

Minutes of the  
NIU Board of Trustees  
**ACADEMIC AFFAIRS, STUDENT AFFAIRS  
AND PERSONNEL COMMITTEE**  
March 5, 2009

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Chair Barbara Giorgi Vella at 8:35 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 Robert Boey, Marc Strauss, Committee Chair Vella, and BOT Chair Cheryl Murer. Not present was Student Trustee DuJuan Smith. Also present were Committee Liaison Raymond Alden III, Board Parliamentarian Kenneth Davidson and President John Peters. With a quorum present, the meeting proceeded.

**VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING**

Confirmation of Open Meetings Act public notice compliance was provided by Board Parliamentarian Ken Davidson.

**MEETING AGENDA APPROVAL**

Trustee Strauss made a motion to approve the meeting agenda as amended. Trustee Boey seconded the motion. The motion was approved.

**REVIEW AND APPROVAL OF MINUTES**

It was moved by Trustee Strauss and seconded by Trustee Boey to approve the minutes of the September 19, 2008 Board Meeting. The motion was approved.

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

On today's agenda, the Chair said, we have seven items that will be presented for action and five information items. The March meeting of this committee is of particular importance for faculty since this is the time of year that the Board acts on recommendations for faculty and supportive professional staff sabbatical leaves for 2009-2010. In conjunction with this item, two faculty members who have recently completed sabbaticals will provide the committee with a summary of their research. Also included for action are the appointment of the Dean of the College of Law, Jennifer Rosato; several programmatic issues; a request for a new degree program; a request for a new emphasis and specializations; a request for new minors; a request to delete a minor; and approval of the annual report on English oral proficiency for the 2007-2008 academic year. Information items include the IBHE public agenda update, the Carnegie Foundation classification on engagement, an update on external reviews for doctoral departments, and an update on degree completion initiatives for community college students.

The Chair then recognized University Advisory Committee representatives Ferald Bryan and Joseph "Buck" Stephen. Professor Bryan thanked the Board for its continued support of the sabbatical program.

**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 Board of Trustees *Bylaws*. Mr. Davidson noted that he had received no timely requests to address this meeting.

## UNIVERSITY REPORTS

### Agenda Item 7.a. – Faculty Reports on Sabbatical Leaves

As a prelude to the faculty reports on sabbaticals, Provost Alden said, I would like to remind everybody of the critical nature of sabbaticals. They are designed to support and encourage scholarship and research and artistry activities to strengthen academic programs. Proposals undergo a very rigorous and competitive process of reviews at the department, college and university levels. Criteria for selection are based on the quality of the proposed scholarship, the qualifications of the individual, the capacity to conduct the proposed research or scholarship, along with the likelihood that the proposed project would be completed during a sabbatical period. Applicants are asked to provide information about their programs and their background research as well as how the outcomes will help in their scholarly and academic activities.

Two tenured faculty members who were recently awarded sabbaticals will present today. The first presenter will be Dr. Pamela “Pommy” Macfarlane, who earned a Ph.D. from the University of Iowa. She is a professor in the Department of Kinesiology and Physical Education within the College of Education. Dr. Macfarlane served as the Illinois delegate to the White House Conference on Aging in 2005. She directs the department’s partnership with the Oak Crest Area Retirement Center to provide students with experiences working in the Fall Prevention Clinic. Since 1995, Dr. Macfarlane’s professional research focus has been on mobility enhancement and the prevention of falls in older adults. Her current sabbatical project built upon a 2000 sabbatical in which she implemented a longitudinal study of successful aging in South Africa that included a fall prevention and balance exercise program. Her most recent sabbatical allowed her to continue her longitudinal research by returning to South Africa to collect new data on the remaining 48 participants from the 2000 study. She was able to analyze the 2006 data and integrate it into a larger ten-year data set and modify the 2000 exercise program using the latest literature on fall prevention. Kinesiology students benefit from Dr. Macfarlane’s research by participating in experiences at the Oak Crest Fall Prevention Clinic, which serves approximately 60 residents with a mean age of 85 years.

It is a pleasure for me to be able to speak to this group, Dr. Macfarlane said. I am going to go through a slide presentation that includes both sabbaticals. You will find that you recognize quite a few people in the pictures. I heard someone say, “Oh, is that Sally Stevens?” Yes, it is, and I have permission to use her picture.

An overview of my focus and research is that we need to put out the message that falls are preventable. A lot of us think as you get older that you are “going to be a ‘faller,’ so what the heck.” The other thing is, “let’s die healthy. We have to die sometime, so let’s live until we die.” We do not want to kind of trickle out. The way to decrease falls in the older population is through physical activity. Fall prevention exercise must be targeted. You cannot just go for a walk and then think you will not fall. It has to be fall prevented, fall directed exercises. Group programming is possible, even though it is not done very often as people are terrified of doing fall prevention programming with older adults because they might fall. So they want to wrap them up in cotton and set them aside and not let them fall. They will not fall, but their quality of life will be rather low.

