

Minutes of the
NIU Board of Trustees
**ACADEMIC AFFAIRS, STUDENT AFFAIRS
AND PERSONNEL COMMITTEE**
November 8, 2012

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Chair Wheeler Coleman at 9:06 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, John Butler, Anthony Iosco, Robert Marshall, Marc Strauss, Student Trustee Elliott Echols, BOT Chair Cherilyn Murer and Chair Coleman. Also present were Committee Liaison Ray Alden, President John Peters and Board General Counsel Jerry Blakemore. 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 General Counsel Jerry Blakemore.

MEETING AGENDA APPROVAL

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

REVIEW AND APPROVAL OF MINUTES

It was moved by Trustee Marshall and seconded by Trustee Boey to approve the minutes of the August 30, 2012 committee meeting. The motion was approved.

CHAIR'S COMMENTS/ANNOUNCEMENTS

Under the University Report, Chair Wheeler said, we have three action items and three information items: Agenda Item 7.a., a request to approve appointment with rank and tenure; Agenda Item 7.b., a request for a new school and a new department in the College of Liberal Arts and Sciences; and Agenda Item 7.c., a request to delete a program. The three information items include: Agenda Item 7.d., a proposal for online learning support services; Agenda Item 7.e. oversight of the academic program; Agenda Item 7.f., an update on the Higher Learning Accreditation program.

The Chair then recognized and welcomed the representatives from the University Advisory Committee, Kerry Freedman and Andy Small. Don't know if you have any comments that you'd like to make this morning, but you're more than welcome.

PUBLIC COMMENT

The Chair asked General Counsel Blakemore 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. Blakemore noted that he had received no requests to address this meeting.

UNIVERSITY RECOMMENDATIONS/REPORTS

Agenda Item 7.a. – Appointments with Rank and Tenure

It is very common for universities to offer tenure to administrators when they are hired, Provost Alden stated, if they had significant experience and tenure at another institution. However, this process goes through the same approval process at the department, college and university levels as other tenures. Because new people are often hired after the AASAP meeting in April of any given year, rather than make them wait for a year to have their tenure confirmed by the Board, we are now bringing them forward in the fall meetings. Dr. Alden gave a brief summary of each individuals credentials and introduced those present to the Board.

Jennifer Berne, the new Chair of the Department of Literacy Education in the College of Education, received her Ph.D. in Teacher Education from Michigan State University, as well as her M.A. and B.A. in English from Michigan State. Prior to her appointment at Northern, she was a tenured associate professor and Chair of Reading and Language Arts at National Lewis University. Her research interests are teaching of writing, comprehension strategy instruction and teacher education. She will be coming in at the rank of associate professor with tenure in that department.

Thomas Pavkov, the new Chair of the School of Family, Consumer and Nutrition Sciences, earned his Ph.D. in Human Development and Social Policy from Northwestern. He has served at Purdue University Calumet for over 19 years working his way up through the tenure ranks. He has also served as Director of the Institute of Social and Policy Research at Purdue University Calumet and is interim head of the Department of Behavioral Sciences. He will be coming in at the rank of professor.

Dr. Janice Strom is the new Chair of the School of Nursing and Health Studies in the College of Health and Human Sciences. She has gone through the approval process and will be brought in at the rank of professor. She earned her Ph.D. in Philosophy and Nursing Science from the University of Illinois Chicago, an M.S. in Nursing from DePaul University and a B.S. in Nursing from Michigan State. For the past six years, she has served as the Director of Undergraduate and Graduate Nursing programs at Elmhurst College and, previously has had teaching appointments at St. Catherine's University and St. Xavier University.

Rosanne Cordell will be the new associate dean for public service in the University Libraries. She has a Master of Library Sciences from Indiana University Bloomington and an M.S. and B.S. in Elementary Education from Indiana University South Bend. She has served as head of reference services and held the rank of librarian and head of instruction both at the Franklin Schurz Library at Indiana. She will be associate dean with oversight of the public service division, including user services, reference and research.

The Chair asked for a motion to endorse the university decision to grant tenure to: (1) Dr. Jennifer Berne in conjunction with her appointment as chair with the rank of associate professor in the Department of Literacy Education effective July 1, 2012; (2) Dr. Thomas Pavkov in conjunction with his appointment as chair with rank of professor in the School of Family, Consumer and Nutrition Sciences effective July 19, 2012; (3) Dr. Janice Strom in conjunction with her appointment as chair with the rank of professor in the School of Nursing and Health Studies effective July 1, 2012; and (4) Rosanne Cordell in conjunction with her appointment as associate dean with rank as associate professor in the University Libraries effective September 1, 2012. Trustee Murer so moved, seconded by Trustee Marshall. The motion was approved.

Agenda Item 7.b. – Requests for New School and New Department

All new schools and departments require the approval of the Board of Trustees. This will be a unique type of structure for this university, Provost Alden said, although it is a commonly used structure at other universities. We are requesting a School of Public and Global Affairs, which will contain, initially, several units: the Department of Political Sciences; the Division of Public Administration (which will be going to

department status); and the NGO Leadership and Development Center. The school is created as an entity that will allow a number of units to work on interdisciplinary issues involving collaborations of the public, private and nonprofit sectors to improve communities and individuals not only in the state, but throughout the country and around the world. This is becoming a much more recognized structure for ranked programs in public administration. It will also serve to be an entity that will stimulate interdisciplinary research and education and may lead to interdisciplinary degrees at the undergraduate and advanced levels.

