
VOTING MEMBERS ABSENT: Arriola, Block, Bond, Carpenter, Dawson, Garcia, Holly, Kolb (on leave from UC), E. Lopez, McCord, Middleton, Mogren, Neal, Newman, Polzin, Schoenbachler, K. Smith, Theodore

OTHERS PRESENT: Brady, Bryan, Cunningham, Falkoff, Klapar, Nicklas, Thompson

OTHERS ABSENT: Armstrong, Blakemore, Gebo, Kaplan, McHone-Chase, Slotsve, Suttenfield, Waas, Weldy

I. CALL TO ORDER

D. Baker: Good afternoon everybody.

Meeting called to order at 3:06 p.m.

II. ADOPTION OF THE AGENDA

D. Baker: There were no walk-in items so I guess we’ll adopt the agenda as written. Do I need a motion? I do.

S. Farrell: So moved.

D. Smith: Second.

D. Baker: All in favor.

embers: Aye.

D. Baker: Opposed? Thank you.

III. APPROVAL OF THE MINUTES OF THE OCTOBER 9, 2013 MEETING

D. Baker: All right, could I have a motion for the approval of the minutes from the October 9 meeting?


P. Vohra: So moved.

J. Zanayet: Second.

D. Baker: Any – no additions deletions? All right, all in favor please say aye.

Members: Aye.

D. Baker: Opposed? All right thank you.

IV. PRESIDENT’S ANNOUNCEMENTS

D. Baker: Well, we’re on to the presidential announcements. I wanted to talk to you a little bit more about budgets and controlling our own destiny. I think I mentioned when we were going to Springfield the last time I was here? Did I mention that? Anyway, we went to Springfield and Jack Barry, the student body president, went with us and Stefan Canino went as well. They did a great job with us. I wanted to ask Jack and then Rebecca, who took a separate trip down there, to give us kind of a feel from the student’s perspective on what they’re hearing down there and then I’ll kind of reflect on what I heard too. So, Jack, you start?

J. Barry: Yeah, we, Stefan and myself had the privilege to go down with Dr. Baker and a few others and we talked about pension reform and what it was looking like for you know the vote coming off, as well as the MAP grant funding and how important that is to a lot of our students because our students rely heavily on that and we wanted to make sure that they kept that in their discussions. I think we got a pretty good sense for how they are going to proceed with that so overall it was a very unique experience and I was glad that I got to go down there. I think Dr. Baker was welcome down there. We had the privilege to sit with governor for about forty-five minutes and pick his brain a little bit. I think we had a pretty successful trip.

D. Baker: And the students, of course, were the stars of the show. Presidents are sometimes believable but they really listen to students because they care. I mean that’s why we’re here. They care about the students the way we do so it was really great to have Jack and Stefan down there. Now Rebecca followed a few weeks later. What all did you hear, Rebecca, and what did you attend?

R. Clark: So, I am a part of the Illinois Board of Higher Education Student Advisory Committee, so when we go down there we really just talk amongst all the students from all the different schools, private or public. Even the community colleges attend. So our issue was not necessarily on budgets, but we did talk about a lot about retention and got to ask a good amount of retention questions. Just speaking about how the governor – how he himself is going to address that issue because it’s not only a Northern Illinois issue, it’s an every state college issue. So he gave us a few ideas and I’m excited to be able to share those in a report that I will be sending to Sonya [Armstrong] pretty soon. And we also got a huge compliment to our president from the governor, himself. He did say that he wasn’t worried about Northern Illinois and the direction that we’re going because he was extremely, extremely impressed with him when he came down. Thank you.
D. Baker: Thank you. That’s because Jack told him to say that. Thanks for going. What a great experience for our students to go to the capitol too and have these relationships and be able to sit down and have a conversation with the governor about public policy and do it through the eyes of a student. That’s really powerful. So thank you two, and all the other leadership that went down to do that.

So the state budget does look tough. I don’t think I have reported on to you what we heard down there. The income tax increase that went into effect a couple of years ago during the recession will fall back, unless some other step is taken in December of ’14. So that two percent reduction applied to three percent will punch a roughly $5 billion hole in the budget. And, if we don’t get the pension reform fixed, that’s another billion or billion-and-a-half dollars. If those things aren’t taken care of, and we’ll have to watch this political year to see if any candidates want to run on a pro-tax increase platform, what do you think, then we may have some issues in the budget. It looks like if the tax is rescinded, that would be about an eight percent budget reduction across all state agencies. It could be that some wise legislator will say that’s too big a burden to put on the state and another eight or ten percent reduction in state government is going to harm Medicaid, roads, prisons, education, higher education, etc. and they might run on a pro-society platform as opposed to an anti-government platform. We’ll have to see how that plays out. Another scenario is that everybody is forced to run on an anti-tax platform and then we get into the veto session after the election and then some magic happens. We’ll have to see.

In either case, we need to take control of our own destiny and Eric Weldy was here last time to talk about enrollment and how we are trying to control our enrollment. I just left a meeting with Eric and a number of Student Affairs Enrollment Management and marketing staff and they’re working with a consultant today who’s looking at the demography of the students that come to NIU. Where do they come from? What are their characteristics? How do we better communicate with them? How do we recruit and retain students based on the incoming students across all areas? So Eric apologizes for not being here but I thought it was pretty important work for them to listen to the consultant who’s been doing analysis with our own data for the last few months; so good stuff there.

Later this week I have the opportunity to talk to the community college presidents and chancellors and I’m told this is the first time a university president has spoken with that group which is a little bit surprising. It does strike me that that is a wonderful opportunity for us. Sixty percent of the students in higher education in Illinois are in community colleges. And for an awful lot of students that’s where affordable education starts. I think it’s an amazing experience to be here your first two years. The living learning environment that we provide here is fantastic and I would argue you get an awful lot out of 24/7 education, just as our students exemplified here by their meeting with the governor. Those are fantastic opportunities that most students don’t get. So I encourage all students to come here, but if you can’t, and I know some of our great students have been in community colleges and are now doing well in even places like engineering, so I think that’s a great opportunity too and we ought to recruit those great students here and help them succeed as they get their four-year degree. So I’m going to talk to the community college presidents and chancellors about what we can do to better partner in that regard and I’m also going to talk to them about legislating issues.

