I. CALL TO ORDER

II. ADOPTION OF THE AGENDA

III. APPROVAL OF THE MINUTES OF THE NOVEMBER 2, 2016 MEETING

IV. EXECUTIVE SESSION

A. Periodic Evaluation of the Ombudsperson per NIU Bylaws Article 20.4 – Linda Saborio, Chair, University Affairs Committee

V. PRESIDENT’S ANNOUNCEMENTS

A. Higher Learning Commission and Faculty Accreditation Requirements

VI. UNFINISHED BUSINESS

A. Program Prioritization update – Lisa Freeman, Provost

VII. NEW BUSINESS

A. Proposed amendment to NIU Bylaws Article 15.9 Committee on Multicultural Curriculum Transformation – Pages 3-6 FIRST READING

B. Resolution regarding accommodations for students with disabilities – Pages 7-10

IX. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

A. FAC to IBHE – Paul Stoddard – no report

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

E. Rules, Governance and Elections Committee – Therese Arado, Chair – report
F. University Affairs Committee – Linda Saborío, Chair – no report

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

X. COMMENTS AND QUESTIONS FROM THE FLOOR

A. United Faculty Alliance update – Virginia Naples, UFA President

XI. 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

XII. ADJOURNMENT
Proposal to Restructure the Committee for Multicultural Curriculum Transformation  
NIU Bylaws Article 15.9

**Rationale:**

For more than 20 years, the Committee for Multicultural Curriculum Transformation (CMCT) has promoted multicultural curriculum transformation through training institutes and "train the trainer" models. These efforts have served as a valuable model to advance multicultural curricula changes. Since the 1990's, this committee, chaired by academic center directors, has led annual institutes, trained more than two hundred and twenty-five faculty and staff, and helped to change pedagogy and classroom discussions on race, class and gender. This model required review and evaluation to determine its current effectiveness and alignment with NIU's diversity goals. Given NIU's increasing emphasis on diversity and inclusion, it is important to align this committee's goals with the recommendations outlined in the 2014 Diversity and Inclusion Task Force Report.

These goals are:

- Continue curricular transformations, particularly in general education courses that will enhance students’ cultural competency.
- Show evidence that NIU “walks the walk” by adding a mandatory diversity general education course to new PLUS curriculum choices.
- Under the guidance of the Chief Diversity Officer (CDO), NIU and each college, department and unit should create a diversity strategic plan with parameters for accountability and assessment.

To better reflect these diversity goals, we are proposing to restructure the Committee for Multicultural Curriculum Transformation and Academic Diversity Programs Advisory Committee (ADPAC) into a single committee. This committee would focus on: reducing student academic equity gaps, creating expanded opportunities for student/faculty research with greater collaboration from the academic diversity centers, developing a sustainable model for NIU's human diversity requirement in compliance with the Illinois Public Act 87-581. This will include changing the name of CMCT to the Committee for Academic Equity and Inclusive Excellence (CAEIE) in order to better embody this committee's new charge.
ARTICLE 15:
ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

15.9 Committee on Multicultural Curriculum Transformation
15.9 Committee for Academic Equity and Inclusive Excellence (CAEIE)

15.9.1. Composition Membership of the committee shall consist of the following:
- Vice provost for academic planning and development, ex officio, nonvoting member;
- Director, Center for Black Studies, ex officio, voting member;
- Director, Center for Latino and Latin American Studies, ex officio, voting member;
- Director, Women's Studies, ex officio, voting member;
- Chief Diversity Officer, ex officio, nonvoting member;
- Vice provost for Faculty Affairs, ex officio, nonvoting member;
- One faculty member from each degree-granting college;
- One supportive professional staff member who teaches regularly;
- One curricular dean, ex officio, nonvoting member;
- One undergraduate and/or graduate student, voting member.

Faculty and staff members shall be appointed to serve three-year staggered terms beginning in the fall semester, not to exceed two consecutive terms. All other members, or their designees, shall serve continuous terms. Members shall be appointed by the Provost.

