

Minutes of the  
NIU Board of Trustees  
**ACADEMIC AFFAIRS, STUDENT AFFAIRS  
AND PERSONNEL COMMITTEE**  
March 6, 2008

**OPENING STATEMENT**

Before I call this meeting to order, Vice Chair Boey said, I would like to make an opening statement. In the past weeks, all of us who love Northern Illinois University have seen darkness and light – the darkness of a senseless tragedy, the light that is the spirit of so many who have resolved to move “Forward, together forward.” Our community has now come together and we are struggling with the mission of looking ahead without forgetting the past. I am confident that we can fulfill this responsibility to the future needs of NIU while honoring the memory of those we lost. As this committee gathers this morning, I know we all share a desire to help heal Northern Illinois University in any way we can. And despite the difficulty in doing so, it is imperative we move forward today with the business of this university, never forgetting that this university is made up of a caring community that will continue to reach out to one another during the grieving and the healing process. Thank you.

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Vice Chair Robert Boey at 9:10 a.m. in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Sharon Banks-Wilkins conducted a roll call of Trustees. Members present were Trustees Marc Strauss, Vice Chair Robert Boey, Committee Chair Barbara Giorgi Vella (via teleconference) and Board Chair Cherilyn Murer. Not present were Student Trustee Shaun Crisler. 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 Murer made a motion to approve the agenda. It was seconded by Trustee Strauss. The motion was approved.

**REVIEW AND APPROVAL OF MINUTES**

It was moved by Trustee Strauss and seconded by Trustee Murer to approve the minutes of the September 6, 2007 meeting. The motion was approved.

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

On today's agenda, Vice Chair Boey said, we have four items that will be presented for action and six for information. The March meeting of this committee is of particular importance for faculty. This is the time of year that the Board acts on Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for 2008 and 2009. In conjunction with this item, two faculty members who have recently completed sabbaticals, will provide the committee with a summary of their research. There are several issues on the agenda for today. Action items include Request for a New Minor, Request for a New Emphasis and Specialization, Request for New Degree programs, and New Program Fee. Information items include the Annual Report on Oral English Proficiency for 2006-2007 Academic Year, the Fiscal Year 2009 Programmatic Budget Request; the Fiscal Year 2008 Increment Summary Report and the IBHE Report on Underrepresented Groups for 2006-2007 Academic Year.

I now would like to recognize the representatives of the University Advisory Committee to this committee, Ferald Bryan and Joseph "Buck" Stephen. We certainly share in your opening statement concerns for the continued care of the university and its staff. I would like to give a special welcome to our newest Trustee, John Butler. And we especially appreciate the Board's continuing support of sabbatical leaves.

#### **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. – Faculty Reports on Sabbatical Leaves**

We have today two faculty members who will report on their sabbatical activities, Provost Alden stated. It is a very positive point in our schedule every year to have the opportunity to have discussions of what goes on during sabbaticals so that we can make sure everyone is aware of the types of value-added that faculty are able to achieve through a sabbatical. The first speaker is Laurel Jeris, who is an associate professor in the Department of Counseling, Adult and Higher Education. Her teaching areas include courses in program evaluation, organization and administration; continuing education for professional groups; and leadership development. Her research interests include examination of work-related systems, including professional associations and their commitment to racial equity and social justice, power analysis for on-line learning systems, and participatory research as a methodology for leadership development in the nongovernment agencies engaged in international partnerships. Her international work is in Sri Lanka, and has focused on the theory and practice of poverty alleviation, women's leadership development and advocacy and, in particular, her sabbatical research has focused on the leadership development of women in Sri Lanka from three different perspectives: senior, nongovernmental agency directors; nongovernmental agency and government field staff; and women who are emerging as leaders for rural villages. There were 25 taped interviews with women living throughout the Sri Lanka area and these were conducted to collect data in these research areas. Participants included members of the Buddhist majority as well as the Hindu and Muslim minorities who learned to work together with one another and within and across the hierarchical, cultural, linguistic and religious boundaries that have so troubled Sri Lanka over the last two decades have been very tumultuous. This research was funded by the United States Department of State, the Bureau of Education, Cultural Affairs and the Office of Citizen Exchanges. The findings from this study she will discuss today include the experiences of leadership development reflecting on differences between male and female leaders, the insights on community and personal development, and the description of uses and abuses of power and influence.