The second part of this item is the conversion of the Division of Public Administration, which is a component of the Department of Political Science, to full department status. The Board may be aware that our master of public administration is among the top five ranked programs in government management in the country, the Provost said. This whole restructuring does not require a lot of new infrastructure because the division has operated as a semiautonomous entity within the Department of Political Sciences, and yet, even as a department, there are many cross collaborative research and degree curricular issues that they will be working on. This has been approved by the department as well as the college, and funds will be reallocated to accommodate the new structure within the entity.

I have been a long-time champion of interdisciplinary programs, BOT Chair Murer said, so I see this as a proactive manifestation of that concept, and I applaud you for that. The more we can integrate programs, the better we serve our students as they go out into the real world. This is a great opportunity for grants and research. This is an area where we have taken a strength, our Masters in Public Administration, for which we are well recognized regionally and nationally. With NGOLD, you are broadening your student population and offering them expertise in the not-for-profit world. I would like to hear a little more about the NGOLD program and the service to the not-for-profit world as it relates to the Masters in Public Administration with a focus on public service.

NGOLD grew out of the Great Journeys Strategic Planning process from about 2007, Dean McCord explained. It was an important component of an important manifestation on our goals on growing interdisciplinary programs. Part of the establishing of NGOLD was the creation of an undergraduate degree in community leadership and civic engagement, one of the first interdisciplinary degree programs created within the university. The initiative grew, moving through the university's curricular process and then the State curricular process. We officially launched the new degree this year, and already in its first semester it now stands with 48 declared majors. The major is positioning itself very much in the important and growing area of service learning. There have been a number of community engagement projects which are just absolutely natural for this discipline. We are making active plans right now for an international service learning study abroad program. Public administration is growing out from government to public, where public includes both government and nonprofit. So we will have an important component served within the MPA program on more practitioner based nonprofit management. This is a new emerging discipline, and with the creation of this school (NGOLD), we are really positioning ourselves at the forefront of a new academic discipline that, in not too distant future, will be a solidly established academic discipline in its own right. Asked whether this offers opportunities for more internships than might have been realized without such a program, Dean McCord stated that in both internships opportunities and service learning, there is a lot of engagement. The nonprofit community, even here in DeKalb County, is very hungry for these kinds of engagements for our students. Tenure will remain department based.

Because the Department of Political Science has breadth from political theory to American government to international relations to comparative politics, different elements of political science come more comfortably into this arrangement than others. The political theory is probably the arena within political science that is the least intimately touched by this.

Among other universities also offering the MPA program that were in the top ten are Syracuse, University of Georgia, American University, Kennedy School (Tufts) and Harvard. In terms of local governance, which is kind of our forte, our top competitors and colleagues are University of Kansas, University of

North Carolina Chapel Hill, University of Georgia, Syracuse and University of Nebraska. In overall public management, the Follett School at the University of Wisconsin and The Glenn School at Ohio State have top ranked programs. Indiana University is also a very highly ranked top five program. The common thread is that these are schools, and part of the motivation for this is that our current structure with a Division of Public Administration within a Department of Political Science is an anachronistic model for a top tier public administration program.

In regard to outreach, Dean McCord stated that an integral part of the MPA program is an internship program. Routinely, every semester, a large number of our students are placed in internships, he said. We have an internship coordinator who is routinely in contact with exactly these kinds of local government managers. The MPA program has a Board of Advisors that draws from exactly these sorts of practitioners.

Tomorrow we are convening different communities in the northern Illinois area in focus group sessions around alternative service delivery for public services, Curt Grimes, Supervisor of Liberal Arts and Sciences Programming said. So our faculty members will be working with city managers, as well as elected officials, mayors, council members, talking about how to do alternative service delivery, enter local agreements, contracting for services, manage competition, public-private partnerships. The session tomorrow at NIU Naperville will be an engagement of faculty and practitioners around how does this work and what is a best practice, and we are turning that into a handbook for alternative service delivery that will be available to practitioners focused on helping local governments and local officials.

Trustee Iosco suggested networking events in the community to allow students to meet village managers, lawyers, prosecutors and other professional business people in the community who could further their chances of employment.

Dean McCord stated that the political science department would remain the political science department as a constituent member of this school, but will retain its status as a department. It will retain degree authority for its degree programs as well as tenure authority for its faculty. It will associate with what will be the new Department of Public Administration and the Center for NGO studies. The political scientists and public administrators have an agreement to codify the ongoing relationship, the ongoing synergy that will be between the department and the division, and the school will be where those things such as sharing of course offerings, sharing of staffing will be regulated and take place.

We are very committed to working this arena of what are now coming to be called social enterprises, Dean McCord said, and NGOLD has had very profitable conversations with the College of Business about collaboration.