Now community colleges and four-year schools have different environments that they are in
because they have local taxing districts. They are in a little bit different budget column. They have a different governance system because of that, the local governance system. But, they and we both need more operating budget and we need more capital budgets and we have common ground there. So I’m going to talk to them about what is the common ground between the segments in higher education and can we collectively work in this difficult fiscal environment in Springfield to have the boat stay as high as it can in the water, keep the water as high, the budgetary water as high as it can. That might be a powerful political coalition. Community colleges, and there’s virtually one in every legislative district in the state, are well regarded by their legislators as are the universities. So if we can come together, there might be some opportunity for us to make the case that higher education is important and should be supported. So that’s on the legislative side. On the enrollment side, we’ve got our team in enrollment management and marketing and communications working on those issues.

As you have certainly read, I made a number of structural changes a few weeks ago, right after our last meeting. One of those is to create an International Affairs Division and I’ve asked Ray Alden to take that on. I thought Ray was perfect for that because of his broad experience across all areas. It turns out international affairs, if we’re really going to build those enrollments, has tentacles into all the areas of the institution. You have to have the financial aid pieces, the recruiting pieces, the academic pieces, the social integration pieces, the curricular pieces, all built in. Ray led a team of deans – I see Promod back here and some of the other deans that went. Did you get a cold, too, Promod? It seemed like half the team that went to China got a cold coming back so sorry about that. They went over and had some very positive discussions with two universities trying to build a pipeline into two universities that have core liberal education values parallel to ours. And so I asked Ray to talk a little bit about what they experienced and what potential opportunities are and we’re still fleshing them out, but Ray could you fill us in a little bit?

R. Alden: Yes, first of all we had a very busy week visiting four cities in, well Beijing twice, I shouldn’t count it twice I guess, but in less than ten days. We visited the College of Mobile Technologies or Telecommunication [College of Mobile Telecommunications, Chongqing University of Posts and Telecommunications], I can’t remember exactly the title, but it’s basically a college part of the University of Chongqing that’s becoming an autonomous, privately-supported university which these two universities will probably be among the first in China, if not the first, to be privately supported. The sponsor is a very wealthy Chinese gentleman who we all call Jason and he basically has come up through the ranks and has succeeded despite a system of Chinese education that is really stacked against the kinds of students that we have and they have as well – the first generation college goers from less affluent areas, those that may not qualify for the – even for taking the test that gets them into the top institutions simply because they are from the wrong province or the wrong part of town so to speak.

And so it was very interesting to kind of hear his background and why he was supporting these two institutions. He also believes I believe thoroughly having met with him several times, that the Chinese education system is not going in the direction that it probably should. He believes that it’s much too technologically, much too formulaic in terms of getting people into more or less bureaucratic positions. It doesn’t kind of reward and have regard for the sorts of things that really make success in most of the rest of the world; critical thinking, creativity, working well with others, understanding global perspectives and so forth, basically all of our baccalaureate
goals and student learning outcomes. I think he has the right mindset and whether it will succeed or not is yet to be seen, but he wants to potentially work with us and try and make it happen.

So we went to both of these institutions, the College of Mobile Telecommunications in Chongqing. Chongqing is probably the third largest city in China with over 30 million people in the region and that particular college becoming a university has been in business for a while longer than the other one we saw which was Tongji and Tongji Province which is called the College of Information Technology and they have slightly different focuses. One is more focused on business and the other is more focused on engineering and technology but they had majors in almost all the areas that we offer degrees in, they don’t necessarily have degree authority in all those areas, but that may change over time.

What was apparent was the newer campus that Tongji, in my opinion, was much closer aligned to the sorts of things that we hold in terms of values, both of them are moving in that direction, but the older campuses having to change things, the new campus which is only three years old has really had those as goals from the beginning and so they have a lot of the same values we do. They have an honors academy that’s not that different from our honors program. And I know J.D. Bowers came with us and he has already started talking about exchange programs and that sort of thing.

And so I think there’s a lot of opportunities for short term experiences for their students here; opportunities if our students want to go there. Jason has agreed to sponsor some students completely, their travel, their room and board, even some of their travel around China if we want to use faculty-led study abroad courses there. And so there are all sorts of short term opportunities. but the thing that is going to be the main focus over the next month or so is looking at potential articulation of undergraduate and graduate programs so that we can have our students have exposure to students from their institution and with faculty-led study abroad and vice versa. And so I don’t know whether Promod, I don’t see anybody else that was on the delegation, do you want to say anything about what your impression was because I don’t want to color it by my impression first.

P. Vohra: Well, I’ll color it myself. There were excellent students, the visits were great. The important thing was that we got to meet _____ in China. They took 170 credit hours in their four years. So on an average they were taking 25 hours of study ______. So these are highly qualified students who could very easily transfer into a three-plus-one program or a three-plus program or a focus one program. I feel really excited about the program because you know our field, especially engineering ____ no matter where you get a degree in general _____ . So we feel there’s a lot of synergy ____ they have great work ethics, we just have to find out ______ to come up with sensible course applications so we can really have programs that lead up to a master’s degree and also have meaningful experiences for our students over here and over there. So I’m saying it was a great visit, a lot of opportunities, a lot of work to be done, but very optimistic about the future.

R. Alden: Those were largely my impressions. We were concerned at first that maybe they didn’t have the facilities, they didn’t have the course work, at least on paper, course titles we saw at one institution suggests they’re taking a lot of the same topics our students take. What Promod is referring to about looking at articulation, we have a delegation from their institution coming the first week of December. It’s their presidents, their vice-presidents and all their deans, or most
of their deans. And so we hope to make connections with the colleges and start mapping articulation. We have in progress, we’re trying to pull the syllabi from all of our degree paths so that we can share it with them and hopefully we can get the same sort of information back from them and be able to see how they match up. At least right now it looks like there’s a significant amount of potential. We don’t know these various programs may need to be phased in. Some are much easier than others. We have some that are, such as in Promod’s college, that have special accreditation, same thing in the College of Business, those have restrictions that may be more – take longer to work around, but I think there will be some potential for getting students in as soon as next year and definitely we’re talking about a short term experience for summer. Up to 40 of their students attended their faculty in February coming for two or three weeks. Hopefully that will be experience for our students as well as theirs and then perhaps next summer actually having some exchanges of our honors programs. So as a faculty-led study abroad going one way and them bringing a faculty member and their courses this way.

There’s been a lot of discussion, a lot more to go, but I think it looks like there’s a lot of potential and I should say that just in the last week or so I’ve met with several other international institutions and they are equally interested in these sorts of various exchanges that we could come up with that could help not only our enrollment but quite frankly the experience on our campus for providing the first student learning outcome which is global perspectives for our students. I think we need to see this as a learning experience as a number one thing we want to achieve out of this sort of exchange.

