

Minutes of the
NIU Board of Trustees
**ACADEMIC AFFAIRS, STUDENT AFFAIRS
AND PERSONNEL COMMITTEE**
June 5, 2008

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Chair Barbara Giorgi Vella at 9:05 a.m. in the Board of Trustees Room, 315 Altgeld Hall. Acting Recording Secretary Barbara Rice conducted a roll call of Trustees. Members present were Trustees Robert Boey, Marc Strauss, Student Trustee Shaun Crisler, Chair Barbara Giorgi Vella and Board Chair Cheryl Murer. Also present were Committee Liaison Raymond W. Alden III, President John Peters and Board Parliamentarian Kenneth Davidson. With a quorum present, the meeting proceeded.

VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING

Confirmation of Open Meetings Act notification compliance was given by Board Parliamentarian Ken Davidson.

MEETING AGENDA APPROVAL

Trustee Strauss made a motion to approve the agenda. It was seconded by Trustee Murer. The motion was approved.

REVIEW AND APPROVAL OF MINUTES

It was moved by Trustee Strauss and seconded by Student Trustee Crisler to approve the minutes of the March 6, 2008 meeting. The motion was approved.

CHAIR'S COMMENTS/ANNOUNCEMENTS

On today's agenda under University Report, Chair Vella said, we have four items that will be presented for action and two information items. The June meeting of this committee is of particular importance for faculty. This is the time that the Board acts on the Recommendations for Faculty Promotions, Tenure, and Promotions with Tenure for the 2008-2009 school year. Other action items include a request for approval of several appointments, including the Interim Vice President for Research, the Acting Dean of the Graduate School, and the Acting Dean of the College of Visual and Performing Arts; two programmatic issues, a request for a new Ph.D. degree program in Geography and a request for a new emphasis within the B.S. in Mechanical Engineering; a summary of program reviews completed during the past year; a presentation on support services that contribute to the success of NIU graduates, and under Other Matters, an update will be provided on the IBHE strategic planning process, A Public Agenda for Illinois Higher Education.

Chair Vella announced that there was an article from an interview with our Board Chair, Cheryl Murer, published in the *Association of Governing Boards of Universities and College Trusteeship* in which she made comments about our tragic incident, representing our Board and the university very well.

The Chair then recognized the representatives of the University Advisory Committee, Joseph "Buck" Stephen and Ferald Bryan.

PUBLIC COMMENT

The Chair asked Board Parliamentarian Kenneth Davidson if any members of the public had registered a written request to address the Board in accordance with state law and the Board of Trustees Bylaws. Mr. Davidson noted that no timely requests for public comment had been received.

UNIVERSITY REPORT

Agenda Item 7.a. – Recommendations for Faculty Promotions, Tenure, and Promotions with Tenure for 2008-2009 Academic Year

As you all know, Provost Alden said, decisions about tenure and promotion are among the most important things we do in academia. Our process is very well balanced. We have both faculty input and administrative input at the department, college and university levels, and there are opportunities for appeal at each of those levels. It is an example of shared governance at work. This year there are 31 faculty members being presented for tenure and 45 faculty members being presented for promotion at the associate and full professor levels. The university requested that the Academic Affairs, Student Affairs and Personnel Committee endorse the university’s 2007-2008 tenure and promotion decisions and ask that the President forward them by means of the President’s Report to the Board of Trustees for approval at its June 19 meeting. Chair Vella asked for such a motion. Trustee Boey so moved, seconded by Trustee Strauss. The Chair then asked for a roll call vote, which was as follows:

Trustee Robert Boey	Yes	Trustee Marc Strauss	Yes
Student Trustee Shaun Crisler	Abstain	Chair Barbara Vella	Yes
Board of Trustees Chair Cherilyn Murer	Yes		

The motion was approved with four voting yes and the Student Trustee abstaining.

