

FACULTY SENATE TRANSCRIPT
Wednesday, September 4, 2013, 3 p.m.
Holmes Student Center – Regency Room

VOTING MEMBERS PRESENT: Arado, Arriola, Bateni, Bisplinghoff, Carpenter, Chandler, Chen, Clapp, Creamer, Crowley (for Ryan), Daniel, Deng, Downing, Fang, Feurer, Flynn (for Tonks) Frank, Gupta, Henning, Hunt, Jones, Kolb, Koren, Kowalski, Liu, Long, Looney, Lopez, Mackie, Martin, McHone-Chase, Millis, Moremen, Newman, Novak, Onyuksel, Patro, Pitney, Rheineck, Rodgers, A. Rosenbaum, M. Rosenbaum, Sagarin, Schneider, Siegesmund, Slotsve, VandeCreek, Ward (For Hamayotsu), Wilson

VOTING MEMBERS ABSENT: Abdel-Motaleb, Azad, Briscoe, Bujarski, Cripe, Farrell, Fredericks, Gaillard, Giese, Hamayatsu (sabbatical), Kapitan, Kostic, Lee, Lenczewski, Middleton, Mogren, Mohabbat, Munroe, Naples, Nissen, Plonczynski, Rollman, Ryan (sabbatical), Sirotkin, Saborio (for Nissen), Thu, Tonks (sabbatical), Walker

OTHERS PRESENT: Alden, Armstrong, Baker, Birberick, Bryan, Clark, Falkoff, Haliczer, Klaper, Nicklas, Streb, Tollerud

OTHERS ABSENT: Gebo, Small, Smith, Waas

I. CALL TO ORDER

A. Rosenbaum called the meeting to order at 3:05 p.m.

II. ADOPTION OF AGENDA

J. Novak moved to approve the agenda, seconded by **Rozita Lopez**, motion passed.

III. APPROVAL OF THE MINUTES OF THE APRIL 24, 2013 FS MEETING –
sent electronically

T. Arado moved to accept the minutes, seconded by **G. Slotsve**, motion passed. The minutes were approved as written.

IV. PRESIDENT’S ANNOUNCEMENTS

A. Rosenbaum shared the following announcements:

- The draft accreditation Self-Study Report for Higher Learning Commission (HLC) is now ready for campus comment. Visit www.niu.edu/hlc to review the document and provide feedback.

- The Operating Staff Council and SPS Council have invited the Faculty Senate to join them in co-sponsoring an educational forum on the pension issue. This event could include State Representative Pritchard and others. **J. Kowalski** expressed support for the idea and suggested including Steve Cunningham as a resource person. **A. Rosenbaum** noted that it would be vital that we have a good turnout in order to send a strong message that this is a concern to NIU employees. He also suggested that we could invite Steve Cunningham to speak separately to Faculty Senate, perhaps at the next meeting. A show of hands indicated that Faculty Senate is in favor of co-sponsoring the forum.
- Last year, the idea of a Faculty Club was raised. In order to test the idea, **A. Rosenbaum** has made arrangements to partner with Ellington's for a trial-run. The Hunt Room, located in the back of Ellington's, has been identified as the venue; the menu will run in conjunction with Ellington's; reservations will be required. The plan is to select one or two dates in October for this trial-run.
- All Faculty Senate faculty members are enrolled in the Faculty Senate Blackboard site. This is an online venue for discussion of various topics of interest to the NIU faculty.

[NOTE: At this point, we skipped to Item V. We will return to Item IV. A. when President Baker arrives.]

V. ITEMS FOR FACULTY SENATE CONSIDERATION

A. Selection of Vice President and Secretary of Faculty Senate

George Slotsve was nominated to serve as vice president; his nomination was approved with the following vote: 41-yes, 2-no, 1-abstain.

Sarah McHone-Chase was nominated to serve as secretary; her nomination was approved with the following vote: 44-yes, 1-no, 1-abstain.

B. Selection of Faculty Senate liaison to the Libraries Advisory Committee. The LAC typically meets from 2 to 3 p.m. on the third Friday of the month, though they meet only two to three times per semester. This person also will be asked to represent the Faculty Senate on the Provost's Open Access to Research Articles Act (OARAA) Task Force (no meeting schedule established yet)

Gleb Sirotkin was nominated to serve; his nomination was approved with the following vote: 45-yes, 1-no, 0-abstain.

C. Selection of a second Faculty Senate representative to serve on the Provost's Open Access to Research Articles Act (OARAA) Task Force (no meeting schedule established yet)

Winifred Creamer and **Rebecca Hunt** were nominated; **Winifred Creamer** was selected with the following vote: 21-Hunt, 23-Creamer, 3-abstain.

IV. PRESIDENT'S ANNOUNCEMENTS (continued)

A. NIU President Doug Baker –
[Guiding Expectations](#) expressed by Presidential Task Forces – walk-in

A. Rosenbaum: Good, so we're going to postpone the next agenda item until after we've heard from the president, so Dr. Baker, do you want to join us up front? So here's the man who needs no introductions, the 12th president of Northern Illinois University, and he's already made some great changes, as you know. We beat Iowa, so that was an important change.

D. Baker: Clearly my doing.

A. Rosenbaum: He's also introduced the President's Picnic and the root beer float event here today. So we're already better fed and better on the field, so let's welcome Dr. Douglas Baker, our new president.

D. Baker: Well, thanks, Alan, I appreciate it. Thanks, is the mic hot, can you hear me okay? Great, thanks. Thanks for being here and thanks for serving in the senate. I did that for a couple decades and I got a lot out of it. Alan and I talked a little bit about it. You learn so much about the university serving in the senate that you don't get from other places. You get to hear all those academic and nonacademic issues that float around the university and make us great and diverse places. I wanted to talk to you a little bit about my observations coming into the university and what I've been up to the last 60 days or so and tell you where I think we're going and then get your input and also talk about how to get more of your input over time.

So I've been talking about three big things coming into the institution, things that I want to focus on, and the first one has been student career success. And what I'm trying to do by putting that word 'career' in the middle of student success is to get us to think about the success of students, not only here in our classrooms and in our co-curricular experiences, but how we prepare students for life and work beyond. So I'm really trying to get us to think about moving up Bloom's Taxonomy and not just be book smart but be able to identify and solve problems in meaningful ways and have all those important skills that go along with that. And that often means we have to do more than just have students sit in lecture halls and listen to our wisdom, things they probably have to probably go engage in very meaningful ways, co-curricular activities and service learning, etc.

So that's one thing. And, by the way, I think one of our real hidden treasures at the university is our alumni base. We've got a quarter million alumni and most of them are in the area, most are within a couple hour drive. That's a huge asset for us and as I talk to alumni groups, they're saying, "We'd love to help students, we'd love to mentor them, we'd love to give them internships." And if you start doing that, they will fall in love with our students, they'll fall in love with the faculty, the staff, and they will support us more generously. So I think we can get on a very positive cycle there with students having great experiences, maybe you can integrate them into your class work or co-curricular activities, and I think we'll just start a very positive spiral there. So that's #1.

The second item that I've been thinking a lot about is ethically inspired leadership. And this university has a couple black eyes in recent years over some situations that have occurred, you know what they are. My sense is that the core of this institution, we're a strong, values driven, ethical institution, but it only takes a few of those instances played out in the press and then you've got a black eye and a reputation. And I don't think it's deserved, but let's show the state and the country that we are best in class, that we have a values-driven, ethically inspired leadership and that we hold each other responsible and we do the right thing and open in transparent ways. So that's another one that I really want to work hard on.

The third one is on community, building community, building community inside the institution, building community in our adjoining neighborhoods and across the state. If we can work as a community, we're going to go a lot faster than if we're grinding against each other and in silos and not working in harmony. So let's see if we can row together and have some common directions. Mayor Rey is coming to DeKalb at the same time I've come into office; we've met a lot of times, and he's been to numerous events around the institution these first few weeks. And so I want to thank he and Mayor Mundy for coming and being part of our rollout and rolling out the welcome mat and really wanting to have that communiversity relationship. I think that's a very positive thing, and I thank him for that.