The literature tells us that everything goes fine until about age sixty when we start looking at function loss. Function could mean a function of strength, living independently, being able to get on the bus, being able to go on trips. But when you hit sixty, for every decade after that you go downhill. The average data shows that we all can expect about four years of disability, which means living with assisted care. Then inability means a nursing home. Fortunately, this is mean data. So why bother if this is going to happen to us? This is what we would all like, and this may be where the mean data comes from. We all go along fine, and then we have a heart attack and we are gone. We do not have those years of disability, which is what people fear more than anything else. So we get to a level and then we start going down. So, how do we do this? How do we get away from that downward slope? That is where my presentation goes.

My research focus was the Amberfield Study, which was set up in 1996 with colleagues in South Africa, where we did three years of baseline data. We had 196 people who had to be at least 72 years of age to start. They were tested in a contained retirement center for three hours on strength, power, walking and

all sorts of health objectives with the help of a geriatrician. We relayed no information and no feedback for three years to see where the baseline was so that we could then really get involved and see what we could do with an intervention program. I planned an intervention for my first sabbatical in 1999 to create a novel program where we could do group programming towards fall prevention in older adults. We had 12 to 15 participants in a group that met twice a week and only did balance, mobility and strength workouts. We encouraged walking, but we were doing very specific fall prevention exercises somewhat like the exercises seen on the previous slide.

During the sabbatical, because we had to have the doctors' permission for people to participate, I had to educate the doctors. The doctors at that time, in this country as well as in South Africa, had no clue that exercise is medicine, and that we needed to involve it in the medical profession. In order to educate the doctors on why encouraging their patients to be in this program would be a good thing, I sent articles and wrote e-mails to a number of them who came on board, which was exciting because I believe they have more educated doctors in this little town than anywhere in South Africa. Because my sabbatical was to plan it, not to run it, I also had to train an exercise leader for this 18-week intervention since I was not going to be there for that length of time. We trained the local exercise leader and a nurse aide, who was the frail care nurse at the retirement center. All of these things are expensive, so I also had to look for grant funding during my sabbatical. It is difficult to find grant funding in this country to run something in South Africa, especially when we were running it in an area that was predominantly white. We did collect some funding from South Africa, but also some of the equipment manufacturers donated the equipment we needed. We ran the program for 18 weeks with 64 participants we could count in the research as having completed the program. That was a good number which included pre-, mid- and post-testing for three hours with each, and the funding had to support all of that. We also had to pay people to come in to do the assessments and run the program.

They continued the exercise program after we left, and then I went back in 2003 and did another data collection. At this stage, all I focused on was gait, mobility in general and the efficacy. Then, in 2005, on another sabbatical, we had more data than we could ever imagine from starting 192 people going through all the intervention, plus the ones I could track later. So, the first thing I did in the second sabbatical, was try to organize all the previous data. I collected the 2005 data from South Africa, then came back and put together all the longitudinal data. It is actually the biggest longitudinal study of older adults I have ever seen, and we have still more data to look at.

The first graph baseline data showed how their walking speed was going down from the first three years. The little yellow, vertical bar is the 18-week intervention, and you can see they actually returned to their regular walking speed in that interval. Then it was downhill again after that. However, we did help them significantly. Our exercise intervention gave about five years of walking ability back to the individuals. The people in this data set are the ones I have data on from 1996 all the way through the full intervention.

It is fine to collect this data and to do it in South Africa, but it is much more important to apply it. So the sabbaticals are good for getting a program established, but where do we go from here? This is where it translates into teaching. The information from both of the sabbaticals, as well as all the work done in falls and balance, has been very helpful to me because we put it to use in the working clinic we have at Oak Crest Retirement Center where the students work with older adults. Throughout the country, we do workshops where we teach people how to lead exercise for older adults in appropriate fall prevention, mobility and other exercise. The average age of the residents in our fall specific programming was 85. They work with our students on a regular basis Monday through Friday from 8:00 a.m. to 10:30 a.m., and I have a couple of graduate students supervising the program.