Agenda Item 7.b. – New Appointments

This request for approval of interim positions involves some reorganization as well, Dr. Alden said. Dr. Rathindra Bose, our Vice President for Research and Dean of the Graduate School, is leaving the university. From discussions with a number of faculty as well as the Council of Deans and the Graduate Council, it was decided almost unanimously that rather than have someone fill the position in both the research and the Graduate School areas in an interim position, we would do a slight reorganization. We are asking that the Associate Dean of the Graduate School assume the daily operating responsibilities for the Graduate School and become Acting Dean of the Graduate School. Many universities have this structure where both research and graduate studies report to the same vice president, but usually with a director or a dean of the graduate school reporting to that position, so we are going forward with these recommendations with that reorganization in mind. We will have discussions in the fall as to whether we want to advertise the permanent position in this same sort of structure, but for the next year, we want to make them interim positions. Our recommendation for Interim Vice President for Research is Dr. James Erman, who is a Distinguished Presidential Research Professor Emeritus from the Department of Chemistry and Biochemistry, where he served as Chair for a number of years. Dr. Erman received his Doctor of Philosophy degree in Physical Chemistry from M.I.T. and a bachelor’s degree in Physical Chemistry from the University of California System. He started as an assistant professor in 1970. He has received a number of awards and has had some experience in the business profession, published a number of book chapters, volumes and articles and has brought in 12 major grants worth over \$1.5 million from prestigious granting agencies such as NIH and NSF. Dr. Alden asked Dr. Erman to stand and be recognized.

Next, we propose Dr. Bradley Bond to be Acting Dean of the Graduate School. He has been Associate Dean of the Graduate School for a couple of years. We received the unanimous approval of the Graduate Council for his selection for the acting position. He received his Doctor of Philosophy from Louisiana State University and a master’s degree in history and English from the University of Southern Mississippi. Dr. Bond was a faculty member at University of Southern Mississippi and was an Assistant Provost in charge of the Office of Graduate Studies. He also has had experience working with the Office of Institutional Research and the Learning Enhancement Center. Dr. Bond has authored a book and

other publications and received grant funding in excess of \$1.5 million and received a number of honors, fellowships and so forth. Dr. Alden asked Dr. Bond to stand and be recognized.

The third position we are filling is the Acting Dean of the College of Visual and Performing Arts. Dr. Harold Kafer, the current dean, has announced his intention to retire next year. However, we have convinced him to come to the Office of the Provost for at least a year as a Deputy Provost. So, we will be running a national search as planned for next year; but in the interim, we are recommending Richard Holly, the current Associate Dean of the College of Visual and Performing Arts. He received a Master of Music degree, which is considered the terminal degree, from East Carolina University and did some postgraduate work at the University of Northern Colorado. Professor Holly's field is percussion, and he has served as a Coordinator of Graduate Studies and Acting Director of the School of Art as well as his duties as Associate Dean. He has published a book and has numerous other articles and performances on his record. Dr. Alden asked Professor Holly to stand and be recognized. In response to a question from one of the Trustees, Provost Alden stated that the distinction "interim" most often means the person is not a candidate for the position, and "acting" means that the person is a candidate for the position.

The university recommended that the Academic Affairs, Student Affairs and Personnel Committee endorse these three requests and ask that the President forward them by means of the President's Report to the Board of Trustees for approval at its meeting on June 19.

Chair Vella asked for a motion to approve the appointments of Dr. James Erman as Interim Vice President for Research, Dr. Bradley Bond as Acting Dean of the Graduate School and Dr. Richard Holly as Acting Dean of the College of Visual and Performing Arts. Trustee Murer so moved, seconded by Trustee Strauss. The motion was approved.

Agenda Item 7.c. – Request for a New Degree Program

As with most Ph.D. degrees, Dr. Alden said, this is the result of many years of work, and the IBHE process still lies ahead. The Ph.D. in Geography is designed to provide students with advanced knowledge and skills in geographic science. It is built on a very strong department of faculty who are very active researchers. This program will be research based, but it also will have an application experience in industry, a research organization or a government organization as well; so it has an engaged capstone as well as a research base. It is built on the department's longstanding collaborations with Argonne National Laboratories and will be only the second program in the state of Illinois. There is a growing need for more geographic science professionals, particularly those who are technology trained. The research and applications components of the profession in a number of disciplines is particularly critical, because it is the geographers and the GIS specialists who help integrate large databases, whether it is an environment in homeland security, in government, in public safety or any number of other fields. The university recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse this request and ask that the President forward it by means of the President's Report to the Board of Trustees at its June 19 meeting. Chair Vella asked for a motion to approve the request for a new Ph.D. in Geography. Trustee Strauss so moved, seconded by Trustee Boey. The motion was approved.

