I. CALL TO ORDER

President Peters: I want to call the January 30, 2008 meeting of the University Council to order.

The meeting was called to order at 3:07 p.m.

II. ADOPTION OF THE AGENDA

President Peters: I want to call for a motion to adopt today’s agenda. There are no walk-ins that I can see. There’s a motion? Second? All right. All those in favor say aye. Opposed? We have an agenda.

Carol made the motion; Jeff seconded. The agenda was approved as written.

III. APPROVAL OF THE MINUTES OF THE DECEMBER 5, 2007 MEETING (Pages 2-4)

President Peters: On pages 2-4 are the minutes of December 5. I’ll call for additions and corrections. I’m sure you’ve read them. Motion to approve the minutes? Second? All those in favor say aye. Opposed? All right.

Malcome made the motion; Toni seconded. The minutes were approved as written.

IV. PRESIDENT’S ANNOUNCEMENTS
President Peters: Well welcome to warm DeKalb. You’ll notice here that we have an improper logo in front of the Executive Secretary or is that a paid political message for the New York Giants. Well, all right. What can we say? Well welcome back everyone. I hope you’re all staying warm. It’s been quite a cold entry into the semester but everything seems to be working well and once again I have to thank our physical plant and building services for keeping us warm and these are challenging times. Snow removal is always a challenge when there’s ice underneath but we’ve been a little bit luck in that. The month of January is always the coldest month and you never know when you’re going to have a storm sweep in. One was supposed to yesterday and then, you know, because we have extremely good forecasting, you know, Gilbert. I always wondered who Gilbert works for; the radio stations, the TV stations, the paper or us but he was the first one to see that that storm was breaking up yesterday so that helps in our rather detailed planning on whether we close or cancel or issue caution. We’re trying to do the best job we can and we’ll do a better job of using the websites for weather alerts and advisories. So that’s the place to go. We’re going to try to make that as easy as possible. It’s kind of the communication too – there are so many ways to communicate now; there’s no one good best way, especially when you have a complex environment the way we do where we have people on the road, people at educational sites all throughout Chicago, people who live off campus, student who live on campus, faculty who are in transit. We have faculty in Britain and the Middle East who communicate routinely so we have to use the modern technology and I urge you all to do that.

Okay, we don’t have a huge agenda so I thought I would take some time to go over several sundry things and communicate about issues that we face and talk a little bit about last semester. This is classically budget preparation time in the state and at this point, I can say that we really have very little in the way of information about the budget. Right now the Illinois Higher Board of Education is formulating a budget and the Governor of course then will act on that and the budget message is I think in February – early to mid-February. I can’t remember precisely; it got moved back a little bit last year. One does not know what to expect in that. Last – of course the session just ended, the last session, that lasted almost a whole year and the end result of it was the so-called bail out for the Chicago Transit. It was supposed to have hitched to it a capital bill for the rest of the state. That did not happen and, you know, it depends on who you talk to, the prospects are not great that there will be a capital bill in this session but we continue to make the case. This is an election year. I’ll say a little more about that in a minute. This is an election year so normally this is a short session. Legislators want to get in, do their business, get out, run their campaigns. Whether that happens or not I do not know. I have had my eye and others have had their eyes on the economy. There’s not been a lot of talk about that in the newspaper but I have been watching and I have been monitoring state revenues and, you know, there’s some indication that they’re weakening and you know the factors that are involved in that; all the various things that flow into the revenue estimates. State and local governments are having – local governments are having problems. State governments are having major problems across the country. You know one point in Kentucky for the past couple of years was investing a lot of money in higher education and now all of a sudden there’s a right turn and they’re taking money out or they’re proposing that. So, you know, it’s kind of more of the same with regard to the budgets. We’re watching that very carefully. We’re being prudent. I know even here in the local city of DeKalb, their revenues are down for various reasons. All of them understandable but it’s resulting in a deficit in their budget and they’re talking about potential lay offs. We
always try to avoid that sort of thing so we are cognoscente of it; we’re not going to be caught unaware. We’re watching it and we’re hoping for the best. We’re going to make our case. We continue to ask for the funds we need to run this great university and provide the things we need for our students and our faculty and our physical plant. Utility costs are going up, there’s no doubt about that. That’s probably the Governor calling me right now. No. But I just want to let you know that’s in the back of our minds but I have nothing to report that’s either positive or negative. It’s a quiet period of time.