I would like to start with appreciation and sincere gratitude to NIU for the sabbatical leave and particularly to the College of Education, Dr. Jeris said. I successfully competed for two mini-grants that funded my travel along with the production I am going to share with you this morning, an instructional video that will sketch out the work that led up to the research itself. Over a six-year period, I participated in two grants funded by the U.S. State Department Office of Citizen Exchange where we worked with women in Sri Lanka, where the female population is about 51 percent. During that time, I was able to build deep relationships with these women. They felt they had a story to tell and invited me to do that. The kind of interviewing I did required a high level of trust, rapport and familiarity with these women for them to reveal the more personal experiences of their own leadership development in contrast to talking about the objectives of the grants on a more professional basis. I worked in Sri Lanka about one month per year over a six-year period and had planned a study abroad trip for some of my students. Unfortunately, the situation in Sri Lanka deteriorated once again, so that trip had to be canceled. We would have arrived in Sri Lanka on January 2, the date that the President of Sri Lanka formally dissolved the ceasefire.

The DVD narrative was as follows:

The tropical island of Sri Lanka is located in the Indian Ocean about 20 miles off the southeast coast of India. It is comparable in size to the state of West Virginia and is the home of over 19 million people. The population is multiethnic with 70 percent Buddhist majority who speak Sinhala. Another seven percent of the population is Hindu, eight percent is Muslim and six percent are Christian. Tamil is the predominant language of the Hindus and Muslims.

There are over 25,000 rural villages in Sri Lanka where about 80 percent of the population resides, and many of the families in those villages depend on the female head-of-household to survive. Their choices are limited, and this is especially frustrating to the women of Sri Lanka who cherish the fact that they have had the power to vote for over 70 years.

Indrani Iriyagolle, Founder and President of the Sinhala Women's Organization for the Welfare and Advancement of Women, has written an historical perspective on women in Sri Lanka (1989-1990). Although women were considered equal partners in pre-colonial times, she now asserts that, and I quote:

“ ... seclusion, segregation of women, domination over women, and over-protection of women are social phenomena that have entered the modern scene in recent times. Hence, socially, morally and culturally women's position has deteriorated. All the modern changes in education and the law have not helped women enjoy the rights of the individual. Until such a status and position is accorded to her in real terms, she will not be able to enjoy the esteem her counterparts did in the early period of the island's social history.”

It is these conditions that have fueled the determination of women at the national, regional and rural grassroots levels to take on ever-increasing roles and responsibility for building the capacities of Sri Lankan women economically, politically and socially.

In this video presentation, you will meet 25 of these women: seven women are nationally prominent leaders in various sectors such as higher education (NIU), government, and human service agencies, which are referred to as NGOs in many developing countries meaning nongovernmental organizations. Nine women are well-known throughout their home districts for their extensive fieldwork as coordinators for NGOs, and nine women provide leadership in their home villages by volunteering countless hours to implement training programs, and provide one-to-one support for improving their life circumstances of the grassroots women and their families.

I began working with these women leaders in 2002 under the auspices of the US Department of State, Bureau of Educational and Cultural Affairs, Citizen Exchanges Grant program. Dr. Jaya Gajanayake, recently retired senior consultant in the International Training Office at NIU and adjunct faculty member in the Adult and Higher Education Program, was the driving force and visionary who wrote and directed two grants over a five-year period that were successfully completed. Dr. Gajanayake brought together four leading NGOs with long track records of success in improving the quality of women's lives in Sri Lanka with three units at NIU, the International Training Office in the International Programs Division, the Adult and Higher Education Program and the Women's Resource Center. This partnership, underwritten by the U.S. Department of State and NIU, enabled many women in Sri Lanka to take on broader roles in their communities and participate in decision-making that has brought about improvements in access to clean water, schools, day care, healthcare, market days, opportunities for income generation and political participation.