Related to teaching, I have had a number of students do research projects there. These are all graduate assistants who have worked at Oak Crest to help with the students who go out regularly. All of these graduate assistants have decided to do their theses at Oak Crest. Five have been completed and the graduate student who is currently working at Oak Crest is now working on his. Giving students the opportunity to work with older adults and do research in a live setting is a huge advantage. Now, we have done the teaching, but having this program at Oak Crest is not enough, it needs to be in the community, it needs to be available to people. So I have tried to make this training available in the community. In 2004, we did an exercise program at the high rise with Health and Human Sciences. In 2007, I trained people at the local YMCA so that they could offer exercise programming for older adults, and that

strength program has continued. I also did a fall prevention program there, but I was a bit concerned about how they would keep people safe. So in 2008, we moved the program to Creative Therapeutics, a private physical therapy based program, which is a safer environment for a fall prevention program. The student shown at the bottom left is actually doing her internship right now in southern Illinois. She is running a fall prevention program on her own and receiving quite a bit of feedback. Also, she has been accepted to do a presentation at our national meeting in a couple of weeks. So many of these things do translate down to the student level.

And now what? I really am dedicated to working with people towards fall prevention in the community. My future plan is to take the information from the Creative Therapeutics program and do a grant-funded intervention trial to show that the program I have developed over the years really can compete with others that are accepted by the CDC, and then develop training information and “can” the program so people can learn it and develop it and bring money to NIU. This is my plea to you because we would like to look for grant funding to do a randomized control trial in 2011.

So, in general, falls are preventable. They are not a normal consequence of aging. Why sabbaticals? They give us time for research. It is important to infuse that into teaching so that the students can benefit. And if it can go into the community, it can make a difference in the world as well. So all three programs come out of having access to sabbaticals. I thank you for your time, and I thank you for my sabbaticals.

In reply to a query from Chair Vella, Dr. Macfarlane stated that there is no age limit and that the oldest person they had in their program was 103 years of age and is now 105. When we looked at the program at Creative Therapeutics, Dr. Macfarlane said, we brought in people who were at risk for falls, with an average of 2.6 falls in six months, and one person had six falls. There is always something you can do and some of it can be done immediately.

The next presentation, Dr. Alden said, is by Dr. Lesley Rigg, who earned her Ph.D. from the University of Melbourne in Melbourne, Australia. She is an associate professor who holds a joint appointment in the Department of Geography and the Department of Biological Sciences, both of which are in the College of Liberal Arts and Sciences. She is also a faculty associate in women’s studies. Dr. Rigg’s research is focused on biogeography, specifically the growth and regeneration dynamics of tree populations, the effects of disturbance on vegetative communities, and plant and soil relationships. In her sabbatical research, she conducted an analysis of a ten-year remeasurement of a rare conifer in New Caledonia. During her sabbatical leave, she also participated in international conferences and wrote a quarter million dollar grant proposal that was funded by the National Science Foundation to conduct research on the regeneration potential of sugar maples within and beyond its northern latitude limits. Both undergraduate and graduate students participated in her sabbatical research, and they also benefited from Dr. Rigg’s mentorship of her own project.

During my sabbatical I focused on three projects. The first was the one just introduced, which is the notion that sugar maples are reaching their northern limit in North America along the east shore of Lake Superior. You can be going down one hill slope, look at a sugar maple and keep walking, knowing you are not going to see another one. It is an abrupt line that marks the northern limit of the deciduous forest which then merges into the boreal forest. But as climate changes, vegetation communities will track that change. We wanted to monitor any change in the sugar maple population in that region where they come to their northern limit. I will only, hopefully, live to a hundred and five. Sugar maples live 400 years. So, the problem is how to track change. One of the things that I undertook along with my collaborator and students was how we could actually monitor change in sugar maples in a three-year, ten-year or twenty-year project when they live for 400 years. For my second sabbatical project I continued work that was part of my Ph.D. research. I worked on a rare conifer in New Caledonia called *araucaria laubenfelsii*, which does not have a common name. In 2005, I collected a ten-year remeasurement, and a good portion of my sabbatical time was spent crunching numbers on my laptop. But I worked on local projects with students in McHenry County and Kane County forest preserves. I also was contacted during my sabbatical by the Nachusa Grasslands director. We have since established an amazingly productive relationship, and I have a graduate student working there now. So, the nuts and bolts for sabbatical for me were mostly data crunching, a lot of manuscript preparation and working with graduate students. While we usually say sabbatical is not a time for teaching, for me it was a time for really concentrated teaching of graduate as well as undergraduate students.

I attended some conferences, and these pictures are from a conference in Japan where I presented some of the data I had been working on in New Caledonia. As Provost Alden said, we worked very hard on an NSF proposal that was not funded during my first sabbatical. The initial submission was during my 2005 sabbatical, and then after a couple of iterations, it was funded in 2007.