D. Baker: Thanks, any questions for Ray? Exciting opportunity. I think there’s been four back-and-forth visits with various individuals and now a large group of 23 senior administrators from these two schools coming to us in December. Dating processes unfurling here quite well I think so very positive. There are a lot of details we’ll have to work through, but I’m very optimistic that we’re going to end up having a very positive impact on our enrollments from this kind of relationship and the other one Ray was talking about. Not just in Asia, but Europe, South America, etc. so exciting times.

By the way, four of our students and a faculty member from Visual and Performing Arts, [Jasmine Tiff?] went over, and while Ray and the team were there they had a music festival, a week-long music festival. And there were approximately 200,000 people that attended this music festival and our students played in the opening act and three other times during the week. And what an experience to go play a gig like that. And a number of our students hadn’t been out of the country before so to go play a gig with a couple hundred thousand people – that’s pretty cool. That’s getting them ready for careers in performance I think pretty well so exciting times. They were actually supported and paid for by Jason. He invited them over to play, so that’s fantastic.

In addition to creating the international programs area, as Ray took that over, that created the opening in the provost’s office and I want to thank Lisa for taking that on. She’s off and running and doing great stuff. In fact, gave a presentation to the Board of Trustees earlier this week on her old world of research that she wants to return to. But the trustees had a board meeting on research and she did a great presentation on that and I hope we can hear that here in the coming months. I want to thank Steve for assuming his vice presidency for administration position and taking on the facility and human resource compliance kinds of areas. He’s done great work and has held down the shop in this very broad interim role that he’s had.
I did shift out a separate chief financial officer position to take care of our budget and finance. I really believe we have a lot of important work to do there. I was lucky enough to attract Nancy Suttenfield to be our interim. I don’t know if you read her CV or not, but it’s pretty impressive. Her last four jobs were CFO at Wake Forest, University of North Carolina, Case Western in Cleveland and the Smithsonian Institution, so that’s a pretty good CV. Very bright woman. She’s in and out for a couple weeks in transition and will be here full time in a couple weeks and is already off and running and working on stuff, so excited to have her. I also shifted the management of the Convocation Center over to Sean Frasier, the AD. Sean has run facilities in a number of his other positions including at Wisconsin and I thought that it would be a closer tie there for him to take that over and I’ve also charged him with really putting programming in there that leads to student career success. What a concept. So we really need to fill up that place with things that are going to help students learn, engage them with interesting programming, but build community on the campus more broadly and increase our revenues there as well. He’s going to be off and working on that. I’m very excited about that.

Integration of activities is one of the themes across all these changes and I’ve asked Kathy Buettner to take on Marketing and Communications and integrate our work across the various areas of the institution. So we have central marketing, which she’s in charge of, and then each of the colleges has some marketing communication functions. Enrollment does their thing, alumni, the Foundation. So I’ve got all these pieces, but we’re not rowing as coherently as we could, you know, in unison. So we really need to work on those issues so we can effect a broader perception of NIU and the great stuff we have here and it’s not a garbled message. She's going to work hard on that. I appreciate her taking that on.

We’ve had a chief information officer search underway for a while. Again, I’ve tried to consolidate the IT activities under that person so that we can get more efficiency and effectiveness out of that. We’ve got a number of candidates who have applied. We’re getting close to being closed on that. Is there anybody here on that search committee? When’s the close date?

**L. Freeman:** I don’t know.

**D. Baker:** It’s coming up soon. I know I have a meeting with Anne who’s chairing it, Anne Kaplan, and I’ll be talking with her about those candidates here in the next little bit. So anyway those were the changes. The idea, let’s be more efficient, more effective, better serve our students, better serve our faculty and staff and with these structural changes, I think we’ll do that. We’ll, of course, monitor them and if it doesn’t make sense, we’ll back up and do something else. Let’s take a run at these. Steve and I were actually looking at are we creating or losing positions as we do all this work? Really the only new position out of this is the international programs vice presidency. The CIO we already had we just reorganized under it. The CFO was actually taking Eddie Williams’ old position and having Steve remain in his old position and kind of shrinking that one into just a CFO position. And then Steve over the last few months has reduced his staff by what, four?

**S. Cunningham:** The higher level staff.

**D. Baker:** Yeah, the high level staff by about four so we’re probably a net deduction with all these changes. We’ll see how that goes, see if we’re appropriately staffed. And again, we may
have to reorganize and come back and look at it in the future, but that’s our start. We’ll see how we’re doing.

Okay, now back to enrollment and retention. We often think about that as if everybody is the same in those, obviously we’re not. One of the areas that we often overlook is disabilities. How’s this for a segue, Greg? We do need to think about all of our students and we need to think about students with disabilities, and faculty and staff as well, and how can we help those folks be successful. So we’ve asked Greg to talk to us a little bit about disability training resources and give us a little tutorial on it. So if there’s no questions for me, I’m going to turn it over the Greg. Anything for me? Greg?

A. Disability Training and Resources – Tutorial – Pages 3-27
   Presidential Commission on Persons with Disabilities – Website
   Students with Disabilities Presentation – Greg Long

G. Long: I apologize, I’m a professor and it’s really hard to image sitting down for the next 15 minutes to talk to you, so I’m going to stand if you don’t mind. I’m really basically here to give an update on a report that I did about 18 months ago. I came in and talked about some concerns I had with regard to how students with disabilities were sometimes being treated in the classroom. That’s what I’m going to talk about.

Not all of you know me so I want to give you a just a moment as to like: Why is he here and why does he keep pestering us, because if you were in Faculty Senate last week I was there as well. For part of it from my standpoint this is all very personal. I grew up; I have a brother who is deaf and intellectually disabled. I have been his guardian for the past 30 years. I have a stepson who lives with us and is 30 years old and does not have any options for independent living because he’s too smart and Illinois is at the very bottom on the rung in terms of supports for community living. So I’ve got personal, like family, perspectives on these things.

Academically I trained to be a clinical psychologist to work with people who have disabilities. My first job was actually being the director of a mental health program for people who were deaf and hard of hearing. It was state funded in Arkansas. And then in 1991 I had the chance to come up here to NIU and be director of research for a federally funded research and training center on deafness and people who would be considered lower functioning. So I mention that just from the standpoint of when I talk to you about this stuff, this has been my life, it’s been my career, it’s something that is still very, very important to me.

I also teach a class called Disability and Society. It’s been around now for 10 years. It’s an interdisciplinary course and we draw about 300 students per semester. I teach it twice a year. Over the last 10 years, I presented a lot these concepts to over 6,000 students at this point and the one thing I do read at the end of the semester is each of their reflection papers. So from the standpoint of getting an idea of how people in general look at disability, I feel like I’ve got a pretty good sense of a lot of that.