In fact, next week, as you may know, NIU plays the University of Idaho in football. Is that a small world? I had that planned 10 years ago. No, I didn't have that planned 10 years ago. I'm going to take Bill Nicklas and the mayor out a day early, and we're going to meet with the mayor, city council and university leaders in Moscow, Idaho where the game is going to be played. And we're going to do that because they're kind of one of the exemplars in the country about town-gown relationships and the mayor of Moscow is the former chair of the American League of Cities University-Community Relations Committee. That was a long title, wasn't it? Anyway she's a town-gown expert and led the national committee on that and so we're going to go out and we're going to look at the good, the bad, and the ugly. They've done a lot of great stuff, they've got a real sense of community, but they also have done some dumb stuff and they'll tell us about that too. So I really appreciate Bill and the mayor going out and taking the time to do that and so it will be a great day for us. So community, big deal.

Okay, so those are the three things I was thinking about after I was hired and stewing on and then I made a few trips to town and to the branch campuses for NIU, etc., and started reaching out into the community and they kept reinforcing that those are generally good ideas. I started the last week in June. The first week in July, I held a task force with 29 external supporters of the university drawn from advisory groups from our colleges by and large. They are people that care about us and they want us to succeed, I wanted to kind of test these ideas with them and so we put them into six groups, and I'll explain the outcomes of those in just a second. In fact I'll hand those out. In fact, why don't I hand those out while I'm talking here and I don't know if I brought a lot. Alan better get one.

So I wanted to test: Is the external stakeholder group that really cares about us thinking along the same lines, does this resonate with them or not? That was one of many steps I've got kind of laid

out on these items: Are these going the right direction? Do we think they're the right things to do? And, if so, how do we move on them?

So let me tell you a little bit about the timeline that I've been going down. The first week was the continuation of my discovery process and meeting with lots and lots of people. August 2 we had the workshops and then I continued to meet with folks, internally and externally. August 13, the Provost Council Retreat was held and we had a workshop there dialoging about these issues as well as enrollment, both recruitment and retention issues, so thank you to Ray Alden for having us in; and, by the way, standing next to Ray is somebody who has been helping me throughout this process, Ron Walters. Hi, Ron. Ron and I have worked off-and-on together for a number of years and he's really helped me in facilitating these kinds of strategic initiatives. So I'm really thankful to Ron and, if you've worked with him, you know how good he is at that activity. So then we worked with those task forces for a full day, got really good feedback, we had faculty and student presentations as well as small group discussions. They wrote a draft report and worked on it for a couple of weeks and then sent us the final report, and then we presented that to the Board of Trustees who had a special meeting on August 15. And that was actually a really fun meeting. It was a little bit atypical for our trustees who tend to stand behind or sit behind the big panel and not have a dialog, and this was more of a dialog and then having conversations with stakeholders. Alan was there and some others were there, and I will go over the findings of that here. Well maybe I'll go over them now since we're at that point in the timeline. Do you have them? Were there enough? No? Holy cow, how many are we short? Three, is that right? Can you guys snuggle up with somebody? Can somebody share one with them and they can look on it? Okay, great, thanks, that's good.

So the preamble to this is that we've got thousands of constituents that are interested in us. We've got a quarter million alumni that are interested in us, and we've got employers, we've got the state government, we have not-for-profits and communities and industries, etc. And so I really wanted the benefit of the feedback from a focus group on this. As you know, from a focus group of 29, we can't generalize to the world, but it did give us some rich data. We'll have to see if it's as representative with more feedback, but they gave us some pretty good feedback. We broke them up into six groups, ethically inspired leadership, and these are to give us what they thought their guiding expectations were: What are their expectations of us? They weren't telling us to do specific things but what are their expectations of the university, guiding expectations. So ethically inspired leadership, a strategic focus on the growth of academic and research programs, where should we be focusing, how should we be doing that or should we be doing it, responsible financial management, enrollment growth, quality and diversity, active alumni engagement and then robust community partnerships. So that's kind of the preamble and then we took what they provided us, we got feedback from the trustees and we've condensed it now into kind of a common set of five things under each one of those. So if I could just briefly touch on those and what feedback they've given us.

Under ethically inspired leadership, they noted that leadership requires a leader to behave and make decisions in an ethical manner; however, ethically inspired leadership is not merely leading by example. It's really the culture that we create as a faculty and staff and student body at this institution, what we expect of each other, what are the core values that we have and how do we treat each other. Let's do the right thing. There's an expectation of the importance of ethics and

the value system that we need to continuously emphasize at NIU. People come, people go, it erodes, you have to make it clear and work at it. The concepts and terms used to communicate institutional ethics and the specific values that serve as this foundation should be accessible and easily understood.

Dr. Smith from the College of Business made a presentation, one of the leading teachers and researchers on ethics and organizations. And she made a number of good points about it. And she noted that there's a certain percent in the tail that are always going to behave ethically no matter what; and then there's a certain percent at the other end of the tail; and then most of us are in the middle in this gray area and there's kind of these situational things and the decision roles are a little fuzzy and vague, so we need to be clear about what are the core values to help us get through that fog and do the right things. And so she really emphasized the importance of that training and development for all of us, for us as a faculty and staff and so we can be doing that with our students as well.

It's expected that there will be a certain core set of values. They gave us six: integrity/fairness, respect/trust, which they put together – I thought that was interesting – excellence, innovation, community, and stewardship. We can add to that, but these were what the external stakeholders said to us. Or we can subtract too if you don't like those, but I thought that was interesting that they brought those up and they spent a lot of time on respect and trust as kind of the grease that helps us move down the skids. Values will be applied to the decision making processes in a transparent manner, so that's the external perspective. Any questions on that?

Second, strategic focus on academic and research programs, #1 jobs. They like this idea of student career success. They resonated to that. I guess you might expect that they're all out in the public and private sectors and they're thinking about what graduates of this institution go on to. They're concerned about our students getting jobs and being ready for jobs, so they thought we should elevate student career success by increasing collaboration across departments and disciplines. I thought it was interesting our external, this group of stakeholders anyway, said that multidisciplinary was critical for the world of work at this time and building corporate partnerships, incorporating internships in the departmental responsibilities and aligning faculty and program accountability with an aspirational goal for student career success. So basically, they said we need to work collaboratively across areas and get students ready for this complex world of work that is changing so rapidly. Okay?

Curriculum. They wanted us to really think about the regional market and what the job opportunities are there. One of the people talked about big data. He works at the Chicago Exchange and he's a big data guy at the Chicago Exchange and said that he has 150 openings right now he can't find people to fill, dealing with statistics and big data and exchange and he said, "You know, it's holding the economy back. It's holding back the prosperity of the state because we're not filling those," and so he called on us to think about that and look out over the horizon and see what's out there. And so they were clamoring for us to be more market relevant, not to be a vocational school but look and see where is society going and what, as an academic institution, do we need to do to prepare our students for that world. It's not something most universities spend a lot of time doing. We think about our disciplines and the cutting edge of

work on that rather than, yeah, but also there's this kind of world of work we've got to get our students ready for.

Research. We will be nimble in our research capabilities and they focused a lot on applied research and this might be one where we'd want to go back and talk to them about the overlaps of basic research and applied research and how the two fit together and how that helps us move forward. We didn't edit these; that's what they said, but that might be one we'd want to go back and talk to a group like that about. That's my editorial comment. NIU will build on its unique opportunity to be a leader in some but not all fields, so they're essentially asking us to really think about where can we be really good and competitive in some of our research activities and focus on some of those areas and they might connect the dot over here to areas like big data where there are huge opportunities in the work market and say, "Can you do the research and prepare the students and really build these big programs that you'll get support from public and private sectors on?"

Number 5 is on NIU's relevance and our reputation with employers and as a leader in meeting the needs of students, parents and employers, and overlapping concepts of what they said before. The students want jobs, the parents want the kids out of the basement when they graduate. "Don't come home. We love you, but go get a job." I've got a daughter who is a senior. She's going to do great.