New Caledonia is an island located east of Australia and Northwest of New Zealand. It is a South Pacific island, but it is not volcanic. It is actually a continental fragment that broke off from Australia about 180 million years ago. It took with it a suite of plants that have persisted and speciated through time and is one of the hot spots of biodiversity on the planet. Ninety-two percent of all the plants in New Caledonia only grow there. It is such a bizarre and ancient looking place that when the BBC recorded their special on dinosaurs, they filmed my field site.

Located at the southeast end of the island is a place called the Chutes de la Madeleine. New Caledonia is a French department that was once their penal colony. Around that waterfall (in the picture), there are 12 species of conifer which grow there and nowhere else in the world. Twelve species does not sound so impressive. But when you think about the fact that globally there are only 600-odd species of conifers left because they are slowly going extinct, and on that little island of New Caledonia, they have 43, you know it is a very special place. The purple plant shown is a parasitic conifer. It is a conifer like a Christmas tree that actually taps into another tree's roots, steals all its moisture and nutrients, and does not bother working for itself. It is called *parasitaxus ustus* and is the only parasitic conifer in the world. Those are *araucaria laubenfelsii* in the fog. This is important because New Caledonia is also the third largest nickel producer in the world outside of Russia and Canada. That little island is actually a big chunk of nickel, and the soils these are growing in are upwards of 26 percent nickel. Being able to tolerate that level of nickel makes them very special plants. In fact, during a conference I attended in South Africa, they were talking about the utility of the New Caledonian flora for reestablishing and revegetating mine tailings and other ecologically poor habitats globally. So while this work is very focused, it does have a very broad application.

One of the benefits from this was that I brought back some tree samples, and we were able to get several days worth of funding from Argonne to go there with a graduate student, Linda Jones, who is now an assistant professor in Minnesota, and actually use the beam line to analyze the quantity of nickel cell by cell in these plants. We have a paper in to *Pacific Science* right now that Linda is the lead author on, so it had some student application as well. What consumed most of my days during my sabbatical was the work in Ontario. As you can see, on the right, the green map shows the range of sugar maples in North America. On the left is what would seem like a doom and gloom projection of where sugar maples will be under the current global climate change scenarios. The top map is the modeled range of where we would expect sugar maples to be. They take their mathematical models, plug in all the environmental variables associated with the growth of sugar maples and project what they do as the climate changes. But we cannot project what they do if the climate changes unless we know our models are predicting current ranges appropriately. In the very top right corner is where our sugar maples are today based on the models. You can see that the green map fairly well matches the map in the upper left corner. The map in the lower left corner is given climate change in 2080. Vermont will not be supplying maple syrup to our supermarkets given the projections of climate change.

The question is, how fast are they going to move? Are they going to adapt? Are they moving? These are just projections. What we wanted to do and what we worked very hard on during my sabbatical is try to figure out what we possibly can do experimentally to figure out if sugar maples are being affected to the degree that the models are showing. This is Lake Superior Provincial Park on the right of the screen, and the very south end of the park is all sugar maple. Moving northwest toward Highway 17 is where sugar maples reach their northern limit. After that it is all boreal forest. So we can put in plots where the sugar maples are the dominant species. We can put in plots where they are moving into the boreal forest and analyze what is happening along this transition zone.

In North America, we know the climate has warmed about 0.7°C during the past century. The projections are that over the next hundred years, there is going to be anywhere from a 1.0°C to a 5.0°C change, depending on where you are. In the Great Lakes area, one of the hotter spots for predicted change, they are projecting a 5.0°C to 6.0°C change, which affects us here in Illinois. The question is, can we see

growth change, can we see plant response, are we seeing a response already to the increase we have received and can we predict whether or not this increase in temperature is going to affect these plants in the way that models suggest? If you think about those two maps with the projected ranges and the range in 2080 or a hundred years into the future, what are they basing that shift on? Obviously sugar maples do not pick up their roots and run north. And I want to make clear that those maps do not mean all the adult trees are going to die. The adult trees will persist until they senesce and fall down. That map was predicting the affect on seedlings, so the trees will not disappear. Looking at the trees gives a false sense of security because everybody looks at them and says they are fine. The adults are fine, but the babies are not, and that is what we are looking at, the seedlings. Species are expected to shift about a hundred kilometers north for every degree change based on pollen records in sediment cores since the last glaciation. Therefore, we should expect a three to five hundred kilometer shift in sugar maple (seedlings in particular) in the next hundred years.

Our field study was funded by the National Science Foundation. We decided that we cannot wait for the climate to change, so we are going to have to change it. We are not going to change carbon because that would be a multimillion dollar project. After receiving park permission to install electricity in the forest, we have installed electric heaters. We heat the seedlings 5°C and 2.5°C. We have also adjusted their moisture regime by students watering the plants with different watering regimes, predicting that it might warm in the future, but it might dry; or it might be cool, but moist. We have all the different permutations and combinations of possible conditions.