Then in terms of the university, a couple of things that I think perhaps add to at least hopefully some of my credibility would be that I have been very involved in a lot of curricular university level service in terms of general education, did lead the baccalaureate review. And importantly as we talk about this material, I have been chair of NIU’s Presidential Commission on Persons with
Disabilities for the last seven years. I’ve put a lot of effort into that as a group as well.

That’s kind of a little background in terms of why I’m coming to you today, because the report I gave in 2012 is the same one that I would give today. I’ve already had a couple of students this semester come and talk to me. I tend to be a touchstone for a lot of students because I’m like the ally program. Well I’m kind of one of those people that would have that with disability. And what the concern was initially, it’s in the documentation for today’s meeting, but I had a student who was one of my advisees actually come in, this is two years ago almost, come in and say in the middle of a class, the teacher was going to give a pop quiz, the student had a disability that required that they be able to leave the room at a moment’s notice and so being there for a pop quiz wasn’t going to work for them. So they asked to be excused and the professor basically said, “well oh my gosh you’re one of those students,” referred to at that point it was called CAAR, and disclosed it to the classroom and said, “If you can’t get five questions done in 15 minutes you have a problem,” and then accosted her in the hallway and said, “Well if I could teach a blind girl, I could teach you.” Now this was all said to a 50-year old woman. So from the standpoint of did we have a problem – that was a concern. I did some additional follow-up, those things still exist today.

So where we see the bigger problems, our three main areas, one has to do with failure to accommodate. Sometimes it’s faculty and staff. When a student gives us a letter of accommodation, there are times when some faculty or staff will say, “yeah no thank you” and it puts students in an awkward position. I hate to air dirty laundry. Please understand when I’m talking about any of this, my goal is not at all to tear down any individual program any part of the university, but I do hear enough concerns that as part of what we do I feel an obligation to at least share this with you.

Public disclosure is another one that most of the students who receive services at NIU have invisible disabilities so that we would not know by looking at them. For them, in a classroom, they may very well not want to let their information be known, and yet if as a faculty member you say, “Oh well, Bill, you know you’ve got to go to DRC, right?” Sharing that information is stigmatizing to the person as well as just a wrong thing to do.

And then confidentiality and boundary. I had a student just last week talk to me about this. Talking to a teacher about a request for accommodations, the student had already given the letter but the teacher was all about, “Well I’d like to see your documentation. Please show me the additional information.” And, just so you know, we’re not allowed to do that. That is between the student and the Disability Resource Center but it has nothing to do between us and the student.

Those problems exist and again I’m not here to complain or say, “Bad, bad, bad,” but I am to say that if you’re that student who gets disclosed or has a professor who says yeah I’m not going to accommodate you, that’s a big deal. That is a serious thing. In the report we talked about, I recommended four things: training and education; a grievance process which I will say the University Affairs Committee of this body is already working on; a faculty ally program. There are two grad students right now who are starting up a student program, so that works in that regard. Didn’t do a thing with constitutional amendment because that’s something way down the line perhaps, but the idea there with academic freedom was an emphasis that providing an accommodation is not an issue of academic freedom. We don’t as faculty members have the right to tell the student, “No I’m not going to give you your accommodation because that’s part of my
academic freedom.” Given that I’m a professor, I figured the only thing that I really could do was work on the idea of developing materials. That’s one of the reasons that I gave you the background because I present this as a problem but I’ve also been really actively involved in trying to come up with some materials we could use. And so when I looked around I saw that, basically, we didn’t have anything that was unique to NIU where we’re talking having our own students, faculty, staff involved with things. Using the language that we’d like to hear, wanted to think about something that was high impact and engaged. Basically, get students involved in something that makes a difference. That really was what the point of this is, is to make a difference.

I’m providing context for you, and again, no fingers pointing, but the bottom line is most people are uncomfortable talking about disabilities. I’ve taught this for so many years, I’ve talked to so many people. I’ve had family members who won’t talk to each other about it. It’s that awkward a topic. And then, in terms of our background, by and large whether we’re thinking K-12, whether we’re thinking college, whether we’re thinking even for us as faculty and staff, we don’t really have any systematic means of learning about this information. So we’re okay as it comes to, say, gender, sexual orientation, race, things like that, but when it comes to disability, it’s an area where we don’t typically get a lot of background. I’m taking advantage of being a professor and having tenure here. This is part of the bigger picture of things. And I would say, however, and I reference the academy and that’s all of us, because this is not simply an academic affairs issues, this is a student affairs issue, this finance and facilities, this is all of us as I look at this. Because this statement really has been a guiding force for academia if you will for what, 60-70 years at this point. The idea that we’re here to promote the common good, do we want to search for truth and did we want to protect students’ freedom and learning and it’s that third point that’s the one that’s the most concern to me because I think sometimes we don’t do that particularly if they have a disability.

The way we worked on this in terms of coming up with materials was really very straightforward. I’m not a big one into punishment. I think it’s not helpful and I also look at it from the standpoint of again, historically, and the work I’ve done with people, a lot of uncivil a lot of bad behavior is just because we don’t know, we’re not thinking, we’re uncertain. In class, I give an etiquette question the beginning of class every day. It seems silly, but things like: Do you pet the dog? If someone stutters, do you finish their word? Do you look at the interpreter versus the person who’s using sign language? Those are all things that a lot of people would consider common sense but the students are like that is so helpful to know. We’re talking about that from the standpoint here as well that I think a lot of what do that can be considered uncivil behavior if you would, is simply because we don’t know or we’re uncomfortable about it. It really is.

And the other part of this that was very important to me was the idea of as we develop these materials it need not be something that I used to do in the privacy of my own office. I’ve had a lot of history I could do that, but it was also equally important to me that we get students involved in every aspect of this and so we have had a lot of people participate. This is again part of the cool thing about being a professor. I mean really, truly, it sounds corny but I love being a professor because you have this chance of saying, “Hey, here’s an idea, here’s something we need to do,” and then I got literally 100 people who volunteered their time. None of these people were paid. The people who were paid on this were the people who helped with the captioning and some of the technical aspects of stuff, but in terms of creation, participation and all that, this is all volunteered because people thought that it was important to do.
We developed three products at the 18 months. This has been a major focus like I say for a year and a half at this point. One was a disability and accessibility tutorial. We made some videos and then we made a segment and a movie. I’ll show you real quick. If you know, real briefly, the NIU Disability and Accessibility Tutorial, notice the people who wrote that represent a pretty broad range of the university and it was a university level committee. President Peters authorized it because I had gone to him to say, “Hey we have these issues we need to do something as a university.” He said, “Okay let’s get something together,” because we didn’t have a document per se that existed to give to faculty so they’d have something to work with. That group worked all summer long on it. It was reviewed by a number of individuals in the fall, including legal. Thank you, Greg. And it was subsequently endorsed by the President’s Commission on the Persons with Disabilities this past February. So again it’s pretty recent, it’s only a few months old. There is a link to it in the agenda for today. It’s also posted on the disability commission website. So, if you want access to it, like I say, I’d encourage you to look at it. It includes, like I say, a section on disability and the law, accommodations and practices.

