UNIVERSITY COUNCIL TRANSCRIPT  
WEDNESDAY, NOVEMBER 5, 2008, 3:00 P.M.  
HOLMES STUDENT CENTER SKY ROOM


E. Wilkins attended for J. Holt.

Parliamentarian Ferald Bryan was present.

ABSENT: Blaustein, Bond, Butler, Kavid, Doerderlein, Elish-Piper, Hamphill, Holly, Johnson, Prawitz, Ridnour, Schneider, Schoenbachler, Seaver, Sido, E. Smith, M. Smith, Soucy, Stephen, Thu, Watson

I. CALL TO ORDER

President Peters: I call the November 5, 2008 University Council to order.

II. ADOPTION OF THE AGENDA

President Peters: Our first item of business is adopt today’s agenda. Is there a motion to adopt? Any discussion? All those in favor say aye. Opposed? We have an agenda.

Hansen made the motion; Wade was second. The agenda was adopted as written.

III. APPROVAL OF THE MINUTES OF THE OCTOBER 8, 2008 MEETING

President Peters: Approval of the minutes; they’re on line or are they attached? They were e-mailed to you. I call for addition or corrections? All right, so there’s a move for tabling. All those in favor of tabling? This is a crack organization. Okay. Approval, all right.

IV. PRESIDENT’S ANNOUNCEMENTS

President Peters: All right, President’s announcements or comments. I don’t have anything formally prepared. I’m still bleary eyed from election returns and, you know, not to violate the State Ethics Act but let’s congratulate our esteemed Executive Secretary for being elected to a high county office. I have a conflict here. He’s not in my district so I did not vote for him. I want to thank the one person in DeKalb County who wrote my name in for President of the United State and, had I been elected, I would not have served. It was a fantastic election. I just want to thank all the faculty and student organizations for what was really a wonderful set of seminars and classroom discussions and we had public officials – sitting public officials – come
and talk about the election process in many of our classes. I know in Political Science we had a really good set of congressional representatives come in and talk about the process and the level of student interest in actually voting, I’m not sure what the numbers are, but everyone tells me that, you know, it was robust. Boy, is that good. I think in my 40 year career, we always talk about student voting and it almost never happens, in fact it never happened until yesterday. So great, I think that’s fantastic.

I want to talk just a little bit about – it’s hard to believe the semester is going by so fast. We just started but, knock on wood; we’ve had a very good semester so far. The last two weeks, let me tell you what I’ve been doing and what I’ve been observing as we prepare for the rest of the semester and the academic year and what may happen in the future. I’ve had several national meetings that I had to catch up on since February 14 and I’ve had the occasion to meet many college presidents from around the country. Most of them I know, and, you know, from some of the best institutions and almost without exception what is on their minds is the fiscal situation that the country and the world finds itself in and it manifests itself in almost every direction in terms of budgets, state budgets that have to be cut. I’ve heard some horror stories about more than double digit cuts in several places, mid-year cuts and so forth. A lot of talk about cost containment. A lot of focus on affordability to students and their concerns with affordability. A lot of concerns with their portfolios, particularly the private institutions who derive a large proportion of their revenue from their rather healthy endowments – the well endowed private school portfolios who depended on how they were invested have taken a beating. That means they have less operating money to go around. Concern about what any change in administration would mean and now there’s some predictability; we know who’s president but even at that, we think within that context, what the Higher Education Reauthorization Act which is now passed which is now called Higher Education Opportunity Act and imbedded in it is a whole series of check lists of what I would call accountability measures and regulatory measures which will make our lives perhaps more accountable but certainly more difficult in terms of reporting and, you know, as I’ve been saying around the country – no matter who was elected yesterday, what you can expect in the new Congress is more regulation and more accountability and hopefully, also some investment in student aide, there is some increase in student aide and investment in research and development. That’s a big concern. You know, if you look at the past thirty or forty years, say the post-world war era through Sputnik, right up to the present time and you look at investment of the federal government as a percentage of our gross domestic product in basic research and development, and you look at that trend line, the United States trend line is trending down in an every increasing manner. It doesn’t ratchet down but it is slowly going down whereas the investment portfolio as a percent of gross domestic product in China, in India, in the European Union is going up to the point where it’s outpaced us and I would hope and I know there are many people like me who are going to be arguing to the new administration and the Congress, that we have to reverse that because it’s no secret that our economy, the knowledge economy, the economy we have today is living off of the basic investment in R&D of the 50’s, the 60’s and the 70’s and we haven’t seen that. And we haven’t seen a major investment in public universities from the federal government. It may be that we will see in the stimulus package that will come forward in the lame duck Congress and you’d better believe there will be one, it is going to be a more classic investment in infrastructure, you know, like in buildings and physicals plant and the higher education associations have gotten together and are making their pitch for an investment in infrastructures for universities. Buildings, roads, bridges, you name it,
you know, a basic bread and butter infrastructure investment. That’s going to be a big piece of the stimulus – what they call stimulus 2 – that will be moving in the lame duck Congress. Hope it passes. Actually, I think that’s very good economic policy but I’m not an economist. So we’re seeing a lot of that when I go around the country; I hear a lot of time.