Agenda Item 7.d. – Request for a New Emphasis

An emphasis is a component of an undergraduate degree as a track that has certain curricular requirements, which shows on the student's transcript, and is an important value added when the student's resume is being reviewed by people in the profession. This emphasis is in advanced computing and simulation within the baccalaureate degree in mechanical engineering. The emphasis will provide a mechanism for students to focus a portion of their course work on computational methods and programming in engineering design, finite element methods, and advanced computing in mechanical engineering. The university recommended that the Academic Affairs, Student Affairs and Personnel Committee endorse this request and ask the President to forward it by means of the President's Report to the Board of Trustees meeting on June 19. Dean Vohra explained that the goal was to do 3-D solid modeling for the projects and products in engineering. A core requirement would be for students to take one or two computer science courses. Chair Vella asked for a motion to approve the request for a new Emphasis in Advanced Computing and Simulation within the B.S. in Mechanical Engineering. Trustee Strauss so moved, seconded by Trustee Murer. The motion was approved.

Agenda Item 7.e. – 2007-2008 Program Review Summaries

Provost Alden asked Vice Provost Virginia Cassidy to give an overview of the programs covered in the 2007-2008 Program Review Summaries. As the Provost indicated, Dr. Cassidy said, this is a rigorous process that occurs over several years. We have all of our programs on an eight-year cycle for this review; however, many programs undergo additional reviews either through their accrediting agency or some other mechanism. In addition, we gather information annually on how well students are achieving learning outcomes that have been developed for each of our programs. This past year, we looked at programs in Economics and History in the College of Liberal Arts and Sciences. We conducted a review of all the undergraduate and graduate programs within the College of Visual and Performing Arts as well as our Bachelor of General Studies program, which is a university-wide program, and several centers that you see listed on page 17 of the agenda. In addition to a review by the Academic Planning Council, there is also an administrative review of the programs, which really is a 360-degree review. We look at every element of the department including its resources, its faculty, faculty scholarship, the ways in which students are engaged in learning, the curriculum, feedback from alumni, employers and others. We also engaged the departments in discussion of their future plans and changes that need to occur to keep these programs current and viable for the success of our graduates once they leave the university.

In response to a query from Trustee Murer, Dr. Cassidy stated that two issues were identified to explain the low number of students receiving the Ph.D. in Economics. One issue was that because students are engaged in an application exercise, as we discussed with the Ph.D. in Geography, they are hired away and do not come back to complete the degree, Dr. Cassidy said. They move into an employment situation that is lucrative for them and do not finish the program. The second element dealt with faculty helping students progress in a timely manner, and this is something that we will be monitoring very carefully over the next review period. The department will report back to us on these elements prior to the next eight-year cycle. There were two degrees awarded each year of the review period. It is not unusual to have two to three graduates from Ph.D. programs. Relatively speaking, this is a small program. There is an accepted productivity factor of five graduates within a two- to three-year period. Because we do not have two students or the same number of students each year, we look at an aggregate figure. While the productivity for this program may seem somewhat low, it is not necessarily out of step with degree production in Ph.D. programs. When we do the reviews of our programs, one set of factors that we look at is the need for individuals prepared at a particular degree level in regard to the demand for those individuals, so we do look at supply and demand. We do have discussions with right-sizing programs either to increase enrollments and increase productivity or to maintain where we are given what the demand is so that we can help to insure that students will be employed when they graduate from a program.

I would like to ask for a bit more investigation on this, especially related to benchmarking. I think that would give the Trustees a comfort level of what is ordinary and customary in the graduating of Ph.D. economic students with comparable universities. I would ask that we have a little bit more in-depth analysis of this. Dr. Bose and I have been discussing having external reviews as part of the review of the Ph.D. programs, in particular, Dr. Alden said, not to try to add an extra layer, but to provide the kind of perspective you are talking about.

