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FACULTY SENATE MEETING AGENDA
Wednesday, October 26, 2016, 3 p.m.
Holmes Student Center Sky Room

VOTING MEMBERS PRESENT: Arado, Azad, Bateni, Beamer, Bishop, Bujarski, Carlson, Chakraborty, Conderman, Demir, Farrell, Freedman (for Naples), Garcia, Glatz, Haji-Sheikh, Hanley, Hathaway, Hunt, Irwin, Jaekel, Karonis, Keddie (for Shibata), Khoury, Konen, Lamp, Liu, Long, Macdonald, Manning, May, McHone-Chase, Millis, Montana, Nejd, Newman, Novak, Patro, Pavkov, Riley, Rosenbaum, Ryu, Saborio, Schatteman, Sharp (for Mooney), Siegesmund, Slotsve, Stephen, Stoddard, Streb, Than, Tonks (for Dugas), VanderSchee, Xie

VOTING MEMBERS ABSENT: Allori, Baker, Boughton, Briscoe, Campbell, Cefaratti, Chen, Chitwood, Chomentowski, Chung, Collins, Grund, Mogren, Mooney, Moraga, Naples, Penrod, Rodgers, Shibata, Staikidis, Tan, Thu

OTHERS PRESENT: Bryan, Doederlein, Glover, Jemison, Kersh, Klaper, Klonoski, Monteiro (for Nicholson)

OTHERS ABSENT: Falkoff, Hoffman, Johns, Nicholson, Reynolds, Shortridge, Thu, VandeCreek

I. CALL TO ORDER

G. Long: Like to welcome all of you here today. Thanks for braving the weather. I know it's really nasty out, but thanks for coming. I'd like to call our meeting to order today.

Meeting called to order at 3:04 p.m.

II. ADOPTION OF AGENDA

G. Long: And our first order of business is adoption of the agenda. We have no walk-in items today. So may I have a motion to accept the agenda as proposed?

J. Novak: So moved.

G. Long: John Novak. Need a second.

G. Slotsve: Second.

G. Long: George Slotsve, okay. Any discussion? All in favor, say aye.

Members: Aye.

G. Long: Any opposed? Okay, we have an agenda.

III. APPROVAL OF THE MINUTES OF THE SEPTEMBER 28, 2016 FS MEETING

G. Long: Next item of business is approval of the minutes of the September 28 meeting. Again, we need a motion to accept the minutes.

R. Hunt: So moved.

G. Long: Rebecca Hunt. Second?

S. Farrell: Second.

G. Long: Sean Farrell. Okay. Oh, and as a reminder for our captioner, it's very helpful to please say your name first. That way, if I happen to forget someone's name, I don't look foolish, plus it helps her. All right, so we've got a motion and a second for the meeting minutes. All in favor of the minutes as currently written.

Members: Aye.

G. Long: Any opposed? All right, so we've adopted the agenda and we have approval of the meeting minutes.

IV. PRESIDENT'S ANNOUNCEMENTS

G. Long: From a President's Announcements' standpoint, on your desk in front of you, you should have two handouts. One of them is for a November 16 NIU Annuitants Association Town Hall meeting. So, just got that the other day. Wanted to share it with you. If you have any interest in learning about the state tax, pension and retirement system, that's going to be a presentation. Yes, Paul?

P. Stoddard: Do you know if there's a Faculty Senate or University Council meeting that afternoon.

G. Long: On November the 16th? I do not think there is. Is there, Pat?

P. Stoddard: Steering Committee.

G. Long: Oh, Steering Committee meeting. Yes, there would be.

P. Erickson: Actually, that would be a Faculty Senate meeting.

G. Long: Oh, November 16 will be a Faculty Senate meeting. On the plus side, this starts at 4:40 in the afternoon so, unless we run long, which isn't typical, you should be able to attend if you're interested. Any questions on that, just an information item?

Okay, the second information item I'd like to share with you, you also have it on your desk, is a Student Association rally that's being planned for November 3, so that's next week at 4:30 in the

MLK Commons. You've got their press release here so you can see what they're interested in. They did a similar rally last year on the same topic, unfortunately. So the point is basically again to raise awareness about the impact of the budget impasse as it relates to students. And I will certainly mention that, but I will also highlight the impact on faculty as well, because the budget impasse is a challenge for us as far as recruitment, retention, morale, and so forth. So those will be part of my limited comments to that. Any questions on that?

Okay, the next thing I'd like to mention under my announcements has to do with the salary study. We've talked about that before. There's a salary study being conducted. The co-leaders of that are Virginia Wilcox and Kristen Myers. I asked both of them to give me a brief update for today's meeting, so I'll quickly summarize their work. Professor Wilcox, who has an economics background and is leading the quantitative aspect of the study, has indicated that she's gotten a lot of the data for the study already, working closely with HR to gather information. She's also got a full-time doc student from economics helping her with data analysis and gathering information, gathering additional data from colleges describing salary increases for matching outside offers, critical retention and other off-cycle adjustments, and also working to obtain current discipline-specific market salaries. Working on those right now to gather the data for analysis. They've also obtained the study data for the earlier 2008 and 2011 salary studies that were done on campus. Those studies were done specifically to look at gender inequities. They're wanting to do that, she's wanting to do that so she can do additional analyses on that, create those data to be available for others and give us a picture of how salaries have changed over these years. And so, again, they are collecting the final pieces of data for that and are already ??? analyses of prior years' data. So that's from a qualitative [quantitative] standpoint. What's going on, as I've mentioned to this group before, the intent of this project is to provide some background for where we are right now, but also to do so in a very transparent manner such that data are really clear to people and processes are also clear.

At the qualitative end of things, Professor Myers has solicited some salary narratives from a number of people on campus. If you have an interest in sharing your salary narrative with her, don't hesitate talking. And in that narrative, people have been asked to respond to questions about years at NIU, starting rank, name of your department, you know, what was negotiated upon hiring, was it just salary or was it a start-up package, what's your experience with raises over time, have you had any paid sabbaticals or leaves, those kinds of questions are being asked in that narrative to then subsequently be looked at and coded qualitative.

So both groups are continuing to move forward. They have working groups in the qualitative and quantitative realm of things. They have an overall executive committee. So as additional information comes out of the work they're doing, we'll certainly be sure to share it with you. Any questions on that?

Okay, also, let's see, the other thing just as a heads-up, a couple of years ago, two years ago, in fact, this body discussed something called a classroom recording policy. And it was a policy to basically, you know, give us some guidance on are students allowed to record what you say in class. If so, are there limits to that? How does it work? If someone does record and then publishes it in social media or does something malicious with it, you know, are there consequences? Well at this point, that policy had made it out of Faculty Senate and up to University Council, but it has set there for about

a year and a half at this point. And there were also a number of issues with the policy as it was written because I did ask Office of General Counsel for a review of it. And when it came back, after review, it seemed like, Oh, there's some specific changes that need to be made. So I asked the University Council Steering Committee if, even though Faculty Senate had already forwarded up, might we have it back and look at it through the Academic Affairs Committee. And so John Novak is leading that committee, and they will look at the policy again. So, just to give you an example of why we want to look at it. As the draft that went forward previously had infractions being reported to the provost, all right? When the provost was informed of this, she was not, not keen on the concept because she felt that really did not rise to her level of attention. That was more of a code of conduct, you know, equivalent to plagiarism kind of an infraction and so there are some substantive changes that need to be discussed with regard to that document. So I just wanted to give you a heads-up that that is being looked at again within this body. Oh, yes, John.