Although the grant objectives regarding capacity building, leadership development and women's advocacy shaped the direction of the partnership and exchange between the women of Sri Lanka and Northern Illinois University, the women you will meet in this presentation graciously consented to share their more personal perspectives. These include their experiences of leadership development, including those qualities most needed in their communities, their strengths and weaknesses, and the tensions that arise when trying to balance public and private lives. These women also shared their thoughts on differences in the ways that men and women approach the

responsibilities of leadership. The final section of the video includes messages from the participants who are women across Sri Lanka as well as other countries in South Asia and western industrialized countries.

This video is something I designed to use in the doctoral seminar that I teach in Leadership in Adult and Higher Education, but I have also taken it to other venues. It helps explain how some work is done at the grassroots, how to build relationships with people for the purpose of capacity building and, in this particular set of projects, women's political participation was forefront. I am in daily contact with my colleagues in Sri Lanka, and they think it is wonderful that we have a woman in the nomination process for President. They have quite a different system and cannot understand why it has taken so long.

My research, it is a qualitative study, and these women were not anonymous. They wanted to be quoted, and are featured in the video. Fundamentally, the research problem was around whose knowledge counts. So we really looked at these women and their leadership. This is an area of the leadership literature that is not well developed. There are a number of studies in corporate settings around women in corporate situations, but we do not have much of the grassroots community development. This dealt with three research questions: What were the formative life experiences that contributed to the participants in terms of their leadership development? What were the thrusts in the broader Sri Lankan culture that were both helpful and hindering in terms of their leadership development? What do the participants of the study want to share with women across South Asian and then with women in western countries? So the instructional video is divided into three chapters: "Leadership Development"; "Their perspectives on differences in terms of the culture," which includes the gendered perspective, because that is certainly a prominent feature of their culture; and third, "What do the participants believe that they want to share?"

The one thought crossed my mind that your research certainly dispels any myth that someone might have regarding the effectiveness of sabbatical, Trustee Murer said. It certainly broadens your perspective, and then enhances the teaching capacity. In reply to a question from Trustee Murer, Dr. Jeris said that there is a very high English literacy in Sri Lanka that is primarily due to 150 years of British occupation. However, at some levels the women can often be reticent to actually respond in English, so translators were used because we were dealing with Sinhala, the majority language, as well as Tamil.

It should not go without remarking that we are in Women's History Month here at the university, President Peters said. We have a rich program of activities, and the focus is on entrepreneurial women. Dr. Jeris fit that mold very well today. Yesterday I heard a presentation about 17 NIU women who made contributions to the world between 1900 and 1949. They have taken their research and teaching and spread it to the world, whether it was to Navajo Indian reservations or medical schools in Peking in the 1920s, to Nevada, to Wyoming and to the Tuskegee Institute. So you are in good company, and we are really proud of what you have done.

Each year, at this time, Chair Boey said, when faculty and staff give reports of this sort, it allows me a chance to again state that among the general population not in the teaching world, the term sabbatical is often misunderstood as paid vacation. And it is reports like this that really help to exemplify what the sabbatical is really all about, and it is a wonderful program.

Provost Alden introduced the second presenter, Dr. Donald J. Richgels, a Presidential Research Professor in the Department of Literacy Education who teaches undergraduate and graduate courses in language arts, reading and language development. He is the author of *Going to Kindergarten: A Year with an Outstanding Teacher*; and the coauthor of two books, *Literacy's Beginnings: Supporting Young Readers and Writers*; and *Designing Early Literacy Program Strategies for At-Risk Preschool and Kindergarten Children*. He is also well published in a number of professional journals including *Language and Speech*, *Reading Research Quarterly*, *Journal of Reading Behavior*, *The Reading Teacher* and *The Journal of Educational Research*. His research interests are in preschool and kindergarten classroom practices and the relationship between spoken language acquisition and literacy development. In his sabbatical research he focused on assessing preschools and kindergarteners in invented spelling. His study compared how well children performed under traditional word list tasks in comparison to how they performed in the instrument on invented spelling developed by him. The subjects were 11 preschoolers

and 49 kindergarteners from schools in the east, Midwest and the southwest of the United States. And his findings can help teachers in selecting the best approaches to early writing and reading instruction.