Ray or Eddie, you want to add anything to that? Did I kind of cover the kinds of – you know, we’re putting any contingency plans in place but we’re watching. We’re just watching those numbers and we haven’t heard anything either. There is a Illinois Higher Board of Education meeting coming up next week and we may hear more then. The IHBE is gearing up toward doing their master planning and various groups will be able to report on that at probably our next Council meeting.

Let me talk a little bit about emergency planning and preparedness. You know, last semester historically, somebody’s is probably going to write about that some day, I call it the book-ended crisis semester and we came through it in fairly decent shape. It started out with kind of a natural calamity, the flood and it ended up with the graffiti incident which had, you know, profound implications for the community. In both instances, I think we handled it fairly well because I think we were prepared and there’s a lot that went into that preparedness – that just didn’t happen and I thought I wanted to talk a little bit about some of the things that we had done beginning a year and a half ago to get ready for that sort of thing because you have to. Even then, once you get in to a situation that you could call a crisis or an emergency situation, you can have the best planning in the world but things happen that you didn’t anticipate and you have to make quick decisions and it’s pretty complex. But if you don’t plan, you’re in real, real trouble. I’d like to say that we’ve been pretty proactive in our emergency preparedness and in our response and well over eighteen months ago, we had our first draft of what we called our “bible” and it’s sort of a privileged document because it’s the kind of document you don’t want out because it’s a guide to what we’re going to do, although there are aspects of it that people know about and have to know about. It’s our Emergency Operations Plan and we started to develop that and really there’s a lot of credit that has to go to Chief Don Grady and personnel in the Department of Public Safety because any one of these plans, your Public Safety officer has to take the lead and we developed our plan and we modeled it after the National Incident Management System, the N.I.M.S. which grew out of September 11 and it’s a national standard for emergency planning and response. So we took that set of national guidelines and we used that to create our plan and it’s a plan that you continually work on. I don’t think it’s very likely that very few institutions of higher education in the country have a plan as complete as ours. I’d be really shocked if they did and I keep asking presidents and I get the same response when I tell them what we’ve done. They say you really did all that and I say yeah, you know, could you advise us and I say yeah, we can do that. We’ve also briefed the Board of Trustees on the content of this plan in June of 2007 because, you know, as the governing board in the post-9-11 and the post-Virginia Tech environment, they want to know as governing boards what are we doing – are we ready? So we did that. We continue to develop and improve that plan, the EOP plan; that is a living document. We did do a multi-agency simulation in October where we tested cooperation with local fire, police, state police, federal on a simulation. We tested our
communications, our equipment, our capacity, our personnel and it went fairly well. Of course we had a previous test with the flood and that was helpful. I want to note that we really have very good mutual aid agreements with our local law enforcement, fire. They’re really done a good job and emergency medical services, not only DeKalb and Sycamore but communities throughout the Northern Illinois region because you know that flood, if you think about it, impacted the whole county. We had to figure ways of either helping out or getting people out. You can imagine if, God forbid, there was a situation in the city of Chicago and there was a mass exodus of Chicago. We are within striking distance; we have to think about all these things.