J. Novak: I just want to add to that that the subcommittee will be meeting next week, probably either on a Monday or a Wednesday. Thank you for filling in the doodle to let us know when you are available. And Pat has already given you the document as it stands, and she will let you know tomorrow what date, time and place we are meeting on next week.

G. Long: Thanks, thanks very much. Any other comments or questions? Yes, Laura. Could you use a microphone, please?

L. Beamer: Now can you hear me? Okay. You might also want to consider looking at courses that are taught online that use recordings that the faculty records in places online and whether or not students are allowed to do something else with those, because most of them have some kind of copyright on it. But it probably wasn't a consideration when this came about.

G. Long: Great, thank you. Anyone else have anything to add on that? Okay, then that's it for President's Announcements.

V. ITEMS FOR FACULTY SENATE CONSIDERATION

- A. NIU PLUS**
Ed Klonoski, Acting Associate Vice Provost
Renique Kersh, Associate Vice Provost, Engaged Learning
Chad Glover, Director, Jobs Plus

G. Long: We'll move on to Item number V. Items for Faculty Senate Consideration, and we have a presentation on the NIU PLUS program from Ed Klonoski, Acting Associate Vice Provost; Renique Kersh, Associate Vice Provost, Engaged Learning; and Chad Glover, Director of Jobs Plus. So at this point, I will turn it over to them.

E. Klonoski: Good afternoon. No rhetorical, good afternoon. I'm Ed Klonoski. This is Renique Kersh. This is Chad Glove. And we're here to update you on some progress that we've made in rolling out a new program called NIU PLUS. NIU PLUS is designed to address three primary facets of the college experience for students: academics, high-quality engaged learning activities outside of the classroom, and enhancement of their work experience whether it's related to their major or

not through professional development that's offered through NIU. So Progressive Learning in Undergraduate Studies, many of you recall that the acronym, PLUS, grew out of the reform work that we did for the general education program. And when we started to look at the partnership among the three areas: academics, the co-curriculum, and the career, we realized that it was an opportunity for PLUS to serve as something of an umbrella program for three broad components.

The first is Academics PLUS. And the center piece of Academics PLUS is the general education pathways. And the pathways allows students to customize their general education courses and satisfy their requirements, but to do so in a way that they can organize them thematically according to their interests, their affiliation with their major or even their career aspirations.

Engaged PLUS again is designed for high-quality learning experiences outside of class, and the initiative is designed to both encourage students to engage in these high-impact practices as well as to get them documented on their transcripts when they rise to a certain level of rigor which the program has set up.

And finally, Jobs PLUS, which almost all of our students, or at least the vast majority of them, have jobs that may or may not be related to what they're doing on campus. And this program is designed to enhance that work experience through the addition of professional development activities that are sponsored through NIU.

So the Academics PLUS, these are the pathways that we have up and running. There are seven of them currently. The general education reform was implemented beginning in 2015. And now 2016, we have these seven pathways running. And again, the pathways allow the student to customize their general education choices according to themes. So somebody's in, say the Health and Human Sciences college, might very well wish to organize their general education courses in the Health and Wellness pathway. Somebody who's in, say the humanities might be interested in Origins & Influences, and so forth. And students who don't know what they're interested in yet and they're looking to explore, a pathway is a great way to get a feel for what's out there. In this way, the pathways hopefully can serve to bring the general education studies closer to what the student is doing in their major. So that way, there's more of an integration between the gen ed program and the students' interest in their major. And finally, if the students take three courses in a single pathway, one from each knowledge domain, they can earn a transcript documentation that says they've earned a pathway focus in Sustainability or a pathway focus in Social Justice and Diversity. And with that, I'll turn it over to Renique.

R. Kersh: So Engaged PLUS, as Ed mentioned, is really what we know from research and what we know from working with students is that they really have an opportunity to further develop their skills and prepare for the workforce or graduate programs or other kinds of programs when they have a chance to apply what they learn in the classroom to some real world experiences. And so Engaged PLUS really represents this outside-of-the-classroom, hands-on learning experience that we all encourage our students to do in order to enhance their time here. And again, it is part of that customization and so that's what kind of makes this integrated model unique, because the goal is that students will think about what they're taking in their classes and think about ways that they can engage in these high rigor experiences outside of the classroom to better prepare themselves for the next step.

And so Engaged PLUS represents this optional student-driven process. So students can apply to have experiences that they have engaged in outside of the classroom transcribed on their academic transcript. And these are high rigor experiences in one of six categories. These categories are: artistry, career related work experiences, experiential learning, leadership, service learning, and undergraduate research. So when students are, for example, many of you are mentors, faculty mentors, to students who are engaged in research. And they may not be taking independent study credit for that research, but they may be doing that outside of the classroom. And so a student now, who might be working with you, has a bit of a carrot – you have a bit of a carrot – and they have a bit of an opportunity to now apply to have that experience as part of their academic transcript.

Again, one of the real key components of these experiences are the out of classroom experiences. So all of the kinds of things that students will submit through Engaged PLUS will be experiences that are co-curricular, which means they are not connected to any particular courses. But the hope is that students are using those to gain some real world experience.

Again, I want to stress the fact that the goal is that students engage in high rigor activities outside of the classroom. So there is a set of criteria, a general set of criteria, that students, these experiences, have to meet. And each category also has a set of criteria. And this criteria was developed over the course of the last several years. Actually, many of you, some of you may have been a part of some of the work groups that started to develop this. And we've had an opportunity to shop it around campus and get feedback on what that criteria looks like so we can insure that those experiences are meeting the standards that we expect that they should meet.

You've probably in the past heard us talk, heard someone talk, about high impact practices. I know Ed just mentioned that. And one of the, the high impact practice research is really the foundation for Engaged PLUS in that these experiences require intensive time and effort. They typically are mentored by a faculty member or an outside supervisor. They typically involve some kind of collaboration with, and a feedback loop, and oftentimes require that students are engaged and are working with people from diverse background. And so the high impact research by George Kuh is really the foundation for these kinds of experiences, and we believe that HIPS don't lie. I know it's probably not the best use of that term, but they really don't lie, because what we've seen here at NIU, particularly in things like undergraduate research and service learning, that those experiences really do make a difference when we look at the rates of retention, matriculation for students who have engaged in these experiences.