What we have been working on, Dr. Bose said, is developing specific criteria for external review, quality control, comparing our program with national standards from faculty size to the investment we made, faculty's productivity, what our students are doing, and so forth. We have developed specific guidelines to review the existing programs and also separate guidelines to review the proposal for new doctoral programs. Both guidelines require bringing in external expertise to give us an opinion. Both guidelines now have been approved by the Graduate Council. We worked with the council last year, and those guidelines were brought to the Council of Deans for approval. They have been reviewed and approved from all levels of authority here. So, we will be reviewing the existing doctoral programs in a timely manner to address the questions and concerns you have expressed.

I still would ask that information be presented to the Board of Trustees. I would like to see an analysis and the benchmarking with comparable universities in two things: the number of graduates and employment thereafter. Drs. Erman and Bond will continue that effort, Provost Alden stated, and we will start reviewing these programs externally with those new criteria in the coming year.

Sometimes requests for deletions occur or additions occur as a result of the discussions about the programs that have just undergone review, Dr. Cassidy said. Sometimes those requests come in the normal process of curriculum review, so they may come midpoint, for example, in the program review cycle. But, basically, even though we are not reporting on them every year, faculty are looking at curricula on a regular basis and keeping in touch with what is going on in the discipline.

These are very brief summaries of what are lengthy reports, Trustee Strauss said. In years past, I have asked for the underlying reports, and my experience is that most of the underlying reports have a component of benchmarking already contained in them. They use peer group institutions to try to benchmark the number of graduates as well as the standing of the program, the institute or the college. So, some of that information is already being collected. It is not included in our material here, but it is available from the Office of the Provost, and I have found that information very useful in orienting myself with respect to the programs. Provost Alden confirmed that the full summaries, although very extensive and voluminous, were available to any Trustee who was interested.

I know these reviews are done typically on a five-year cycle and in some cases may be slightly longer than that, Trustee Strauss commented. But in the underlying reports, there are most often a series of challenges that are to be met before the next review occurs, and I am curious as to whether there is some sort of a formalized program in place to monitor whether the things that need to take place during that period are occurring. Dr. Cassidy stated that there is a formalized process that takes place through the Academic Planning Council. Many programs are asked to provide what we call focused reports or follow-up reports, Dr. Cassidy said, they do not have to address topics that encompass the 360 process, but programs are asked to give an update on progress that has been made in a particular area of concern. That report comes in the spring of the academic year in which the report is requested. It is presented to the Academic Planning Council, then it is discussed and the council makes a determination whether they are satisfied with the progress that has been made or whether it wants additional information and an additional follow-up report in the next or in several subsequent years.

This is a very important discussion, Trustee Boey said, and I want to commend Virginia Cassidy and all those who participate in producing these reviews, because it takes a lot of time at the department level, the college level and the Provost's level.

I think it is time to take it to the next level, President Peters said. The main reason is we are doing strategic planning at the university level, and we will be setting benchmarks and standards for our teaching and learning environment, for multidisciplinary clusters. It seems to me we have an opportunity to blend that with department-level strategic plans that fit the overall strategic plan. Number two we have not done in the past because of expense. To capitalize on the wonderful work that is done, we need to insist upon external reviews of all academic programs, whether they be undergraduate or graduate, because that is really the only way you calibrate nationally how we are doing. And the third thing is to be a little more formal in the calibration and the assessment of the program, making determinations, identifying needed resources where appropriate and making hard decisions where appropriate to take advantage of all the hard work that goes into preparing these reports. It is not just a report that sits on a shelf because, as Trustee Strauss said, I read the fine print and there is a great deal of valuable material in it. You need to know and I need to know that these assessments are being listened to and that decisions are being made. It will cost us money to bring in external reviewers, that is really the standard in the nation, external reviews of academic programs. Some have eight-year cycles or four-year cycles, but if you have a program that has some issues, you should be able to reserve the right to review them in two or three years as sort of a spot check. So I will be asking the Provost to come back to us and take a great thing and make it a lot better.

In times like this in our economy we keep reading about the headline economists from Bank of America and LaSalle Bank, and I am curious as to whether or not we have a graduate from this program that is a top-line economist.

In general, Dr. Stephen said, a Ph.D. program does help vitalize the intellectual environment of the department, both for the faculty and the master's students. But hidden in these numbers, if we look at the master's of arts numbers and we look at the enrollment and what their main flaw is, they are too

successful. Their people are being hired away before they are receiving their Ph.D. In addition to the concerns raised by the Trustees, we might want to consider how we can make it more attractive to bring that completion rate up as opposed to losing them in their last year.