I had a video showing the students at the field site for my on-line Women in Science class and broadcasted it back to them from the field site. I cannot show you is how glorious, warm and sunny it looks. But it was not that way all the time. Most of the time it was very buggy – lots of black flies – and the students were basically in head to toe netting out there. One of the key things about sabbatical for me was getting the time to pull a research project together and develop it, to be able to get funding for it and engage my students in the field, get their feet wet, get their hands dirty.

In the NSF reviewers comments, one of them mentioned that we should have a portable photosynthesis chamber to do this work properly, and we had not proposed it. So we brought it back to our college, showed them the reviewers comments, and they gave us matching funding to buy the Licor 6400. As the previous speaker said, we are drowning in data – global climate change impact; population ecology; dendroecology, which is tree rings; chemical and pollution dieback in the trees. It is not just climate change that is affecting them. We are looking at plant physiology; the microbiology of the site; carbon sequestration and soil science; and genetic variation as well.

I would like to thank National Science Foundation, the American Association of Geographers, the AAAS, National Geographic Society which gave us two grants ten years ago to start the project. NASA has supported us as well as NIU. My collaborator, Dr. David Goldblum was at University of Whitewater-Wisconsin and is now here. So, I have many collaborators and a small army of dedicated graduate and undergraduate students which make this all possible. I strongly believe that the NSF funding would not have happened when it did if I had not been able to spend that time concentrating on my research project during a sabbatical.

In reply to a query from Trustee Murer, Professor Rigg said that in trying to simulate climate change, it is the soil temperature on which they concentrated. Because warming in nature is not consistent, Dr. Rigg said, we decided what does not fluctuate is soil temperature. So it is not the air temperature but the soil temperature that we changed. Air temperature with wind and other variables fluctuates wildly. But the soil temperature has remained 2.5°C and 5°C warmer consistently. It has to do with the thermodynamics of the soil itself and the way it can absorb the heat and keep it, whereas the wind blows the air back and forth always changing the air temperature. The biggest problem we had was not with temperature but with the moisture, and the covers that we put over the plots have been interfering with light, even though it is greenhouse film. Year one is what I just showed you, and we are trying to cope this year with trying to ameliorate the light environment. We just presented at a conference in Mexico in January validating the experimental method. That was the very first step, to make sure that what we were proposing to do was actually occurring.

President Peters asked if Dr. Rigg's data was available to the forest industry, because hard sugar maple is used in cabinet making and other commercial enterprises. Dr. Rigg stated that the *Canadian Journal of Forest Management* was one of the primary places they submit papers for publication since they want their research results to be known by foresters as well as ecological and geographical interests. Also, foresters in Vermont, the northeast and in southern Ontario are watching these kinds of experiments very closely.

In reply to a query from Trustee Boey, Dr. Rigg stated that other people's research has shown that maple trees will disappear in about one hundred years. However, we based our NSF proposal on their research showing that this transition was going to occur, Dr. Rigg said. This being our first year, our research is in its infancy. But preliminary results show that 5°C does not seem to present the increase in growth rates we were expecting. Our preliminary estimate is that they are probably not going to do the wholesale shift predicted.

#### **Agenda Item 7.b. – Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2009-2010 Academic Year**

From these presentations, you can see the importance of sabbaticals, Provost Alden said, not only to the scholarship of the faculty but to their students in being engaged in exciting research and the cutting-edge perspective they bring into the classroom. This year, we are recommending 52 faculty and four supportive professional staff from 39 different programs for sabbatical consideration. He 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 for approval at its March 26 meeting. Chair Vella asked for a motion to approve the Recommendations for Faculty and Supportive Professional Staff leaves for the 2009-2010 Academic Year. Trustee Murer so moved, seconded by Trustee Boey. The motion as approved.

#### **Agenda Item 7.c. – New Appointment**

Jennifer L. Rosato has been selected by a very extensive search process for appointment as Dean of the College of Law effective July 1, 2009, the Provost said. This has my strong concurrence along with the college and a number of other constituencies. We recommend that she receive tenure and the rank of full professor of law. She is currently the senior associate dean for student affairs and a professor of law at Drexel University. Ms. Rosato actually served as the founding, acting dean who helped to create the program at Drexel's new law school. She received a bachelor's degree with a distinction from Cornell and her J.D. from the University of Pennsylvania, has been a visitor at a number of distinguished law schools and has had private practice experience as well. If she is approved, Provost Alden said, she would be only the second Latina dean of law in the country. The university recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse this request for approval of Ms. Rosato as dean with tenure and as professor of law and ask that the President forward it by means of the President's Report to the Board of Trustees for approval at its March 26 meeting.