The other component that's important is the fact that this is part of an integrated model, and we have looked far and wide and haven't seen many other institutions out there really trying to bring these three pieces together in an intentional way. In fact, nationally, we've been recognized by the Chronicle of Higher Education and AAC&U for these efforts. And so that integrated approach is something that ACT and many other studies have shown us is the way, it's just smart business, it's the way to go. And so that's what NIU PLUS, overall, represents.

And then lastly, we know that students who have the ability at some point to apply what they learn outside of the classroom are more likely to be successful in their careers. Not rocket science to most

of us, but we really feel proud that we have an ability to introduce this experience to students and roll it out in ways that are attractive to them.

C. Glover: Good afternoon. Two quick things before I start. The first, before the meeting got started, Pat asked me to use the phrase, “hit it,” to advance the slides, so when you hear me saying that, you’ll know why I’m saying it. And then the other thing that, along the way as we’ve been building Jobs PLUS, there have been a number of faculty that have helped and continue to help, none of them more so than Terry Bishop. And, because I see Terry here today, I just wanted to thank him. He’s hiding back there. I’m deeply appreciative for all your help, Terry.

T. Bishop: Thank you.

C. Glover: With that I want to explain a little bit about Jobs Plus, so, Pat, if you could hit it. So what I’d like you to do is imagine every college student in the country in that circle. And think about from the perspective of the work experiences that they have when they’re in school. So, universities typically focus on what I call gold medal work experiences. And the most common gold medal work experience is an internship. And many of you are involved in assisting students in finding internships, and we all know why those are so important. If the student has a high quality internship, it can really mean a lot to them. So universities do a lot to try to grow that circle so as many students as possible can spend time in it.

However, there are some challenges. There’s challenges that universities face as they try to grow that circle. And there’s also challenges for students who are on the outside of the circle and getting into it. So in any given semester, if a student doesn’t have a gold medal internship or another type of high quality work experience, what do they have from the perspective of their work experience? They’re either unemployed or they have these things we call jobs. Think of the common job experiences that students have, think of waiting tables, delivering pizzas, things like that. Traditionally, college and universities don’t really get much involved in those work experiences. Jobs PLUS is the mission to try to change that.

So what we’re trying to do with Jobs PLUS is to come in to that space and partner with employers that hire students and expand access to learning in the workplace in the following way. So the model Jobs PLUS uses is very simple: Take jobs college students have, add a professional development component, and that’s the formula for Jobs PLUS.

So the program is open to all NIU students, anybody can participate even if they’re not employed. But our goal actually is to partner with the employers that hire students and actually have the employer sponsor them to attend the events on their paid work time. So the idea would be, again go back to the pizza delivery driver, for example. The student might be delivering pizza for 20 hours per week right now. If they participate in the program, they might deliver pizzas for 18 hours per week, get two hours of professional development and net the same income at the end of the week. And over the course of their experience, they will have had all these opportunities, it will not have affected their take-home pay and, when they graduate, they can tell a future employer, “Yeah, while I was in school, I delivered pizzas, but I also learned about X, Y, and Z during that time.”

So the image there is, we have a number of people facilitating these events. We've had faculty. We've had staff. We've also had an alum. The gentleman pictured there in the photo is actually an NIU alum that Terry connected me with. Two weeks ago, he drove 12 hours from his home in Virginia and stayed three nights in DeKalb at his own expense in order to deliver a session on teamwork in the workplace. So we're focused on topics that are important for career and life success. You see some of the examples up there. And the program is new, we're looking to continue building it in the semesters going forward.

So, just to kind of wrap it all up together, just to have an idea, we find this to be really helpful when we have shared this information with our advisors and Admissions staff, as well as others around campus, just to get a feel for how can a student really benefit from engaging in all three of these experiences. So, let's say you're a pre-law student, you have a student who's a pre-law student. They want to make clean water accessible to everyone worldwide. So that's their ultimate goal coming in to NIU. Typically, they might take English Comp, Introductory Biology and Environmental Studies for their gen ed requirements. With NIU PLUS, and identifying a particular pathway, that student might identify sustainability as the pathway focus that they want to focus on. Outside of that, they might engage in an internship experience with, let's say, an environmental agency locally where they can really apply some of what they're learning in the classroom. And then they may then go on to engage in a professional development experience through Jobs PLUS to learn about how to be a leader in this field. The goal really is that students, again, we go back to this idea that students have the ability to customize their experience here at NIU. And we think that that's a real selling point for students because we know that we are, we have a generation of students who are coming in and they want to engage broadly, they want to develop their skills. They're very hyper-focused on how to insure that they're going to get a job when they leave here. We believe that NIU PLUS offers them the kind of customization that can get them there.

E. Klonoski: So, thus, far, we've been working together since May I want to say, the three of us. And in August or late July, we presented this to the President's Cabinet and they fully endorsed it. And they think that it's a real opportunity for NIU and so they've turned it over to Marketing to try and really develop a full-blown campaign. So you're gonna see this around campus a lot more. We have print materials coming. We have a website. If you go to niu.edu/PLUS, you can get there. All three programs are up on the website. We're going to have a social media campaign. And so all of this is right on the verge of coming out. So as you see it come out, please talk to your students about the opportunities and, gain, stress to them that this is optional. This is an optional way for them to enhance and customize their college experience as a whole here at NIU.

So far we've been doing open houses. Orientations, we did orientations all summer to try and get the word out on this. We're going to be doing orientations, hopefully with new marketing materials beginning in the spring. We've been talking to various university committees and that's why we're here today to share the information about the program to you. Advising and Admissions – we're going to be providing them with materials that they can take out on the road. The Admissions Office can use this as a marketing tool to recruit students, and the I've met with the advisors, we've all met with them on several occasions, as large groups and individually, so they know these programs quite well. And, finally, we've been talking to students as often as we can. I know I've gone before the Student Association on several occasions, and I know that Chad has spoken before

some student groups, and Renique in the First- and Second-Year Office and the OSEAL Office as well. We're just trying to get the word out as broadly as we can.

So with that, we'll take any questions that you have and, yes.

J. Stephen: Is there anything structural here, or is this just an advising outline. Our students could have picked their gen ed courses to fit a pathway before, and so I wonder if there's anything structural going on other than putting stickers on their paperwork. And, although, I do have a problem with the Jobs PLUS thing. I don't really know what you mean by a gold medal experience. And I don't understand how we can take somebody like Pizza Villa who's employing somebody to deliver pizzas 20 hours a week and say, "Hey, pay him \$2 [two hours] a week to learn something else; it will only cost you \$240 a semester, but then you'll have to pay \$240 for somebody else to deliver the pizzas all that semester. I've seen stuff like this and it just seems like bells and whistles and advertising and grouping together in marketing as opposed to anything substantive.

C. Glover: I certainly appreciate the question. The gold medal experience, what I mean by that, are traditionally things like internships, jobs that would be more directly connected to the student's major. Those are, obviously, the higher level things at least in my opinion. But there are a lot of students that take these types of jobs that may not have any direct connection to their future career or whatever their academic major is. So that would be the distinction I'm trying to make between the gold medal and the rest.