In answer to a query from Student Trustee Crisler, Dr. Cassidy said that usually national and state data on supply and demand are looked at to help make a determination about the right size of the program. Many of the programs also have advisory committees that are comprised of alumni, employers and leaders within the discipline. So, they talk to us about their needs in terms of numbers of graduates, and also in terms of the knowledge and skills the graduates need to be successful in their employment role.

Agenda Item 7.f. – Student Success Presentation

This is an annual report that was unfortunately postponed from a previous meeting because of scheduling conflicts, Dr. Alden said. I would like to introduce Dr. Shevawn Eaton, who is the director of NIU's ACCESS program. She has held this position for 14 years. Dr. Eaton holds a Ph.D. degree in Higher Education Administration from Indiana University and an M.S. degree in Counseling and a B.S. degree in Microbiology from Purdue. She has extensive experience and success in working on student retention issues. Dr. Eaton is here today to provide information on the ACCESS program and the results it has achieved in increasing the students' success through the use of the program's tutoring, study groups and supplemental instruction.

I am very glad to be here today, Dr. Eaton said, and I always am very excited to talk about the services we have in our area. ACCESS stands for Access to Careers and Courses through Educational Support Services. It is a remnant of the Educational Services and Programs group of programs that all have acronyms. The mission statement for ACCESS basically is that we provide opportunities for students to build academic skills and adjustments, transitions and those kinds of things through a number of different services, which I will talk about specifically. Because of our history as part of Educational Services and Programs, we also support the diversity of NIU by targeting students for services who are most at risk. And since we are aligned as a sister program to CHANCE (Counseling, Help and Assistance Necessary for a College Education), that is always one of our first considerations with academic services. We always monitor them as part of our decision-making process, and we also look at difficult courses and other needs as we monitor the environment therein.

As I mentioned, ACCESS originated as a developmental tutoring program through the College of Liberal Arts and Sciences to support the CHANCE program in the early 1970s. The CHANCE office wrote a TRIO Student Support Services grant and the program became funded through that money and moved under CHANCE as part of that program. It became institutionally funded around 1990 through the Office of the Provost and became campuswide in 1997. We had a partnership with Student Housing and Dining for a small space in Grant Hall to open our first tutoring center, which we used for a couple of purposes at that time. One was to provide a permanent home, for the CHANCE tutoring services that we provided, and then it was opened as a campuswide service. In 2002, we received expansion funding, and we opened three campuswide tutoring centers in our residence halls.

There are three components to ACCESS. The first I will discuss is supplemental instruction or SI. This is a program where we have tutors called SI leaders, Supplemental Instruction leaders. They are students who have taken the course they are tutoring. They sit in the courses, and generally these are large lecture size courses. They take notes with the students and they hold facilitated study groups outside class in a formal schedule. The original inception of that was in Math 108 and 109, which are the CHANCE math courses. We also have them in Chemistry 110, 210, 211; and Dr. Erman was instrumental in getting us rolling on that process. We have them in Accounting 206 and 207, and because of a lot of exuberance in the Department of Foreign Languages and Literatures about what we are doing, we will be piloting a program in the fall for three of the introductory Spanish courses.

Our second program is our newest program, which we call A-Plus, and it is headed up by our reading specialists. We have a person on board who helps students with the tools to be successful academically. She provides one-on-one reading efficiency and effectiveness training for students, and she focuses on targeted student groups. Again, CHANCE is emphasized there along with CAAR Center for Access-Ability Resources, which I left out of the presentation, and athletics. We also provide through that

area a process by which students learn to improve their skills in standardized test taking to enter the nursing program. This year, we had 16 students go through that program and 14 passed the test to be considered for entry into nursing. Also, this program is part of our outreach, and we do study skills, presentations and study groups with students all over campus. We see students in about 75 percent of University 101 courses. We also participate in all kinds of activities whenever we're asked by faculty.

