

11-1-2010

## UC Minutes 2010-11-01

Northern Illinois University

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**UNIVERSITY COUNCIL MINUTES**  
**Wednesday, December 1, 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 website under Agendas, Minutes & Transcripts.

**PRESENT:** Alden, Bennardo, Bozikis, Brubaker, Butler, Coles, Corwin, Cummings, Dawson, Freedman, Green, Greene, Griffin, Haliczer, Hansen, Hemphill, Henderson, Henry, Holly, Kowalski, Latham, Lee, Lenczewski, Lusk, McCord, Mirman, Monteiro, Newman, Peters, Quick, Richmond, Rosenbaum, Sagarin, Shortridge, Small, M Smith, Thu, Venaas, Vohra, von Ende, Willis, Yamagata-Lynch

Parliamentarian Ferald Bryan was present.

**ABSENT:** Bishop, Bond, Bowers, Brandt, Calmeyer, Carter, Cassidy, Castle, Collins, Cunningham, Davidson, Elish-Piper, Fox, Freeman, Gupta, Hall, Houze, Hurt, Jaffee, Kaplan, Kowalski, Lash, Mogren, Mohabbat, Neal, Prawitz, Robertson, Rosato, Schoenbachler, Slotsve, Smith, Snow, Waas, Weber, Williams

**I. CALL TO ORDER**

**J. Peters:** called the meeting to order at 3:02 p.m.

**II. ADOPTION OF THE AGENDA**

**J. Peters:** The first item is to adopt the agenda with this amendment. We will remove Roman VII-A, the Collegiality Policy from the agenda. We're going to wait until next semester to consider this item.

**B. Lusk** moved to adopt agenda as updated, **G. Bennardo** was second.

The agenda was adopted as amended without dissent or discussion.

**III. APPROVAL OF THE MINUTES OF THE NOVEMBER 3, 2010 UC MEETING (sent electronically)**

**J. Peters:** You have received electronically, minutes from the November 3<sup>rd</sup> meeting. I'll call for additions or corrections. Hearing none, is there a motion to adopt/approve the minutes of November 3<sup>rd</sup>?

**K. Thu** made the motion which was seconded. The minutes were approved as written without dissent.

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

**J. Peters:** Welcome everyone. This is our last meeting of the semester. Can you believe that? Tomorrow we have a Board of Trustees meeting and at that meeting, I will be presenting the progress of Vision 2020, and I will be presenting it to the trustees, not for their approval, but for their information. I will announce the Steering Committee and the seven workgroups. So, we're moving at academic speed on that process.

Today, I want to talk a little bit about this branding exercise that we've been conducting. Maybe some of you participated in this first phase of branding the University, which involved reacting to various taglines. You know, why would we be engaged in branding? Well, it's something I've been thinking about for over a decade. We're such a wonderful and complex university, but it's hard to really brand us, what are we? We have so many facets. We're a research university, we teach undergraduates, we do outreach, it's complex. The other reason to do it is that we are in an increasingly competitive market for students and we thought, based on what we heard from alumni and you, that we needed to do a better job of telling our story. Today you get to be the first to hear the preliminary report on our tagline research; and tomorrow the branding website will be updated with this information so you can take a closer look at it. The purpose of our project was to determine what was the most preferred tagline of the dozen or so we presented.

We wanted to obtain the quantitative information and also we wanted some qualitative information about how various groups respond to this. Here were the 12 taglines: "Thinkers Wanted" ; "North of Ordinary;" "Dream, Discover, Do;" "The Power of NIU;" "Within Reach, Beyond Expectations;" "A World of Opportunities Close to Home;" "The Power of Education, Power of NIU;" "Local Address, Global Reach;" "Active Learning, Amazing Futures;" "Learning Today, Leading Tomorrow;" "Real People, Real Experiences, Real Results;" and "Your Dream, Our Mission." We had a random sample of about 4,000 people, students, parents of students, faculty, staff, alumni, and high school counselors. The latter are the people who send their students to universities; a very important group. Each tagline was presented and they had a series of attributes that you could respond to: Does the tagline, attract my attention? "Does it represent what NIU is about?" "Does it make me want to find out more about NIU?" "Is it original?" "Is it easy to understand?" "Does it match the image that I have of NIU?" "Is it believable?" "It is memorable?" "Does it represent what I would like NIU to be?"