I really appreciate the opportunity to be here to talk a little bit about my work, Dr. Richgels said, but I especially want to thank you for the opportunities I have had with sabbaticals and other support from NIU to do my work. You mentioned the book *Going to Kindergarten*, which is the product of my first sabbatical in 1992. I was in a kindergarten classroom and a first grade classroom once a week observing literacy practices. In the kindergarten classroom, there were so many wonderful things going on, and I was so struck by the teacher, that I asked her if I could come back the next semester, in my own time since I was back at my regular work at NIU, and come into her room once a week for the rest of the year. At the end of that semester, I felt like I was still missing so many things on those other four days that I asked if I could come back every day the next year. So I arranged my NIU teaching schedule so that I could be at the morning kindergarten class every day. It was this experience that led to the book, *Going to Kindergarten*. I have always been interested in children's beginning reading and writing and spent eight years during the 1970s as a first grade teacher. One of the exciting things about first grade is that children come expecting to learn how to read, and if you are a good teacher, you can help them do that. One of the things I have been looking at in my own research is called invented spelling, which is young children's first efforts at spelling. They do not spell conventionally at that point, but they use what they know about the names of the letters of the alphabet and their growing awareness of sounds and words to do actual spelling. It is not quite the same system but is abstract like regular spelling, and they work their way toward it.

One of the wonderful things about invented spelling is that it is a way for children to continue to explore on their own the relationship between sounds and letters. It is a way of heightening phonemic awareness in the area of early reading and writing. When children are first beginning to read and write, it is really the only time in a person's life that you have to be consciously aware of phonemes in words. When little children are acquiring speech, they do not have to do it in a conscious way, it comes unconsciously, and grown-ups who are already familiar with reading read automatically. But it is those beginning readers that have to pay special attention to sounds and words, and invented spelling is one way of promoting and assessing that. Invented spelling has existed since the early 1970s. We have known a lot about stages of spelling that children go through to eventually become conventional spellers.

For the last eight years or so there has been a very high concentration and attention to assessing children, even very young children because of No Child Left Behind and other federal legislation. These children are the subjects of quite intensive, sometimes standardized testing. So, in my own work with invented spelling over the years, I have frequently tested young children's invented spelling by just giving them words to spell. I would show them a drawing and ask them to say the word and then spell it. Then I began to realize that was a very isolated task, and if we were going to spend the time with assessment, we should look at it in a more holistic way and observe what is going on with children not just in their spelling, but also in their reading, because the two are related. So, what I came up with during this sabbatical was an informational picture book of mostly city scenes. One picture would be a faraway picture, and the second would be an up-close picture of the same scene. It was a wordless picture book where we would page through the book and talk about the pictures. That way I would get a sample of the children's oral language ability and their conversational skills as well as their literacy skills. We talked about how in the faraway picture, you can see many things, and in the up-close picture, you can see some specific thing that is also in the faraway picture, but not quite as prominent or noticeable. To participate in that book was an engaging, fun thing for kids to do. After going through that experience, they were given the same book with text. At the bottom of the faraway pages, it always said "From faraway, I see many things." And at the bottom of the up-close pages, it would always say "Up-close I see a \_\_\_\_\_," and then they would have to fill in the blank with magnetic letters to spell the word, and that is how I sampled their inventive spellings. For example, faraway I see many things, up-close a car and a boat; faraway I see many things, up-close a sign and a bus.

I did this, as Provost Alden said, with 11 preschoolers and 49 kindergarteners in Vermont and Arizona and here in the DeKalb area. One of the things I was looking at was a comparison between this and the usual task of just showing them line drawings and asking them to spell the words, and the results were the same. The number of phonemes the children would spell in the target words was pretty much the

same whether they had the task I have used for years with the line drawings or the task of reading the book together and participating in writing in the book.