To your question about the employer interest, it's a great one. And I will tell you we are just getting now out into the employer community and I'll tell you what I'm hearing right now from restaurants. I haven't talked to Pizza Villa, for example, but it's a good example. So, two things: A couple months ago, I did a presentation to some local restauranteurs, and they were very interested in the program using this model. We charge no fee for them to participate, but they do, as you point out, have to allow the student to attend on their hourly wage. A couple things I heard from those restauranteurs: Number one, they would like to provide some additional training to their staff, but it's too expensive or time-consuming for them to do it; and the target of the events are not only meant to help the students in the long term, they are meant to be on the skills that would actually help the student be a better employee for that business right away. So that was one thing I heard from them. The other thing that I heard from them is that they suffer from turnover. That's a tremendous issue for them as an employer. They looked at it and said, "If we can participate, if this could help us reduce our turnover by a little bit, it would more than pay for itself." That was their perspective. So that was a second point. The third point is that a lot of these people in the community really care about our students. So these students go to work for them; they care about them long-term; they maintain longer-term relationships. So if it's something at a relatively low cost that they can do to help that student advance in their time period at NIU or in their career, many of them are open to doing that. So those are the things I'm hearing so far.

J. Stephen: Okay, a follow-up. I think that might be something, of course, it has limitations. Under the independent study versus what we might call an engaged credential for taking the three-hour, or the three-course focus, is the credential for engaged learning versus independent study – and you talked about it having high impact – but what I'm wondering about is, is high impact defined by breadth in that course path of independent study or depth?

R. Kersh: First, let me just clarify that the independent study, the students are receiving credit academically for an independent study on their academic transcript based on the guidelines set forth for that particular independent study. That's different than the Engaged PLUS out-of-classroom experience. And so this is more related to a student who is engaged in undergraduate research. For example, we have the Research Rookies program, and the students who are research rookies are working with a faculty member for an entire year, but they're not doing so for credit. They're doing it as part of this program. In that case, the student, as long as that experience meets the specified criteria, there's a general set of criteria, and then there's criteria that's set for the research experience. If that experience meets that criteria, then the student can apply to have that experience considered for transcription. The approver, I should say, is the faculty mentor. It's not my office or any other office who can't really speak to the experience that the student is engaged in.

J. Stephen: How about a student who meets the same educational goal but actually took it for independent study credit hours. I mean, are we offering a non-revenue generating credential here where we already have a revenue generating independent study program to cover this?

R. Kersh: Well, I mean, I don't think that we necessarily are connecting it to revenue generation versus non-revenue generation. I think we're connecting it more to the fact that students are now doing both, and some students have the capacity to fit an independent study into their curriculum. Others students don't necessarily. But those students who are doing it as part of a course have the ability to have that transcribed and those students who aren't, who are engaging in the same kind of experience with the same kind of rigor outside of the classroom don't have that option. And so this really, again, and it's not a requirement, it's an option. So it gives students an added value and option to ultimately apply to have that experience transcribed if they so chose to.

J. Stephen: And it can reflect earned credit hours.

R. Kersh: It cannot. No, it reflects just the experience. So what a student sees on their transcript is to the experience.

J. Stephen: It can reflect work done in independent study credit generating...

R. Kersh: No. It's non-credit bearing.

J. Stephen: What we call off-schedule work.

R. Kersh: What did you say?

J. Stephen: Off-schedule work.

R. Kersh: Did you say off-scheduler? No, it's not a course at all that they're registered in.

J. Stephen: I mean that no credit towards the credentialing will be given from credited classwork?

R. Kersh: Right. No credit will be given for that experience.

J. Stephen: Okay, thank you.

M. Haji-Sheikh: One of the issues I'm a little confused, is this considered a program?

E. Klonoski: I don't mean to be Bill Clinton on you, but when you say, "this," ...

M. Haji-Sheikh: This program, this thing you call PLUS/

E. Klonoski: NIU PLUS is considered a program with three components in it. One is the Academics PLUS, the other is Engaged PLUS, and then Jobs PLUS.

M. Haji-Sheikh: Okay, Ed, were all of these pushed through the BOT, or are these all on the special evaluation at the moment?

E. Klonoski: No, the Academic PLUS was vetted through the full curricular process.

M. Haji-Sheikh: I know, but the other two aspects.

E. Klonoski: They were presented to the BOT.

M. Haji-Sheikh: Okay, cause I know that all programs, whether they're academic or not, on-campus or off-campus, have to go all the way through IBHE. Is that the plan?

E. Klonoski: These were IBHE. No, because it's not a program by the same definition. It's not a degree program.

M. Haji-Sheikh: I understand that, but any public service programs are supposed to go through IBHE also.

E. Klonoski: That's a great question. I'll look into it. I know it was presented, the Provost presented it to the Board of Trustees last week. Tom, you had one.

T. Pavkov: Yes, I have a bit of a concern on these sorts of internships program, generally, because in my area, most of our internships are credit-bearing internships and specific to the context of, say, restaurant. And this is just an example, but we are working really hard to build our hospitality program in which we have a restaurant management track. I don't want students to come away from this sort of an experience feeling that they've, you know, satisfied or been as well-prepared in this type of experience, because it's not, I mean qualitatively it's different. And so, while I know that internships and work experience are invaluable for the success of our students, I would also suggest that we need to be careful when we design these sorts of programs outside of curricular parameters because the professional development, while it's supposed to be part of this, really isn't sustained throughout the experience as a person goes out into a site that unsupervised. There's a lot of things taken for granted there. And I think it's cause for concern and perhaps cause for putting, you know, pushing the pause button to have some more discussions around this sort of thing.

J. Novak: Could you please, going back to NIU PLUS or Academics PLUS, could you differentiate the purpose and content of this program with that of the Honors Program. If I'm a highly motivated student that wants to take the best courses with the best teachers, where am I supposed to go?

E. Klonoski: I would say that the pathways program, itself, is a mechanism rather than a program. It's a means for the students to take the general education courses to meet their requirements, which they have to meet anyway, to organize them in a thematic fashion. So it's more of a tool for how they select their courses, rather than that they have to take particular courses. If they wish to organize them into a pathway focus, for example, so that an employer will see on their transcript that they have a pathway focus in sustainability and that can bolster their preparedness for their career, then they can do that. But otherwise, it's optional. So I'm not sure, John, can you ask your question in a different way. I'm not sure how it relates to the Honors Program?

J. Novak: It seems like this program might pull away from people who would be in the Honors Program, or visa versa. It seems like there's some overlap there, and I just didn't. Is there overlap between these two concepts, or is it totally unrelated?

E. Klonoski: I think the overlap that I would see is that pathway courses can – or sorry – honors courses can be in pathways. But beyond that, the Honors Program and admissions into it is a separate thing entirely.