We have a newly created office of Emergency Planning and Management established in the NIU Department of Public Safety and their responsible for the EOP including our simulation and training and, of course, they also helped develop the response guide that everybody has and I know Paul was part of that. I’ve had a lot of faculty and others tell me that they’ve discussed things in the class, they’ve gone through that and I see it all over the place. We’re going to continue to improve that. So we were ready and we’re going to continue to work on that plan. I will say also that various aspects of the university have had to develop their own planning and communication plans. Obviously the Division of Student Affairs, which is on the front lines of taking care of students when these incidents happen, have spent a lot of time planning and getting ready and I’ve pleased with what Dr. Hemphill has done and his people. So you may not know this, but I’ll tell you how prepared we are – we also have a mobile command center in case we need – had a flood. At one point, there was one bridge between us and being – we have a mobile command center that has complete communications that are secure in case we have to get off site and communicate. The reason I say all this again, is to assure you that this campus is as safe as it can be in this environment. So at any rate, we are working on things and we are trying to learn from both events from last semester. We’re working hard on communications; everyone is and there’s no one solution to that. I know that the Provost and the deans and others are hard at work at how we communicate to faculty and we communicate with students when we have situations where you have to make quick decisions. How do we do that? What’s the best way? You know, what if the faculty can’t get to a class a final because of roads or something. How do we communicate? We’re working on that and I don’t think there’s any one way but I’ve talked to several faculty who have really effectively used Blackboard to communicate. That’s a way of sending out a message instantaneously to their students of what’s happening. I think that’s really good. That may not be for all faculty. You know, I’d use it if I could learn it and hopefully we have the training. I think Murali provides the training so even a president could learn to do this but I think we have to think in those terms. We have to think ahead and we have to think about things we normally haven’t had to think about. Like the graffiti event – all across this country, almost every day, I read a copy cat situation. Almost every day, that this is sort of the new flavor of this period of time. Graffiti incidents or whether they’re related to race or not or tied to Virginia Tech have to be taken seriously. There’s no doubt about that. We need to learn how to communicate quickly and effectively with parents because they have a lot of concerns and we’ve done a fairly good job about that. We also learned from these various events that we’ve had, rather it was flood or the graffiti incident, that people call and they’re nervous and they don’t want to talk to an answering machine. They want to talk to a human being who at least has a reasonable answer to a question and we can handle that. We have to figure out ways of doing that. I know that in Student Affairs, I remember going over and talking to our – we had a hotline with several trained people – it was almost 24/7. It was one number that people could go to get
an answer. Now we have to work on that on the academic side; figure a way of doing that both questions for parents and students and faculty who call in and have a question. I know we’re moving forward with that and I encourage everyone to get involved. One wonderful thing about NIU is that it’s a shared governance place where all input is accepted. We just have to get it channeled in the right direction.

The last thing I want to say is that the other thing that I think the graffiti incident magnified is happening across the country. Fortunately, there is a new round of discussions among a new generation about the role of race and conflict. I’m not a sociologist and I haven’t read a lot of the literature but I can feel it because I’ve experienced at least three times a new iteration of this; a new set of discussions need to take place. Those of us in the academy who’ve been in the academy for a long time have experience that, well now is the time and we’re doing it, to have that dialogue and it’s not a one day dialogue, it’s not a triage dialogue, it’s deep and it goes in many directions and we’re starting. There are things already starting on campus. I know that we’ve got dialogue going on now; people are talking about it. It’s best when faculty work it in to their curriculum where appropriate. Some faculty may feel they don’t want to do that; that’s okay too. I’ve asked the Provost who’s the proper person to make sure that we get all these good ideas and get them coordinated and move forward on this discussion of race and dialogue. You know, I know I’m a political scientist and look at the word that way, but I’ve been fascinated watching the presidential election and watching race emerge as an issue among a constituency that was usually supportive of civil rights and how it sort of splits and I know that there are aspects to it that are kind of fascinating. They’re generational aspects but that’s what a college campus is for. That’s what NIU is for. See if we can’t have this discussion at NIU and solve it, it’s not going to happen anywhere because we’re one of the best equipped universities to handle it and I see signs of it. I see signs of people getting worked up; they write an e-mail, they want to get involved. This is good; we’ve just got to get it channeled. We’ve got to get it channeled in the right direction and, you know, I’m willing to help any way I can. I’m usually fighting battles that I’d rather not fight for money and funds and everything. I’d rather be on the front lines of these issues but you have to do that and it’s faculty, staff and students. It’s everybody; it’s one community. So I just want to say with regard to that, it was a heck of a semester and I’m very proud of everybody. You know, this was a very challenging set of times and we came through and I’m very proud of everybody but we’re going to continue.