The good news is that I got so much else from the reading and writing of the book. There was much more positive affect. The kids were really engaged, they were really interested and they showed a wide range of reading and writing skills in addition to the invented spelling. Again, one of my reasons for wanting to find this out is that if we are going to be spending time assessing very young children, we want to make it an experience that is enjoyable and engaging for them and also that is productive of a lot more than just one target piece of information, the invented spelling. So, I was able to look at how familiar they were with how to handle a book. I was able to record and analyze their conversational skills. I was able to make notes about whether or not they needed help with the letter identification and the spelling and also the strategies they used to read the book back after they had filled in the blanks.

Dr. Richgels then showed and discussed several examples of the children's invented spelling. Eight of the words you saw in the up-close pictures were: PIE, FEET, NOSE, SOCK, NEST, DRUM, BRIDGE, TABLE. And this is one preschooler's spelling of those words: PIY, FEET, NOS, SOC, DROM, NEST, BRIJ, TABL. As you can see, this subject identified each of the phonemes and spelled it with a letter that is consistent with what we know about letter sound matches. And here, for CAR, BOAT, SIGN, BUS, DUCK, BENCH, FLAG, TRAIN, a kindergartener spelled CAR, BOT, SIN, BUS, DUC, BENCH, SCIIY SCRAPR, TRAN. You can see that he did not spell flag, but what he did spell was "skyscraper." So, another thing about this task is that it was more open-ended. Instead of "sign," another student decided to spell crossing guard, KRASAGORD, and for flag, "OMRAKNFLG." Here is another one who spelled American flag, UMUCIN FLAG. First, he just put down American taking a lot of time sounding out the word and putting up the letters he thought matched those sounds. When I asked him, what he had written, he said "American flag," and then he said, "Wait!" He realized that he had written only American. So he quickly gathered up the F, the L, the A and the G and put them in place. Then he even commented on his own performance. Now he read it back as American flag and said "I forgot flag."

The children were really engaged in the task of far away and up-close pictures. They also paid attention to things like numbers, noticing the number on the front of the bus. They did what is called finger point reading, which is another early literacy skill where they point to the words as they say them because they have more or less memorized the words of the text. In the bottom one there, a child started out reading from far by saying far away, when she got to away, she realized she was off track, so she skipped that word and then caught up and said, "I see ...." And that is an awareness, an attention to print that is an important early literacy skill.

I used a lot of this and other things that I have learned in early children's literacy in a course that I teach called "Emergent Literacy Development" where one of the emphases is looking at assessment in more natural and more holistic, child-friendly ways, talking about observation and assessment together, always emphasizing the context. One of the assignments for the students is to write a case study of an individual early reader or writer, and one of the things I have been able to share with them is the way I have sampled children's reading and writing with this task.

#### **Agenda Item 7.b. – Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2008-2009 Academic Year**

We are happy to bring forward our sabbatical recommendations for the coming year, the provost said. This sabbatical process is quite rigorous. We go through extensive proposals that are reviewed at the department, college and university levels. Fifty faculty and staff members representing 27 different departments have been selected. In answer to a question from one of the Trustees, Dr. Alden stated that employees become eligible for sabbaticals in the seventh year following a previous sabbatical. The University recommended 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 for approval at its March 27 meeting

Vice Chair Boey asked for a motion to approve the Recommendations for Faculty and Supportive Professional staff Sabbatical Leaves for the 2008-2009 Academic Year. Trustee Murer so moved, seconded by Trustee Strauss. The motion was approved.

### **Agenda Item 7.c. – Request for a New Minor**

This Minor in Mechanical Engineering is to provide students who are either in engineering or in some cases in other fields of science, to achieve a level of competency in mechanical engineering, Dr. Alden said. It requires 21 hours of course work in various related fields to mechanical engineering. And, it is highly desirable for many prospective employers to have a student with a major in another area to have this minor as well. Dean Vohra stated that other areas of interest that would benefit from the Minor in Mechanical Engineering were computer science and mathematics. 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 for approval at its March 27 meeting.