J. Novak: Thank you.

M. Irwin: I guess this is a question for Renique. I'm thinking about Engaged PLUS. So, if I'm reading things right, if you get course credit for an activity, it's not eligible for Engaged PLUS?

R. Kersh: Right.

M. Irwin: What would you say about study abroad programs? So I know that they are highly variable, but I can tell you that in mine, it's a high engaged learning component. Students present research that they design and execute during the program, and they go on to present it at conferences and submit manuscripts. Couldn't some course credit hour producing activity be flagged as potential Engaged PLUS activities?

R. Kersh: You bring up a good question. For this particular experience – and I agree with you – the kind of experience you're describing – and there are many experiences like that that will be connected to credit – that students have the ability to have that credit added to their transcript. Here this system, itself, provides students who, if they were engaged in that experience and weren't receiving academic credit, but it is still the kind of experience that rises to the level of rigor, rises to the level of receiving some kind of recognition for being engaged in that experience, then Engaged PLUS would give a student an option to say: I did this fantastic study abroad, or abroad experience. In this case, it would be an abroad experience. I did a research project abroad, but it wasn't connected to any credit, so the most that I can do is list it on my resume. This student now has an opportunity to apply to have that experience also added to their transcript. That a student engaged in this co-curricular experience. So it doesn't necessarily take away from the value that exists in that

credit-bearing experience. It just gives those students who don't have the ability to have that experience considered to be added. But there's no credit, obviously, attached to that.

M. Irwin: It just seems that some of us go to a lot of trouble to structure courses to deliver experiential learning, and then you're crediting students who go off the books and do it in a different way and get a similar outcome. It just seems funny to me that it's fallen through the cracks.

R. Kersh: I guess I wouldn't see it as falling through the cracks. I would see it as making something available that isn't currently available for those students who might engage in those experiences outside of the classroom. It certainly doesn't take away the value of the classroom-based experience, and the benefit for students with those classroom-based experience is that they are able to apply that credit toward their graduation requirements. In this case, they're not, this experience that's outside, that's not a curricular experience, is not applying toward any graduation credit per se, but it is the kind of experience that we want students to engage in as is the experience that your class is providing for students. Again, it just gives them an opportunity then and, if that experience isn't connected to any kind of course credit, where they can't receive any academic, any recognition on their transcript for it, it gives them that opportunity to do that.

The other piece of this, I will say, and this isn't something that we're pursuing. But there have been in the past conversations about trying to identify not only the co-curricular kinds of experiences, but to tag courses that have engagement at those levels so that students can also see that noted, and that's certainly a conversation that we can begin to have again. A little more challenging because there are a lot of differences across curricular, but not a conversation that we're having right now.

G. Long: Helen?

H. Khoury: Thank you. My question is about the Jobs PLUS program, you're calling experiences. And it seems that again you're combining internships with the other types of paid jobs. My question is, I have several of them. Now you said it's a partnership and what about the quality of who's monitoring those experiences. And are students paying to get into such an experience? Do they get credit hours for that? So are they paying and at the same time getting paid back? So what's the structure there.

C. Glover: So there is no cost to the student, number one. There's no credit they receive in Jobs PLUS. There's no transcript recognition they receive in Jobs PLUS. On the question about, I'm sorry what was your first question? Could you repeat that again, I'm sorry?

H. Khoury: About they're not getting any credits for it?

C. Glover: They're not getting any credits at all for it.

H. Khoury: So why are you mixing it with internships. In the diagram you presented, the internships were in the center of your diagram. So really what you're talking about is quite different from internships.

C. Glover: What I attempted to do was to distinguish it from an internship. So this is not meant to replace an internship. So, maybe to give an example, let's say a student, their first two-and-a-half or three years is working a part-time job right now and then they go on to have an internship. The same thing would happen if they participated in Jobs PLUS, they might for their first three years have a part-time job, go on to have the same internship that they have right now. The difference would be the first three years, they're supplementing their part-time job experience with professional development provided by the university that they're not currently getting in the job. So it's not meant in any way to interfere with internships, it's meant to supplement the part-time job experiences that they're now having in a way that they're not currently getting that training in the workplace. We're essentially providing the training that they may not be able to get in the workplace from that particular employer. Does that help?

H. Khoury: Yes, but still in your diagram, the internships were included. I don't know if it's a marketing issue for you, that's why you included, but it's not fair to the high quality internships that our students do before they graduate. I had another. So the students pay.

C. Glover: No, there is no cost.

H. Khoury: They don't pay?

C. Glover: Nope.

H. Khoury: I see. There's another thing that I forgot to mention. You said this is an umbrella program, and an umbrella program within NIU. So it would be under whose office, this umbrella program? And who would be monitoring this? So is it an added administrative unit for it?

E. Klonoski: No, each of us, my office and the Vice Provost's Office oversees the Academics PLUS and the general education program. Renique's office oversees the Engaged PLUS, and Chad oversees the Jobs PLUS.

H. Khoury: So it is not really an umbrella unit.

E. Klonoski: No, we're not creating a new program. Nope.

H. Khoury: I see, okay.

E. Klonoski: But earlier, you made a comment about marketing this. And I think marketing is important.

H. Khoury: That's true.

E. Klonoski: And so that, I will say, the NIU PLUS as an umbrella is for marketing purposes, that there are three components that the students can now optionally chose within NIU PLUS.

H. Khoury: And the marketing is within our community here or you are going beyond the community because there aren't too many jobs around our community here.

E. Klonoski: Right, Jobs PLUS is mostly local, though. I believe Chad's looking at some of the regional campuses for some of the professional development training to try to expand a little bit and has been speaking with some folks in the outreach program, as well, to see how they can help. In terms of the program, itself, we've had inquiries nationally about it. I was at a conference last week, and a representative from Virginia Tech came up and said: They effectively stole our general education reform model and took it there to Virginia Tech. I think the Chronicle of Higher Education that contacted us about the integrative aspects of our work – people from the outside are certainly looking in, though we are not marketing it intentionally to a broader audience yet.

H. Khoury: May I ask one more question? Somebody mentioned, one of you, that it's an opportunity for NIU. Would you explain, please, elaborate on that? I forgot who mentioned it.

R. Kersh: You know, we really, I think we see this as an NIU advantage. One of the things that President Baker talked about a lot is that we are considered the best kept secret in the state, and we don't really want to be the best kept secret in the state, because we have so many opportunities for students. And I think NIU PLUS serves as an advantage for us as we recruit students. It serves as an advantage for us as it relates to our national – some of the things that we're doing nationally – related to allowing students to customize their experience. Really, our hope in our marketing efforts is to reach beyond the brick-and-mortar here, but to reach out into the state and allow students to see that NIU, for so many reasons, NIU PLUS is one, but many reasons, that NIU is an institution that they should consider because of the kinds of experiences that we provide and the way in which we think about it as an institution.

H. Khoury: Thank you. I know that also many of the colleges in Chicago and some, you know, other four-year colleges, do have similar types of perks to attract students, but the environment, the local community, and the types of possibilities over there are different. Have you considered the environmental differences and the locale?