Now, here’s one of those things that’s you know you have good friends when Laura Vasquez, I respect her work a lot. She’s really very helpful. I shared the tutorial with her because again it’s a big deal to me. That information, I want everybody in the university to know and when I shared it with Laura, what she said was, “Thank you, this is really good information, but no one is going to read it. It’s too long, it’s text-based, you’re kind of lost with this,” And I’m like well, shoot, that’s not really the word I thought. But what she did then was inspire this notion of let’s create some videos. And so, during the spring semester, a group of her media production students who had no background in disability and a group of students who had worked with me on different projects who had disabilities or their allies got together and we had kind of a disability team and a video team and they created some videos that were subsequently designed to promote the tutorial.

I have to hooch people along to say, “Hey we got this tutorial and we got these videos as well. One of the nice things about it is, of the three videos, we ultimately used, they are also available for any of you all, any of us, anywhere, to use and three of them have what’s called a described audio track. What that is is for people who are blind. It provides an additional audio track so that they can follow visually what’s going on. So they can’t see it, but they can at least hear it described as to what happens. So again, from a teaching tool and accessibility standpoint, plus everything is captioned and transcribed. So we did a lot of work to make sure that those were accessible.

And then finally and I’ll end with this and show you a quick video. I had an experiment. Many of you have heard of massively open online courses, MOOCs. They are a trend in higher education. It’s the idea of basically creating some course content and having it available to the world at large. It doesn’t come with course credits, it really doesn’t come with individualized feedback. There are lots of issues in terms of how MOOCs are delivered, but from a public goods standpoint, the idea is: Hey, here’s some stuff that we think is valuable, have at it. And so that was kind of the motivation behind putting together a MOOC based on this course I teach, this Disability and Society course, and giving the reference and respect to Laura’s idea that no one’s going to watch anything. When I think of the ten lessons, we have two on education one is K-12 and the other one is, oh my gosh, post-secondary education. So Lesson 7 in the MOOC is designed to be the video equivalent of the tutorial. If you’re going to be forced to do training,
you can be forced to read the tutorial which would probably take you 40 minutes or so, or there are six segments in Lesson 7 and they total 58 minutes. So, for an hour of time, whether you read the tutorial or whether you watch Lesson 7 in the MOOC, I think that anyone and everyone in the university could benefit by access to this. I’d like if we can to take the next, it’s about eight minutes long, fortunately five of that is one of the student videos so it’s no more of me talking, but to show you that.

[Video is shown]

**G. Long:** That was the first segment and I won’t torture you with any more of them but it does, hopefully, give you a sense of what we were trying to accomplish. Each of the segments, both in this particular lesson as well as almost all the others, includes students and others as guest speakers because it’s all well and good to hear me talk about it, but getting the first hand perspective from the students and others with disabilities I think is very helpful.

Pat, could we go back to the PowerPoint? I have one more slide and then I will relinquish my microphone here. So here’s the point that I would like to end with. Ideally, yes, it would be great to have culture change, to have everyone’s attitude change and have us hug and sing together. I think that’s probably not going to happen and I don’t mean to be so cynical on that; but, for me, it’s an issue of behaviors and what behaviors can we do because, if I speak as a psychologist, I also know that behavior change may also lead to attitude change and so we don’t have to worry so much about changing attitudes but let’s think about what we can do. So here’s what I would suggest. Certainly, and I am in no position to advocate any more than what I am doing right now, this is my one shot so to speak, but that idea that we need to, in some way, in some manner provide a mechanism so that people can get some background knowledge regarding disability resources and accommodations, that we do routinely implement accommodations that it’s not a question of ever putting a student in the position of saying no. If you have an issue with accommodation, go to DRC, but don’t ever put that student in the position where you say no to him or her. Keep in mind that issue of public disclosure even if you didn’t mean it. The impact of that is still very potentially intense. And respect boundaries. You, despite again best intentions, have no right to know because a student could have a very, very significant story that is really not, again something they are not comfortable with sharing. And then, for us as faculty, the one thing I would say too is include that accessibility statement, the ADA statement. We’re up at about 75, 77 percent university-wide and so we’ll get that to 100 percent soon, hopefully. That’s basically it. I would say if there’s one thing we can do, I’ll leave you with this one, yes?

**A. Gupta:** I just have a question and tell you why. This relates to President Baker’s student access. When a student comes to NIU, are they made aware of all these facilities? And the reason I’m asking is because a few years ago I had a student who did very well when I asked how many questions; but, in preparing for the exam, so the student I asked him to go to _____ DRC and he said, “No, I don’t want to go because that’s like taking a grant.” I said, “No, it is not taking a grant because you are the one _____ and you are getting like no _____ which doesn’t make sense because you seem to know much more. Unfortunately that’s when he eventually he went to the CAAR and got probably an A, I think. So my question is the student, when they join NIU, are they immediately made aware of this facility available to them so they can use the facility?

**G. Long:** Can I ask Melanie Tucker to answer that one please?
M. Thompson: Hi. For those of you who don’t know me, my name is Melanie Tucker Thompson, I’m the assistant vice president for student services but I formerly was the director of the Disability Resource Center. I’d be happy to answer that question. As we don’t know the status of a student’s disability when they come in to the university, the entire population of students that are applying to the university don’t receive information specifically about the Disability Resource Center. However, students become aware of resources through orientation, through counselors, through information provided in the classroom, in residence halls. So there are multiple opportunities for all students to become aware of the various resources that are available on campus. We have many students, prior to them coming to the campus, who actually contact the Disability Resource Center and participate with transition peers, transition staff and resources. So there are multiple opportunities for students to become aware of the Disability Resource Center and resources that are available on campus. And we have many students that come and get connected with the department before they actually start their courses for the first semester.