There’s a lot of concern about access for students. This, of course, is a great concern to us at NIU and I just want to say a few things about that. We saw a small deep in our undergraduate enrollment. Graduate enrollment is different. That’s controlled by kind of cyclical kinds of forces and other things ???. So a number who are applications were way out, but the number of first time freshmen that came was down a bit. But the bit concerns me because it’s individuals who chose to go – either delay their college going years or chose to go to community colleges for the simple reason they did not have the financial where-with-all to afford what I consider to be a pretty good value impacted education at NIU. It’s not cheap; nothings cheap but relative to a private education, this is a good, good deal. That should trouble all of us and if a student who has no family help, they don’t have to worry because they’ve got Pell Grants and Stafford Grants and the cost of their education – it’s not that they don’t have to worry, but they can make it and then as they go on, the Stafford loans increase, but it’s the student who has some family support – let’s call them working class families – not to define it the way our president elect would do it – but working class families who have some means and they get of Pell Grant, they get a little bit of M.A.P. Grant but there’s a gap between that aid and the cost of our tuition. That gap troubles me and we’ve got to work real hard at figuring a way of convincing people to invest in that. That historically has been NIU’s pretty typical student and we want to really work hard on that. I’ve been hearing that a lot around the country so I thought I’d pass that on to you. Interestingly, there’s been a study done, and I mentioned this before, The Wall Street Journal is doing an article and that article may have come out where our students, we popped out in this analysis as a public university whose tuition costs relative to the percentage of our students who graduate and get jobs – and get good paying jobs – we come out real well. Does that make you happy? That makes me really happy. And our debt level is low; it’s about $18,000 to $19,000. Now that number in and of itself is probably not good news but it’s not $40,000. It’s not $50,000 or $60,000; it’s $19,000. So this is at the core of what NIU does and we’ve got to work hard at that.

Now, I’m very pleased because as I have talked to students and faculty groups in the past – this semester – I’ve heard so many about – or listened to so many conversations that are going on in the context of our Strategic Plan about what we’re doing to help with student success and access and to really take a fresh look at our baccalaureate programs and our general education and student success. I think this is really fantastic. It was the kind of thing I hoped for that I talked about in my State of the University address and that is given the environment we’re in, given who we are, given the raise of new competitors – we’re in a really competitive environment – what we’re all trying to do is refresh our baccalaureate areas, determine if it’s relevant, we may find out it’s relevant, make it flexible because our students come at us from various directions and then find ways to ensure student success. Find ways to eliminate the barriers that may be there for students to be successful in the classroom. On the other side of that, as I talk to student groups, I challenge them to say we’re going to do our part at the university to make this education accessible and to clear the way of bureaucratic stumbling blocks, whatever, financially but it’s your responsible to take advantage of that and work extremely hard and challenge
yourself to be the best you can possibly be because the result of that then is great value for a great education and it’s going to turn out, you know, great citizens and poets and teachers and people sustaining their families and make a lot of money and give us some back for our endowments. So those conversations I find refreshing and it was either yesterday or the day before – I can’t remember when the baccalaureate review – when was it? It was yesterday morning, and they had their kick-off and I see some of you are on that committee. It was a great group of people and I told them what a responsibility they have to really bite down and make some good recommendations on baccalaureate review and there’s that other committee on Foundations of Excellence that is going on. What I told them to do and what I’m asking all of you to do is to take part in these discussions at every level, every level no matter where you are in the university. Have discussions about what we can do to help with student success and when you do that, put your NIU hat on and, you know, we all come from different parts of the university. I’m in the Political Science Department, I guess, but I’m also in the President’s Office. Put that NIU hat on and try to think beyond, if you’re in the College of Engineering or the College of Education or this or that or in Registration and Records or Housing, put that NIU hat on and enter into those discussions in that spirit because I think this is the best thing we can do for our students and for ourselves in the next few years and I’m excited about that and I’m really excited about the status of our Strategic Plan.