R. Kersh: Have we considered it as an advantage or as a disadvantage?

H. Khoury: Either or, you take it. Definitely this is not Chicago.

R. Kersh: Well it's certainly not Chicago, but we still have a really high quality education here at NIU, and we attract a large number of students from across the state. And we have a lot of value to add to students' experiences. And I think NIU PLUS helps us to sell that message even more because there maybe students who don't know about NIU and don't know what we have to offer, and so the fact that Jobs PLUS is connected to the local businesses in the community and that Engaged PLUS is really highlighting the fact that we believe that students should apply what they learn in the classroom to experiences outside, and the fact that a student can say, "You know, I really want to do my general education requirements, but I'd also like to identify a particular focus that either supplements my major or adds to the knowledge that I'm gaining in my major." That's where we see the advantage and how we present the program to potential students.

E. Klonoski: I'll add anecdotally, we spoke to numbers of parents as they came in through the orientation sessions, and the program was received very well from them. Many of them commented

that they saw nothing like this at any of the other institutions that they visited. While lots of institutions have engaged learning opportunities or they have perhaps a general education curriculum that might be similar to ours, we're unaware of anybody who's trying to integrate the three facets of the college experience: the academics, the learning outside of the classroom, and the career preparation.

G. Long: One final question.

J. Stephen: What makes you think this is going to be any more expensive, more successful than focused interest groups, engaged general education experience advising, and additionally, does the student have to do all three of these components? I mean, we've seen these kinds of initiatives coming, and what I'm seeing is just marketing, and very little else. I don't see any mechanism for in the Jobs PLUS category, for saying what your goals and what your experiences is supposed to be like other than, oh we'll have them take two hours a week and learn more about what they're doing. What's really different here other than say the names? I mean, and why should we expect it to be more successful than FIGS were or engaged gen ed advising?

R. Kersh: I don't think our argument is that what we're saying is rocket science or what we're saying is going to be more successful than other previous initiatives. I think much of the work that we've done as an institution has led up to this integrated model. I think that we recognize the benefits for our students, and it really is an added value for us as an institution. And it's an added value for our students. And I also think that the fact that we are kind of intentional with our efforts, which is what a lot of the research says when we go into these models with intention, we see the kinds of results that we'd hoped to see. And so I think that's part of the idea of bringing this program together under one umbrella because it does create an intentional strategy for engaging students at that level.

J. Stephen: We have with the many minor certificate program kind of thing that we approved. How many people have actually done that? Do we know.

E. Klonoski: Can you repeat that? How many people have done what?

J. Stephen: Those mini minor certificates that we've approved a few of, four or five years ago.

E. Klonoski: I don't have the data on it.

J. Stephen: Well, I'm just wondering if it was successful, whether we're building on something that was successful or a failure.

E. Klonoski: Well, we're not building on that. To answer your question a little bit more directly, I think that each of these programs offers something more than just marketing, though I'll repeat it again, I think that marketing is important. People have to be aware, students have to be aware of opportunities in order to engage in them. I think the community, the faculty, the advisors, they need to be aware in order to communicate to the students so that we can tell the students what their options are. But I do think the reformed general education curriculum is truly reformed, it's not just another general education curriculum. I think that the Engaged PLUS has the potential to urge

students into engaged learning experiences by the carrot of it being potentially documented on their transcript. I think that's one of the draws. And I think that Jobs PLUS, nothing that we've done in the past has been as intentional in providing professional development enhancement while the student works their non-related job, while they're in college. So I would say that there is substance and there is some structure there, but I would also not deny that marketing has a significant role in this.

G. Long: Jimmie, did you have one quick, final thing to say?

J. Manning: I just want to say I was a part of the development for two of the pathways, and I know that it might be easy to be jaded or cynical about this, but I can tell you as somebody who has two research programs, one dealing with gender and sexuality and one dealing with computer technology, a lot of people think that if students are studying computer technology, they'll get how it's applied to real-world (I don't like that word), so on and so forth; and that in that case, there were very good discussions happening where people were like, how do we get students to understand what this means, how it's not just Facebook or more modern forms of social media. On the other side, nobody ever thinks that anyone's going to be able to do anything with a gender and sexuality major or minor, but there's a lot of options available, especially as you get higher in the pathway. And so I would just say, I know it's easy to be cynical and I certainly have my moments, but this really did seem to be a productive discussion for those who were in on the pathways, and I actually see this as a very good thing, and I appreciate the work that's been done and how faculty were able to be involved from the ground up. It was a little fast, but I think it was worth it.

G. Long: And in closing, I would just like to say thank you to the presenters for your information. And I also appreciate the comments from the senate. I think that there were some insightful questions asked and, in fact, because this is conceptual and formative in nature, I would like to invite you to perhaps come back towards the end of spring semester with an update, because I have a sense that we could continue to ask them questions for the rest of the meeting time, and I'd like to have us move on to other things, but the nature and importance of what's being done, I think, is significant. So I do appreciate your willingness to come and introduce us to the topic and wish you well with this as it moves forward.

E. Klonoski: Thank you.

G. Long: Thank you.

B. 2016-17 Proposed University Libraries Dean [Search Committee Structure](#) – Page 3

G. Long: Okay, though Matt's on his way up, I do have one item before we get to our Program Prioritization, and that's under V. B. the 2016-17 proposed University Libraries dean search committee structure. Just as a heads-up, according to our bylaws, Article 19, the search committee structure for the dean of the University Libraries, as well as the dean of the Graduate School, those two search committee structures require Faculty Senate advice and consent. And so that information, you see it on page 3 of your handout today, was shared with the Faculty Senate Steering Committee last week. They looked at it, endorsed it, but also wanted to bring it to you as the full senate just to make sure if you had any questions about it they could be raised and get your

basically endorsement of the committee structure. So, before we go any further on this, may I have a motion to accept the recommendation to approve.

T. Arado: So moved.

G. Long: Therese Arado. Do I have a second?

S. Farrell: Second.

G. Long: Okay, discussion. I'll tell you the structure that they're using now is very similar to the structure that they used previously. It's similar to other dean structures. It's just again, for whatever reason, I won't go into the details, but the library dean and the dean of the Graduate School, those structures have to come through us as senate. We're not involved with the structures of other dean search committees.

J. Stephen: I don't see a faculty representative other than from the library. That's a change.

G. Long: Okay. So we've got three faculty representatives from the University Library Advisory Committee, one faculty representative to the libraries to the Faculty Senate.

J. Stephen: Faculty Senate or University Council had somebody assigned to this search last time. I know because I was there.

G. Long: Okay. Well the list that is at the top of that page, the proposed search committee structure, the 2016-17 was structured, you know, after the search they did in 2006. So if there is a specific change, you know, one or two changes in there that they may have been made. But in terms of overall structure, it's very comparable. Paul, you look like you have something you want to say.