15.9.1. Composition Membership of the committee shall consist of the following:
- Chief Diversity Officer, ex officio, nonvoting member;
- Vice provost for academic planning and development, ex officio, nonvoting member;
- Director, Center for Black Studies, ex officio, voting member;
- Director, Center for Latino and Latin American Studies, ex officio, voting member;
- Director, Center for the Study of Women, Gender, and Sexuality, ex officio, voting member;
- Director, Center for Southeast Asian Studies, ex officio, voting member;
- Vice Provost for Faculty Affairs, ex officio, nonvoting member;
- Representatives from the Office of the Vice Provost for Academic Affairs, ex officio, nonvoting member;
- Representative from Student Affairs, ex officio, non-voting;
- One faculty member from each degree-granting college, voting member;
- One equity team leader from each degree-granting college, ex officio, voting member;
- One member from Academic Affairs Research Office, ex officio, nonvoting;
- One supportive professional staff member who teaches regularly, voting member;
- One curricular dean, ex officio, nonvoting member;
- One undergraduate and/or graduate student, voting member.
Faculty and staff members shall be appointed to serve three-year staggered terms beginning in the fall semester, not to exceed two consecutive terms. All other members, or their designees, shall serve continuous terms. Members shall be appointed by the Provost.

15.9.2 Chair The chair position of the committee will rotate every two years among the directors of the Center for Black Studies, the Center for Latino and Latin American Studies, and Women's Studies.

15.9.2 Chair The chair position of the committee will be the Chief Diversity Officer and the directors of the academic diversity centers may serve as co-chairs as needed.

15.9.3 Duties The duties of the committee shall include the following:
1. To promote multicultural curricular transformation on campus;
2. To coordinate the biennial Multicultural Curriculum Transformation Institute and related programs;
3. To advise the provost and university bodies on multicultural curriculum transformation issues;
4. To submit an annual report on activities of the committee to the provost.

15.9.3 Duties The duties of the committee shall include the following:

1. To identify academic achievement gaps among all students;

2. To identify and implement effective, sustainable, and measurable intervention strategies to ensure equity for all students;

3. To monitor academic achievement among students from underserved populations;

4. To identify and implement effective, sustainable, and measurable intervention strategies to ensure equity for underserved students;

5. To develop criteria by which the Human Diversity degree requirement will be satisfied;

6. To promote multicultural curriculum transformation on campus in partnership with Office of Student Engagement and Experiential Learning (OSEEL) and academic diversity centers by establishing faculty-mentored student research opportunities that impact diverse communities and transform curricula;

7. To advise the provost and university bodies on multicultural curriculum transformation issues;
8. To submit an annual report on activities of the committee to the provost;

9. To regularly monitor available data on undergraduate student participation in multicultural and diversity centered academic programs, minors, and certificates;

10. To support collaboration between academic centers' minors and certificates and NIU PLUS pathways;

11. To provide opportunities for faculty participation in academic diversity programs and initiatives.
Dear Greg,

Thank you for contacting the DRC to learn more about our services and needs. The Office of Student Affairs and Enrollment Management has been instrumental in supporting our efforts and we are hopeful that initiatives in the works and future requests will be fulfilled so that we can provide the best service to our students who frequent the center as well as faculty who depend on our services to support them and students in their classes.

I have condensed several areas of need (see below) and have attached related, more comprehensive documents.

Thank you again for your willingness to assist in furthering the mission of the Disability Resource Center on behalf of the university.

Sincerely,

Debra

Debra A. Miller, MA, CRC
Director
Disability Resource Center
Division of Student Affairs
& Enrollment Management
Health Services Bldg., Fourth Floor
Northern Illinois University
815-753-1375 phone
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**Location:** The mission of the Disability Resource Center (DRC) is to create an accessible, inclusive, sustainable learning environment where disability is recognized as an aspect of diversity that is integral to the campus community and to society. Thus, the DRC should ideally reside in a centrally located, student-centered building that is accessible and ADA compliant, and sufficiently sized to better meet the ever-increasing student demand for disability services. The call for relocation has been demonstrated repeatedly not only through Internal and External Program Reviews but also in the form of student and staff concerns and complaints and infrastructure breakdowns.