Now, let me just end by saying we are in an uncertain economic and budgetary world. There’ll be a veto session. The public officials have been through a long, tough election. They have problems waiting for them in Springfield. We still have an unbalanced budget for this year, tax revenues don’t look very good for next year and they have to work through that. We know nothing at this point. We will begin to know something. There are leadership issues that have to be sorted out in the Senate and then they have to get together and the Governor has to build a new budget. However, everyone in the country has to be prudent. We have to be mindful that revenues do not look good and so I know that we’ve had many discussions already this year about being careful on how we expend money and how we fill positions, doing the smart thing now but we’re not doing anything particularly significant or specific at this time except we’re being very cautious because we don’t know and the longer you wait in a year and you find out in April or March that your state has a budget problem, then it’s very difficult for us to deal with that. That being said, let me say that our prudent management of funds have put us in a good position at this point in time to deal with contingencies and we’ll continue in a prudent manner. So I’m going to leave on a positive note and that is I decided to be with you today rather than to go to Munsee, Indiana to watch the Huskies beat Ball State but that doesn’t mean I love you more than the football team.

Okay, questions? Yeah, go ahead.

**P. Henry:** Just on the matter of the Higher Education Opportunity Act and the accountability thing, is there a sustained effort to point out that this is an often unfunded mandate that adds to our expenses and it is not met with equal investment, it’s just bam, bam, bam.

**President Peters:** Yeah, the question had to do with government – the federal government makes rules and passes legislation that forces us to do things that cost us money for which there is no federal payment and our associations, American Council on Education, the Land Grant
Association, The American Association of State College and University and we’re part of those three have lobbied and then, on occasion, individuals – presidents and universities have gone to help make these points and let me say that as the Higher Education Reauthorization started several years ago, these unfunded mandates and also very burdensome regulations accumulated in this bill in amendments and it was overwhelming and thank God it was whittled down to at least an acceptable set from where it could have been. So I guess I’m not exactly happy about the results but I was really worried about what could have been. For instance, the federal government was going to index increases in tuition to our federal aid and you were going to be on a “show cause” list if you popped out as your tuition increases relative to the CPI would effect your federal funds so you get a double whammy and there was no recognition, literally until the end, on the part of the Congress that there was a state variable. That tuition went up as a direct result of a decrease in state appropriations so you have to figure a way of doing that and, you know, Congress didn’t want to put that in because what that meant was that they had people back home in their states like governors and state legislators screaming at them like why are you doing that to us so – but yes, we bring that to our attention and there are unfunded mandates that we’ve been paying for about which we have no choice and it just makes our job that much more difficult and, you know, I could give you a litany of what those are – all right? Say something happy. Okay.

V. CONSENT AGENDA

President Peters: Let’s move to Consent Agenda. We’re going to move under the Consent Agenda, Item 2, Student Evaluations – we’re going to move that to New Business. We’ve had a request to pull that from the Consent Agenda. Therefore, we have to approve a Consent Agenda that now consists of Items 1 and 3. Is there a motion to approve the Consent Agenda as augmented? Second? All those in favor say aye. Opposed? Okay.

Tollerud made the motion; second was Keller. The Consent Agenda was approved as amended.

1. Sabbatical Leave Policy, Article 8.32 – refer to Rules and Governance Committee. (Page 3)

3. Faculty/Student Relationships – refer to University Affairs Committee. (Pages 4-5)

VI. REPORTS FROM COUNCILS, BOARDS, AND STANDING COMMITTEES

President Peters: Reports.

