

**UNIVERSITY COUNCIL MEETING**  
**Wednesday, March 1, 2017, 3 p.m.**  
**Holmes Student Center Sky Room**

**I. CALL TO ORDER**

**II. ADOPTION OF THE AGENDA**

**III. APPROVAL OF THE [MINUTES](#) OF THE FEBRUARY 1, 2017 MEETING**

**IV. PRESIDENT’S ANNOUNCEMENTS**

- A. NIU Annuitant Association and State Universities Annuitant Association  
Joseph Grush, President, NIU Annuitants Association

**V. CONSENT AGENDA**

**VI. UNFINISHED BUSINESS**

- A. Program Prioritization – Lisa Freeman, Executive Vice President and Provost
- B. Follow-up on Faculty Senate response to December 22 Baker Report – Greg Long

**VII. NEW BUSINESS**

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

- A. FAC to IBHE – Paul Stoddard – [report](#) – Pages 3-5
- B. University Advisory Committee to the Board of Trustees – no report  
Cathy Doederlein, Greg Long, Holly Nicholson,  
Rebecca Shortridge, Kendall Thu, Leanne VandeCreek
- C. Academic Policy Committee – no report
- D. Resources, Space and Budget Committee – Sarah McHone-Chase, Chair – report
  - 1. Approve [Annual Budget Report](#) – Pages 6-8
- E. Rules, Governance and Elections Committee – Therese Arado, Chair – no report
- F. University Affairs Committee – Linda Saborío, Chair – report
  - 1. Approve [2026-27 academic calendar](#) – Pages 9-11

- G. Student Association – report  
Giuseppe LaGioia, President  
Christine Wang, Speaker of the Senate
- H. Operating Staff Council – Holly Nicholson, President – no report
- I. Supportive Professional Staff Council – Cathy Doederlein, President – report

**IX. COMMENTS AND QUESTIONS FROM THE FLOOR**

**X. INFORMATION ITEMS**

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

**XI. ADJOURNMENT**



## Faculty Advisory Council Illinois Board of Higher Education

### 17 February 2017 Meeting Agenda

Hosted by the University of Illinois-Springfield  
Public Affairs Center, Room C/D, One University Plaza, Springfield, Illinois 62703

**9:00** Call to order & introductions (Marie Donovan)

**9:05 Opening remarks** from UIS Interim Vice Chancellor for Academic Affairs & Provost, *Dr. James Ermatinger*: UIS growing both on-ground and on-line. Much of the growth is at the international level. Good and bad – forces beyond their control. Talk about budget issues, but they want to avoid scaring students. UIS is building a new student union. They continue to try to attract and retain high quality faculty. He thinks they've done a good job of it. Community outreach is the final point he's making, stressing the contribution UIS (and all publics) make to the community.

**9:15 University Dialogue** with Association for American Publishers Executive Director, Higher Education, *David E. Anderson* & College Textbook Publishers' Representatives

Wants to have a conversation about our needs and how they can help meet them. This is a time of rapid change in text publishing. Digital materials 50-70% less than traditional hard-bound, color texts.

*Jesse Gutierrez (McGraw Hill)*: Deals with policy issues (data privacy, e.g.) arising from digital learning advances. They're also developing software that nags the students to do assignments, and thus can provide feedback to faculty regarding student preparedness. Digital discount program: When student registers for class, they pay for digital materials as well, and thus get access to those materials immediately.

*Jerri Norris (Cengage)*: Open Educational Resources (OER). You can set number of tries very high to let students work on an assignment until they master it. E-portfolios are the wave of the future, with videos of students mastering skills (chef, teacher training, physics?).

*Jessica Garcia (Pearson)*: Talked about her experience as an immigrant, emphasizing importance of education, segueing to accessibility of materials.

*FAC*: Issues of non-traditional (older) students who don't own computers, or are not particularly tech-savvy. Are we adding to, or moving away from traditional materials. What about other students who don't have smart phones or other ready access to technology.

*JG*: Students will still have access to off-line and/or printed materials (at an additional cost).

*FAC*: Illinois College incorporates textbook costs into tuition. There is a flat fee for all students, with costs based on three-year averages.

*JN*: Publishers are willing to work with institutions/faculty to find solutions to accessibility issues.