**Personnel:** Last year at this time, November 2015, the DRC had a Director, an Assistant Director, and three Access Consultants. In December the Director left the institution and the Assistant Director moved into the acting Director role (The Assistant Director remains vacant but needs to be filled). In February of 2016 one Access Consultant retired and in April a second Access Consultant went on medical leave. That Access Consultant has recently been approved for SURS disability. In 2014 the number of students registered with the DRC was 774. In 2015 that number jumped to 886. Since October 12, 2015, the number continues to increase to 923.

**In August 2016 alone the DRC managed 156 student appointments; through MID-September we managed an additional 163 appointments. We have generated 343 Letters of Accommodation in six weeks as well as administered 320 accommodated exams.**

The lone remaining Access Consultant is handling most new students. The Director is serving in the role of Access Consultant to absorb the caseloads from the two now absent Access Consultants (as well as her own which accrued over the past year out of need). This has taken the Director away from critical administrative and supervisory duties. The Director works 60 hours per week to provide direct service to students as well as handle all other functions. **An additional and significant concern** is that students who did not call to make an appointment prior to the beginning of the semester are now waiting weeks and weeks to get in to see the one Access Consultant or the Director (who should not be serving in that capacity). NIU student retention and usage data since the 2012 cohort depicts that students with disabilities are consistently retained at a higher rate than students who do not have a disability. Our
current staffing model will negatively impact student success and retention. **We need a minimum of three Access Consultants based on past need and increasing number of students who are registering with the DRC.** We currently have two positions posted.

**Technology and Equipment:**

**Computer Replacement:** The current stock of testing computers, with a few exceptions, was purchased in May 2008, resulting in an average age of 8 years. The operating system on these computers was upgraded from Windows XP to Windows 7 in April 2014 when Microsoft ended support for the XP platform. Over the following winter, most of the testing computers received additional memory cards in an effort to minimize incidents where the computer would shut down during testing, thus resulting in students losing data and causing them significant stress and anxiety in having to start over. In spite of the additional memory, some of the machines still experience shut-down issues. **Braillers:** See attached  
**CCTVs:** See attached

**Unfinanced Initiatives:** The University has committed to centralizing all accommodations through the Disability Resource Center. In addition to added responsibilities that were placed on the DRC to grant accommodations for students whose circumstances may fall under Title IX (e.g. individuals who are pregnant or nursing as well as those experiencing mental health issues due to experiencing personal violence), beginning with the spring semester of 2015, the DRC is now charged with accepting all students who need dietary accommodations in the dining halls. We have also experienced an increase in the number of students needing housing accommodations for comfort animals. New initiatives to work closely with Athletics and CHANCE proactively during the spring of 2016 have also increased demand for services. These initiatives have increased our student registration significantly which is a wonderful trend, but also a taxing one on our already limited resources.
November 30, 2016

Proposed resolution:

Whereas, students with disabilities have a civil right to an accessible education.

Whereas, increasing numbers of students use services at the Disability Resource Center.

Whereas, there is an expectation that students will be scheduled for appointments within two weeks of initial contact.

Whereas, despite two positions being posted, once filled there will be still be insufficient staffing to meet student needs and outreach to faculty and staff.

Whereas, assistive technology and testing computers are essential for service delivery, however, much of the equipment used in DRC is outdated and/or non-functional.

Whereas, students who are blind and require Brailled textbooks often fail to receive their books until after the semester has started.

Whereas, students who are deaf or hard of hearing require captioned video yet the University has no mechanism in place to ensure that videos created by faculty and staff are readily captioned.

Whereas, technology accessibility (per the NIU technology access policy) is crucial for student recruitment, retention and success.

Whereas, student services should be provided in a centrally located space that is accessible without the need for an elevator.

Be it therefore resolved that the University administration should move to immediately address the staffing, equipment, and related service delivery needs of the Disability Resource Center thus assuring that students with disabilities receive appropriate accommodations, within a reasonable time.