Responsible financial management. It is expected that the leadership will develop and execute plans that ensure NIU's financial stability in light of the changing funding realities. We can go over the funding realities. You probably know those way better than I do, having lived through it in recent years, but we have a downward slope on our support from the state, we have raised tuition to a point where we probably can't raise it much more, and we've had declining enrollments for the past decade. That's not a recipe for financial stability. We've got to turn that around and so I think they're right in this regard and we need to turn around and think about our enrollments and get that turned around. We provide a great education here. I have no doubt about that. As I meet with faculty and staff, the things that we do in and out of the classroom are top notch. I'm really impressed, but we've got to convince the market of that, and we have some challenges. We have challenges on both ends of the continuum. We have community colleges who are less expensive and we have students wanting to go to Tier I research schools in and out of state. And we need to show that we have the best undergraduate experience, and graduate experience in various fields, to attract those students and be really, really successful. We can do that, but we've got some work and we need to pull together back to that community idea and do that work.

Number 2, an effective, transparent budgeting process will be implemented. I agree. We need to put our money into our priority areas, and I'm working on trying to clarify the budget and budget processes. I don't think we have as clear a system as we need now. In fact, I actually have a colleague coming in to look at our budgeting system tonight, and he'll be working on that the next few days and will provide me some feedback on the directions he thinks we need to go, so that's a top priority for me.

Number 3, ensure that analysis staffing is being planned as a percent of the budgeting process. They're trying say, "Are we overstaffed or understaffed in certain areas and do we need to reallocate resources?" Some areas are bursting and some areas not so much and are we allocating our resources appropriately.

Fourth, new leadership. We will revisit the question of enrollment targets, and I think they are responding to the 2020 report that suggested we needed to go to 30,000 students and since that's been written, we've dropped enrollment, not gone up in enrollment. So they're saying, "Get your enrollment plan together, figure the kinds of students that you want and how you want to shape your student body and move it in an academically and fiscally appropriate direction." So we need to do that academic and enrollment planning together and we are working on that.

Consider options for differential fees and actually we already do that in certain programs. Professional programs often times will have a higher tuition rate, so we need to think: When can we do that and not do that? When does it make sense or not?

Enrollment growth, quality, and diversity. This first term they use in that first line emphasizes our unfair competitive advantages. Do we have an unfair advantage? We're so good that it's not even fair, so we need to focus on those and really show the market where we're great. They also noted we need to address the safety issues and there's a whole gestalt of things we need to do around that, real and perceptual issues around safety. We did hire a new police chief last week, a great, great person, I think you're going to really enjoy working with him. But policing is not the only piece of safety, obviously. It's expected that NIU will be student centered, aligning resources more effectively with the students at the core, extending advising processes to work with students before, during, and after attendance. So, again, they're thinking about that pipeline and student career success and helping students think about what they need to do here, in and out of the classroom, to be ready for the next step, whether it be graduate school or the world of work or going off and doing volunteer work or whatever they're going to do but get ready for it, be ready.

Three, build upon our existing minority/diversity programs to achieve a healthy diversity among our student body, supported by strong diversity among our faculty and staff and broadened to include all the dimensions of diversity. Again, they are saying that's life relevant. It just is. That's the world we live in. It's also more fun. Free up funding to enhance student experience by letting go of legacy programs. So they're looking at some programs who are against the ceiling and have no room to grow; they're at their accreditation limits, space limits, clinical limits, whatever it might be, and then they're saying, "If you've got other programs with one student in it, maybe you need to allocate those resources." Build affinity with our large alumni base; I already mentioned that, and that actually segues into the active alumni engagement.

The next one, alumni support must be earned, not expected. You know, others have reacted to that and say alumni should be looking back and asking, "What can we do to help you?" Kind of the Kennedy speech almost. Market driven, think about our alumni in a pipeline, before they come here, while they're here, after they go. What can we do along that continuum? Mentoring and internships kept coming up over and over and using our huge alumni base to facilitate that, tell the stories of our successful alums, and we have a long list of very successful alums who are

great role models, and use this unique moment in time with a new president, a new mayor, etc, to really move the institution forward, which segues into robust community partnerships, engage with local communities, try and jointly build the reputation of the local area. It's a vibrant university, it's a vibrant community, it's a cool place to live and work and learn for everyone. Continue the relationship building with community leaders, create centers for economic development and possibly develop a local advisory board to help us think more about those relationships in DeKalb and Sycamore and all the way into Chicagoland. So that was the external feedback. What's your feedback on that? Anybody?

R. Feurer: I was wondering: Is there a list of who is on these task forces?

D. Baker: Sure, we can give that to you. I don't have them listed here. I would be happy to give that to Alan and he can email it out to you.

R. Feurer: I guess what I would like to know is guiding expectations. Are these going to be vetted throughout the university? Is that what the plan is?

D. Baker: Yes, absolutely. In fact, that's a good segue back to the timeline that I started and let me tell you the next steps on that. It's a great point. So this was one of the data points. This was what at least 29 external people said to us. There are some interesting ideas here. It gives us something to chew on and think about and talk about. How much time do we have, Alan?

A. Rosenbaum: _____(inaudible).

D. Baker: Don't say that. You'll have to order provisions. Let's see, let me go down the list here of some of these other pieces, where we're going, where I think we're going. We started to try and reach out and do multidisciplinary things and get feedback and see if people can take on particular tasks or take on these ideas and elevate the conversation about them. We took on kind of an interesting one as an example of bringing students, staff, and community leaders together to do kind of a discovery workshop on: What are the possibilities about getting more students to attend athletic events? Now, you might think, "Why is that important?" Well, I think it's important for academic reasons, among others. My sense is we have a large student population that leaves on the weekend, right? And one of the things about our kind of university ought to be is a 24/7/365 experience, that you're immersed in the classroom and you're immersed in co-curricular activities, because you learn so much outside of the classroom too, whether it be in clubs or working with friends or working on a project or doing volunteerism or whatever or going to a football game with a bunch of friends and making those lifelong relationships. And if you're just commuting in, you're missing a good deal of the experience. So athletics as well as artistic endeavors, etc., are ways to build.

So we got them together to talk about: How would we get students to go to football games this fall? We've got a great football team – Go Huskies – congratulations on a hard-fought win last week. How would we use that to build community and get students to be here? And we went through a couple hour exercise, Ron facilitated that. And they came up with some great ideas. And they did things on the motivation side and they did stuff on the takeaway barrier side. On the takeaway barrier side, one of things we discovered was that, during a football game, a lot of

students will either not go or leave early because they have to go get dinner in the residence hall because, if they miss the window, they go hungry. And we thought, “Well, of course, why hadn’t we thought of that?” So they came up with good ideas and the students at the end of the meeting said, “We’ll take this up.” That was kind of exciting. So now this is becoming a co-curricular learning experience for them, organizing and now trying to change policy in the institution as well as work with the various living and learning groups on campus to figure out how to get more students there. So it’s now transitioning into a good learning outcome, I think, or a good process to get to learning outcomes. So that’s an example of another step where we’re trying to build multidisciplinary dialogs to change what we’re doing.

All right, I mentioned we met with the Board of Trustees. I did follow up in a subsequent meeting with the Board of Trustees to continue that discussion and I gave them this summary that we just went through here. In general, they were spot on with it. They had some small changes here and there, but they thought, generally, it was resonating with them and said, “Keep going down the path. Keep talking with faculty, staff, and students now.”

Last night, I had a workshop with the vice presidents at my house, and we went through the same exercise. We looked at those issues. Then we also looked at a conceptual model for where we are with the university. So if we’re trying to get to, let’s say, student career success, what are the things in academics? Where do we need to be excellent to attract students and keep them and get them to that level? What are the things we need to be working on? On the enrollment side: What do we need to be doing so we’re attracting students and we’re not in this downward slope but we’re in an upward curve that’s creating the resources that we can make even a stronger institution, that we can pay faculty and staff and have the facilities and resources you need to be successful? How do we get that positive curve? And that linked then to the, and that was around enrollment issues and then the student experience under that.