*FAC*: Students using online tools display diminished writing skills, since these tools only look for answers (students don't show work on math examples, e.g.). Also, students don't seem to retain skills, or even knowledge of having successfully demonstrated proficiency with those skills. What about access to materials once the course is over.

*Jennifer Becker (McGraw Hill)*: Students can get print versions; also various companies do offer perpetual access. Publishers can help with retention issues, using various tools, which can, for example, focus on sticking points in the students' efforts.

*Jason Weidehoeft (Pearson)*: Students live, and will continue to live after graduation, in a digital world.

*FAC*: But there are a lot of caveats for long-term digital access: companies go out of business, computer memory space, and affordability.

*JG*: Publishers are merely offering more options. There are low-cost (\$10, \$15) print options (b/w, loose-leaf, e.g.)

FAC: ISU's textbook rental system is threatened by digital revolution. Materials don't necessarily transfer with platform updates.

FAC: Where is research on cognition, retention etc.? Writing is a better way to remember than typing. The brain processes reading from paper differently than from a screen.

JG: Their research is focusing on personal motivation and personal learning styles: "learning how the learner learns" with feedback from the digital tools.

JB: Publishers are not dictating how courses should be caught. If you want to assign paper homework, go ahead.

JN: Looking at a lot of parameters – male vs. female voice, video styles, and so on. Again, they use tool feedback (which works better for which student) to improve.

FAC: Students don't always buy the text. Is there any data on this?

JG: Textbook stores do this research. The disturbing trend is the number of students who end up buying pirated material.

FAC: Tools give instant feedback (right/wrong), but also explanations of where they're going wrong.

FAC: Privacy, FIRPA issues? Can faculty get results of tool feedback?

Pubs: Data on users not saved, plus they are bound by law on this, as are we. Data can be given back to the university, retrievable later by faculty (as aggregate data, not by individual students).

FAC: We are currently teaching future teachers how to teach their students using these technologies. But do current university faculty get support in how to use digital delivery? Can publishers aid in professional development along these lines? Cengage and Pearson, to name two, do actually provide this support.

Pubs: It's in their interest to provide support to ensure tools are used as intended, and are therefore useful.

FAC: Digital accessibility for students with disabilities is difficult.

Pubs: We acknowledge the issue, and are working on it. There is 5-year plan to move to ePub-3 format, which is easier to adapt for students with disabilities.

## 11:15 Break

**11:30 Reports:** Chair (Marie Donovan) **Senate bill coming regarding IBHE faculty representation.**

Caucuses to discuss follow-up to publishers discussion, HLC faculty credentialing (HLC contemplating requiring faculty to be specifically credentialed to teach specific courses). Publishers' discussion follow-up.

Vice Chair (Shawn Schumacher) Putting together a council-orientation session for new members.

Secretary (Steve Rock) No report

Candace Mueller, Associate Director, & Jaimee Ray, Assistant Director, IBHE External Relations **Legislature is in full session, with re-organized higher ed committees in the House and Senate, as well as appropriations.**

**Ed Committees leadership: Chris Welch (D chair) /Noreen Hammond (R ranking) in House; Pat McGwire (D chair) /Tom Rooney (R ranking) in the Senate. Digital Discount Act affirms that the digital discount program is legal. HB230 (Texas law re: Fischer v. UT) guaranteeing that automatic acceptance of top 10% of high school students at public institutions is constitutional. UIUC, IBHE opposed. University employees' paychecks are not threatened by AG Madigan's attempts to stop paying state employees until a budget is passed. At the last SAC meeting, students focused on how appreciative they are of faculty efforts during these "lean and mean" times. Candice echoed the sentiment on behalf of the IBHE staff.**

**FAC: there is a proposal to double our share of insurance premiums this year, and to let CMS raise that 10% for each of the next 3 years. Estimate that it would take a 16-18% salary increase to break even. See attached letter from ISU to Gov. Rauner.**

Gretchen Lohman, FAC Liaison, Associate Director, IBHE Academic Affairs: No updates on new executive director (replacing the retired Jim Applegate). They're working on rules revision, and programs coming up for board approval.

## 12:00 Lunch

## 12:30 Caucus Meetings

HLC Credentialing: no news (is good news?). What is the impact on TAs?