The third program is the Peer Assisted Learning or PAL program, which is our tutoring. This is the core of our program; it is the largest piece, and we provide three forms of tutoring. For commuter students and other students who live off campus, we have one-on-one appointment-based tutoring, so tutor and student can make appointments together at times that are convenient to both. We have found that commuter populations are becoming increasingly more difficult to schedule, so we are holding onto this program to do that. Students can receive up to three hours of tutoring per course per week at no cost. We also run study groups. These are run primarily at the request of faculty or in courses where we know there is difficulty. This year and for the past several years, we ran one in Math 201 and the professor loves having us to support Classical Mythology. We also run a couple in anatomy and physiology and biology course. It is a way to pilot ideas in terms of what we can do to expand services in various areas.

The last piece, which is our biggest piece, is the walk-in tutoring centers at Lincoln, Douglas and Grant residence halls. In 2005, we were given an 8,000 square foot facility in the basement of Grant South for the purposes of opening a cutting-edge tutoring center with technology. Dr. Eaton showed slides of the layout in that center. On the left is a small classroom, training room with smart technology. On the right upper is one of four small group tutoring spaces within the facility. At the bottom is computer tutoring for computer-assisted instruction and other things where students need online access. Also on that wall, we have a small lab of five computer stations that we use for computer-assisted instructional tutoring and students who require that for their work. Our reading specialist also uses that facility for some of the guides that they run for students to develop skills. And the center is the satellite office of the Academic Advising Center, which is attached to the tutoring center where they run late afternoon and evening hours.

Suffice to say we have all kinds of data on this, but I will just give you some base data here. Our total tutoring contacts have more than doubled over the past 11 years. As you can see, there are two points where things jump. The first was when we received the additional funding to open the three centers in 2002. The second, when we opened Grant, brought a much larger population of students. We have never been interested in aggressively advertising our services for fear that we would be swamped. We always wanted to grow slowly so students could always get the services that they needed from us. This year, for the first time, we have had a slight drop-off. We noticed in spring semester that we had a big run on tutoring after the students came back in February, and then things trailed off dramatically over the course of the semester. Total hours of tutoring used last year was almost 11,000. This also includes our study groups and other things as well, so you can see that we are very busy.

Incidentally, Dr. Eaton said, all of our programs are student run. We have student supervisors running our labs. We have student supervisors overseeing the SI Leader program. We believe that the best thing we can do is offer something better than a glass ceiling for tutoring. So, they aspire to work in the labs, they aspire to supervise the labs, and it gives them incentives as they go through school. This last slide shows the top ten most frequent tutoring areas. About 75 percent of our tutoring is in computational courses. Some years it has been as high as 80 or 90 percent. But as we have become more popular and better known, we are beginning to draw in more liberal arts and social sciences courses. As you can see, about 50 percent of it is math. Sometimes that has been as high as 70 to 75 percent, depending on the year. Chemistry is always second, although there is a substantial difference of about 55 percent to 10 percent. The advantage of having student tutors is that they choose to tutor many courses that they feel comfortable with. So many of our tutors who tutor math also tutor other courses that they feel comfortable with in the sciences, but they also may do history courses or other so that we have a broader array of things. When a student comes on a certain night, they know if Tutor X is tutoring that they can get history tutoring as well as math tutoring that night. All of that is in our online schedules.

I live in Grant and work as a Hall Director serving students, Student Crisler said, and I cannot tell you how beneficial it has been to work with students and be able to send them right downstairs for some of that much needed help. You talked about some of the drop-off in the spring semester, and it was really an

opportunity for some of the other staff within Res Life and me to get students motivated back to pursuing academic work and going to the tutoring labs.

What they do is great, President Peters said. I have gone over there and watched the action, and it is extremely impressive. Hopefully, these young tutors will decide to take up a career in postsecondary education because they really are effective.

We do see a lot of our tutors change their majors as a result of their experience with us, Dr. Eaton said. Perhaps the best example of that was an SI Leader who was a math education major. She decided to pursue that and is now the coordinator of the 098 course at Kishwaukee.

We ask the students to tell us what their grade is when they come in to see us, Dr. Eaton said, then we check their grades at the end of the semester, and about 60 percent of them do better than they thought. So from that perspective alone, we find that students who use tutoring tend to reenroll more often, they have GPA's higher than 2.0, they tend to stay off of probation and there are fewer dismissals. We have looked at it from several different angles, but it is a hard picture to get to because students who receive a lot of tutoring may still flunk a course and another student who came in once or twice just to get back on track may get an A. So, there is no correlation between how often they come in and what they do.