A. FAC to IBHE – Earl Hansen – report (Pages 6 – 7)

President Peters: The Faculty Advisory Council to the IBHE, Earl? This report is on page 6-7.

E. Hansen: I’m not going to read it to go because I think you’re like all of our students, you read all the material before you come to a class meeting or anything like that. The issues that seem to be raised in cursory, if you have questions I probably can’t answer them but I’ll be glad to try. The fifth issue was underfunding and basically the community colleges are saying that
they have three funding sources; tuition, property tax and state appropriation and they feel they are grossly underfunded because of 64% of higher education students do attend community colleges and they get 14% of the higher education funding. That’s going to be a battle. It’s going to come down the pike here eventually as to how much money to community colleges in appropriation that might not be headed to the four-year institutions. That’s just a heads-up on that. There was a proposal, well it wasn’t necessarily a proposal, a statistic was given concerning the educational payment of current generations of African Americans, Hispanics, and American Indians as being less than their parents and that is not the case with Asians and White and it’s not in my notes but it was discussed in general. There were demographics put out on that in cursory from the IBHE representative. The other item that came up that was dropped on us was the impact of proprietary institutions in the state of Illinois and that is available on the Illinois Board of Higher Education website if you have any interest in that. The interesting comment was that there are currently 36 granting proprietary institutions within the state of Illinois and the question about physical presence was raised. Well, in essence, data in the report represented statistics on salaries paid in purchase of goods and services and ??? profile of what was being done. A discussion evolved around offering degrees through community colleges and that would be taught by faculty from the four-year state institutions as opposed to faculty coming out of state coming into the state and offering the degree program through community colleges and through four-year institutions. That pretty much sums it up with the exception that there is going to be a new director of academic affairs and I don’t whether that’s been announced yet ??? but it will be announced. It’s going to be coming in from out of state and the title will be Director of Academic Affairs and Student Success and that kind of wraps up what I have. The rest you can read by yourselves.

**President Peters:** Thanks Earl. Questions for Earl?

**P. Henry:** Don’t community colleges get some other form of tax funding or property tax funding?

**E. Hansen:** I’m not an expert on higher education funding in the state of Illinois or any other state. I only reported to you what they told us at the meeting. If you would like to look it up, I’d sure be interested in knowing what the answer to the question is.

**President Peters:** Well, like school districts, community colleges – there will be a new levy on property taxes on your tax bill that supports your local community college district. That’s a big source. In addition to that, there can be bond issues; either operating or capital, much like a school district would pass for building a physical plant. I think Harper College had one. I don’t know if that passed or not but it was a big one. Then in addition to that, in recent Illinois history – recent meaning the past 30-40 years I guess – community colleges have come in for a share of the state capital bill to build, you know, academic buildings and so forth. Then, there is also a state subsidy Anne – better use the microphone – that goes to the number of students who complete their AA?

**A. Kaplan:** There’s a – I can’t remember what it’s called – a portion of share that depends on enrollments in certain programs and depending on the programs, the share is greater for some programs than others so that it takes them about two years to get it and then they get a portion of
that amount of money depending on the number of students who are in certain programs. So career oriented programs tend to get a higher per credit hour cost than say adult ed programs or liberal art programs. All and all, if I had to choose right now whether to be on a community college budget or a university budget, I’d pick the community college budget in a heartbeat because even without a referendum, if you’re a community college in an area with any kind of growth, that revenue stream is going to go up without you doing anything and most of the community colleges we’re competing with are in high growth areas.

**President Peters:** Well, I guess the point that Earl was making in his report, as I understand, was that the community college board, they want a bigger share of the state budget, you know, they have all those bites of the apple but they want a bigger bite out of the state apple for basic subsidy of their education because they educate so many thousands of students. I guess that would be their argument. I won’t take a position on Anne Kaplan’s editorializing. Yeah, Earl?

**E. Hansen:** I have a question to Anne. Basically, when they do this two-year degree, is that the Associate Science and Arts degree or is that also the Technical Vocational degree that’s also two years? Do they get it in all three areas or do they get it in just two?