P. Stoddard: That one faculty representative of the libraries to the Faculty Senate. That means the faculty senator here from the libraries? It's oddly worded.

G. Long: Can double-check on that. I can't give you an absolute answer on that, I don't know.

L. Garcia: I am the faculty representative from the library. That's what it means.

G. Long: Thank you. That's exactly why we like representation. Yes, thank you. All right, so any further discussion on this? Okay, all in favor of the structure as suggested, say aye.

Members: Aye.

G. Long: Any opposed? Abstain? Okay, structure exists.

VI. CONSENT AGENDA

VII. UNFINISHED BUSINESS

- A. Program Prioritization update
Matt Streb, Program Prioritization Liaison/Facilitator

G. Long: Moving forward, we have no consent agenda and in terms of unfinished business, our remaining item on unfinished business is one that will be there the rest of the year and that's an opportunity for an update on Program Prioritization. So I'd like to turn it over to Matt Streb, and he has a few words to say and is open to questions from the group.

M. Streb: Thanks, Greg. Good afternoon everyone. I was kind of hoping you'd let them to continue to ask questions about NIU PLUS and we'd run out of time. But anyway, yes, so President Baker asked Chris McCord and myself – we were members of the Administrative Task Force – to help facilitate and implement the Administrative Task Force's recommendations. So I want to give you kind of an update on where we are with that. One thing I do want to mention. I think Provost Freeman was here last time and mentioned this, but just in case she didn't, the Provost did authorize 60 tenure or tenure-track faculty searches, largely guided by Program Prioritization, but I thought that was a very positive thing.

In terms of the Administrative Task Force, you know, one of the things I think is, everybody focused on what category the programs were placed in. And I didn't think that was very valuable. I think the real value of the Administrative Task Force was we had the opportunity to look at the entire administrative structure of the institution, and we had some big, broad themes that came out of that report, some of which have already been implemented. The Administrative Task Force, for instance, was not a big fan of the charge-back system, and right now most of DoIT's charge-backs have been eliminated as have Creative Services charge-backs. So I think that's a positive thing.

The other thing is we had an opportunity to look at a variety of different areas, and we were looking at all 236 programs, we saw that there was a lot of redundancy, potentially. There was a lot of overlap. There was a lot of inefficiency. There were a lot of ways we could do potentially things better than the way we are currently doing. And from that has emerged a series of what we call complex conversations. These are conversations that have multiple units that might be involved in how we deliver certain services on campus. So those are conversations going on right now, and they're in various phases. So we have working groups that are looking at how we do retention here, how we do advising, how we do tutoring and academic support, how we market and recruit our online programs, how we deliver our online programs. There's a working group that will be convening shortly that will look at what we do with external programs, how we do conferencing. There's a working group that's being convened on the communiversality and how the university relates or interacts with the communiversality on IT customer support. All those things are at various stages. Most of those things will have recommendations to the president and the president's cabinet by the end of the year. They're going along very well. I'm leading many of those conversations, and I'm very happy with the input that we're getting.

There are two things that are going to come out in the next day or two that I think are positive that came out of complex conversations that have already been finished. One deals with diversity. And the task force was very clear that we thought that the cultural resource centers were important parts of the campus, but we also thought that those cultural resource centers needed to be transformed. They needed to have a better sense of what their mission was. And so one of the things that happened as a result of the report and as a result of the diversity and inclusion group is that the cultural resource centers are now going to report directly to the chief diversity officer. I think that's a positive move.

The other thing is the task force thought that it would be a good idea to create what they were calling Office of Institutional Effectiveness, and that would take things like assessment and accreditation and institutional research and a variety of other data offices on campus and maybe put it into one unit. And we thought there could be efficiencies and savings and better delivery of services by that. The group that was looking at that decided to separate those two things. They took the data part of that and they're still talking about the data part of it. But they have taken the accreditation and the assessment functions, and they've combined that into one program. And that combination essentially eliminated an associate vice provost position, and so it amounts to a savings of about \$100,000, which I think is again a pretty positive thing.

So those are the types of things as we do those complex conversations that we're looking for, ways that we can do things more efficiently, both from a time standpoint, from a money standpoint, that type of thing. The last thing I'll say is the president has gone through all of the programs that have been placed in the review, in the reduced categories, and he is in the process right now of having conversations with the appropriate vice presidents that those programs report to, and they're planning, first he's telling the vice president whether he agrees with that placement in the category or now and, if he does, what is the implementation going forward. And so those conversations are ongoing right now, and they will be part of the Program Prioritization update the president will give to the campus community in November.

So that's what I have right now. There's a lot of stuff going on, a lot of work that's going on. One of the things I will say is that the state has not given us a, you know, they have not done us any favors. But I will also tell you that we have not done us any favors as well. There are a lot of things that we can do as an institution that we need to look at and that we need to do differently, and that's one of the things that I think is a positive that's come out of this process. So I'm happy to answer any questions if anybody has any.

G. Long: Looks like you may have lucked out.

M. Streb: Actually, George owes me a steak. He bet I'd get two questions. Thank you everyone.

G. Long: Thank you, Matt. Appreciate it.

VIII. NEW BUSINESS

A. Proposed [resolution](#) regarding College of Visual and Performing Arts' Art Annex – Page 4

G. Long: All right, as we move on, number VIII. New Business, we do have one item under new business, and I'd like you to please look at the proposed resolution on page 4 from College of Visual and Performing Arts. May I have a motion to approve?

G. Slotsve: So moved.

G. Long: George. Second?

M. Riley: Second.

G. Long: Mark Riley. All right, discussion, and actually I'd like to ask Richard Siegesmund to start off the discussion on this please.

R. Siegesmund: The resolution is short and I don't believe in reading things that you have in front of you. But for a very quick synopsis for those who may not have the paper, the College of Visual and Performing Arts maintains a building on Sycamore Road out by the Lowe's, a three-story building, and it flooded in July 2015. As a result of that flooding, there has been black mold on the first floor of the building. The first floor was evacuated in November of 2015, but we still continue to have faculty and students and staff on the second and third floor, and the conditions there have been worsening, and this resolution was brought forward by the School of Art and Design to ask for a Faculty Senate resolution in support of, to programmatically support the students and faculty to find suitable space outside of this facility. I might say that since this was brought forward to Steering Committee and sent forward in the agenda item, amazingly, a meeting happened and yesterday there were promises for the immediate purchase of equipment to help abate the air quality issues in the building. Nevertheless, we would still like to have this resolution acted on if we could, and we hope that such an action will continue to move to a speedy resolution of the situation.

G. Long: Buck.

J. Stephen: This is the same building you used ten years ago with all the skull and wings and flowers on the second floor?

R. Siegesmund: I wasn't here ten years ago.

J. Stephen: I think that we asked to get it replaced ten years ago.

R. Siegesmund: Well that building fell down, and we bought this one.

J. Stephen: Oh, okay, this is the new wreck.

R. Siegesmund: This is the new wreck that replaced the old wreck.

G. Long: Other questions. Okay, seeing no questions, let's take this to a vote. All in favor of the resolution, say aye.

Members: Aye.