Vice Chair Boey asked for a motion to approve the Request for a New Minor in Mechanical Engineering. Trustee Strauss so moved, seconded by Trustee Murer. The motion was approved.

### **Agenda Item 7.d. – Request for a New Emphasis and Specialization**

This item is a request for two new programs, the Provost said. Emphasis are for undergraduate degrees and specializations are for graduate degrees in general. The emphasis being proposed is an Emphasis in Mechatronics. It is a field that is emerging in terms of use of automation in engineering design and product based science. The emphasis is in a highly valued field and will be shown on the transcript of an engineering student. This is clearly a value added for the employers who look at our graduates.

We have also a Specialization in Nanoscience in Nanochemistry within the Ph.D. in Chemistry. Last year, we brought forward a Specialization in Nanoscience for Physics. This is a parallel program that recognizes the multidisciplinary nature of nanoscience, the use of very small things in creating new products. It will focus on the behavior of nanostructure and linkages to various technologies in manufacturing and electronic devices. It is also very important in our relationship to Argonne National Laboratories, with which many of our graduate students and faculty work. The university recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse these requests and ask that the President forward them by means of the President's Report to the Board of Trustees at its next meeting.

Dean Vohra stated that nanoscience that is a generic term that is applicable to various disciplines such as physics, chemistry and mathematics. It is a good combination of the sciences and engineering, and that will give a good application in the nanoscience field, he said. For example, some of our professors have a specialization in nanosensors and how they can use them in trying to create some applications based on the theoretical studies done by physicists, chemists and mathematicians. It will create a new and effective field for the students.

Nanoscience refers to the materials we cannot see, Dr. Bose explained. The behavior of these materials is entirely different than what you see conventionally in the bulk materials. Recent emphasis is actually on nanobiomedicine, the delivery of medicine at the nano scale targeting especially the genes in the human body. So, the next natural extension is nanobiology, nanomedicine and the combinational technique. Other places are in engineering electronics, or nanoelectronics. Though, mathematicians play a big role, the main applications are in the biology, computer science and engineering fields.

In answer to a question from a Trustee, Dr. Bose said that most major universities have different nanoscience programs and some have interesting material science programs. We wanted to structure this program based on our strength and our relationship with Argonne National Laboratory, with our focus related to nanomaterials and Argonne's proton source. Universities like Purdue, Penn State and University of Michigan have invested \$50 to \$500 million in each of these programs. The University of Albany, spent \$200 million in the last two years to focus on nanoscience and engineering, and they have created a College of Nanoscience and Engineering. We have tremendous resources at Argonne and Fermi National Lab, so, we are focusing mostly on the materials properties, development, sensors, those that are at the nanoscale level. My preference for our next expansion would be in the nanobiology area. NIH now has a roadmap that clearly spells out the need to focus on nanomedicine so that we can avoid the toxicity of many drugs by targeting the specific disease, a specific cell, with a delivery system that

actually targets that particular area. This nano focus started in the mid- to late-90s, Dr. Bose said. We do not hear much about it in the news now because those projects have been implemented and have matured, as we move on to bring you the newest technologies. The faculty from Engineering and Physics continue to work together, Dean Vohra said, even though it is not being publicized any more. It is a unique opportunity for our faculty and students in Engineering to work together with Chemistry and Physics on Ph.D. programs, because we do not have the degree authority in the College of Engineering.

Vice Chair Boey asked for a motion to approve the Emphasis in Mechatronics and the Specialization in Nanoscience in Nanochemistry within the Ph.D. in Chemistry. Trustee Murer so moved, seconded by Trustee Strauss. The motion was approved.