**A. Kaplan:** You can get an associate’s degree which is the degree that we typically transfer or you can get an Associate of Applied Science which tends to be a technical degree which, under current rules, doesn’t transfer very well. It’s the Applied Science degree for the most part but community colleges are pursuing either four-year authority or looking to institutions to try to help them add on degree completion programs.

**E. Hansen:** This helps me when I go back to these meetings when I take this kind of input because I’m not familiar with it and if anybody has any input that they want to give, I’m certainly willing to take it and I’ve never been known to keep quiet.

**President Peters:** Earl, we’re going to give you a PhD in community college ---

**E. Hansen:** Please spare me. One’s enough.

**President Peters:** Okay, an M.A. A certificate – would you go for a certificate because this is crucial and the reason is that community colleges are educating a larger and larger share of the post-secondary education market because of costs and we have to work with them and find flexible ways of working together so that what happens in the community college ducktails very nicely with what we do without a lot of difficulties and there’s a trick in that. We’ve got to be smart enough to figure that out because if we don’t, somebody else will. I mean there are – well, there’s one big ten university, not from this state, that will offer – what’s it called – the 30/60 degree, the 90 degree plan where you get a two-year, 60 hours at a community college and then they come in with 30 hours with on-line, it’s a big ten university, big ten brand, and that’s a baccalaureate degree. I know it’s got the public university presidents – it’s got our attention so we have to work with them and figure out how we handle that and so Earl, you’re going to get your certificate.

**E. Hansen:** Thank you I think.
C. Garcia: Yes, although I see that the college play an important role to the students who come from the college in ??? programs. My concern with a four-year degree, this would be associate, is with the quality of the education that they get in the college and which adds to our problems here. Many times we have the same course, the course match with our course here but the content they bring in, they’re always behind, lacking in some of the quality that we require here so I’m concerned about four-year degrees for the college – the community college.

President Peters: Well, I can’t speak to specific programs or examples, but all the data I’ve seen for NIU for transfer students from community colleges, they do as well or better than our native students. That’s macro-level data. Now there may be programs and so forth – and that’s borne out by study after study we have done and there may be some differences in specific programs, but I think that’s what you’ll find. Remember, we’re blessed in Illinois to have some of the most academically sound community colleges in the country, at least in our service area. There’s very little that I would call – well, there’s technical things – but they’re very, very solid. You take, for instance, College of DuPage, they’ve got 38,000 students. The percentage of their faculty that have PhD’s is very high and, of course, the big push – I have to tell you – among at least one community college in this state is to have four-year degree authority and I don’t believe that’s a good way to go. I think it makes great community colleges mediocre but that authority is a direct threat to the future of NIU. Therefore, our options – I see only one option – and that is we have great relations with our community colleges. We have degree completion programs and we have to work hard to make sure that there is this concordance in the transfer process. If that is the case in your area, let’s find out why and work on it. Okay? Yeah, Linda?

L. Sons: I would make one comment. A percentage of the faculty that have degrees that are the regular faculty, not necessarily all of the teaching faculty of the institution – those are two different figures because they have a huge number of people that they bring in as adjuncts and it is not the case generally that these people have degrees. So when you actually look at who is teaching all of the classes, I don’t think the percentages come up to the same thing. Sad, but different question.

President Peters: Yeah, that’s an empirical question. And it can be – that’s always a two-edged sword.

L. Sons: And that’s my guess, right, that is an empirical question, exactly. Does the education act have anything to do with accountability relative to community colleges?

President Peters: You’re talking about?

L. Sons: The one you were talking about earlier, the higher education.

President Peters: I’m not an expert on that, I’m not sure. I don’t think it does.

L. Sons: My guess is it would not but I was just curious if you knew.

President Peters: If it takes federal money, I would imagine there’s something in there about it.
A. Kaplan: There will be something but keep in mind the community colleges as open access institutions, by definition start out as open, you know, taking all comers so, you know, it’s a different – not in all programs. I would also so that one of the things we keep track of in dealing with the community colleges in our region, is the number of NIU alums who are on their faculty and staff. It’s a very substantial list. We run in to our own people all the time.

President Peters: Yes, Earl?