G. Long: And that was one of the reasons why we were pushing within Faculty Senate to have that disability statement added because it really is, it’s a reminder to the faculty member but it also is for students a reminder to them because the system is very different. K-12 is entirely different than post-secondary students, and post-secondary have to apply for their accommodations. It’s not something that’s just necessarily given. So with that I would just say, if we think beyond just basic compliance, if you would, the final things to consider would be incorporate disability. We do that with other diversity topics in MCTI. Think about it in terms of how it plays out disability. There’s a lot of material available within the Faculty Development and Instructional Design Center on universal design for learning. That’s something that is an approach that says, “We construct tests, we construct technology, we construct other things in a way that is as accessible to everybody as possible from the get-go and it reduces the need for accommodations.” Look at disability as a civil rights and social justice issue because it really is the right thing to do. We have laws and legislation in place, but we also again, it’s that notion of we’re the academy and we need to do things right here. And then, finally, that idea of supporting student leadership and advocacy. That the students with disabilities or faculty and staff with disabilities need to be involved in all decision making things that apply to them. With that, thank you very much for your time.

D. Baker: Thanks, Greg. Greg if anybody wants to know more about these issues.

G. Long: Go to the disability commission website, we’ve got links for everything there. There is also this PowerPoint. I’m sure Pat can post on the University Council website. So I’ll post the presentation on the UC website and also every document as well as access to the MOOC and all the lessons that are contained there are linked on the Presidential Commission on Persons with Disabilities website. So they’re all there available for you right now.

D. Baker: Can they take your MOOC?

G. Long: Well at this point the MOOC and I’m sorry to say this but not really. We release our final lesson this upcoming Sunday. It’s been a very, very interesting experience. My colleagues, as I note in there, Stephanie Richter and Tracy Miller from Faculty Development have been great, but, no, I have no desire to do this again anytime really soon. From a time standpoint it was a remarkable amount of time, but I think valuable and we have about 800 people who are
participating so it’s kind of interesting to see the range of people from around the world, but we’ll offer it again for sure.

**D. Baker:** Thanks, Greg. And this is a topic near and dear to my own heart. One of my daughters has a profound hearing loss and I should say our daughter, my wife, would not be happy with me saying my daughter, our daughter. And she’s a senior this year and the president of the honors students at the University of Idaho. She did it with a lot of help from a lot of people. She’s really smart, as it turns out, but just can’t hear very well. So with the right accommodations she’s had a very successful academic career. So thank you, Greg, for all of your hard work in helping our students be successful and helping our faculty and staff be successful with them.

When I talked about the various structural role changes I made in recent weeks, I did not mention that when Lisa stepped into the interim role as provost and executive vice president, she left behind her role as vice president for research. So we had a search this week and today we’re announcing Lesley Rigg as the interim after a great search process. We had fantastic candidates and it was a difficult decision, but Leslie’s a very talented faculty member, professor in geography since 1998, and she’s also served as the associate dean for research in liberal arts and sciences and comes to us with a very distinguished background. So we thank her for taking on that role and that announcement’s going out as we speak, I guess. So breaking news, you can twitter or not. All right shall we move on?

**V. CONSENT AGENDA**

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

A. FAC to IBHE – Sonya Armstrong – [report](#) – Pages 28-29

B. BOT Academic Affairs, Student Affairs and Personnel Committee – Dan Gebo and Andy Small – no report

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

D. BOT Legislation and External Affairs Committee – Deborah Haliczer and Rosita Lopez – no report

E. BOT Compliance, Audit, Risk Management and Legal Affairs Committee – Deborah Haliczer and Alan Rosenbaum – no report

F. BOT Ad Hoc Committee on Sponsored Research Activity and Technology Transfer – Greg Waas – no report

G. BOT – Alan Rosenbaum – no report

H. Academic Policy Committee – Sean Farrell, Chair – no report

I. Resources, Space and Budgets Committee – Paul Carpenter, Chair – [report](#) – Pages 30-31

J. Rules and Governance Committee – Jeff Kowalski, Chair – no report
K. University Affairs Committee – Bill Pitney, Chair – no report

L. Student Association – Jack Barry, President – report

D. Baker: We have the consent agenda and then we have a variety of reports from the various councils. The FAC report to IBHE, Sonya Armstrong’s report, is written only. Then we have no reports for most of the others, although there is a written report from I., the Resources Space and Budget Committee. Paul was going to be here but I think came down with a bug or something today and wasn’t able to come. I’m happy he’s not here if he’s not feeling well. Jack, you’re up then next. Student Association President Jack Barry.

J. Barry: I am excited for this upcoming week. Obviously, a week from today we have the big inauguration followed by the Ball State football game. So that’s kind of what our office is gearing up for. Paul Julion, my director of athletics over here, has been working closely with myself, Sean Frasier and Brad Hoey a little bit in how we can increase the student attendance at these last two home football games. We had a great turnout, something we haven’t seen in ten years, for games one and two. We missed our students a little bit game three, so we’re looking to really try to promote these last two games. Because we talk about recruitment and retention, right? So what better way to retain our students than to gather them for one event to root on a nationally ranked football program, bring them together in one place right before Thanksgiving on the 26th. So I’ve been working with an alumni who’s agreed to let a student use his condo down in Hawaii so we will be doing a drawing for that at the last home football game in the fourth quarter. So some lucky student’s going to bring a friend down with them to Hawaii, so that’s good. So I’m excited for these last two games. They are nationally televised. It’s a huge way for Northern to get their name out there and we need our students to fill up the stands so, when it comes time for bowl selection, we can get the best nationally televised or publication as possible. Exciting for that.

Also we are looking to work with Dr. Baker’s student careers success. I know the vice president, Kaliah Smith, is working. Each student organization had a faculty advisor. Some are more active than others. So we’re looking to host faculty workshops where they can kind of learn how they can get more engaged with student groups to advise them and direct them to different alumni and help them network so we can start building those relationships a little bit better. That’s kind of our goals for the rest of the semester here.

D. Baker: Great, any questions for Jack? He mentioned the workshops and we held those ten workshops with almost 800 people over the last few weeks. Anybody here participate in those workshops? Thank you. Thank you for doing that. My sense was they all had a lot of energy in them. I know some of you also served as facilitators so double thank you for doing that. A lot of good ideas got out. One of the major themes in there, though, is if we see issues, let’s take the bull by the horns, let’s be unleashed. Let’s go solve them ourselves. Let’s form that coalition among ourselves and go solve the problems. We’ve got a lot of wisdom in this place and a lot of resources. Let’s use it and move it forward. So I was really excited by the energy that was coming out of those. Thank you so much for doing that. Let’s continue that momentum.