Publishers presentation thoughts: Concerns expressed about instructor choice, but more importantly (imho) about exclusive, university-wide contracts dictating materials that have to be used in each course. Access issues were reiterated

1:00-1:45 Presentation on Outmigration & Human Capital in Illinois: History and Context by Dr. Eric Lichtenberger, Deputy Director, IBHE Information Management & Research

**Outmigration of students from Illinois has been a problem, even before the budget impasse.** Freshman enrolment peaked at 125,521 in 2010, down to 116,151 in 2014 (30K enrolled outside Illinois in 2010, 33K in both 2012, 2014). Net result – Illinois students enrolled in Illinois schools at 82K now (lowest this millennium), down from 95K in 2010, and 98K in 2002. Not surprisingly most of our out-migration go to the neighboring four states (IN, IA, MO, WI). Among 4-yr schools, out-of-state/total enrolment has risen from ~42% to ~45% in last 6 years (29% → 45% in last 13 years). Out-migrants are mostly recent HS grads enrolling at 4-yr schools. Higher performing, wealthier students are more likely to out-migrate.

## 1:45 Caucus Reports

*Privates:* Should the FAC issue a white paper raising serious issues with Digital Discounts? How much are institutions using digital textbooks?

*Community Colleges:* 3 points: Elimination of student responsibility? Costs of textbooks continue to rise? Student accountability? HLC credentialing – are there exceptions? Blackhawk College is laying off faculty as they reduce programs. Inconsistencies with ICCB career and technical areas will be rectified.

*4-yr Publics:* See above.

## 2:15 Business Meeting

### 1) Old Business

a) Approval of minutes from the 20 January 2017 meeting at UI-Chicago  
Approved unanimously.

### 2) New Business

a) Announcements  
b) Other

## 2:30 Adjournment

*Next FAC Meeting: Friday, 17 March at South Suburban College*

Date: February 14, 2017

To: President Douglas Baker

From: Greg Long  
Executive Secretary of the University Council  
President of the Faculty Senate

Sarah McHone-Chase  
Chair of Resources, Space, and Budgets Committee

Jimmie Manning  
Faculty Senate Liaison/Spokesperson to Resources, Space, and Budgets Committee

Re: Committee on Resources, Space, and Budgets Statement of Budget Priorities – Spring 2017

This Annual Statement of Budget Priorities was drafted by the University Council (“the UC”) / Faculty Senate (the “FS”) Committee on Resources, Space, and Budgets (“the Committee”) and approved by the FS on [date] and the UC on [date].

The Committee has chosen to approach the budget statement differently this year than in the past, given the fact that the budget crisis in the State of Illinois and its severe impacts on the University are already common knowledge. Instead, the Committee would like to underscore issues which we feel need to continue to be highlighted and recognized, following from Program Prioritization and the Executive Budget Committee’s ongoing efforts. In addition, the Committee also would like to reaffirm what we believe should be our role, especially following Program Prioritization.

One major concern of the Committee is the lack of very specific budget figures and other pertinent budget information that we have received. This has made our role as an advisory committee harder. We affirm that we have been shown reports and general data. However, without a more in-depth understanding of the actual numbers with which the university is working, we cannot accomplish our committee’s advisory role in any capacity—neither to your office nor to the CFO’s office. In addition, the lack of specific numbers leaves us unable to advise the University Council, Faculty Senate, Operating Staff Council, and the SPS Council. We believe that this practice runs contrary to the principle of shared governance at the university, and is a lost opportunity given both the expertise of some of our committee members as well as the potential communication by all committee members to their respective councils.

Specifically, we have questions concerning such issues as, if budget reductions/rescissions are requested of divisions, how does that affect ongoing operations at the divisional and university levels? In the short term and the long term? Can we see budget figures at the divisional level? Are longitudinal data rolled up to the division or even the department/unit level? Can we get a Space Capacity Analysis, or, at the very least, a review of instructional space or research lab space? We also want to see NACUBO metrics for such factors as NIU’s Net Operating Income, our Net/Revenues/Total Revenues, our Operating expense/student FTE, our Overall surplus/deficit percent, our Financial viability ratio, our Total endowment, and our Foundation assets and revenues.