Then the third bubble we talked about was the financial model. What do we need to do to create the revenues and have a budget model and transparent system that allows us to pull all this together? So we worked on that and then we spent quite a bit of time on enrollment in different sections, and we thought about: We have different segments, we have four-year traditional come to university, live in residence halls and go through the four-year process. We have transfer students who are coming here with one or two or three years of experience somewhere else and they’re transferring in – different market. We have adult learners who are I think Anne Kaplan told me about three-quarters of our adult learners are at the branch campuses or outside of DeKalb. Okay, different group we need to be thinking about. Graduate students and professional students – different market. So when we’re thinking about enrollment, how do we target those and what do we need to do to be successful on recruiting and retaining those students and creating that great educational experience. Good dialog. I think we need to have that dialogue too.

I’m thinking about: How do we involve you, in this room, and then other faculty and staff and student groups around the university. And so I’m going to try a couple things to get us started on that. One is to go back and do a pilot with one of the 2020 teams that worked on that report. I want to honor that because a lot of good work went into it. There are a lot of good ideas but then we need to operationalize it, think about these issues and move us forward. So on September 5,

I'm going to hold a workshop for the 2020 team on Faculty Work, Excellence, and Rewards, and see if that's a useful way to get into the dialog around these issues. And then if it is, we'll work it out with the other groups.

I'm also holding a workshop with the presidential professors to prototype the same kind of rollout with them. These are the presidential professors of the university, and I'd like to get their feedback on: Does this make sense or not? What do we need to change, etc.? Then we need to figure out how to come back with this group and do a similar kind of dialog.

I'm going to hold a student leadership workshop as well with student leaders from various groups around the university to get their feedback. That's going to be catalytic in everything that we do.

Then I'm going to sit down and take all that feedback and figure out what have we heard, where are we going, what do we need to change, and then I'd like to roll it out more broadly across the whole university with faculty, staff, and students. And I'm going to have to sit down in early- to mid-September and kind of figure out: How do you roll out to 20,000 students and 6,000 faculty and staff, this kind of dialog process? If you have magical thoughts on that, I'm very willing to listen.

I'd also like to reach out to some of our alumni affinity groups and engage them in another stage more broadly than just those first 29 people. That's probably not enough. Then the first week or so in November, I'd like to take the results of the first 20 weeks of my presidency and put all that together in a package. And then on November 13 is the inauguration and there I'd like to say, "Here's what we've done. Here's what we've been working on collectively and here's where we want to go." So that's kind of the timeline and here's what we've got so far. So this is a work in progress and these are the steps. As I discover more things along this process, we're going to have to adapt and change and move process around, but so far it's followed fairly closely. Feedback? Comments? Does that sound okay? We'll see?

M. Rosenbaum: I would love to see more talk about professional development, even though, your example with big data, if you have a Ph.D., I graduated in 2003, we didn't have big data then. And of course, there's new software programs now, but we don't really talk about professional development. Just because you have a Ph.D. doesn't mean that you don't have to go back to school. And we raise money for student scholarships, but there's not ever a pool of funds for us to go back to school to take some refresher courses. There's never money for us to actually take a three-day class on big data to refresh our skills. And, in fact, I'm putting a proposal for my department to reconfigure some things. Where's this money going to come from? And professional development for faculty is critical. And I don't mean a conference, but I mean a real maybe going back for additional master's, additional coursework, and there just isn't a pool of money available for this.

D. Baker: I think that's really insightful. That's a great point. Now, we historically have done that with sabbaticals, right, but that seven-year gap, big data has transformed itself. It's a whole different world.

M. Rosenbaum: Well, just to give you an idea, because we're down so many faculty in my college, I really can't take a sabbatical without hurting my department so I'm not going to take a sabbatical until...

D. Baker: Gotcha.

M. Rosenbaum: Because we've lost really good faculty members in the past two years; because we've lost at least four young assistant professors due to several issues. And they've left. So I can't take a sabbatical. And, even though sabbatical is typically a time to rejuvenate, that's what, once every seven years, and that's not even guaranteed. I think we need to focus in on: How do you take faculty and make them better? And how do you develop, you know, we talk about job career skills, well, you've got to make sure you've got skills that are necessary for 2013 and again, I would just like to see more discussion of professional development for faculty to refresh their skills without having to go on sabbaticals. I don't think a sabbatical is necessarily the answer.

D. Baker: It may be too long or it may not be possible.

M. Rosenbaum: Exactly. And in my department, I can't take a sabbatical. I mean, I could, but I just wouldn't.

D. Baker: So that's the kind of feedback and dialog we need to flesh this out. This was one group looking from the outside in. Now we need to look from our purchases, the faculty at the core of the institution. What are these issues they are going to help us report? And for our students to be student career successful, the faculty have to be relevant to the student.

M. Rosenbaum: And they've got to be at the forefront of what's new.

D. Baker: You know, and organizations may be helpful too. This guy on the Chicago Exchange would love to have faculty down there for weeks or months or summers or kind of a mini internship for faculty. They would love that, if we wanted to do it, if relevant to your interests. Yeah, I think there are big resources out there that are untapped for us right now, so great feedback. Yeah, we can think about how to do that.

G. Slotsve: You mentioned _____ I just thought I'd pass along, in the Department of Economics, we started talking about the _____ connection about four days ago, _____ about trying to get together and talk with _____ about putting together a program and getting our students internships down in Chicago. It's a process that's taking time. There have been a few roadblocks _____ if you're interested in talking, I'm more than willing to talk about the _____.

D. Baker: Great, that's the stuff we're talking about. That's how we need to be flexible with those curriculum. And big data is gonna – it's changed enormously in the last five or so years. It's going to change enormously in the next five years. So we've got to be – how do we stay fluid and contemporary and relevant and cutting edge. It's a lot of work. That's not going to just instantly happen. Thank you. That's great feedback. I'd like to create a culture where we've got that trust and respect and we say, "yeah that's a cool idea; go try that for a while." And if two

students show up over the next ten years or three years, in spite of our best efforts we go, “Ahh we’ll go try something else.” It’s okay to try stuff and then say it didn’t work. It’s also great to say we now have the best program in the country on multi-disciplinary big data and people are going to flock from around the world to come here.

G. Slotsve: In our discussions actually this could be _____

D. Baker: That’s an interesting idea and if that’s really true, I think it is, and there are people down at the exchange who really believe in this and are losing a lot of money because they don’t have anybody to fill those positions, I bet they’ll come help us in meaningful ways. Wouldn’t it be nice to have endowed professors in that or this is one example. We can think of lots of others. So if we look out and see what are the problems in society that people are caring about and you know then we can come back and think about how do we be contemporary and help society solve those problems. That’s exciting stuff. That’s what we ought to be doing. Other feedback pieces?

J. Kowalski: I’ll speak from the point of view of someone who has focused on the arts and humanities through my professional career. And I’ll speak from the point of view also of someone who, as a parent and as a person who went through our higher education system, recognizes that one of the reasons I did so was that I wanted to find a satisfying and financially rewarding career. And I couple those together because I think they are both important to the extent that people are able to realize that when they get a job and find some way to both make money, survive but also find meaning and value in their lives. And from a humanistic point of view and from the perspective of the arts and the humanities, when we read about or see catch phrases about sort of reorienting, revising, sort of and taking a look at just programs based on sort of bottom line issues, I think, I’ll speak for myself again, I get a little nervous about the role of arts and humanities in the coming university age. So what would you say to those people who have not only invested their time, energy and careers in that, but also genuinely feel that that is a vital part of a university education and that not everything can be reduced to just a monetary value.

D. Baker: Well, first I’d agree with you. And Anne’s going to talk about this in just a second I think, if I shut up and get out of the way. I can see her – I can feel her eyes staring at me. So there’s been a lot of work around liberal education in this country. Do you know the American Association of Colleges and Universities AACU? I don’t know if you’re familiar with them. They are probably the top organization in the country with folks like us thinking about liberal education. And they’ve come up with the LEAP standards. Have you talked about those in here at all? Liberal Education America’s Promise is what LEAP stands for. And they’re really a good organization. They are good minds thinking about how do you educate the whole person? How do they know themselves? How do they know their role in society? How do they know their role as a citizen? Are they able to critically think? Are they culturally competent? Are they able to communicate? Do they have numerical and symbolic reasoning skills? And how do we get them there? And they’ve been working on that with the presupposition that, in fact, that’s what society needs. And to ground truth that, they went out and asked employers all over the county. How many were in the study? Do you remember?