A couple of other things I want to talk about and then I want Ray to give us a little update on Strategic Planning. This is really an important time too. I always get excited at election time and election cycles and I think this is an important election cycle. I do see an energy; I do feel a change. I think it’s generational. I’ve seen it only rarely in American politics; I can feel it and I’ve always been so proud of our young people who have been involved in campaigns. I think it’s pretty politically active campus at the level of that strata of students who want to really get involved. You know, I don’t know about the – how do I say normal or average student – yeah, fill in the blank – the solid – I’ve got to get my political science degree and get my law degree and make money and then give to the university. They got their priorities straight. But this is a fascinating time and I’m interested, I hear the conversations. I try to engage students in them. It’s very important to us – the national races and hurry up before it’s over – if you want to get involved. Locally, at least at the congressional level, we’re without a member from this district and remember, we haven’t heard much of this in the debates and I’d like to hear more, remember
a congressman from the 14th District represents NIU. NIU has had representatives in that constituency and I’m interested in what the candidates can do for NIU. There are student aid issues. There’s higher education reauthorization. There’s helping to save Fermi Lab which helps our physics program and our proton therapy. There’s any number of issues outside of the great issues of the day; environment, energy, economy, the way and all of that. There is the local, my parochial interests and that is NIU. So, you know, I think that’s good that we’re having debates and our campus is also fostering debates. The other thing locally is there’s some very fascinating elections going on and some valid issues. You know, way over a hundred years ago, Clinton Rosette, you know, the middle school right down here? There was a guy who that’s named after, Clinton Rosette and he got some other individuals together and they got this idea to dam up the Kishwaukee so that there would be a fairly large body of water so they could get the state to establish a college here and they got it. Since that time, for over a hundred years, there’s been a partnership between this college and university as it’s become a great university and the schools in the DeKalb schools. There’s been a very, very strong relationship between our academic programs, certainly in our College of Education, and the school districts. We do know that good universities and good schools, they run together; they’re important. While I’m not telling anybody how to vote; I’d never do that because we all took the ethics test, but I would hope that everyone who votes, no matter where you vote, if there’s a ballot issue like, you know, a referendum for a school that they search the issues out and vote – make sure you vote. All right, I’m off my soapbox now. All right, Ray?

R. Alden: Last week we sent out the announcement of the update of the Strategic Plan for what’s going on this semester. For those of you who didn’t see that, it’s posted on the web as well as the titles of I think, now it’s over 300 concept papers that were submitted. I think we were a bit overwhelmed and gratified that so many people participated with so many different ideas and the second thing that surprised me other than the number of people participating was the numbers that were multi-disciplinary type projects, cutting across college – either two or three colleges or across all the colleges and so that’s become a dual opportunity and a challenge because if all the ideas that come up just through the colleges, then it would be up to individual deans to figure out how to focus them and prioritize them and so forth. But since we have so many that cut across so many different disciplines, the Deans’ Council which was charged by the President as being the task force in charge of trying to organize multi-disciplinary activities, has really stepped up to the plate and said okay, we need to have conversations with the various people who submitted these ideas as well as anybody else interested in these topics to try and start focusing them down to a relatively few impactful or transformational goals and the strategies that would support those so that we can’t possible even consider or fund 300 different ideas but we may be able to consider and fund priorities with, you know, a few dozen ideas that are much more meaningful, much larger in impact. So we spent quite a while talking about how to do that. We kind of rejected the idea of bringing on more task forces because we already have two very active task forces; one on student success and one on curricular innovation that are doing a very good job in their very important areas but the deans more or less individually and as a group volunteered to act as theme coordinators and they will be having discussions with people who have submitted ideas in these thematic areas as well as others that may be interested and can have a role. The idea is to get these big picture themes down into focus on, as I say, some big picture goals with relatively few strategies so that we can consider them in terms of what has to come first and what can be the resources or policy changes or whatever else it takes to
implement them. So we sent out the update and many of you got those in your e-mail; they’re posted on the web so if you didn’t that’s where they’re located. It gives you the kind of – where the themes – who the theme coordinators will be. We’re posting on the web where and when those themes will be discussed. The biggest issue is we want to get these done this semester so even though we’re not looking for proposals that are huge in length, huge toms of rhetoric, we want them to be in a similar format so that we can ask for the same kinds of pieces of information so the RFP is actually one of the attachments as is the time line to that update so if you’re interested in that area, that’s what’s going on. We also will have two processes, actually three processes, but two major RFPs. The one that went out last week for most of the academic and service and some research components to these programs but Vice President Bose is putting out a RFP in the new future, probably in the next several days, for multi-disciplinary clusters, research clusters, these big picture clusters that were described in the second imperative of the Strategic Planning document last year. So we had parallel processes depending on the nature of the proposals. A third will come out within the next several weeks and that’s for people who have ideas that could use a little seed money to get them started, a proof of principal, a demonstration and we call those strategic initiative grants therefore either this summer or next year, grants in the range from $5,000 to $20,000 that could provide that kind of boost that an idea needs to have to get to the next level to show that it works or maybe all you need is a little bit to get it started. So that will be coming out. So the three RFPs are all due in early April and hopefully we’ll use the rest of the semester to try and start sorting them out and prioritizing them and vetting them by various groups. At the same time, we have the two task forces that are also working on their proposals. So by mid-April, we’ll have a lot of things to work on. Hopefully, not 300 things; hopefully less then three dozen things to work on but we’ll spend the rest of the semester trying to prioritize them, decide which comes first and which may have to go into future plans. We see this as an evolutionary process. We see every year something new either being reassessed, reevaluation or added as a new topic so if somebody’s idea didn’t get included this year, this doesn’t mean it’s out completely but it may be something that could be incorporated with another idea or included in a second phase of a concept or whatever. So that’s what we’re doing and hopefully we’ll have a lot more to report on during the end of this semester.