We urge the University Administration to focus on greater communication with the Resources, Space, and Budgets Committee in the interest of greater transparency. We urge this communication especially in matters of Program Prioritization, in the efforts of the Executive Budget Committee, and, in these tough fiscal times with the State, also in general budgetary matters. This includes estimates regarding budget reductions or timelines on which budget decisions are being made. More and better communication in these matters *in particular* would help increase faculty and staff trust university-wide and would decrease the unfortunate spread of rumor on campus. The Committee wants to assist in communicating specific messages, when needed. We believe that the Resources, Space, and Budgets Committee is a uniquely positioned asset to the Administration. However, we are only able to assist the Administration and, indeed, the University if we are presented with substantive and detailed figures of the budget and fiscal outlook. We are not a proper advisory committee if we are only asking questions but are not *being asked* questions.

The Committee does not see what the targets or savings in Program Prioritization are meant to be. Whether this is the intention or not, the effect is a lack of transparency that, frankly, has caused concern among this Committee that the prioritizations set by the Program Prioritization Task Forces will not be given the weights that were intended. For example, we are concerned that changes will be implemented, to academic programs especially, which were not originally recommended by the task forces. We are concerned that these will change the core identity of our institution. We have further concerns about the elimination of positions due to the intersection of Program Prioritization and budget cuts. We advise that such an action should be done with much care to remain true to the sentiments expressed during the beginning stages of Program Prioritization. Administration should keep the elimination of positions to a minimum, and extraordinary efforts should be made to place affected employees in similar positions in another area of the university. The Committee believes that we can be a valuable part of post-Program Prioritization strategic planning conversations centered on such topics as resource allocation, budget analysis, and space capacity analysis, as many of us can provide unique and expert insight in these areas—areas that define the advisory role of this committee.

A further matter about which we are concerned has to do with the budget management via staff attrition that we have endured for some time now. While we understand the necessity of such an action, and as a group we have certainly preferred this method over layoffs or furloughs, we also caution the ultimate shortsightedness of this as a solution. Service suffers without adequate staffing, and we are at a point where that short staffing is becoming evident. If we cannot meet student needs or the needs of others who come to the university, the reputation of NIU will be harmed. With the faculty searches that have been approved for the next fiscal year, it is extra important to reconsider replacing some of the empty staff positions—we will need staff support even more once these academic positions are filled. We know that there have been discussions about potential outsourcing for some staff work, but here too we offer our caution as well as our guidance and counsel: it would be too easy to outsource crucial services in the interest of potential cost savings, but inconveniencing students and leaving them with a bad impression of our University does not amount to much of a bargain overall. In addition, outsourcing typically does not amount to much cost-savings long term. Coupled with the suffering in the quality of service and other factors such as potential security risks, the Committee is unconvinced of the wisdom of such an action.

The Resources, Space, and Budgets Committee does not believe that the University's budget decisions are made in an unconsidered or unsystematic fashion. On the contrary, we appreciate the complexity and enormity of meeting the University's budget needs, especially given the current political climate in our state. Given this, we again emphasize our role as an advisory committee. We want very much to be

a resource for decision making, as a sounding board for ideas, and as a channel for communication. This Committee can be such a benefit to University Administration, if only we are utilized.

As a final note, the committee wishes to extend its sincere appreciation to the Division of Administration and Finance staff, especially to Chief Financial Officer Alan Phillips, during this difficult fiscal environment. We are in uncertain times, with respect to enrollment and fiscal sustainability. While the former remains an issue, this committee can say, with certainty, that the financial condition of the University has never been as well managed as under the stewardship of Dr. Phillips. He has dedicated a significant portion of his career to Illinois higher education. We, as an institution of higher learning, have been fortunate to benefit from his dedication and efforts. The committee looks forward to working with his staff, who are and remain dedicated to the financial viability of Northern Illinois University.