#### **Agenda Item 7.e. – Oral English Proficiency Annual Report 2006-2007**

Public Act 84-1434 requires all universities to take appropriate steps to insure that oral English language proficiency is maintained within the learning environment. We have the English as a Second Language clinic in the Department of English and the Speech and Hearing Clinic in the Department of Communicative Disorders working with faculty who have been identified as potentially having some difficulty, Provost Alden said, both faculty instructors and graduate teaching assistants. In response to this public act, we report our findings every year. The number of complaints that were received is very modest. They have all been thoroughly evaluated and resolved. The university asks that the Academic Affairs, Student Affairs and Personnel Committee accept the annual report of the university on its compliance with Public Act 84-1434 and ask the President to forward it by means of correspondence to members of the Board of Trustees.

Vice Chair Boey asked for a motion to approve the Oral English Proficiency Annual Report for 2006-2007. Trustee Strauss so moved, seconded by Trustee Murer. The motion was approved.

#### **Agenda Item 7.f. – Request for New Degree Programs**

This item represents the request for two new degree programs. Because of the February 14 tragedy, the Provost said, the Academic Planning Council was not able to meet to approve these programs, so we are bringing it forward as information. It is expected that they will consider this the week after spring break. We would like you to know about these programs which will be presented at the Board of Trustees meeting on March 27, because it is quite time critical that we have them approved in time for implementation in the fall.

The first request is for a Master of Arts in Teaching. This is an umbrella program that is designed for people with baccalaureate degrees in various content areas that want to seek initial teacher certification. It will require a minimum of 30 hours of course work that focuses on various pedagogical skills and experiences. We would like to deliver this both on campus as well as at selected off-campus locations designated by the IBHE as the North Suburban, West Suburban and Chicago Regions. This is an extraordinarily important program that will allow people who have degrees in content areas to teach. This request will be a Specialization in Elementary Education, but we see bringing forward other specializations in the future, and we will bring them forward under this umbrella Master of Arts in Teaching degree.

The second degree request is for a Master of Science in Teaching with two specializations. These are not for initial certification. These are for certified teachers who want more content area and to be endorsed in those disciplines through the university. A minimum of 30 semester hours focusing on content area is required. The two specializations being brought forward are in the STEM areas – the Science, Technology, Engineering and Mathematics areas. One is in an area of mathematics particularly for middle school, and the second is in the area of engineering technology. These will be offered on campus and in the West Suburban and Chicago areas as well.

These are as a result of IBHE grants that have recognized the critical workforce needs for teachers, particularly in STEM areas and, in some cases, other areas such as elementary education. So even though there are other programs in the state, they are clearly not enough, and it has been recognized by the IBHE by providing these grants to develop new programs. And that is why it is somewhat time critical,



because we need to get these in our catalog for the future offering, and it is part of our grants to develop and offer them right away. So, IBHE will help us to expedite the approval of these degrees.

### **Agenda Item 7.g. – Master of Accounting Science (M.A.S.) Program Fees**

The Master of Accounting Science program fee is presented here as an information item, but it will be presented as an action item in the Finance, Facilities and Operations Committee meeting, Dr. Alden said. As you probably know, NIU's accountancy program is in the top 20 of all programs in the country, of which we are very proud. However, it has been impacted by the fact that the new state law requires 150 credit hours of course work for someone to sit for the CPA exam. So this program has been flooded with an approximately 200 percent increase in new students and an approximately 400 percent increase in graduates in this program without any significant new resources to support it. So this has been a very well researched program to try and fee maintain the quality of the accountancy program. But, even with these program fees added, we are on the very low side of competitive by ranked programs and even many of the other programs in this region.

In response to a query from a Trustee, Provost Alden responded that these fees will go directly to this program. They will be budgeted annually by the department and the college, the Provost said, and they will be approved by my office to make sure that they are spent in the way that has been indicated to support the program and not for other purposes in the college or the university.

Our Executive Advisory Council and our students are asking for two programming initiatives, one in the area of communication and one in leadership development. We also identified the costs in this degree program that currently are being funded by other sources, meaning we have accountancy firms that support us significantly. Rather than those funds going to support students through scholarships and those types of things, we are using it to pay for advisors and personnel who are affiliated with this program. Along with those items, we also looked at the faculty support needed to produce the numbers. So the request is the result of a thorough reexamination of what the actual costs are to provide the services.