President Peters: Okay, how about some questions? We talked to the task force on student success and on curricular innovation last Friday. We had to hear what they had to say and I was struck by a couple of things. First of all, it’s a very good group of people who are well into their task and even though they represented constituencies, the way we do it at NIU is we make sure everybody gets represented or try to, but they all had an NIU perspective. That was rather – to me that was rather interesting. They all had this kind of commitment to engaged learning and the things that came out of the original round of strategic planning. They were engaged in multi-disciplinary learning, student center, interested in scholarship. It was – I felt very, very good about it. I’m ecstatic about the level of conversations that are taking place. I just read through the 300 titles of these papers. You know, some of them are particularistic as you would expect, but they’re good ideas and so I think this is just more than a start. I mean we’re in the mist of the really good strategic conversation on this campus and I want to keep it going and we are trying to find marginal resources to fund and seed some of these very, very good ideas. All right, that’s it.

V. CONSENT AGENDA
President Peters: There is no consent agenda.

VI. REPORTS FROM COUNCILS, BOARDS, AND STANDING COMMITTEES

President Peters: Reports? It looks like E, Bobbie?

A. FAC to IBHE – Earl Hansen – no report

B. BOT Academic Affairs, Student Affairs and Personnel Committee – Joseph “Buck” Stephen and Ferald Bryan – no report

C. BOT Finance, Facilities and Operations Committee – Paul Stoddard and Nancy Castle – no report

D. BOT Legislation, Audit, and External Affairs Committee – Jay Monteiro and Bobbie Cesarek – no report

E. BOT – Bobbie Cesarek – report

B. Cesarek: Thank you President Peters. You’ll find on pages 5 and 6 the report that I presented. Please know that Paul, because of the length of the Executive Session of this particular Board of Trustees meeting, had to run off to a class. He would have normally done this so these were notes that I actually took for the SPS Council and when asked was able to produce them for you so that’s the reason they’re just more of an oversight perspective. The number one thing which was very exciting certainly was the resolutions relative to the NIU Proton Therapy Treatment and Research Center. All of those associated resolutions relative to the land development and medical service delivery, etc., you can see there. Everybody was very excited I think about that passing. Certainly the resolution for Joe Novak as a big thank you for his years of service to the institution upon his retirement. He will be here; I think there’s going to actually be a celebration that will take place around the weekend of the spring game at the end of April so just an FYI on that. Action items that were approved – many of them had come through the various committees that are associated as subcommittees with the Board of Trustees. Much of them, again, financial in nature and also one that I know you’ll be very pleased to hear about is the Board of Trustees professorships which are in conjunction with the Strategic Plan and those are moving forward and the opportunity to have Executive Session minutes released from January of 1996 to 2007 and as a note, at the Faculty Senate meeting it was asked, you know, where do we see these, how do we get hold of them and I followed up, did some research and found out that Vice President Ken Davidson is actually the gentlemen who oversees all of this. You’re more than the parliamentarian at the Board of Trustees meeting, aren’t you? Is that the title Ken? One of the titles, okay. I’m sure, I’m sure. Anyway, those are available through Ken’s office upon request. So we’ll leave it at that.

Other informational items, again, reports from particular boards that were passed. Certainly you can see them. Again, we were excited to see a couple of appropriations come through with grants. We had a presentation by the Study Abroad Update at the particular committee meeting
from Deb Pierce who oversees that program about third party involvement in the Study Abroad Program and right now there is none that effecting our Study Abroad Program as such

One other thing I know you’ll be excited about is the Illinois Board of Higher Education’s approval of the PhD program in Art Education and we are well on our way hopefully continue to be, to our 150 million dollar goal through the NIU Foundation. There was one public comment as you see it in V., Nancy Beisel on behalf of the health service workers, because they were entering into union negotiations of contracts, were not able to receive the 4% average increase that was provided from the increments and Nancy wanted to explain that situation and present that to the Board of Trustees and urge them to support the negotiations with a salary increase. Any questions in particular that I may be able to answer? Okay, thank you very much.