And on the football game, congratulations to our undefeated football team that’s earned us a spot on ESPN next Wednesday I guess it is, Wednesday evening, so we’re going to have the whole
country watching us and wouldn’t it be nice if it looked like the stands were full because they were. That’s one of those rare opportunities where this university gets to be on a national stage and we’re going to put on a great football showing. But we ought to put on a great crowd showing and show them the Huskie spirit. So I encourage all of you to get out there and do that. It’s going to be a wonderful evening, a wonderful event. And you’re, of course, all invited to the inauguration as well. Bring a few hundred of your closest friends.

M. Operating Staff Council – Andy Small, President – report – Page 32

D. Baker: Okay, next Operating Staff Council, Andy.

A. Small: Good afternoon, everyone. Thank you, President Baker. In speaking of Bold Futures Workshops, on behalf of the staff, thank you to the administration and all those people that put those on. I know the staff was very encouraged and showed it by their participation in those workshops. I think we would be remiss if we didn’t publically acknowledge the work of Liz Wright and Molly Montgomery and all those other great people that put those workshops on and got all of us through those things. As a longtime member of the NIU community, I was amazed at how many people I’ve never seen before in those workshops. Faculty, staff, students, community members, alumni, a great opportunity for us to network and if nothing else, which I’m sure there will be more, but if nothing else, that networking opportunity to express our opinions and to give our input is invaluable. So, thanks to all those who put that on. I appreciate it greatly.

Speaking also on that type of topic, you’ve heard me talk before about supervisory training. We are tremendously encouraged by the work of Dr. Cunningham and the group of human resources, our ombudsperson working with those particular situations. Also got some press in the Northern Star I see on page 4 yesterday about a workshop that went on. If you ask for something and you don’t acknowledge when it comes to pass, I think that’s a bad situation on an individual’s part. So I acknowledge all the great work of Deborah and Sarah and Dr. Cunningham as far as those workshops go. If we want to increase morale in the staff, we need consistency and fairness. And supervisory training is a great place to start with those types of topics, so I appreciate all those efforts. With that, I submit my written report and, if there is any questions on the written report, I’d be glad to answer some of those.

D. Baker: Anyone? Thank you, Andy. Thank you for those comments. And my thanks to the staff who put that on. Ron Walters, who facilitated those conversations, my thanks go to him. He and I tonight are holding a thank you dinner for all the staff members that put that together. I know when I walked into Dori’s office and said, “Hey, how about we put on workshops for 800 people,” she kind of looked at me like are you crazy? And I said, “Yeah, but let’s do it anyway.” Off they went and they put together a great team and did a fantastic job. So thanks to all of them.

A. Small: In follow-up to that, I’ve had a number of staff people say, “So we’ve been able to contribute and give good information. What is the outcome of those Bold Futures Workshops.” Have you put any determination on that yet?

D. Baker: Yeah, two pieces. One is we got a lot of good ideas that are actionable and I will take as many of those as I can and share them with the leadership team and work them down. But the other one may be the biggest thing, is the unleashing of potential – giving you the responsibility
to actually go make those changes yourself, not wait for the president to come down and work
the 4,000 faculty and staff in the university because there’s one of me and 4,000 faculty and
staff. But for you to have that charge that more than permission, that charge to go do. If you see
something that could be improved, get together the group of people affected by it, form a team,
listen to them, come up with an implementation solution, go give it a try. If it doesn’t work, then
we’ll back up and try something else. That’s okay but, if it’s not working, let’s fix it. Or, if you
see a way to make it even better, let’s go fix it and so on. My hope is cultural change is part of it.
Let’s go fix stuff. Let’s change stuff. Let’s make this the great place it can be because, gosh,
there are so many good ideas that came out of those workshops. They are actionable things, let’s
go do them. Go Huskies. Unleash the Huskies.

A. Small: I agree with the cultural change. I can see the morale and I mentioned this before, but I
truly believe that I see the moral pendulum swinging here and we’re on the right track.

D. Baker: And it will keep swinging if we actually do these actions and it makes things better. If
we kind of say, “That was nice,” and we don’t change anything, then the pendulum will stop
swinging and maybe even come back. So let’s go try stuff. Let’s go do it. And as I said in the
workshops, when we go do those things, we’ll make some mistakes. I’ve made mistakes. You’re
all going to make mistakes. Okay, let’s take our best shot and, if it doesn’t work, we’ll try
something else. All right, well thanks everybody for doing those. Those are really important.

D. Haliczer: Good afternoon, everyone and I want to second what Andy said about involvement
in those Bold Futures Workshops. It was really great for us to interact with all members of the
NIU community. And, if you look at the research as you have and as I have on employee morale
in an organization, the voice involved in engagement, they are really important components. And
so we really appreciate the opportunity to come together and to trade ideas about our university.

We had Eric Weldy come and speak at the last SPS Council meeting and he talked about the
enrollment issues. And again, he engaged us all in reflection on what we can do to help promote
student recruitment and retention as well as help this institution be as healthy as we want it to be.
So we appreciated his coming.

I wanted to also remind everyone that the deadline for SPS award nominations for the
Presidential SPS award is coming up December 2. I’m nagging about this. Everyone should think
about SPS, who should be nominated for that presidential award. And, for Andy’s sake, the
Operating Staff award will be coming up in January.

A. Small: That’s correct. Thank you.

D. Haliczer: Thank you.

D. Baker: Any questions for Deborah on that topic?

O. University Benefits Committee – Deborah Haliczer, Chair and
D. Baker: Deborah I think you’re up next for the University Benefits Committee as well.

D. Haliczer: Yeah, it a twofer. Okay the University Benefits Committee first wants to express thanks and acknowledgement of the students who in going downstate and talking with our legislators and governor, didn’t just talk about student issues, but also talked about employee pensions and benefits. And, again, the theme we are all in this together and every time each of us speaks on behalf of the other members of our community, we’re only stronger. So we really appreciate that. The Benefits Committee has been very concerned about pensions and benefits and the argument that we’ve used for years is without having adequate salaries, benefits, pensions for faculty and staff, that jeopardizes the quality of our academic programs and so it affects the students. So we really are all in this together. So thank you for your involvement.

Another time for a commercial: All active employees should join the Annuitants Association. It costs about $29 a year. Through payroll deduction, you won’t notice the amount of coffee you didn’t drink. And so it can be done through payroll deduction. The important reason for doing that is that you support, not just the lobbying benefits but you also get the best source of information on a timely basis. Whether or not you accept everything that the Annuitants Association is saying, they’re able to be freer in what they pass along to members than HR can because we have certain restrictions in what we can communicate. So Benefits Committee always says join the Annuitants Association.

On November 18 at Sandburg Auditorium and on November 19 in Naperville NIU campus, we’re going to be hosting workshops through Central Management Services about retiree health insurance. If you haven’t been paying attention to the retiree health insurance issue, this is an issue of burning concern to our retired colleagues because it affects the options that they have when they’re on Medicare. So do come if you’re interested or if you’re retired which no one here is, I don’t think. Thank you.