I had the pleasure of sitting next to the dean at the Red and Black last Saturday evening, Trustee Murer commented. I am very encouraged with this appointment and look forward to seeing the growth of our law school. Ms. Rosato commented on her understanding of how vital it is to integrate the law school with the university because it is one of our valued graduate programs. So we look forward to seeing that growth and her strong leadership.

Chair Vella asked for a motion to approve the recommendation of Ms. Rosato as dean of the law school with tenure and as professor of law. Trustee Strauss so moved, seconded by Trustee Boey. The motion was approved.

#### **Agenda Item 7.d. – Request for a New Degree Program**

The Doctor of Physical Therapy (D.P.T.) is a new program being proposed through the School of Allied Health and Communicative Disorders in the College of Health and Human Sciences. This is an intensive program that requires 106 semester hours of a rigorous professional curriculum, including an extensive clinical experience and a research project for completion, Dr. Alden said. It is a nationwide trend that Master's of Physical Therapy programs are being replaced by Doctor of Physical Therapy, and this

proposed program would replace our current master of physical therapy. National accreditation suggests that it will be required for practice in the profession by the year 2020. There will be a transition period during which we will be offering both, but eventually the M.P.T. will be phased out. Because it is built on several of the existing courses, there will not be significant resource needs beyond what is going to be reallocated within the college. Typically we have hundreds of applicants to our M.P.T. program, and only about 32 are selected every year. 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 26 meeting.

I agree with the Provost that this is the trend, Trustee Murer said, but this is my field as well. As we move towards a doctoral program in physical therapy I hope we do not forget to continue to emphasize the need for patient care and direct hands-on, one-on-one treatment of patients. In the development of the course work, that element should not be forgotten as we educate physical therapists at a doctoral level.

There are seven physical therapy programs in the State of Illinois, Dr. Richmond said, we are the last program to move to the doctoral level. We have had a lot of interaction with the industry. Research is certainly important, but we want a very integrated research component in teaching, and that is one of the reasons that we have moved so slowly to the D.P.T. We are very fortunate to have the new clinic with state-of-the-art equipment at the Family Health and Wellness Center in the Monsanto Building. We are turning that clinic on line more for our students, and we have a hands-on teaching volunteer on campus. We have a new balance system there that is probably one in seven in the United States that is actually able to evaluate balance one-on-one with patients.

In response to a question from Chair Vella, Dr. Richmond said that no problem is anticipated with IBHE approval since we are the last within the state to move toward the doctoral level for this degree and in view of the suggested accrediting agency mandate.

In reply to a query from President Peters regarding the status of the M.P.T. degree, Dr. Richmond replied that there is a great vacancy in the profession. At the present time, there will be a sufficient number of jobs for our master's level graduates. That was a strong concern regarding whether we wanted to move to the D.P.T. because it requires an extra year of study. That is going to widen the gap for vacancies. We realized that the other programs in Illinois as well as nationally were moving to the doctoral level. There are some transitional programs called T.D.P.T.'s, where many with master's degrees go back to do transitional work, and then get their D.P.T. We thought about offering that here, but we do not have the faculty to support both of those programs at this time because the curriculum is different. Some of us in the profession have wondered what would happen with the vacancy rate and the length of time to degree, but it is being driven by the field and by the accrediting agency. We have over three to four hundred pre-P.T. students. As we move through this agenda today, we are asking that the baccalaureate in health sciences be opened to a general baccalaureate, not just the pre-P.T. cycle. That will provide a choice to those students who did not get into physical therapy to move with a good solid degree into the health sciences.

The national association is making that decision, Trustee Murer said. The universities have to follow suit, and NIU cannot be the only one not providing this program because the association is now requiring doctoral training. Especially in light of where this new administration is going in the revamping of the American healthcare delivery system, we must offer this degree. We may find in five years that it appeared to be a good idea at the time.

That is a concern for us, Dr. Richmond said. It was mandated that the audiologists go to a professional doctorate by 2012, and we have seen that happen. We moved our audiology program from the master's level to the doctoral level. We have good strong students. We had hoped that the accrediting agencies would not follow those trends because not only does it create problems for universities to move to this program level, but the universities are also having a tremendous problem finding faculty to fill these positions. When you have a doctoral field, you need Ph.D.-level faculty. The doctoral in physical therapy is a professional doctorate, so those faculty cannot serve in tenured or tenure-track positions in most of the universities at this time, and that compounds the problems with the programs also. However, we feel we have waited as long as we possibly can to stay in competition and still draw the good students who we have in an excellent program.