E. Hansen: One of the comments made in the presentation by the consultant was there was the continuing split in growth of more and more adjunct faculty at the community college level. During the lunch break and talking to the community college people, they were claiming it was really killing them in regards to time on committees versus being in classes and they were hiring – they weren’t replacing full time faculty necessarily with another full time faculty member, they were getting adjunct faculty. Now I personally think that some adjunct faculty are excellent depending on what they’re delivering and where they’re delivering it, but I certainly wouldn’t want an entire department made up almost entirely of adjunct faculty.

President Peters: Well, it depends on what you mean by adjunct faculty. That’s one of the issues. We can control what we control and we, of course, have accreditation standards that we have to meet and we have specialized accreditation in many of our programs like business where that sort of thing is tightly controlled. One of the unintended consequences of community colleges offering four-year degrees is that it changes the basis of their accreditation and therefore naturally you have to change the mix of faculty. So it’s an unintended consequence; it’s happening in Florida where they do have four-year degree authority. This conversation convinces me that there is a lot of interest and a need for information about our community college partners and I’m going to muse on that and think maybe there’s some sort of a task force – we study everything and there are all kinds of people out there and maybe we ought to get more information up. Yes, we have a question back there. Use the microphone so you’re on the record and I can hear you.

???: I just wanted to say that the information – I hope you will set up that task force and get the information to the faculty.

President Peters: We may have one already and I don’t know about it.

???: ---and get information to the faculty as soon as possible because I taught at the University of Minnesota for 15 years and one of the Minneapolis colleges became a university almost overnight and several bad things happened in relation to university faculty one of which is that the faculty at the college or the new university, downloaded syllabi from our website and taught those courses. So the faculty were informed of this and the university took our syllabi off the website. We had the required ??? on the website.

President Peters: That’s why we have lawyers by the way. It seems to me stealing intellectual property or the university’s intellectual property and there’s a cost for that.
???: I think my point is that there are repercussions that maybe haven’t been discussed yet that faculty need to be aware of in terms of our own behavior, you know, who we’re giving our syllabi to and other information that we could be providing about course work. The good news is that after the first year or so, information started coming back to the faculty about the student opinions of the institution and a lot of the students who actually started at the new institution because it was cheaper, left the institution and went to the University of Minnesota because they found out that the people who they were reading about at the new institution were the researchers who were actually at the University of Minnesota who were teaching the courses. So that was a plus at least.

President Peters: It’s a heartening story about rationality isn’t it? I think that must be true but also I know there is a new view of higher education as a commodity and, you know, as long you get the credential, you probably can get that job at a reasonable cost and a convenient way – when they want it – it’s a set of market forces that have developed that I find quite contrary to what we’ve done at universities for many, many decades but don’t think for a moment that we are not in a comparative environment because I didn’t even talk about the new competitors that come in and use our faculty in moonlight situations without the infrastructure costs associated with buildings and so forth to deliver academic programs. So we’re in a very competitive environment and we’re in one of the most competitive educational markets in the country, the world. Everyone recruits our region, everyone, from every angle. You know, the prestige private universities, the publics that surround us, community colleges, the new competitors. Now there are many – so many of us on the committees are studying all these things. I’m glad we had this discussion because it’s something that I almost think about every other day; just about every other day I think about this because I worry about our base, our student base. All right? Thank you for that. Let’s see, where are we now. I don’t see any more reports until ever!

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 Xueshu Song – no report

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

E. BOT – Paul Stoddard – no 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 Committee – David Wade, Chair – no report

I. University Affairs Committee – Linda Sons, Chair – no report

J. Elections and Legislative Oversight Committee – Rebecca Butler, Chair – no report
VII. UNFINISHED BUSINESS

President Peters: Is there any unfinished business?

VIII. NEW BUSINESS

2. Student Evaluations – refer to Academic Policies Committee. (Page 3)

President Peters: We do have new business. We do have an item of new business. Is there unfinished business? There’s new business and that is the thing we pulled off the consent agenda on student evaluations. Somebody wanted to discuss that? Professor Baker?

W. Baker: Thank you Mr. President. I would like to call upon the Provost to explain the background to this and then I would like to add something.

President Peters: Okay, you want Ray Alden to talk about what’s the background for why this is on the consent agenda or now as an item of new business and you reserve the right to follow-up.