We got about a 20% response rate. Then, backing this up and supplementing it were in-person interviews. There were focus group interviews, particularly with students because remember, the big purpose of branding is student recruitment. It's interesting to see what various groups thought about these.

*[President Peters went through each of the taglines, noting which groups either liked it or didn't in terms of the attributes noted above.]* "Learning Today, Leading Tomorrow" was the most popular. Twenty percent of respondents selected this tagline as their most preferred, ranging

from 14% of high school counselors to 23% of staff, and 21% of faculty. Most students had a positive reaction to the tagline. So, the scientific members of our academy crunched all the numbers and presented me with the conclusion that the tagline, “Learning Today, Leading Tomorrow,” performs well on all attributes, and respondents have a strong preference for it. No stakeholder groups disliked it, therefore, our tagline is, “Learning Today, Leading Tomorrow.”

So, what happens next? That’s just the beginning. Now what our groups will begin to do is develop messages around that theme as we move forward with the comprehensive public relations campaign in the next year.

Now, we’re turning our attention to our logo. It’s hard to say what our logo is right now, is it Holmes Student Center, is it the Castle on the Hill, is it NIU, what is it? We are going to go through a process of developing a logo, and we won’t be using a consulting firm. We have enough talent to do this.

## **V. CONSENT AGENDA**

## **VI. REPORTS FROM COUNCILS, BOARDS, AND STANDING COMMITTEES**

### **A. FAC to IBHE – Earl Hansen – [report](#) – pages 3-4**

**E. Hansen:** I had a brief discussion with Andrew Davis regarding a MAP grant question that was asked at the last Senate meeting. I would tend to think that our administration has a pretty good idea what’s going on with MAPs. John, do you want to make any comments on that?

**J. Peters:** Spoke about the importance of MAP grants to our students and to the university, itself. He suggested that the community colleges want a larger share of the MAP funding, because they are training an increasing number of post-secondary students.

**P. Henry:** My original concern, I think, was not so much with that as with possible ways to improve our recruitment of students with MAP funds in competition with proprietary institutions or community colleges.

**J. Peters:** I would say that we do very well, because you know, you stack Pell Grants with MAP Grants and then there may be local grants and then we close the gap to tuition with the Huskie Advantage Program.

**B. Hemphill:** One thing the Provost and I were just talking about a second ago and that also with community college students, they make their decisions traditionally a lot later than a four-year, or a student coming to NIU or any other four-year public. So, therefore, by the time they’re making those decisions, the cutoff date for MAP has already passed. So, you will have a number of students that will miss those deadlines based on that, and I know that they are considering that as a part of their approach with the community colleges.

**J. Peters:** And another undeniable fact is that those students who come from the least vibrant high schools and from economically deprived schools, neighborhoods, families, are least likely

to apply on time. So, it's an important public policy issue.

B. BOT Academic Affairs, Student Affairs and Personnel Committee – Kerry Freedman and Ferald Bryan – [report](#) – pages 5-7

**K. Freedman:** Because I'm in the School of Art, I thought it would be appropriate to read this short statement to the Committee, basically saying that we [faculty and students in the school, of art] were doing fine. So, I quoted that statement in the report. I asked the question with regards to student success, "will faculty members be asked to reconsider academic standards in order to improve retention." I reported the answer in my report. Someone made a decision to take that out.

**J. Peters:** That report was well received by the Board. The results of retention efforts are always measured several years down the road. Those things are never immediate so we will just have to wait and see.

**K. Freedman:** [Suggested that the Provost's answer to the question of whether faculty members will be asked to reconsider academic standards had been intentionally removed from her report and she wanted to know who had removed it.]