## ACADEMIC CALENDAR 2026-2027

<b>FALL SEMESTER 2026</b>		
August 17-21	Monday - Friday	Faculty meetings
August 24	Monday	Classes begin
September 7	Monday	Labor Day (university closed)
November 25	Wednesday	Thanksgiving break begins (no classes on Wednesday)
November 30	Monday	Classes resume
December 5	Saturday	Classes end
December 7-12	Monday - Saturday	Final examinations
December 12	Saturday	Fall graduate commencement
December 13	Sunday	Fall undergraduate commencement
<b>SPRING SEMESTER 2027</b>		
January 4-8	Monday - Friday	Faculty meetings
January 11	Monday	Classes begin
January 18	Monday	Martin Luther King, Jr. Birthday (university closed)
March 7-14	Sunday - Sunday	Spring recess
March 15	Monday	Classes resume
April 18	Sunday	Honors Day
April 29	Thursday	Classes end
April 30	Friday	Reading Day
May 1, 3-7	Saturday, Monday - Friday	Final examinations
May 7	Friday	Spring graduate commencement
May 8	Saturday	Spring undergraduate commencement
<b>SUMMER SEMESTER 2027</b>		
June 14	Monday	Classes begin
July 5	Monday	Independence Day observed (university closed)
August 8	Sunday	Summer session ends

## **GUIDELINES AND PRINCIPLES FOR ESTABLISHMENT OF THE ACADEMIC CALENDAR**

1. Instruction in the fall semester will begin on the last Monday in August and end on a Saturday in December that falls between December 5 and 11. Final examinations for the fall semester will begin on the first Monday after the last day of classes and conclude on Saturday of that same week. Dates for the first day of examinations will range from December 8 to 14.

If the last Monday in August is August 29, 30 or 31, the instruction for that fall semester will begin on the fourth Monday in August and conclude on the first Saturday in December. In any of these events, final examinations will run from December 5 to 10, December 6 to 11, or December 7 to 12, respectively. Graduate commencement will be held on the Saturday that is the last day of final examination week. Undergraduate commencement will be held on the next day, which is the Sunday immediately following final examination week.

2. Instruction in the spring semester will begin on the second or third Monday in January that falls between January 11 and 17, unless this date coincides with Martin Luther King Jr.'s birthday (the third Monday in January). In such an event, instruction will begin on the Tuesday following Martin Luther King Jr.'s birthday. The spring semester will conclude on a Thursday that falls between April 30 (April 29 in some leap years) and May 6. The Friday immediately after the last day of classes will be Reading Day.

University Honors Day will be included in the academic calendar so as to occur each spring on the second Sunday prior to Reading Day (two weeks before the end of the spring semester). In those years when this date is also Easter Sunday, University Honors Day will be scheduled on the third Sunday prior to Reading Day.

Final examinations for the spring semester will begin on the first Saturday after Reading Day and continue Monday through Friday of the next week. Graduate commencement will be held on the Friday that is the last day of final examination week. Undergraduate commencement will be held on the next day, which is the Saturday immediately following final examination week.

3. Fall and spring semesters will formally begin one week prior to the beginning of classes and conclude within one week after final examinations. When classes start on Monday, August 22, faculty meeting week will be adjusted to take place from Tuesday to Friday, August 16 to 19, in order to comply with nine-month faculty contracts (which begin August 16 and conclude May 15).
4. Summer session will begin on the sixth Monday after final examinations of the spring semester and conclude on a Sunday, eight weeks later. Some academic departments may offer limited enrollments in workshops, field trips, or other classes during the four weeks prior to the traditional start of the summer session.
5. Student-faculty vacation periods and holidays will include:

Thanksgiving – the Wednesday prior to the fourth Thursday through Sunday

Period between Christmas and New Years – university usually closed

Martin Luther King Jr.'s birthday – the third Monday in January

Spring recess – the ninth week after the beginning of classes, Sunday - Sunday

Memorial Day – observed the last Monday in May

Independence Day – one day only, observed on Friday when July 4 occurs on Saturday and observed on Monday when July 4 occurs on Sunday

Labor Day – the first Monday in September

6. The academic calendar for the College of Law will conform to the student-faculty vacation periods and holidays in section 5, as amended from time to time, but may otherwise vary from the above guidelines and principles.

These guidelines will provide the necessary 35 days between the end of pre-registration in the fall and the first day of registration in the spring; provide the requested one-week recess between the end of the summer session and the first contract day for faculty in the fall; and allow early access to the summer job market in May for NIU students.

*Approved by the University Council April 12, 1978; revised and approved on May 2, 1979; revised and approved on May 2, 1984; revised and approved on March 9, 1988; revised and approved March 20, 1996; revised and approved March 18, 1998; revised and approved February 12, 2003; revised and approved February 16, 2011; revised and approved February 22, 2012; revised and approved April 3, 2013.*