**President Peters:** Good. Good report.

F. Academic Policy Committee – William Baker, Chair – no report

G. Resources, Space and Budgets Committee – Linda Derscheid, Chair – no report

H. Rules and Governance – William Tolhurst, Chair – report

**President Peters:** William Tolhurst, Rules and Governance, I think you have a report?

**W. Tolhurst:** Not today. We’re trying to get everybody together to get it finalized but it’s moving along and we have a good recommendation from Bobbie that will be extremely helpful.

**P. Stoddard:** For the record, on the microphone, you don’t have a report for today.

**W. Tolhurst:** Right.

**President Peters:** All right.

I. University Affairs Committee – David Wade, Chair – no report

J. Elections and Legislative Oversight Committee – Toni Tollerud, Chair – no report

**President Peters:** I understand that even though there’s no report, Toni wants to talk to talk about Elections and Legislative Oversight.

**T. Tollerud:** I just want to remind people who are on the Elections and Oversight Committee that we are meeting this Friday at 10:00am to count ballots at Altgeld so please be there. Thank you.

**President Peters:** All right, Toni.

**P. Stoddard:** That’s Altgeld 103 is that correct?
T. Tollerud: Yes.

President Peters: Altgeld 103.

VII. UNFINISHED BUSINESS

President Peters: Unfinished Business?

VIII. NEW BUSINESS

President Peters: I see under New Business there are two items, Climate Surveys?

A. Climate Surveys

P. Stoddard: Okay, yeah this is an item from Virginia Cassidy. I think the President sent out an e-mail earlier in the week about this. This is just surveys of the students and faculty about student perceptions of the university so those will be coming in the next week or two. Please keep an eye open for that and we’d like to get as much participation in these as possible. Those of you teaching larger sections of classes may be asked to at a minimum remind students to fill these out and at a maximum even donate some class time towards that endeavor. I’m not sure how that’s going to work but just keep an ear open for any requests that might be coming your way and those would only be requests; no mandated loss of class time.

President Peters: I’m going to ask the Provost to talk a little bit about this particular – the first one, the climate survey.

R. Alden: Right, it may require a little explanation. Hopefully, they’re fairly explanatory but this first survey is looking from the students’ perspective at what’s important and how satisfied they are with each of the items. There are generally statements and then on a five-point scale how people feel about them. I will say that we were able to add ten more questions. We met with the representatives of the Presidential Commissions and the three Councils and I thought it was a very collegial meeting. Everybody wanted their own ten questions but I think we negotiated that out and I think we came up with a fairly good way to round the survey with some of our own perspective questions that could help us to understand how people feel about it. We will have three surveys; one for undergraduates, one for graduate students and adult learners and then a third for faculty and staff. Now for the faculty and staff, it’s not how they feel about the campus, it’s how they feel the students’ experience on campus is. So it’s a way to say the faculty and staff feel that these are the priorities, these are what we do well or not so well and so then that gives us an opportunity to do a gap analysis. How does what the student think about their experiences on campus cutting across a broad variety of areas compare to the institutional priorities as defined by what the faculty and staff feel. That helps us to see where there’s disconnects and where there’s degrees of concordance. We are looking to our peers. Noel Levitz has a very large data base; we’re defining our peer institutions and comparing how we fare on each of these areas compared to other institutions so those areas that we don’t do so well we can focus on. The ones we do very well we can brag about and maybe use that as a recruiting or marketing tool. So it’s very, we want to say it’s a very positive thing. We want to see
everybody have the opportunity to honestly share what their feelings are but also to give the 
opportunity to say what they like as well as what they may not like so much so hopefully you’re 
honest and you can spend maybe twenty minutes I think. We decided two things; first of all we 
want it to be on-line so people could take it anywhere, anytime during those two week periods 
and we also wanted to make sure it was not a statistical survey. Many universities statistically 
decide who takes it and who doesn’t and obviously lets out a lot of potential people and 
particularly if you’re part of a group that may not be so large, you may get left out completely. 
We’re opening this up to all the university community so hopefully you’ll take advantage of that 
and take the time to express your opinions. Thank you.