A. Birberick: Several hundred. It was the ____ Association that did it in 2013 just recently.

D. Baker: Yeah, and there was one before that that had ten thousand employers respond. And low and behold they said the same thing. So they want students that are ready for life as well as work and you can't have that foundational, you can't have technical skills without the foundation under it. It kind of reified what we're doing in universities. You've got to have the strong liberal base to build all the other stuff on and it doesn't happen. So Anne's going to talk about general education reform and what we need to do around that to be contemporary, So I say at the foundation for everybody we have to have that foundational liberal education. And then some students want to spend their lives doing that. I have two daughters. One is a biologist and the other is an artist. Arts and sciences. How'd that happen? And she went to an interesting school. The artist went to an interesting school, Evergreen State College. Does anybody know that one? Did you teach there?

J. Wilson: No, I'm from Washington State ____.

D. Baker: Ah where were you in Washington?

J. Wilson: I was in Vancouver _____.

D. Baker: Yeah, I've been there. I was there 24 years.

J. Wilson: _____.

D. Baker: Congratulations that's a good set of schools. Evergreen's an interesting place. Every year 60 percent of their curriculum is new. That's interesting and how do they teach it? They co-teach it. So my daughter's first quarter, they are on quarters there, was one class and it was taught by two professors. One was an ethno biologist and the other was a puppeteer. So how do you connect those dots? Very creatively, as it turns out. So the first week of class they went up to Mount Rainier and they spent a week camping at the base of Mount Rainier at timberline and they studied the flora and the fauna and the environment and the bugs and the water, quality in soils, etc. Then elders from the Yakama Indian tribe came and talked about their creation stories and the stories of their religion and their understanding of the mountain and its meaning and the spirits in it, etc. Then they wrote a play about what they'd seen and what they felt about the place and then they acted the play in the forest. That was the first week. And that's the way her whole four years were. And now she's an artist with a movie company and they make animated movies in Portland, Oregon.

And I think that creative ability to interlink things and connect dots across disciplines. Who would think puppeteering and ethno biology fit together? It turned out they did quite well in that case. Wouldn't be interesting if, I'm not arguing for this, but if we randomly picked two people, the person you're sitting next to, and you had to create a class and that was a whole semester with a student. Holy cow! That would be a challenge wouldn't it? But they'd kind of take on this journey of discovery together to show students how to go on a journey of discovery. Creative stuff. It's hard to do in our kinds of systems, but at that small school in Washington it works really well and it worked great for her. My other daughter would have melted there and hated it.

She's a scientist and she wants to know what's in the categories and boxes and how they fit together and she'll figure it out from the bricks. All right where did I go with all that? The core I think is the ability to do this integrative thinking. What we want from liberal education and you can get that from the visual arts and the performing arts or anthropology or any of the humanities, etc. But it's that ability to do that and for us to challenge our students to do that. So Anne's gonna talk about potential reforms I think we've got in general education. I think I should probably get off the stage here and let her do that. It's probably a great segue. Thanks for the questions. If you have thoughts about what I said today after you read this in more depth. Go ahead and e-mail me. ddbaker@ and I will be back as we go through this process and get more of your feedback if that's okay with you. Thanks for having me.

A. Rosenbaum: Okay, thank you, Doug. That was excellent and we're ready to join with you and help you craft a viable plan for the university.

D. Baker: Thanks, I appreciate it.

[NOTE: At this point, we skipped to Item VI. We will return later to Item IV.B.]

VI. CONSENT AGENDA

A. Rosenbaum: Okay if we could just do a couple of quick items here. I know that Anne Birberick's gonna kill us if we do this but I just want to approve the consent agenda before we lose too many people. For those of you again who have not been here before, the consent agenda, we take a motion and a second but we don't discuss it. So if there is something on the consent agenda that you don't want, you have to make a motion to remove it from the consent agenda. This consent agenda I can't image anyone would want to remove anything. These are just the standing committees; you've all been assigned to committees and this just validates the committees both for the senate and for the University Council. So the University Council committees are approved by the Faculty Senate as well. So unless there are any objections, I need a motion to accept the consent agenda, motion to approve?

R. Lopez: So moved.

A. Rosenbaum: Rosita. I need a second.

T. Arado: Second.

A. Rosenbaum: All in favor say aye.

Senators: Aye.

A. Rosenbaum: Opposed? Abstention? Okay the consent agenda is approved.

A. [Faculty Senate Standing Committees](#) – Per Faculty Senate Bylaws, Article 3, approve the 2013-14 membership rosters – Pages 4-6

- B. [University Council Steering Committee](#) – Per NIU Bylaws, Article 2.1.1, approve the faculty members of the 2013-14 UC-Steering Committee – Page 7

VII. REPORTS FROM ADVISORY COMMITTEES

A. Rosenbaum: We have a lot of advisory committees. I think what we told you in the agenda was that we were not going to present those reports, but that we would be available to answer questions if anybody had them. So your assignment was to read the reports from the different committees. You haven't had much time to read the walk-ins, unfortunately, but we're not going to go through those. Does anyone have any questions for anyone on those committees, either Sonya or any of the people that presented the Board of Trustees committee reports? Okay.

I should tell you that one item, the special meeting the August 29 meeting, the board passed a conceal carry policy. So this is a very important issue for us to be on top of. I've gotten a copy of the latest version of that and will be posting it and we're probably going to put out an article in the next issue of Faculty Matters which will come out pretty quickly that will talk about the elements of the conceal carry policy. And suffice it to say that we are a weapons-free campus and so students are – and the faculty and staff are – not permitted to bring weapons onto the campus. So there's a lot of detail to that. One of the issues that you should know is that we have public roadways that go through campus and the public roadways are not university property. So Normal Road and Lucinda and Annie Glidden are not university property. So that is not covered under our exemption. But we'll be making sure that you are all given the information about the implications of the conceal carry policy at NIU. And remember it's a state law. This is not something that NIU came up with. The administration worked very hard I think to secure the exemption for the campus. There'll be more to come on that.

- A. FAC to IBHE – Sonya Armstrong – report
[May 17, 2013](#) – Pages 8-9
[June 14, 2013](#) – Pages 10-11
- B. Student Association – Rebecca Clark, Director of Governmental and Academic Affairs – report

A. Rosenbaum: Okay just one quick report and that is our Student Association. They didn't file a written report so we have Rebecca Clark who is just going to do a very, very brief report on the Student Association for us.

R. Clark: Hello, my name is Rebecca Clark and I am the new director of governmental and academic affairs [*mic was not on for this part*]. I'm just going to give a quick sum up of what we've done this summer. This summer we actually revamped the bus systems a lot but what made them a little more successful than we thought they were going to be was we worked with the residence halls to make sure that we got the booklets out in time for the new students when they came. It kind of got jumbled up with the current students when it came from the Echo Park area so I'm sure you noticed a few students were probably late to their classes. But this was the busses and we actually did redo one of the busses because of it.

And what else we did is we've been reaching out to the student body better to figure out how we can utilize each student organization and have them reach out to people as opposed to just the Student Association. There are only ten of us as directors. We can't reach every student, so we're working on utilizing each student organization to reach better to all the students.

And then finally with athletics, Dr. Baker did touch on this a little bit. We've been working to try to get all the students to go to a broader variety of the games. Not just the football games, we want them to go to the volleyball games and we actually might be working with a fan bus to get to Purdue as well. The Iowa game turned out pretty well. We won so that was great. But we wanted to see if we can get students to go to the Purdue game as well. So this just actually happened today so there will be more to come on that. I've personally been working with Dr. Anne Birberick about just everything about academics but we're working on the new initiatives, we're trying to get students well aware of realizing that the plus/minus system is going through and figuring it out early on in the semester what you're looking and don't wait until the last minute to be like oh I forgot about that. We're just working with that. Other than that I'll yield to any questions.

