention and success, you know, we're in a very competitive market for qualified students. We have worked very hard this year on student recruitment and we've made some strides. I'll give you some ideas of what we're talking about in terms of student recruitment like size of freshman class, what's the optimal size that would take advantage of our residence halls. We have 40%, of our students coming from community colleges, academic preparedness of the freshman class, whatever measure you want to look at, GPA, percent graduating in the top 10%, class rank. I think we need to do some focusing on our graduate and professional programs.

Then getting on to something that concerns me greatly is retention and success. The percent of freshmen who return for the second year, the percentage of students who graduate in four, five or six years. This relates to something I told the Space, Budget and Resource committee last week that we have to prepare for a change in the way we're going to be funded. That is, funding will be based on outcomes rather than sheer numbers. The focus will be no longer be "What's the size of your class, but rather, "how many students who signed up for American Politics completed the course?" So, the focus is going to be on completion rates, how can we get students through? How many do you graduate in four years, five years and six years? Are students satisfied? Do they get jobs? You can think up a whole range of outcome measures that now have been adopted in 11 states that will hit Illinois sooner rather than later, so we might as well start thinking in those terms so we're not caught off guard. Also the success rate of at-risk students is important, especially if you take Obama and everyone else at their word.

Alright, let me move on to another committee. Student experience. You know what that means, the percentage of students satisfied with their housing and dining options, the level of integration of the academic experience in the living experience. Are we taking the classroom to the residence hall? Percent who participate in intramural activities and extracurricular activities, Greek life programs, student leadership programs, alumni satisfaction with the NIU experience. There's also an emerging concept that some of the more progressive universities are working on and that is a wellness concept where not only do you go somewhere to work out, but you're also thinking about a wellness situation, good nutrition, mental health, everything associated with that.

Facilities and environment. We have an extensive array of buildings, \$0.5 billion in deferred maintenance. We're about to enter into contracts to build some new residence halls, to renovate Cole Hall, Stevens Hall, and I want to make sure that we make the right choices for buildings that are handicapped accessible, that are green, that are technologically infused. Many people talk about that and so that's what the Facilities Committee will do. The diffusion of wireless or whatever the latest technology is. If you don't have the latest technology at a university, you're behind. The degree to which a campus is green or environmentally friendly. We do some things, many things, but I think we ought to raise it to a new level. I call it campus beautification. You know, the bones of the campus are really quite nice but because we have very little money, we can't plant as many flowers, we don't mow the dandelions on time. Well, I think maybe that's a high priority. Maybe we ought to think about that a little bit. We're going to do something with bicycle paths and parking is always an issue, but that's what Facilities and Environment is going to do.

If we're going to realize our goals, we have to make sure that we are economically sustainable given my preamble about state spending and so we're going to have to find new sources of revenue and we're going to have to be more efficient than we've been. We've got a good start on private fundraising. We have a lot of alums that we're engaging now who are donors. External funding, grants, contracts have to be upgraded obviously. Efficiencies and cost reductions have to be looked at.

The last group would be engagement and how we serve the community. Alright, so that's what I'm thinking right now and those workgroups will be populated with a lot people, a lot of faculty,

a lot of students. They'll hold hearings and then out of all that will come a set of maybe 50 key benchmarks that will characterize the university based upon our planning documents for the next 10 years.

**P. Henry:** You just mentioned there at the end that workgroups will be holding hearings but is there another way, if we have an issue that we'd like to bring to the attention of a particular workgroup, that we can direct our questions?

**J. Peters:** There are going to be multiple entry points for ideas, I'm going to have a website to collect ideas. Whether each workgroup wants to be part of that website is up to them. So, if you get it to me, you get it to the Steering Committee and then I'll get it to the workgroup.

**S. Willis:** How will the workgroups be populated? You've got your Steering Committee now, I presume? But how about the workgroups?

**J. Peters:** I'm going to name co-chairs of each workgroup and I'm going to give a tentative list of workgroup people to them who have asked me if they could be on committees. But I can tell you, if there are eight workgroups and there are 10-15 people on each workgroup, you've got a lot of people involved. When somebody asks me to be involved, I think they should be involved, even if they give the co-chairs heartburn.

**A. Rosenbaum:** When you talk about faculty being involved, I think sometimes there's a difference of opinion on what individuals are considered to be faculty. So, for example, you mentioned before that you consider yourself a faculty member and I think most provosts and vice provosts and vice presidents also think of themselves as faculty members, but for the purposes of representation on the committee, I think the faculty thinks of faculty members as being up to a department chair or director but not much beyond that. So, I think that as you people these committees, we want to make sure that we don't end up with a situation where you think they're faculty or someone else does and the faculty doesn't think of them as faculty. I think it's important that we're clear on that point.