Provost Alden stated that Vice Provost Seaver is working with a number of groups, including Dr. Eaton's group, to develop a coherent and comprehensive strategic planning focus on student success and was of the opinion that this is one of the areas where expansion will be looked at in the future. There was no campuswide tutoring on this campus before 1997, Dr. Eaton said, so we really did not know what to expect at that time. Our goal then was to grow the program slowly, which we have continued to do. We also maintain data so that we have good information to show when we might be experiencing an increase in the use of our services.

OTHER MATTERS

Agenda Item 8.a. – Illinois Board of Higher Education Public Agenda Update

Provost Alden asked Vice Provost Cassidy to give a brief update on the IBHE Public Agenda process in follow-up to a request from Trustee Strauss in a previous meeting. As you can see from the information we have provided, Dr. Cassidy said, the goal is to have a strategic plan developed by the fall of this year. The National Center for Higher Education Management Systems (NCHEMS) has been hired as a consultant by the Illinois Board of Higher Education. They have done an analysis of the state in terms of workforce, educational level, income and other indicators related to economic development and educational availability and have presented those findings. They have conducted discussions with some key constituency groups, and between those discussions and the data that have been available from the state, they identified the eight themes listed in your meeting report to guide the strategic planning process. Another element of their activity has been to assign peer institutions to each of the Illinois public universities based on several criteria, including mission and research level and the combination of degree programs and levels of degree programs that have been offered. We received the recommendations for peer groups and are in the process of discussing the appropriateness of those peer groups. There have been several meetings in the state to talk about the work of the task force. In the month of June, a series of regional forums will be held throughout the state to present these themes to all sectors in the state, including education, business, government and so on to get additional input on the appropriateness of these indicators and how they can lead to the development of a strategic plan for the state.

Regional forums are being held, President Peters said, and we are being asked to react to the data being presented by region based upon what NCHEMS thinks are the economic and educational needs. We will be covering four of those forums being held in our area – Rockford, College of DuPage, Waubonsee and Lake County.

In our region, Dr. Cassidy said, what probably will be identified is the need for raising educational attainment levels and aspirations, and we play an important part in that. There is no relationship between peer group analysis and how we are going to serve the people in the region.

I took advantage of the opportunity to meet with a group of Trustees from institutions across the state one Saturday morning and got my indoctrination into this, Trustee Strauss said, and that is why I asked to take just a couple of seconds to discuss it. Since we are in an area of shortage for economic resources, this is apparently a lead initiative from the state to be able to allocate the resources that come from the state. Although we are obviously following and participating in this process, my interest is in seeing that we are taking into account the way in which our strategic planning will interface with this strategic planning. I do not believe the two can operate independently if we expect state funding for some of the initiatives that we have in our strategic planning process. While you can always make approaches outside of the framework the state has formally set up, I am interested in making sure that we are following this appropriately and taking into effect what is going on for our strategic planning purposes here.

The difficulty is that they are doing this by region, the President said, and every region is going to have a different set of needs. We serve the most complex region in the state, so we have to hear what the needs are and then calibrate our response based upon our strategic plan. A concern of the presidents is that the plan should take a more global look rather than this regional look. From the point of view of the public presidents and chancellors, there is not enough clarity to see where this is going; but we will participate in this exercise.

Provost Alden pointed out that the third imperative developed in the Strategic Plan last year had to do with engaging our constituencies in the region. Regardless of where this ends up, he said, it has to have some focus by the university, because the university has already recognized its role in this region beyond just its educational role in outreach and workforce development and P-20, all these healthcare areas and so forth. I do not think there is danger of a disconnect. As President Peters said, this is a work in progress, so we will continue to monitor it.

NEXT MEETING DATE

The next meeting of the Academic Affairs, Student Affairs and Personnel Committee is scheduled for Thursday, August 28, 2008.

ADJOURNMENT

Chair Vella asked for a motion to adjourn. Trustee Strauss so moved, seconded by Student Trustee Crisler. The meeting was adjourned at 10:14 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins
Recording Secretary