**R. Alden:** I answered the question, I said, "The simple answer is, 'no.'" So, that was a simple answer and then I went and got on my soapbox and said that the student success was trying to prevent students from getting into academic trouble and not to try and reduce the rigor of coursework or anything else. But, I don't know what happened to the sentence either because I don't touch these reports.

**J. Peters:** I think we should get that in the record, don't you?

**K. Freedman:** Well, I can resend my original file.

**A. Rosenbaum:** We will look into the original transmission and find out why that wasn't in there, but it doesn't sound like something that anyone would want to take out.

**P. Henry:** It sounds like good news.

**K. Freedman:** Sounds like it to me.

**J. Peters:** Good news from a Provost.

**A. Rosenbaum:** We'll look into it.

**[For the record, the file sent by K. Freedman did not contain the disputed sentences. She subsequently graciously offered an apology and sent a corrected report which will be included in the minutes of this meeting at the suggestion of President Peters.]**

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](#) – pages 8-10

**J. Peters:** The Finance & Facilities did not meet, so we'll move to Jay and Todd on Legislative Audit and External Affairs Committee report to BOT.

- E. BOT – Alan Rosenbaum – no report
- F. Academic Policy Committee – Kerry Freedman, Chair – no report
- G. Resources, Space and Budgets Committee – Laurie Elish-Piper and Jozef Bujarski, Co-chairs – [report](#) – page 11

**T. Latham:** The committee met on November 11<sup>th</sup> with President Peters and Provost Alden. It was to continue a dialogue about our current financial situation at the University. The last line is probably the one that the Chairs of our committee wanted me to point out, that basically even during this difficult budget situation, the strategic plan initiatives and the salary increases are still being funded and fulfilled.

Under item #2, we had further discussion about Vision 2020, and I would like to report back that representatives from the Resource, Space and Budget Committee will be part of two working groups. They will be on Facilities and Environment and also on Sustainability.

Under item #3, the committee also expressed an interest to continue the dialogue on a regular basis with ongoing input to the administration on Resource, Space and Budget issues, and the administration was very welcoming to that idea and we will continue to have a partner role in that process.

- H. Rules and Governance Committee – Suzanne Willis, Chair – no report
- I. University Affairs Committee – M Cecil Smith, Chair – no report
- J. Elections and Legislative Oversight Committee – Abhijit Gupta, Chair – no report

## **VII. UNFINISHED BUSINESS**

## **VIII. NEW BUSINESS**

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

**J. Peters:** I will say under comments that we are playing a football game on Friday night, and it's only the most important football game in the history of our University. And our coach and team have got us in a wonderful spot. I'm continually amazed at the power of Intercollegiate Athletics, calls from politicians that I never get, calls from and comments from people I haven't

heard from in years just walking down the street

**S. Willis:** I hope this is not inappropriate, but I did learn earlier today that Francis Stroup has passed away.

**J. Peters:** Yes, and for those of you who don't know, he's famous for many things, but has most notoriety for what, Sue?

**S. Willis:** Forward, Together, Forward.

**J. Peters:** Yeah, the Huskie Forward Together Forward fight song.

**S. Willis:** And also one of our emeritus faculty, of course.

**J. Peters:** Distinguished faculty.

## **X. 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](#)

## **XI. ADJOURNMENT**

Meeting adjourned at 3:55 p.m.

Board of Trustees  
Academic Affairs, Student Affairs, and Personnel Committee (AASAPC)  
November 11, 2010

The AASAPC of the BOT met at 8:35 am. The chair of this committee is John Butler. Following the preliminary business of the meeting, the University Advisory Committee (UAC) representative, a faculty member in the School of Art, was given the floor and read the following statement:

“As you know, Toni Keller was a student in the School of Art. Her tragic death caused grief and anger among the School’s students and faculty. However, I am glad to say that we are working through the shock and sorrow. We have installed a wall honoring Toni on which our students have drawn and painted images in her memory and our sculpture department is creating a bronze cast plaque with a sunflower, Toni’s favorite flower. The students are responding to the situation as a safety reminder and opportunity to come together. Our community of students and faculty has drawn strength from each other and gained a greater awareness of the value of every individual. We would like to thank the President and other higher administrators for their support. Our loss has made us stronger.”