**J. Peters:** That's a good point. I look at this holistically that it's NIU. Every type of category of people has to be represented on this. It is important that we have a lot of pure faculty representation? I also, having been in the business a long time, know that it's also important to have individuals who hold academic administrative rank who were faculty members, because they bring two different perspectives together. I've found most deans are more faculty oriented than department heads. That was a joke, but without dodging the question, there's going to be lots of representation from faculty, what you would define as faculty.

**J.D. Bowers:** [changes the topic back to an earlier comment by President Peters regarding a recent article in the Chicago Tribune that criticized teacher preparedness and some of NIU's education programs.] If I can go back to your point about the report on teacher quality. I'm as angry as you are, and the report is severely flawed. In fact, they failed to acknowledge that Northern even has secondary education programs. But what is the university's response to this because this report came out three days after we were approved by NCATE resoundingly so and

praised for the quality of our programs. It seems like we sort of got kicked around. We didn't get out the positives quick enough and the negative came right on the heels of that.

**J. Peters:** You've asked some fundamental and essential questions and I know I've asked our people in charge of these programs to give me some ammunition. From a political perspective, I think I see what happened. I think a very good group of people got bushwhacked by a very bad methodology and it got picked up by the media and the media loved it and we got sandbagged and then any attempt to explain it. I mean, you just can't go to the Chicago Tribune and say it was bad methodology, that just makes it worse. What I care about are those superintendants in those school districts and those parents and those students who, for over 100 years, have benefitted from the quality product that we produce at NIU and we don't do it just in the College of Education. There are five colleges that produce educators. So, what you've got to do is get to the superintendants and the principals and say, "I want to hear what you say about this. I want you to write a letter to the Chronicle and tell them what good teachers Northern has produced over the last 100 years." That's the way you have to attack this. Plus, I do want to find out who these people are and where the money is coming from, who is supporting them and would it surprise you to find out there's an ideological agenda here? You get tired of these reports but the damage was done. Well, was it really damage? When it comes hiring time, we'll see what happens.

**A. Gupta:** One suggestion I can think of is to use the NIU website. For example, you may have quotes from people who are NIU graduates and are teaching in very good schools. I'm familiar with many teachers at IMSA, which is probably the premiere institution in Illinois and maybe in the country, and they have a lot of NIU graduates who are teaching there and it might help to have them quoted on the NIU homepage.

**J. Peters:** I was going to call up Arne Duncan. Several years ago, Arne Duncan came out, begged me to come out, because he wanted to recruit more of those good NIU teachers to Chicago Public Schools, and he brought a bunch of bureaucrats out with him, and we had lunch, and we sat down and we talked to students and I think he did that for several years because he wanted to personally recruit our good students to the Chicago Public Schools. If a reporter called Arne Duncan and asked him what he thought about NIU's College of Education graduates, I know what he would say. [President Peters left at this point]

**A. Rosenbaum:** There are just a few items I want to pick up from last time. You might recall that Earl Hansen, our Faculty Advisory Committee rep to the IBHE, raised an issue about reporting troubled students to the administration. The FAC wanted to know if we had a policy in place and although we don't have a specific policy, I thought that what was said might have been a little misleading because we do have some procedures that you all should have received at the beginning of the semester. So there are procedures for reporting troubled students that might be a danger to themselves or others. But at this point, I'm not certain of the status of those policies, that is, whether faculty are required to follow them? I'm trying to get some additional information on this from the administration and I'll update you on that.

Last time, I mentioned the issue of guests in class and the question was whether the Senate wanted to take this up. We do not have an official policy stating that it is up to the instructor of



the class to determine who, other than registered students, is permitted to attend a class. It was suggested that Senators would go back to their departments and get the sense of whether this is an issue that is important to the faculty. Did people query their departments to see if there was interest in developing such as policy?

**T. Fisher:** I did query my department and I was a little surprised. There were two or three strong reactions out of a faculty of 12. So, they're strongly in favor of having it at the faculty's discretion in terms of what we've been doing but perhaps having it in writing that the instructor has that discretion would be appropriate.

**J.D. Bowers:** Can you clarify, whether police officers going into the classrooms? I mean, I've heard this made as a statement but I haven't had it confirmed. Is this actually true?