President Peters: All right, so that’s phase one. It’s student focused. But again it has three 
components. It has the student component and then the faculty reaction to the student 
environment. Then in the fall, we’ll be working on planning for a larger employee based, I guess 
I’d call it – you want to talk about that for just a moment?

R. Alden: There are also a number of national surveys; some are given on a two year basis, 
some a three year basis to look at how faculty and staff feel about their campus climate and we’ll 
be looking into that. It may lead to focus groups and other things so right now we’re just 
working on that to decide what the next step is. President Peters and I felt the students would 
one, help us particularly with the task force on student success to help the task force decide what 
the issues might be and it may help shape what we do in the future in terms of climate surveys.

President Peters: Good, okay. Questions?

B. Retention of Grading Materials – see memo from E. Seaver (Page 7)

President Peters: Gip Seaver if he’s still here – Retention of Grading Materials. That sounds 
ominous.

G. Seaver: In the Provost Office we like to bring things to the campus on a regular basis to 
review and since this initial policy was established in 1985, we thought it was probably time. In 
reality, a number of offices across campus have received in some cases complaints or issues have 
been raised about the grade appeal process about the lack of materials being maintained to be 
used in the grade appeal process. Materials seem to not be present for any of a number of 
reasons. People leave, things are destroyed inadvertently for whatever reason, but back in 1985 
the Associate Provost ??? communicated with the university a policy about retaining grading 
materials for at least one semester which would accommodate the grade appeal process. Because 
this had been so long, it had actually been lost and it took a great deal of digging to find it, we 
took it to the Deans’ Council and the Deans’ Council asked that we forward this policy on to the 
University Council for discussion. In addition to just the language, a number of issues were 
brought up. Things like what material should be retained, where should they be retained, how 
are we going to deal with a faculty member who finishes a semester and leaves, what do we do 
about those materials. So as they started to have the discussion it became much more complex 
and we felt we needed to have a little more general discussion by the faculty and so they asked 
that I write to Paul and to bring this to the University Council for discussion. So Paul whatever 
venue you would see appropriate, but ---
P. Stoddard: I think I might call on my good friend Dr. Baker’s committee, Academic Policy, I think would be a good place for this – a good body to consider some of the issues that Vice Provost Seaver has raised and delineated in his memo. I would add to that FERPA considerations for privacy in retaining educational records and so forth. You were complaining about not being busy enough. Maybe it wasn’t a complaint.

President Peters: All right so you’re requesting to refer this grading retention to the Academic Policy Committee.

W. Baker: Could you ??? (not on mike)

P. Stoddard: Of course. Right we need a motion and vote on all that.

President Peters: So you moved it?

P. Stoddard: Well, Rick Ridinger offered to move it.

President Peters: We have a motion. Is there a second? All right, discussion? William, this is your chance.

G. Seaver: I do want to volunteer that was not my idea.

President Peters: I guess I have to admit something that when I moved here from Tennessee, I shipped three boxes of materials back to the University of Nebraska of grading materials and my grading books from my twenty-one years there so I took care – I didn’t have to refer it to a committee. I just sent it home. All those in favor of referring this to APC? Opposed? The ayes have it.

The motion passed.

IX. COMMENTS AND QUESTIONS FROM THE FLOOR

President Peters: Anything for the good of the order?

P. Stoddard: I would just – you mentioned the election. That’s on Tuesday if you’ve noticed and for those of us in the 14th District, you actually get to vote twice this time. You may have to ask for two ballots. I know you’ll get one automatically. I voted early and they only gave me the one so you may have to vote twice. The second one is a special primary between the Republican and Democratic candidate for the March 8 special election. So you get to vote in the primary that’s good for November and the second primary that’s good for March 8 so you can actually vote twice, legally, even though this is not Cook County. You can vote Democrat one time; Republican the next time. If you’re only interested in the school referendum and the other referenda on the ballot, you can pull a non-partisan ballot for that if you don’t want to get into the political side of things, you just want to vote on referenda. So just be aware that they may
not hand you two ballots and you might have to ask for them. One is for the special election and one is for the regular election.

X. INFORMATION ITEMS

XI. ADJOURNMENT

President Peters: All right, we stand adjourned.