I want to commend the dean for focusing on accountancy, which has a national reputation, Trustee Murer said, we need to protect that and continue to enhance it. I want to make sure that we are all aware that this is a master's program, and often individuals in a graduate program are also working as opposed to our undergraduate students. Also we are trying to be competitive in the Chicago market.

I have been considering this for over a year, President Peters said, and the last thing I did was have a group of students in the program come and see me to talk about this. And it is pretty clear that what is important to them is keeping the quality of this program where it is nationally. So they are supportive and about 60 percent of them have some sort of aid or internships that defer the costs.

As long as we can recognize the value, Trustee Murer said, that is what is most important. It is not always the cheapest. It is just to make sure that what we are delivering continues to be the highest caliber. Students are very proud when their program shows up in the national polling.

It was interesting when we shared some information with that group of students beforehand so they knew the data, Dean Schoenbachler said. One of the items we showed them was the list of the cost of M.A.S. programs that were competitive and aspirant in the area, and we were the lowest. At this point we asked the students what their reaction was when they saw that, and they immediately said, "We were embarrassed."

Here are the stats, President Peters said. Our cost currently is \$9,257 for the program. UIC is \$25,227 and Urbana is \$29,559. And I think this increase will take us to \$15,000.

Speaking from a businessman's viewpoint, Vice Chair Boey said, it is not what the cost is all about, the bottom line is the revenue generated later on that is even more important to these individuals.

**Agenda Item 7.h. – Fiscal Year 2009 Programmatic Budget Requests**

The programmatic budget requests are submitted to the IBHE annually, Dr. Alden said, and some of these should be familiar to you from last year. I was not here the last few years that these reports were submitted, but I do not know the last time we had programmatic budgets funded. We also want to make you aware that we are still focusing on those areas particularly critical to this region: teacher preparation, particularly in STEM areas; web-based baccalaureate completion programs for community college students; healthcare professionals in various areas, including nursing and clinical lab sciences; educational high needs areas; interdisciplinary clusters and programming, which was highlighted by the strategic planning process last year; and deferred maintenance, which is a chronic problem. We hope that some of these will be considered this year.

**Agenda Item 7.i. – Fiscal Year 2008 Increment Summary Report**

The Board approved the FY08 salary increments at its September meeting. This report details how they were distributed after working through them with the shared governance councils.

**Agenda Item 7.j. – Annual IBHE Report on Underrepresented Groups 2006-2007**

The IBHE Report on Underrepresented Groups has been produced for the IBHE every year since 1987, the Provost said. It is a fairly significant report, fairly lengthy and comprehensive, that focuses on the services provided by the Division of Academic Affairs, the Division of Student Affairs and on various web-based accessibility issues related to our institutional web pages.

**OTHER MATTERS**

Before I conclude this meeting, Vice Chair Boey said, I would like to introduce the person who is responsible for making us heard, and that is the new sound technician, Tony Del Fiacco.

I think it is appropriate to make note at the Academic Affairs meeting that NIU was granted a Certificate of Exemption by the State of Illinois to move forward with the proton therapy facility, Trustee Murer said. Since our focus, as we have always said, is on education and research coupled with the delivery of medicine, I felt that at this committee would be the proper place to first announce that we have been granted the Certificate of Exemption to move forward.

This is very important to the program, without which we cannot move forward, Vice Chair Boey said. Chair Murer, President Peters and staff, and Kathy Buettner and staff all have done yeoman’s jobs in the midst of this terrible tragedy that we were faced with. So, congratulations to all of us.

There is a balance here, Trustee Murer said. It came on the heels of our tragedy, so to focus on the positive, to focus on the future and to also focus on the integration through our strategic planning and allow the proton facility to serve as the nucleus of this came at the right time.

**NEXT MEETING DATE**

The next meeting of the Academic Affairs, Student Affairs and Personnel Committee is scheduled for June 5, 2008.

**ADJOURNMENT**

Vice Chair Boey adjourned the meeting without objection at 10:25 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins  
Recording Secretary