**A. Rosenbaum:** All I know is they're not going into classrooms in large numbers. I don't know how often this is happening, so I can't say.

**S. Willis:** I have a friend who is on the NIU Police Department and what she tells me is that the Police Chief is encouraging them to actually take classes so that, enrolling for credit openly in classes, which as employees of the university, they have the perfect right to do, so he is encouraging them to take advantage of that.

**A. Rosenbaum:** Do people have a sense of this from the various departments? Is this a widespread problem according to your departments?

**K. Freedman:** I recommend that this go to committee. I think there is a general sense that the faculty, that this decision and any situation should be at the discretion of the faculty member who is instructing the class.

**A. Rosenbaum:** So your motion is that we send this question of guests in class to the Faculty Rights and Responsibilities Committee. **P. Henry** Seconded.

**P. Henry:** Just one point and that is that I think an issue that needs to be considered is liability. I mean if somebody's kid falls off a chair and hits their head, does the university get sued into bankruptcy?

**A. Rosenbaum:** That would be something that the committee would want to take up, certainly.

**A. Rosenbaum:** called the vote and the motion carried with two opposing votes. Next a follow-up on the ongoing issues with the library resolution that was passed last year. The Libraries Advisory Committee has been charged by the Provost with developing a policy for informing the faculty about plans to dispose of large amounts of materials. There seems to be some debate on that committee. The Dean of the library has invited us to have a liaison between the Faculty Senate and the Libraries Advisory Committee. We are looking for somebody to serve as liaison between the Libraries Advisory Committee and the Senate. The Dean had suggested that this be somebody who had, at some time, been on the Libraries Advisory Committee, which is fine. I don't think we're obligated to that but it would make sense that somebody that was

familiar with the Libraries Advisory Committee and its workings might have a head start on serving in this function. So, if you are interested in serving in this role, please let us know. I think it's a good idea for us to have a liaison to the Libraries Advisory Committee, and I appreciate the fact that the Dean is in agreement with this.

Next is an item to think about for our next meeting, in January. A number of years ago, the Faculty Senate authorized a committee to develop a policy for students who wanted to file grievances against faculty members. The Senate authorized an ad hoc committee. Tim Griffin, our Ombudsman, was on that committee. The person who was in charge of that committee was Buck Stephen in the Mathematics Department, and I've been in touch with Buck in order to get an update. I've asked Tim to just take a moment to talk about the committee and its history.

**T. Griffin:** There were a number of issues raised by a number of people several years ago in this body and from a number of different perspectives. One of them was the fact that students were held to a code of conduct in our community that was not applied to faculty and staff. There were also issues related to the fact that a grievance procedure, which had recently been rewritten to become more incorporative and broader to include staff, for example, as well as faculty, did not include students and some individuals were concerned about that exclusion from the then new grievance procedure. Finally, there were issues related to the fact that some students on rare occasions, had alleged and some staff members, frankly, on rare occasions, had alleged treatment by some faculty members outside the formal context of research, service and teaching, that arguably would be grievable but no mechanism existed to allow any kind of formal grievance to be filed in those situations. Those were some of the issues that were raised and discussed briefly in the conjunction and support of the formation of this ad hoc committee to which he referred earlier.

**A. Rosenbaum:** So the question is whether we want to resurrect this issue. We have two months before our next meeting and so we can think about whether or not we want to form a new committee to address this issue. Clearly, if we go down that road, we're going to have to have protections for faculty members. We don't want to get into a situation where faculty can be victims of witch hunts.

## **V. ITEMS FOR FACULTY SENATE CONSIDERATION**

### **VI. CONSENT AGENDA**

### **VII. REPORTS FROM ADVISORY COMMITTEES**

#### **A. FAC to IBHE – Earl Hansen – [report](#) – walk-in**

**A. Rosenbaum:** We have some reports from advisory committees. Advisory committee people, please, let's not reiterate the details that are already in your report but let's just hit the highlights and take some questions.

**E. Hansen:** The meeting was in Bloomington last Friday and President Bowman of Illinois State University spoke. The one thing was he was talking about the privates in the northeast and north

central area of the country are most in jeopardy and that the privates are targeting those students with preparations that may be less than what we are targeting at state universities and that was one reason why MAP money might be going to other institutions. I talked to the gentleman from the Illinois Student Assistance Commission and a member of the P-20 Council by the name of Andrew Davis and he offered to come up here. I asked for a response to the questions that were asked and I am awaiting those answers.