Chair Vella asked for a motion to approve the new Doctor of Physical Therapy program. Trustee Strauss so moved, seconded by Trustee Murer. The motion was approved.

### **Agenda Item 7.e. – Requests for a New Emphasis and Specializations**

First, the Provost said, I want to point out that emphases are within undergraduate degrees, and specializations are within graduate degrees. The Emphasis in Pre-Physical Therapy is within the B.S. in Health Sciences. It is the foundation needed to enter a professional physical therapy program at the graduate level such as the D.P.T. just discussed. They are quite rigorous, and this will be a revamping of the program we have now so that we will have the option of an emphasis in pre-physical therapy and another emphasis developed in rehabilitation later. It is not just part of the master's program broadening the degree. It would allow people to go into a doctoral program, and also we will have another emphasis area going into rehabilitation.

The second item is the Specialization in Biology Teaching within the Master of Science in Biological Sciences. The degree is to provide content for teachers in the school systems who want to become more highly qualified in the area of biological sciences. We secured a highly competitive grant program, and we are moving towards this collaboration beginning with DeKalb High School. This will allow teachers to be certified and highly qualified in the area of the sciences, particularly biological science. No new resources will be needed because we will use existing course work.

The Specialization in Health Sciences 6-12 and Middle School is for initial certification of teachers or for people in the area of health sciences or public health to teach health education in grades 6 through 12, and there is a separate endorsement for middle schools.

The Specialization in Health Education is for people who already are teaching, have their initial certification and need an endorsement in health education. This will allow them to have an endorsement for teaching in both grades 6 through 12 and at the middle school level. The distinction between this specialization, which is in the Master of Science in Teaching, and the previous one is for teachers to gain more content in health education. 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 for approval at its March 26 meeting.

In reply to a query from Trustee Boey on whether or not we remove programs as we add emphases and specializations, Provost Alden stated that emphases and specializations are driven by the interest of the students in the area. In sociology about a year ago, we deleted a number of emphasis areas in order to focus more on the core program and because they were not seen by the faculty as being extremely productive.

Chair Vella asked for a motion to approve the requests for a new emphasis and new specializations. Trustee Boey so moved, seconded by Trustee Murer. The motion as approved.

### **Agenda Item 7.f. – Requests for New Minors**

This request is to give students the opportunity to gain proficiency in Mandarin and other aspects of culture in China, a very important component of our world today both in terms of economics and political influence, Dr. Alden said. The second minor is in Japanese Studies, and many of the same things I mentioned with the Chinese Studies Minor are true. They both have a language component, a culture and perspectives component, and we believe they will be quite popular. I will note that we will be making a request to drop the combined Chinese/Japanese minor for these more focused areas. The university recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse these requests and asks that the President forward them by means of the President's Report to the Board of Trustees for approval at its March 26 meeting.

Trustee Murer asked if there has been any discussion among the College of Engineering, the College of Business and the College of Liberal Arts to assure that some of the technological and business needs are addressed and integrated in the studies as we move into these minors in Chinese and Japanese. Dean Vohra stated that no discussions had been held on this topic so far, but it is clearly in the best interests of

the students to have that kind of a discussion so we can address this in an interdisciplinary manner. We are trying to have partnerships with various universities in these countries and, if they understand the language and the technology behind it, this will serve to prepare our students to participate in student exchange programs much more effectively.

University Advisory Committee representative Buck Stephen commented that nationally we are seeing more of a trend towards more of these integrated cultural studies programs. We have to keep in mind that this is a minor, he said, but within the next five years, we should focus on development of cross-disciplinary cultural studies programs both at the undergraduate and graduate levels.

Chair Vella asked for a motion to approve the request for a Minor in Chinese Studies and a Minor in Japanese Studies. Trustee Strauss so moved, seconded by Trustee Boey. The motion was approved.

#### **Agenda Item 7.g. – Request to Delete a Minor**

As was mentioned earlier, the Provost said, we had a combined minor in Chinese and Japanese Studies, but students picked either the Chinese or the Japanese and did not try to mix a very difficult combination of things to gain expertise in both. Now that the two identified minors have been endorsed, we would like, to delete the combined minor. We feel this will be better for our students because now the specific minor will be noted on their transcripts. The university recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse this request to delete this minor and that the President forward it by means of the President's Report to the Board of Trustees for approval at its March 26 meeting. Chair Vella asked for a motion to approve the request to delete the combined Minor in Chinese and Japanese Studies. Trustee Strauss so moved, seconded by Trustee Murer. The motion was approved.