A. Rosenbaum: Any questions for Rebecca? Okay. Thank you, Rebecca.

- C. BOT Academic Affairs, Student Affairs and Personnel Committee – Dan Gebo and Andy Small – report
[May 23, 2013](#) – Pages 12-14
[August 29, 2013](#) – walk-in
- D. BOT Finance, Facilities, and Operations Committee – Alan Rosenbaum and Greg Waas – report
[May 23, 2013](#) – Pages 15-16
[August 29, 2013](#) – walk-in
- E. BOT Legislation and External Affairs Committee – Rosita Lopez – report
[August 29, 2013](#) – walk-in
- F. BOT Compliance, Audit, Risk Management and Legal Affairs Committee – Deborah Haliczner and Alan Rosenbaum – report – [August 29, 2013](#) – walk-in
- G. BOT – Alan Rosenbaum – report
[June 20, 2013](#) – Page 17
[August 15, 2013](#) – Page 18
[August 29, 2013](#) – walk-in

IV. PRESIDENT'S ANNOUNCEMENTS (continued)

- B. Vice Provost, Anne Birberick, and General Education Coordinator, Michael Kolb – [Road](#) to Student Academic and Career Success – walk-in

A. Rosenbaum: We have a bunch of elections but I think Michael and Anne are going to kill me if we don't get to their presentation so I will ask you please, I know the meeting is running long, but please stay afterwards because we have to elect a couple of different things. We have to draw lots for the grievance committees, we have to have ballots for the hearing panel, so there are a bunch of things we have to do. That won't take a ton of time. That will just take a few minutes and it's busy work so we won't have to think a lot about it. So, Anne and Michael, if you would be...

A. Birberick: For those of you who don't know me, I'm Anne Birberick and I'm the vice provost and am in charge of all things undergraduate and academic as well as retention. This is my colleague, Michael Kolb.

M. Kolb: Hi yes, Michael Kolb I'm from provost's office, general education coordinator and also from the Department of Anthropology.

A. Birberick: So we really appreciate you letting us come and talk to you this afternoon. What we're going to do is give you a condensed version of this slide presentation. We're going to hit the key slides and as you can see, it's called The Road to Student Academic and Career Success, so it does very much dovetail with what President Baker was talking about. And what I hope to do is flesh out a little bit that notion of career success and how it does connect to academic success. So Pat's going to be my slide changer so please go ahead. So here's what we're going to talk about very briefly so keep on going.

So what I want to do is just hit – the notion of the university has changed from the 20th to the 21st century. So the 20th century really was, and what's key here is that it's really a course-centered curriculum and one of the issues in the 20th century, remember the 20th century is a hundred years, so don't think about it as the last couple of years of the 20th century here. But it really was a course centered curriculum. A lot of the courses existed as islands. You have the sense that: How were general education courses talking to courses in the major? Even courses within a particular program of study, how were they talking to one another? Were faculty who were teaching the courses in general education or in a major course of study, were they communicating with one another? Did they have this notion of shared expectations? So that's kind of how it was structured in the 20th century.

Fast forward now to today. What we're talking about – next slide please – in the 21st century is it's a transformational moment. We're looking at a different model and it is in the process of moving forward. And so it's less about being course-centered and it's more about being about learning-centered. Dr. Baker referenced the LEAP which is Liberal Education and America's Promise. Again he talked about AACU and they've been at the forefront in driving this new approach to curriculum of the university in the 21st century moving away from course-centeredness to learning-centeredness. Next slide.

And so what does that mean? Well it really means fostering integrative learning. That's what it's all about. So academic learning, what goes on in the classroom, takes place and connects with field-based learning. General education speaks to programs in the major, that they're not separate. Way too often we hear students say with respect to general education, "It's something

that I just need to get out of the way.” I’m going to do X because it fits well into my schedule. But there’s no sense that the two programs are speaking to one another. Liberal arts speaks with professional schools, freshmen seminar to capstone, so there’s this notion that there’s a progression from the beginning to the end. Again, I’m stressing integration and curriculum with co-curriculum. And when I talk about co-curriculum as I move forward with this presentation, I’m really thinking of co-curriculum in the sense of learning experiences that are not necessarily credit bearing. Students engage in many activities: Research Rookies would be one, USOAR, URAP, Undergraduate Research and Artistry Day, programs where students study abroad, have experiences abroad, but they don’t necessarily earn course credit. And here I’m thinking of something like Engineers Across Borders or something along those lines where they go off with a faculty member, they’re doing something, it’s a learning experience, but they’re not getting university credit for it. So the 21st century university is really about integration and it’s about student learning. (Next slide)

So why is this important? And again, I think it’s speaking to what Dr. Baker, President Baker had to say and it also addresses what Jeff was saying. For those of you who don’t know me, I’m also a humanities person. I’m a French professor. I do 17th century French Literature and culture. My interest is women authors of fairy tales, so I have very much an interest in that area. And yet the skills that I teach in my classroom to my students resonate with what employers have to say. Because what is common among all of these surveys about employers? Well they’re interested in teamwork; they’re interested in communication; they’re interested in critical thinking; they’re interested in problem solving; and all of those things come out in different course venues. As we were talking about, AACU contracted with Hart Associates and they did an employer survey back in April. The results of that survey are published and the title of that survey says, “It Takes More than a Major.” So the idea is that it’s not just one field, it’s not just one discipline, it’s not just one major, but it’s the overall experience. And what are employers looking for? Critical thinking, creativity, or in that survey they called it innovation and communication. And that comes up again and again and you have to get those things throughout your entire career no matter what your major is. (Next slide.)

So why are those skills important? Well here’s some data about what the world is _____ after you leave the university. Students change jobs. They are in a world of flux. So again, it’s not just necessarily about your major, which is important, I’m not trying to take anything away from that. But there are opportunities and there are career opportunities for students that don’t even exist today. And I guess we were talking a little bit about that with this notion of big data. That you know if you looked five, six years ago that wasn’t on the front. So education is about being holistic. It’s about being integrated and it’s about giving students the skills, the background, the knowledge base that is going to allow them to be successful in whatever it is they want to do. (Next slide.) So I’m going to pass this over to Mike and he’s going to talk a little bit about what NIU has done in the past and where we’re going in the future.

M. Kolb: I’ll do my best to make this as brief as possible. I know there are a number of individuals in this room today that have been involved in some of the reforms that have taken place. Obviously the very first step, and probably the most important, was the framing and the implementation of the baccalaureate mission. This was undertaken a number of years ago following the strategic plan initiative and a number of other important committees that believe

that this was very important and a way to best frame how we can produce quality students, competitive students in the 21st century. The baccalaureate mission is basically a statement that defines really what we want to try to do which includes what we call the three C's; critical thinking, communication and creativity. These are the things that we would like students to take away as they leave and then apply to their career success. With that comes a series of what we call value rubrics called SLOs or student learning outcomes and we'll talk about those in just a second here. What the baccalaureate will allow us to do, the baccalaureate mission, is really do three things.

One is to provide a foundational context both in terms of time and space for students to understand the past, the present and where they fit in, not only their own society but also in a global world. So it's very, very important to think about how the baccalaureate can frame that for them.

Secondly, it helps us as educators to basically commit to some key processes. How might we think about students being allowed to create, to think creatively, critically and so on? These engaged learning environments, of course, are an excellent way to do that and again if we can frame it within a successful, global economy and environment, that's the way to do it.

Finally, as educators and as the university allows us to integrate the curriculum. We can't be siloed and think about it in terms of our own departments or our own schools; we have to think about it in the whole course of education, not only in terms of major studies, but also in terms of both general education and some of these co-curricular activities that can be integrated into both general education and the major studies.

Just quickly, if you are unfamiliar with the baccalaureate student goals you can go to niu.edu/bacreview where they've got all the materials, we have all the material there. We have, like we say, the three C's and the eight specific learning outcomes that our campus has identified. The participation in this process was very long and involved, again as the number of people can probably attest to. There was a very well developed task force membership through a broad spectrum of departments and colleges and other proponents as well as the certain learning outcome teams which put together these rubrics that we'll talk about shortly.