**A. Rosenbaum:** We will continue to try to get the answers to this question about the MAP funding and we'll report to you as soon as we have that or if it happens before our next meeting, it will be posted on Blackboard, which you are all now, of course, in the habit of reading regularly.

B. BOT Academic Affairs, Student Affairs and Personnel Committee – Kerry Freedman and Ferald Bryan – [report](#) – walk-in

**K. Freedman:** I am a member of the School of Art. I felt compelled to read something about Toni Keller because so many people have asked how we're doing. I actually put in this statement that I read just so you would know that we're doing okay. I spoke to the person who organizes the BOT meeting and she said she would like to have the statement read, so I included the entire statement. Vice President Buettner said that the off campus site visit from the Higher Learning Commission went well. Vice Provost Cassidy spent quite a bit of time talking about the process of program review. Probably the most important presentation was Gip Seaver's presentation on the Office of Student Academic Success. From Seaver's and the Office of Student Academic Success's perspective, students who are at risk are students who will not graduate within four years. This office started only 18 months ago and so a lot of what he was talking about had to do with goals of the office and results coming out of these task forces that John mentioned today. I was allowed to ask one question, and my question was whether or not we'd be asked to reconsider academic standards in order to improve retention because this office really is about student retention. They want to keep students in school so I was concerned that we'd be asked to lower our standards in order to do that and both Seaver and Alden said, "No, we would not be asked to lower our standards."

C. BOT Finance, Facilities, and Operations Committee – Alan Rosenbaum and Greg Waas – no report

D. BOT Legislation, Audit, and External Affairs Committee – Jay Monteiro and Todd Latham – [report](#) – walk-in report.

E. BOT – Alan Rosenbaum – no report

## **VIII. REPORTS FROM STANDING COMMITTEES**

A. Academic Affairs – Charles Cappell, Chair – no report

B. Economic Status of the Profession – Sonya Armstrong, Chair – no report

- C. Faculty Rights & Responsibilities – Brad Cripe, Chair – no report
- D. Resources, Space and Budgets – Jozef Bujarski and Laurie Elish-Piper, Co-chairs – [report](#) – walk-in

**L. Elish-Piper:** I'm just going to point out three key things. One was that when we met this past Thursday with President Peters and Provost Alden, we requested that our committee have significant involvement in the Vision 2020 process and we were told that specifically, our committee would have representation on two of the working groups that pertain to our charge, the Facilities and Environment Committee or Task Force and the Sustainability task force. Additionally, we had two issues that we had brought to the group before that we needed to come with follow-up answers for. One of them was in relationship to questions regarding the True North Campaign and a lot of faculty and staff inquiring as to what the final outcome of that process was. We were told that in response to that question, the NIU Foundation will be preparing and distributing a report to faculty and staff about the True North Campaign in general as well as specifically the Faculty and Staff Campaign. Then, the other issue was that we had been given the task of looking at the sustainability of intercollegiate athletics and we had one task left to do, which was to look at athletic donations. That was a request from this body. We were able to get information, and it's presented there in the bullet points for you, so you can see where the money came in, that most of the donors gave to NIU only, not specifically to Athletics and a very small percentage of donors contributed both to Athletics and academics. Based on that information and the previous information that we reported, our committee feels like we've investigated that issue and we didn't see anything that we thought required further investigation or further consideration by our committee.

- E. Rules and Governance – Nancy Castle, Chair – no report
- F. Elections and Legislative Oversight – David Wade, Chair – no report

## **IX. UNFINISHED BUSINESS**

## **X. NEW BUSINESS**

## **XI. COMMENTS AND QUESTIONS FROM THE FLOOR**

## **XII. INFORMATION ITEMS**

- A. [Athletic Board – September 15, 2010 minutes](#)
- B. [Academic Planning Council – October 4, 2010 minutes](#)
- C. [Undergraduate Coordinating Council – October 7, 2010 minutes](#)
- D. [Academic Planning Council – November 1, 2010 minutes](#)
- E. [Affirmative Action and Diversity Resources Advisory Committee – Annual Report](#)

## **XIII. ADJOURNMENT**

**A. Rosenbaum:** Our next meeting is January 19<sup>th</sup>, so you have two months off. Have a great holiday. Come back rested and ready to do the work of the people in January. I need a motion to adjourn.

**S. Willis made the motion, N. Castle was second. The motion passed without dissent.**

**A. Rosenbaum:** Have a good holiday.

Meeting adjourned at 4:30 p.m.