#### **Agenda Item 7.h. – Oral English Proficiency Annual Report 2007-2008**

In response to Public Act 84-1434, Dr. Alden said, we must report to the Illinois Board of Higher Education on English proficiency annually. We have taken a series of steps to address English proficiency in the classroom. All graduate teaching assistants who have a native language other than English are required to take a nationally standardized test in spoken English, and they have to achieve a certain benchmark. The university offers assistance for graduate students, instructors and faculty to improve their oral English proficiency beyond the minimum requirement through two departments: an English as a Second Language (ESL) Clinic in the Department of English and the Speech and Hearing Clinic in the Department of Communicative Disorders.

When the public law was enacted, it was typical to have ten to twelve cases every year. Now it is down to just a couple, and even those are less than severe in nature. The response and resolution is listed for each complaint. The university recommends 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 that the President forward it by means of correspondence to members of the Board of Trustees. Chair Vella asked for a motion to endorse the recommendation. Trustee Boey so moved, seconded by Trustee Murer. The motion was approved.

#### **Agenda Item 7.i. – Illinois Board of Higher Education Public Agenda Update**

The Illinois Board of Higher Education formulated their public agenda as of December, the Provost said, and we wanted the Board to be aware of this new Higher Education Strategic Plan. You can read the entire report and the background of how it was developed at the web site given in your agenda item. It was a very consultative process, and there were numerous public hearings. We sponsored here at NIU in the fall. These hearings led to four basic goals: (1) to increase educational attainment to match the best-performing U.S. states and world countries, (2) to ensure college affordability for students, families and taxpayers, (3) to increase the number of quality postsecondary credentials to meet the demands of the economy and an increasingly global society, and (4) to better integrate Illinois' educational, research and innovation assets to meet the economic needs of the state and its regions.

In presenting our budget priority items to the IBHE, we used both their goals and our strategic imperatives to put our requests in context, and they are all focused on areas that are clearly under the public agenda.

### **Agenda Item 7.j. – Carnegie Foundation Classification on Engagement**

The Carnegie Foundation for the Advancement of Teaching has awarded NIU the Classification on Engagement, which is an elective but competitive one, the Provost said. A proposal must be submitted that shows you are qualified for this classification in community engagement in the areas of outreach and partnership. This reflects our strategic plan, and it reflects the fact that we want our university community, including our students, engaged in outreach and partnerships with external constituencies. This entire engagement classification and how it relates to all the programs we are doing will be a more detailed presentation at the June meeting.

### **Agenda Item 7.k. – Update on External Reviews for Doctoral Departments**

External reviews are a component of the eight-year review process for all doctoral programs, Provost Alden said, and we have been in the process of planning for those. This semester three departments will come forward: the Department of Biological Sciences, the Department of Chemistry and Biochemistry and the Department of Physics. The external review will be a component of the eight-year review of these three doctoral programs as well as part of our look at the Department of Economics to provide them formative feedback on what areas they are doing well in and what areas may need focus based on what is happening throughout the country.

### **Agenda Item 7.l. – Update on Degree-Completion Initiative for Community College Students**

An update on the degree-completion initiative of community college students has been a real focus with the university this year, Dr. Alden said. In your reports are the programs that we already have for degree completion with community colleges. We are a hotbed of community colleges in this region. If Anne Kaplan was here, she would say we have more community colleges per square mile than anywhere else in the country. So we have a lot of natural partners among our external constituencies, and we have had a long record of degree completion programs in technology, nursing and other areas. The focus this year has been on developing a degree completion program we are titling the bachelor of science in applied management of whatever the emphasis area would be. Our College of Business is providing basic skills that any manager would need to know about budgeting, accounting, operations management, personnel management, and so forth. The College is very forthcoming in offering these courses for nonmajors, and we have a number of programs developing as emphasis areas. We hope to bring this forward to the Board as a degree at the June meeting, with one or two emphasis areas as the first component. This will require IBHE approval. We were trying to work with Harper College and they told us they were going forward with their programs to try and get a bachelor of applied science, which would be a completely new degree for this state. In most states, it is considered a terminal degree. We are trying to create a degree that provides the educational background needed by rank and file individuals in various public and private sector entities to go to the management level, yet not limit them so they can go on to a graduate program afterwards, since bachelor's degrees do articulate with graduate programs. Typically, in most states, bachelor of applied science degrees do not.

### **NEXT MEETING DATE**

Chair Vella announced that the next meeting of the Academic Affairs, Student Affairs and Personnel Committee will be held Thursday, June 4, 2009.

### **ADJOURNMENT**

There being no Other Matters, Chair Vella asked for a motion to adjourn. Trustee Murer so moved, seconded by Trustee Strauss. The meeting was adjourned at 10:05 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins  
Recording Secretary