D. Baker: Any questions for Deborah on the benefits issues? All right, thank you.

P. Elections and Legislative Oversight Committee – Abhijit Gupta, Chair – no report

VII. UNFINISHED BUSINESS

VIII. NEW BUSINESS

D. Baker: Any unfinished business?

A. Syllabus Policy – APPM Section III, Item 3, H. – Pages 35-36

D. Baker: We do have some new business and that’s the syllabus policy and I’ll ask Alan to talk to us about that.

A. Rosenbaum: Okay, the syllabus policy is on page 35. This really comes out of the Academic Policies and Procedures Manual. Those of you who were on the council last year may remember
we talked about this in the context of the Higher Learning Commission evaluation that the university was going through. We needed to have a syllabus policy. But if you looked at that syllabus policy you’ll notice that it didn’t make anything required. It just suggested the types of things that should be in a syllabus. What it made necessary was that faculty had to have a syllabus for their course.

After hearing Greg Long’s presentation in Faculty Senate, Greg introduced a motion that would make the addition of the ADA statement a requirement of the syllabus so that would be at this point the only required item. The rest of the material would be recommended. So it would also be good to know what your readings are, but we would be requiring the ADA statement. The Faculty Senate passed this motion almost unanimously. I think it was unanimous, there were a couple of abstentions, I don’t know if that affects unanimity of it. And so what this simply does, if you look at page 35, we’re adding that statement that’s bolded, that says all syllabi must include an Americans with Disabilities statement. A sample statement can be found at that particular link and faculty may use the sample statement or create their own providing it includes a similar content. There are also a couple of spelling changes that, as long as we were playing around with it, we figured we’d make so you can see those. And the other change, if you look on page 36, since we put that as an item unto itself, we removed it from Item 8 and then corrected the numbers. We also took out that last statement at the bottom which was just explanatory from the last time we revised the statement. It’s no longer necessary. So, with that bit of information, I will make the motion myself that we support the Faculty Senate statement requiring inclusion of the ADA statement and that we amend the Academic Policies and Procedures Manual item 3, letter H, according to what you have in the agenda. I need a second.

J. Kowalski: I’ll second.

D. Baker: Any discussion? Hearing none, I’ll call for the vote, all in favor hit your button and all opposed hit your button.

A. Rosenbaum: Don’t hit the button yet. Pat, we’re ready to go. If you are in favor of amending the APPM as on pages 35 and 36, press one. If you are opposed to amending the APPM, press two, and if you want to abstain, press three. So one is yes, two is no, three is abstain and you can press your button now.

[Clickers not working.]

Since there doesn’t seem to be much opposition, let’s have a show of hands. All in favor? Opposed? Abstention? Okay the motion passes. Thank you.

D. Baker: We did it the old fashioned way. How analog of us.

IX. COMMENTS AND QUESTIONS FROM THE FLOOR

D. Baker: Alan, you had one more item you wanted to talk to us about?

A. Rosenbaum: Yes, the last item: As a member of the one of the advisory committees to the inauguration, we’ve heard a number of people have mentioned the inauguration, I’m glad to hear the students talk about it, because we want to make sure that students are aware. There will be a
number of events beginning on Monday. There are some concerts, there are receptions. The main inauguration is on Wednesday at 3 p.m. in the Sandburg Auditorium in the Holmes Student Center. That will be followed immediately by a reception at the Chick Evans Field House. People are not just aware of this; we wanted people to be encouraged to attend it. The committee wanted to make sure that people understood that this is not by invitation, that the entire community is welcome to attend. President Baker has wanted this to be a celebration of NIU more so than of himself. You’ll be hearing lots of things about NIU and what’s good about NIU. There will be videos of students engaged in work with professors. There will be a really nice reception. There will be real food I understand, so we want to make sure that everyone gets the word out. And then people are, of course, encouraged afterwards to attend the football game and there will be busses available to escort people around in case there are parking issues. We really want to make sure that everyone on the council makes it known to as many people as they can that we want a really grand turn out for this event. It’s going to be terrific so please get the word out and make sure you all turn out as well for the inauguration.

D. Baker: Thanks for those kind words. I do hope to see you there and this is an opportunity for us to get the word out about what a great institution this is. We’re going to have a lot of media there. The governor said he might show up for the reception. He's got meetings earlier in the day that he might not be able to come to the inauguration but he and a lot of elected officials and leaders from across the state will be there so it might be nice to chit chat with them a little bit at the reception as well. Come and enjoy the dialog with everybody. So we’ll see you there and then go Huskies after that. A motion to adjourn?

R. Lopez: There was a little bit of buzz around here because the sun came out. It’s really beautiful, we’re talking about NIU and how great it is. You guys got to see the view we have out here. We’ve got pictures for sale. Anybody want – just beautiful sun and thank you for a great meeting. We were excited.

D. Baker: Good, this half of the room had a good time. Rebecca has a question too.

R. Clark: I just had a quick announcement. For the November 26 game, I’m actually bringing AT&T to come do an “It can wait” campaign which is an anti-texting while driving. And so we hope to get a whole bunch of students, faculty, staff, community members to sign this pledge to not next while driving. Also we’re inviting Rep. Bob Pritchard to come to that as well so we hope to get a good showing by our representatives and the AT&T and so we’ll probably start advertising for that soon as well.

D. Baker: Yep, that’s gonna be another big game for us and also one where, with vacation, the attendance may be an issue. So encourage your closest 100 friends to come to the game.

X. INFORMATION ITEMS

A. Minutes, Academic Planning Council
B. Minutes, Admissions Policies and Academic Standards Committee
C. Minutes, Athletic Board
D. Minutes, Campus Security and Environmental Quality Committee
E. Minutes, Committee on Advanced Professional Certification in Education
F. Minutes, Committee on the Improvement of Undergraduate Education
G. Minutes, Committee on Initial Teacher Certification
H. Minutes, Committee on the Undergraduate Academic Experience
I. Minutes, Committee on the Undergraduate Curriculum
J. Minutes, General Education Committee
K. Minutes, Honors Committee
L. Minutes, Operating Staff Council
M. Minutes, Supportive Professional Staff Council
N. Minutes, Undergraduate Coordinating Council
O. Minutes, University Assessment Panel
P. Minutes, University Benefits Committee

XI. ADJOURNMENT

D. Baker: All right, now are we ready to adjourn? Do I have a motion? Second? All in favor, leave.

Meeting adjourned at 4:25 p.m.