The timeline is as follows and we'll talk a little bit about where we're at. We had the goals that were prioritized, we had the goals that finally approved and the series of SLO teams got together to create a series of rubrics that we hope to test and implement shortly. This is an example, again following the AACU value rubric system we were able to borrow and to implement the layout of how this works. What we have, this is just an example which is global interconnectiveness or global awareness which is our LSSLO2 and you can see we have a series of criteria that our task force and our SLO teams put together that they feel are valuable for this particular rubric. Along those lines we can identify a series of really skills that students can implement or that can be implemented in class at various levels everywhere from the benchmark area which might employ verbs like shows a minimal level of understanding, states all the way up to the capstone level, which, of course, would be a much more integrated understanding where they can articulate, demonstrate, interpret, usually exhibit complex understandings of this particular rubric. So we can go through and we can analyze, like we say, our curriculum and how every class can apply to

each of these. Okay, the road to this, of course, is as we said is try to implement and prioritize the SLOs into everything we do. Moreover, as Anne will talk about in just a second, we'll talk about high impact practices and how those can help develop student learning outcomes. Engaged learning is critical and, of course, an assessment system that puts students' own work at the center so they're able to evaluate and understand how they're progressing as they progress through their degree. And, as Anne mentioned, integrating the curricular and co-curricular learning activities. Graphically, this is how it should look, with the baccalaureate experience at the center, again with the trifecta of areas – major studies, general education and co-curricular activities – making up the composition of that experience.

A. Birberick: So we have another visual for you which is our road to success and you see on the road that you have three lanes. You have gen ed, co-curricular and major courses. So the idea is that as a student moves through his or her experience at NIU, you're gonna change lanes. All right, we don't imagine that you're going to stay in the same lane, you're going to go back and forth among the lanes and that those lanes taken together are going to create a baccalaureate experience that attempts to have you achieve those eight student learning outcomes that Michael referenced.

You notice that NIU students come in from different on ramps. They come in as transfer students, transfer students come in with a variety of courses and with different backgrounds, but at the same time they're going to also be able to participate in the experience and again they're going to be shifting and changing lanes throughout. There are on ramps, but we deliberately don't have any off ramps. All right, and that's there for a reason. We want to retain students. As I indicated, one of the things that my office is about is student retention. And yes I want students to leave but I want them to leave with a diploma. I want them to be able to walk across the stage at the Convo Center and shake the hand of President Baker. So that's your off ramp is to exit at graduation. You don't get to exit before that. And then we have the sun of career success because the idea is that having that NIU experience of the complete baccalaureate experience will prepare you for the world, whatever it is that you want to do in that world. (Next slide.)

So we mentioned high impact practices. They're generally referred to as HIPs. There is a list of those. Those are the most common. There are about ten of them. If you click on tower to power we might get music for you. The speaker right next to it. You have to turn it up. But anyway, thanks to one of my colleagues in Visual and Performing Arts, we did try to have an experiential moment for you with tower of power saying what is hip, but we'll have to work on the delivery of that in the future. But anyway, this tells you, and you'll notice, we're doing a lot of those things at NIU's campus, across the campus. The Office of Student Engagement and Experiential Learning is active in it, but even if you're not doing things through that office, a lot of you are doing those in the classes you teach or outside of the classroom. (Next slide.)

And if you take those high impact practices, if you take those HIPs you'll notice this is what employers say they want. Those are the kind of things. So we're doing things in our curriculum and in our co-curriculum that are feeding into the kinds of things that employers want. Employers want students who have a certain skill set because when you talk to employers, their point of view is, give me those students who are critical thinkers, who are innovative, who can communicate and I'll introduce them into whatever environment I want them to be in. All right.

But I want them to have those skills and if students don't want to stay in a particular area then they've got what will allow them to move into another area. So you can see, many of the things that we're already doing here at NIU are HIP and they tie into what employers want. (Next slide.)

So why do we want to go down this path? Well I would say there are two reasons we want go down this path. One is the world, itself. We just simply have to take into account what the reality is externally to us and we are in a global and disruptive society. Diversity is part of our daily life. Our economy is really about knowledge and innovation now and we have to really deal with all the ethical dilemmas and problems that confront us. So again, it's about being ethical, it's about understanding civic engagement, it's about the whole package and that's what we want to offer.

But then there's another reason why we want to go down this path and that is to really stress and highlight what is great about NIU and what we have to offer and what is distinctive and why students want to come to NIU and not go to another school either in state or out of state. Students want to take advantage of the faculty who are here. I always see the learning experience at core that faculty/student relationship and, without it, nothing else would be around. And so that's why you want to come to NIU and that's what we want to be able to say. Our baccalaureate experience with combines general education, co-curricular and course work in the major, is what makes us special, distinctive, unique. This is why you want to come to NIU. And I'm going to pass this on to Michael because here he is going to tell us where we're going in the future.

M. Kolb: Okay, I promise just a couple more slides. Just to give you an idea of what we're doing, there's a couple things that we're going to focus on this coming fall and one is that we have to calibrate these value rubrics. They've been developed, but what we'd like to do is try to find 30 to 40 volunteers to test each one of these eight rubrics with a class assignment. And we'll be reaching out to the faculty, so please be aware. And if anybody's interested, of course, we would like you to be involved. This is something that we are going to try to do this coming fall.

Also, many of you hopefully are aware, there is also a General Education Visioning Task Force that's been created by Provost Alden and we began meeting in January. And one of the things that we're trying to do is look at the general education curriculum in an attempt to reframe it and revitalize it. And at the moment we're doing data collection, we're doing analysis of our curriculum. We're doing cross correlations and looking at other colleges, other universities and seeing what they're doing.

One of the things we're about to initiate within the next week or week and a half is a faculty and student survey. And we will be advertising again through the Faculty Senate, through NIUToday and other locations and we would hope that all of you will please go back to your representative units and encourage participation, not only of faculty but also of students. This will be undertaken on Survey Monkey. It's only about 15 minutes for the faculty survey; ten minutes for the survey for students; and it's anonymous. We're going to be aggregating that data to try to develop a strategy that again that we can try to understand. And what it will be is cross correlating some of the courses in your department to these student learning outcomes as well as identifying a number of the maybe the co-curricular activities that we might be able to pull together and try to formalize a bit.

Okay in the provosts office we are doing a couple other things. We'll continue doing some of this mapping and auditing of the current activities that we have, both curricular and co-curricular. We're going to be looking very closely at electronic portfolios as a means of student assessment and we'll be trying to track both the HIPs and engaged learning opportunities on campus. And in the spring we'll continue to engage stakeholders, meaning faculty, students and other staff, and we'll be disseminating much of this language first of all that we can organize this fall. We'll be sharing some of our survey and mapping results with the campus and then we'll begin try to develop a series of focus groups for general education as well as continuing the e-platform. Okay, sorry if that went too long. I know there's other business but I'll turn it over. If you have any questions, quick questions or it's up to Alan what you'd like to do.

A. Rosenbaum: Does anyone have any quick questions?

Unidentified:

A. Rosenbaum: The slides?

M. Kolb: We will provide the _____

A. Rosenbaum: Okay so we'll post the slides on Blackboard. Does anyone have any questions? Yes?

Unidentified: Are you sending out the link for the survey or are we supposed to already know it?

M. Kolb: We will be disseminating that, we don't know it yet, but you will within the week. Like I say, it will come through Alan, through the Faculty Senate as well as other venues.

A. Rosenbaum: Okay, any other questions? All right, Anne and Michael, thank you very much.

VIII. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities – Brad Cripe, Chair – no report
- B. Academic Affairs – Sarah McHone-Chase, Chair – no report
- C. Economic Status of the Profession – George Slotsve, Chair – no report
- D. Rules and Governance – Robert Schneider, Chair – no report
- E. Resources, Space and Budgets – Jim Wilson, Liaison/Spokesperson – no report
- F. Elections and Legislative Oversight – Joe Flynn, Chair – report

A. Rosenbaum: Okay we have just a few more items of business. Thank you for sticking around. I apologize for the length of the meeting. Joe Flynn is our chair of Elections and

Legislative Oversight. Joe, you want to come up or...where's Joe? Oh you want to do it from there or? You need a mic.