G. Long: Any opposed? Abstentions? Okay, so we will pass the resolution forward. Because it was brought up in Steering Committee, I have already shared a draft of the resolution with the upper administration with the idea that – because I assumed that we would pass this – and have them, have Sue Mini and Paul Kassel, who is the dean of College of Visual and Performing Arts, come to the next meeting and provide a response to the questions and issues that have been raised. So that will be on our next meeting agenda.

R. Siegesmund: Great, thank you.

G. Long: Thank you.

IX. REPORTS FROM ADVISORY COMMITTEES

A. FAC to IBHE – Paul Stoddard – report

G. Long: Okay, we move on to Reports from Advisory Committees, FAC to the IBHE, Paul Stoddard.

P. Stoddard: Thank you. We met last Friday at Daley College, that's one of the city colleges of Chicago. We got an overview of what they're doing there from the college president, Dr. Jose Aybar. He started off noting that their new freshman class has some serious deficiencies. He said 91 of them were deficient in math, 87 deficient in English, 74 percent deficient in reading. He said the big problem with this is they have to take a lot of remedial courses, which serious eats into their financial aid budget. So they are trying to find ways to shorten the amount of time that they're, or the amount of financial aid credit, I guess you'd call it, that they're using in these. And they've come up with a developmental education initiative, just 21 hours of supplemental courses, they don't get any credit for it, but it's mandatory for all developmental students. They're shared inquiry-type courses so the students are working together in groups and so forth. And there's some computer assisted instruction going on with that as well. And they're finding that the students, some of them manage to graduate from the developmental program, and instead of going into that first level of classes after the developmental program, are actually able to go into some more advanced classes. So they are kind of high on the program, they think it's working out well for them so far.

We talked a bit about the Illinois Public Agenda, this is something the legislature put forward nine years ago, I guess, we're coming up on the tenth anniversary of it. It had a lot of lofty sounding goals like "make Illinois the number one destination for students seeking a higher education" or not quite those words, but those ideas. This was passed in 2007 and then 2008 hit and all the money that might have been available to help with that dried up along with all the rest of the money we'd like to use for just treading water. But the FAC wants to put together a presentation to make to the IBHE sort of re-invigorating the Illinois public agenda in their minds and saying, hey, you know, with the appropriate support we could actually be addressing a lot of these things that the legislature thought ten years ago we ought to be doing. So we're working on that.

The faculty representative on the FAC, there's been no motion from the legislature there about approving or not approving Mr. Bombanek. We're going forward trying to propose legislation.

Their ??? legislation would have three faculty members on the IBHE, one representing the four-year publics, one representing the community colleges, and one representing the private institutions. So anyway, that's pretty much it.

G. Long: Thank you. Any questions for Paul?

B. University Advisory Committee to the Board of Trustees – no report
Cathy Doederlein, Greg Long, Holly Nicholson,
Rebecca Shortridge, Kendall Thu, Leanne VandeCreek

X. REPORTS FROM STANDING COMMITTEES

A. Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – no report

B. Academic Affairs Committee – John Novak, Chair – no report

C. Economic Status of the Profession Committee – Paul Stoddard, Chair – no report

D. Rules, Governance and Elections Committee – Rebecca Hunt, Liaison/Spokesperson – report

G. Long: All right, moving on our reports, nothing from the UAC, and if we go into Reports from Standing Committees, our first report from a standing committee is D., Rules, Governance and Elections. I'm going to ask Becqui Hunt to say a few words, please.

R. Hunt: Okay, I just want to say that the committee has been meeting bi-weekly, working on the Policy Library. We have presented the proposal to the Office of General Counsel and to the President's Cabinet. So, we just keep working on the infrastructure of it and working on the policies and bylaws that go into that library.

G. Long: Any questions for Becqui?

E. Resources, Space and Budget Committee – Jimmie Manning, Liaison/Spokesperson – report

G. Long: Okay, Resource, Space and Budget Committee, Jimmie.

J. Manning: I'll keep this brief. We've been meeting. Things have been going very well. We've been looking at strategic initiatives and kind of the priorities of what's being funded and now. One big thing, though, that's come up that a lot of people have kind of asked about. Many people seem to believe that there's this giant pool of money sitting out there that could be used for raises or that sort of thing. It's part of the checkbook, and so it's what keeps us somewhat fluid and liquid in terms of being able to pay the bills and that sort of thing. And so if you have any questions about that more specifically, you could talk to me or Greg or Sarah, who's a total force and is rocking it as the leader of the committee. But that seems to be the biggest misunderstanding. Otherwise, it's just us trying to figure out how to make the best out of the resources that we have.

G. Long: And I would add to that, one of the issues we're talking about the reserve account. The Board of Trustees wants the university to have more reserves than we currently do. At last report, it was about \$28-\$29 million. In the business world, most businesses try to operate with at least six to nine months reserve. As a university, we operate on about \$1 million a day, so we don't even have a month's reserve within that kind of a framework. And so the Board of Trustees has specifically told the president and cabinet that we need to create a larger reserve in case of emergencies and other issues. So, just so you know, that's the perspective from the Board of Trustees as it comes down to the president and provost level. So, yeah, it would be nice if we did have a huge chunk of money. I've been to enough meetings, I really don't believe there's a conspiracy where there's some money hidden about. And again, from a standpoint of having a checking account, a reserve account, that is something that certainly is a priority for the Board of Trustees.

Okay, any comments and questions for Jimmie or me?

XI. COMMENTS AND QUESTIONS FROM THE FLOOR

G. Long: All right, then moving to the last item on our agenda is the Questions and Comments from the Floor. Does anyone have anything to say about anything going on, any activities, any questions? Going once. Twice. Okay.

XII. INFORMATION ITEMS

- A. [Minutes](#), Academic Planning Council
- B. [Minutes](#), Athletic Board
- C. [Minutes](#), Baccalaureate Council
- D. [Minutes](#), Board of Trustees
- E. [Minutes](#), Campus Security and Environmental Quality Committee
- F. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- G. [Minutes](#), General Education Committee
- H. [Minutes](#), Graduate Council
- I. [Minutes](#), Graduate Council Curriculum Committee
- J. [Minutes](#), Honors Committee
- K. [Minutes](#), Operating Staff Council
- L. [Minutes](#), Supportive Professional Staff Council
- M. [Minutes](#), University Assessment Panel
- N. [Minutes](#), University Benefits Committee
- O. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- P. [Minutes](#), University Committee on Initial Educator Licensure

XIII. ADJOURNMENT

G. Long: Well in that case, we've got information items and I need a motion to adjourn, please.

J. Stephen: Got it.

G. Long: Buck Stephen. Second?

G. Slotsve: Second.

G. Long: George, all right, thank you very much. Have a good day.

Meeting adjourn at 4:21 p.m.