University Report:

Vice President Buettner presented a report on the Higher Learning Commission (HLC) off-campus site visit, which was conducted on October 11-12, 2010. As mentioned in the last AASAPC report, the HLC recently implemented a new policy requiring sites visits of off-campus instructional facilities where degree programs are offered. Three regional sites for instruction were selected for the visit: NIU Hoffman Estates, NIU, Naperville, and NIU Rockford. This visit included meetings with students, faculty, and staff.

The primary purpose of the visit was to ensure that all of our instructional sites meet the same program and facility standards as the main campus. The members of the HLC are particularly interested in whether the university is giving appropriate oversight to these sites. Vice President Buettner reported that the visit went well. Provost Alden pointed out that this was the case, in part, because our off-campus programs tend to be taught by the same faculty and provide the same types of service as on campus. The HLC will notify NIU of their action in Spring 2011.

Vice Provost Cassidy then presented an extensive report on the university-wide academic review process. The oversight of academic programs is conducted every year on a continuing, eight-year cycle (each review taking three to four years). Her report pointed out that the University has a 35-year history of formal academic program review. Our current internal process is made up of a program review and an



assessment of learning outcomes. The process includes a self-study by each program faculty submitted to the Academic Planning Council (a faculty committee). The results of the internal process are reported to departments and colleges, enabling data-based decision-making by faculty. The NIU Board of Trustees and the Illinois State Board of Education are also informed of program review results, recommendations, and actions.

As well as explaining the internal review process, this report attended to reviews of doctoral departments and dissertations, accreditation, and licensure and certification, and advisory committee reviews by individuals and organizations outside the University. In addition to the internal process, doctoral departments are reviewed by two external reviewers who study department documentation and conduct a two-day visit. External reviews of dissertations have been done for two decades and involve sample dissertations sent to external reviewers in the discipline. Over 25 specialized agencies accredit NIU programs, demonstrating that NIU programs have met the standards established by those agencies. Licensure and certification examinations demonstrate that NIU students have met the state or national performance ratings of a discipline. And, many programs have advisory committees that help faculty oversee their programs with regards to disciplinary applications and employers' expectations.

Vice-Provost Seaver then gave a presentation on the outcomes of the recent university-wide work on issues of retention and the work of the Office of Student Academic Success (OSAS), which opened 18 months ago.

From the standpoint of this office, undergraduate academic success is defined as completion of a degree within four years. Seaver began the presentation with some general remarks, such as pointing to employers' emphasis on higher level thinking in new employees, which is consistent with the new baccalaureate goals. Seaver said that every person at the university is responsible for student success.

The Vice-Provost discussed the complexity of retention and the changes that are being made in the university. For example, in the past, the university just provided help to students who ask for it. Now, we must better use the programs we have to: a) develop early warning systems, and b) keep students on course for graduation. Automated early warning systems will identify students who are "at risk" of leaving the university early. Interventions will be provided for these students to help them stay on course toward graduation.

Aiding "at-risk" students will involve changes in advising that are already underway. Data collection in NIU indicate that these students do not, for example, achieve a 2.0 gpa by the end of the first year, have no obvious connection on campus (such as sports or clubs), are undecided about a major by the end of 60 hours, or are not attending their classes. They are also enrolled in one or more particularly "challenging classes" during their first year.

The question asked by the faculty committee representative was: "With regards to student success, will faculty members be asked to reconsider academic standards in order to improve retention?" Provost Alden confirmed that faculty would not be asked to lower academic standards in order to improve student retention.

The OSAS is continuing to study these issues, such as why these students find certain courses so challenging, and conducting advising improvement workshops. Advising seems to have improved; the number of student show left the institution without completing their degree declined from 2008 to 2009.

The next meeting of the Academic Affairs, Student Affairs, and Personnel Committee is yet to be announced.

Respectfully submitted,

Kerry Freedman  
UAC Representative