1. Hearing Panel election – ballots will be distributed at FS meeting

J. Flynn: Okay, hi everybody. This is my first election so I will make this as fast as possible. We have, let's see, four items that need to be voted on today. So the first one is for the Hearing Panel. These ballots are already before each of you. They look like this. So it's a white sheet with a ballot, 2013/2014 Hearing Panel on it. If you could please enter your vote and just leave the ballot right where it is, we'll come around at the end and pick them all up. And by the way, even though there's a ballot at every place, only eligible voting members should complete the ballot. So only eligible voting members please vote.

H. Bateni: (isn't sure what to do)

A. Rosenbaum: What was the question?

J. Flynn: They weren't sure of exactly what they were supposed to do? You just put a checkmark.

A. Rosenbaum: You just check 20 names. This is for the hearing panel. The hearing panel, while you're filling these out, the hearing panel is when we have like a step three grievance. We have to draw names for people to hear the grievance. So, depending on whether it's a grievance of faculty against faculty, faculty against SPS, operating staff versus faculty, that determines how many people we need from each of the groups. So the SPS people also will be drawing a list and so will the operating staff. So we have all these names and when a step three grievance is filed, we draw names for that hearing panel. Okay so that's what this is for.

H. Bateni: Howard Schwartz is not here anymore.

A. Rosenbaum: Howard Schwartz is not here anymore?

H. Bateni: No.

A. Rosenbaum: Then don't vote for him.

H. Bateni: Right, I just wanted to let everyone know that he resigned.

A. Rosenbaum: Howard Schwartz, apparently because his name is on the ballot, decided to leave.

2. By-lot election of Faculty Grievance Committee members

J. Flynn: Everybody good? The second one is a by-lot election of the Faculty Grievance Committee. By-lot slips will be available at the meeting. I'm sorry I'm reading notes for myself

out loud. So basically all I'm going to do is pull 15 names and I'll tell everyone what the names are so that they can be recorded into the minutes.

A. Rosenbaum: We are hearing a lot of groans from the audience.

J. Flynn: Leanne Vandercreek. George Slotsve. Marilyn Looney. Number four is David Walker. Number five is Eric Jones. Number six is Bill Pitney. Number seven is Robin Moremen. Number eight is Virginia Naples. Number nine is Brad Cripe. Number ten is Charlotte Rollman. Eleven is Jon Briscoe. Number twelve is Elvira Arriola. Thirteen is Peter Middleton. Fourteen, Gretchen Bisplingoff. And finally fifteen, Abul Azad.

A. Rosenbaum: The lucky winners. Let's hear it for them.

3. Election of University Council alternates – ballots will be distributed at FS meeting

J. Flynn: Okay, the next one, election of University Council alternates. All faculty members of the Faculty Senate should vote. Each of these ballots is unique to the college that you're in so this is going to take a little bit of time to get all these distributed. Once you make your vote, just leave your ballot where it is and we'll come along afterwards and pick them all up. If I could ask the gentlemen to help me out? For those from the College of Visual and Performing Arts, please raise your hand. College of Liberal Arts and Sciences, please raise your hands. College of Health and Human Sciences. College of Engineering and Engineering Technology. College of Education. And finally, the College of Business.

A. Rosenbaum: All right remember, you just fill these out and leave them at your place. We'll pick them up afterwards. And those are alternates to the University Council and invariably we need alternates so vote well.

4. Selection of one Faculty Senate member to serve on the 2014 BOT Professorship Award Selection Committee. Committee members review approximately 20 applications online and the committee meets 2-3 times (November/December and January/February).

J. Flynn: Okay, and there is one final vote, selection of one Faculty Senate member to serve on the 2013 BOT Professorship Award Selection Committee. Committee members review approximately 20 applications online and the committee meets two to three times in November/December and January/February. Are there any volunteers? This is a one-year term.

A. Rosenbaum: Well that makes it sound like a long time. It's like a two or three meeting term. It's brief. No one? Yes, John you're going to do it?

J. Novak: I did it – can I do it again?

A. Rosenbaum: Absolutely. Let's hear it for John. We're not even going to vote on that. You're the winner.

J. Flynn: That's all that we have for you from the election committee. Thank you, everyone.

A. Rosenbaum: Thanks, Joe.

IX. UNFINISHED BUSINESS

X. NEW BUSINESS

A. [Policy](#) on repeating a course – Pages 19-20 – refer to Academic Affairs Committee

A. Rosenbaum: Okay, we're at the end of it here. Last two items. One, under new business there's a policy on repeating a course. As you may or may not be aware, in this university you can only repeat a course in which you've gotten a D or worse. So you cannot repeat a C. This is part of the reason why we have no C minus in the plus/minus grading system. If we were to change the repeat a course policy such that you could repeat anything less than a C, then someone getting a C minus would be able to repeat a course, and we'd be able to put the C minus into the plus/minus grading system. So it's actually a two-part scheme. So what I've asked is that we refer this to Academic Affairs to consider whether we want to revise our course repeat policy to include courses in which a student gets above a D. At other universities, the University of Illinois at Urbana Champaign has a policy where they will let students repeat any course, even if they've gotten a B, they can repeat the course. If they've gotten more than a D, they can only do that three times. So there are different policies around the state, but this is the way other universities are handling the C minus problem. So they have C minuses but they allow students to repeat courses, which gets rid of the main reason for not having a C minus. So I would like to send this to Academic Affairs. The Executive Committee concurred. So I'll take a show of hands, all in favor of taking this to Academic Affairs say aye.

Senators: Aye.

A. Rosenbaum: Any opposed? Academic Affairs gets it.

XI. COMMENTS AND QUESTIONS FROM THE FLOOR

XII. INFORMATION ITEMS

A. Rosenbaum: The last two items are informational items. One is the meeting schedule for 2013/2014 which is on page 21. And the last thing is Pat has created a tutorial. We had a number of individuals asking about how they get the agendas, the minutes, the transcripts, and all this other stuff now that we've gone paperless, and so Pat created this PowerPoint slide show that is very good and very thorough and explains exactly how to find these things. And that is pages 22 to 42 of your agenda. So thanks a lot to Pat for doing that and I wanted to call that to your attention. So if you're having any problems with getting our stuff, that's how you do it.

A. [Meeting schedule](#), 2013-2014 – Page 21

- B. [Tutorial](#) – Accessing Faculty Senate Agendas/Minutes/Transcripts and the Faculty Senate Blackboard Community – Pages 22-42
- C. [Annual Report](#), Academic Planning Council
- D. [Annual Report](#), Affirmative Action & Diversity resources Advisory Committee
- E. [Annual Report](#), Athletic Board
- F. [Annual Report](#), Campus Security & Environmental Quality Committee
- G. [Annual Report](#), Committee on Initial Teacher Certification
- H. [Annual Report](#), Faculty & SPS Personnel Advisor
- I. [Annual Report](#), Graduate Council
- J. [Annual Report](#), Undergraduate Coordinating Council
- K. [Annual Report](#), University Assessment Panel
- L. [Annual Report](#), University Council Personnel Committee
- M. [Minutes](#), Academic Planning Council
- N. [Minutes](#), Admissions Policies and Academic Standards Committee
- O. [Minutes](#), Athletic Board
- P. [Minutes](#), Campus Security and Environmental Quality Committee
- Q. [Minutes](#), Committee on Advanced Professional Certification in Education
- R. [Minutes](#), Committee on the Improvement of Undergraduate Education
- S. [Minutes](#), Committee on Initial Teacher Certification
- T. [Minutes](#), Committee on the Undergraduate Academic Experience
- U. [Minutes](#), Committee on the Undergraduate Curriculum
- V. [Minutes](#), General Education Committee
- W. [Minutes](#), Honors Committee
- X. [Minutes](#), Operating Staff Council
- Y. [Minutes](#), Supportive Professional Staff Council
- Z. [Minutes](#), Undergraduate Coordinating Council
- AA. [Minutes](#), University Assessment Panel
- BB. [Minutes](#), University Benefits Committee

XIII. ADJOURNMENT

A. Rosenbaum: Motion to adjourn? Second? We're adjourned. Have a good month.

Meeting adjourned at 5:05 p.m.