W. Baker: Indeed, thank you.

R. Alden: This is something, well it’s actually two items. The first item that we asked the committee to look at of – well, they both came out of the UCPC but they’re slight variations on the same theme. We are going more toward student on-line evaluation surveys rather than taking class time at the end of a class. I believe the College of Education has already the software and is kind of prototyping it and I think many of the other colleges are getting in line and we just felt that was an opportunity to see if there’s some common set of questions, a question, a set of questions that could be added to every student survey across campus so that when cases came to UCPC and we are looking at some of the cases for tenure and promotion I guess theoretically for merit as well, and were asked to evaluate the teaching component, every department could theoretically have different sets of questions, different scaling systems and different cultures as far as what a good score is on a given set of questions and we thought it was something that if we had a common set of questions, at least when we evaluated above the department level that we could start comparing to peers which is basically ?? when we decide whether somebody’s case or appeal prevails. So that was the first issue and that was discussed in Deans Council and it was also discussed in UCPC and Paul was there so we decided in UCPC that should be remanded to a University Council committee and this was one of the ones that was given to your committee.

The second item is the assessment group has been working on questions that were coming forward to people offering on-line courses, what would be the appropriate student evaluation survey for on-line courses because a lot of the issues may be the same, some of them are different than a face-to-face lecture class and so that group actually put together kind of a straw-person document for someone in ??? governance system to try to formulize for recommendations for ultimate approval by this group that this is kind of the basic kinds of questions you ask with respect to on-line courses and then, of course, any department can add to that and embellish it
any way this choose in terms of what discipline specific issues need to be evaluated. So they’re both student teaching evaluations survey related but there are slight variations on the theme so that’s my understanding and both of these were discussed at UCPC and we asked Paul to take it to a UC committee.

W. Baker: Okay, thank you very much. Thank you Provost. So, in view of that, it is very difficult to get a date when everyone can get together. I’ve called a meeting of the Academic Policy Committee and I would like to remind people to whom I’m referring, that’s Rick Ridenour, Janet Holt, Shirley Richmond, Robert ???, Alan Rosenbaum, Kendall Thu and Kerry Freedman.  ??? other side of tape. ---a lot of interest and concern with this and the meeting also will be open to other interested parties and already people have been e-mailing me. So just to repeat, that will be on Friday 14 of November at 1:30 in the Holmes Student Center in Room 303. If people would like to e-mail me, my e-mail is wbaker@niu.edu. Thank you.

President Peters: Very good.

P. Stoddard: There’s just a point of order, before you actually meet we should probably officially refer this to your committee or you don’t have anything to talk about.

President Peters: All right, we’ll need a motion of referral then. So, a motion to refer this item to the Academic Policy Committee. Discussion? Yes?

P. Henry: I don’t want to preempt the discussion by the committee, but I’m just sort of puzzled as to why something that’s weighted the same throughout the university would be of an advantage in tenure and promotional discussions because it’s usually the department that’s the authority there?

R. Alden: At UCPC we get the cases that are either on appeal or had a mixed vote coming up through the line so we focus on those close calls and any piece of information that we can get that we can bring our interpretation and when people during the hearing present data, it’s always nice to know what the data really means.

President Peters: I think it’s great and, you know, it will be interesting to see what happens but in my experience at other universities and in positions like that that had, you know, six or seven common questions – this is nothing new; this has been going on for about thirty years around the country. It always to the advantage of that faculty member whose promotion or tenure hung on the quality of their instructional portfolio because it gave a validation of how they did relative to others versus the other way. In other words, it worked to the advantage of those who define more in an instructional role than perhaps their research or scholarly role because you have an external baseline validation. I’m glad you’re having this discussion; I might even come. I may even buy everyone a sandwich. Oh, all those in favor. Opposed? All right.

Henry made the motion; Keller was second. The motion passed.

IX.  COMMENTS AND QUESTIONS FROM THE FLOOR
President Peters: Anything for the good of the order?

X. INFORMATION ITEMS

XI. ADJOURNMENT

President Peters: Go Huskies! The Cardinals – not the jarlds or ---?

The meeting adjourned at 4:00 p.m.