I am very supportive of this concept, President Peters said, and I want to thank everyone who has worked so hard for several years on this. It is a good first step, and how they interact together and develop a structure of cooperation will be important. I think our Public Administration Department really needs to be separate to compete on an equal footing with the best departments in the country.

Chair Coleman asked for a motion to endorse the university's request to establish the School of Public and Global Affairs and the conversion of the Division of Public Administration to the Department of Public Administration to be housed in the School of Public and Global Affairs. Trustee Boey so moved, seconded by Trustee Marshall. The motion was approved.

Agenda Item 7.c. – Request to Delete a Program

The Board must approve any program deletions, Dr. Alden said, which will be reported to the IBHE as part of a mandated reporting process. The Master of Physical Therapy was at one time the terminal degree for individuals wishing to become physical therapists. However, the accreditation body now has targeted a doctoral program as being the terminal degree. By the year 2020, any individual wishing to be certified by the accrediting body will need to have a Doctor of Physical Therapy (DPT). The Board

approved the DPT back in 2009, and it was implemented in 2010. All of the students who were in the MPT program who did not switch over to the DPT program have now graduated; therefore, we have essentially taught out this degree. All of the resources from the MPT have been absorbed into the new DPT program. The Provost stated that the traditional way to move in the Physical Therapy program is to go from the baccalaureate degree directly into a doctoral program either here or elsewhere in the country. However, there is the availability of grandfathering individuals who are already in the profession.

Trustee Strauss made a motion to delete the Master of Physical Therapy program, seconded by Trustee Marshall. The motion was approved.

Agenda Item 7.d. – Online Learning Support Services RFP

The Online Learning Support Services RFP (Request for Purchase) is an information item, Provost Alden said, but it will come forward as an action item in the FFO Committee meeting. This has been a major effort on the university over the past several years to focus on distributed learning, what most people understand as online learning. It is one of about four or five major processes we are going through right now to have more programs available online so that anyone who is geographically bound, perhaps working professionals, receive degrees either as degree completion programs at the undergraduate level or as graduate programs. Vision 2020 established very aggressive goals for online learning going from about 17,000 credit hours to 175,000 hours, which are very aspirational and ambitious goals to increase the number of programs available online. Part of the initiative described in this particular agenda item, in addition to available internal sources – and we have a very strong resource through the Division of Outreach, Engagement and Information Technology – is looking at external providers of a large number of types of services. Yet, under the procurement laws, we cannot negotiate with those entities that may provide those services without going through an RFP process to have a list of qualified providers with whom we can negotiate on a program-by-program basis. We need to have that flexibility in order to move forward. The funding for these contracts will be derived from new students. Almost every one of the external providers only have business models that depend on them bringing in new students as part of their services, so it will not cost the university any resources directly in terms of existing resources.

This is a relatively new field, Dr. Alden explained, probably in the last decade, but growing in its utility. There are certain vendors that only service public institutions, and others that service all major institutions. Under the procurement law restrictions, we brought in several vendors to hear what kinds of services and models they had, so the university leadership, the cabinet and the Deans Council have heard from three vendors that have been providing infrastructure service to our peers. We took an internal survey to find out from the colleges what they sensed their needs were in terms of the types of services, and those were the exact kinds of services that some of these outside providers make available. We also have internal services that may be more appropriate for many of the programs that may arise.

Online learning is really a disruptive force to higher education, Chair Coleman said, and institutions that do not find a way to embrace it as the new normal will fall behind and will lose out. Students are demanding it. It is going to allow us to expand our borders beyond our traditional recruiting efforts. This program will jumpstart our existing online learning program. The good thing is it kind of pays for itself. The difficult part is that the institution is going to have to do things differently. For the most part, there is no additional cost because faculty is going to be responsible for developing the curriculum to be used. Another benefit is that the complete infrastructure to actually expand our online learning program will be provided by whatever vendor is selected under this program. One of our objectives is to try to get 30,000 students by 2020, and one of the key components of that is finding a way to get those students to take classes from our staff online.

I should mention that under Vision 2020 we have a significant amount of money available to invest in the startup infrastructure internally to help the faculty with the technology as well as the actual conversion process, Dr. Alden said. There are internal resources available to provide that support you indicated, but it requires a culture change. This is not something every department or every program would do. But,

obviously, certain ones really focus on those graduate and degree completion programs, particularly in the professional programs where you have working adults who want to advance in their fields.

Even though we are reaching out to an external company to help us jumpstart our online learning program, Chair Coleman said, we are also going to try to build out the infrastructure internally to be self-sufficient in this phase. Long term, our objective is to be able to do everything that these vendors are doing, or will do for us, on our own.

We have to serve this population, the Provost stated, because we are in a very robust population of working adults that need these sorts of educational opportunities. We also need to identify the value-added of engaged learning on our campus community. Keep in mind that several other Illinois public universities have online learning, and they are getting students that would traditionally reach out to NIU. We have to find a way to continue to keep up with the other public institutions, and this is also in line with our long-term vision for the university.

I want to thank Provost Alden and Anne Kaplan, who, months ago, convinced me we needed to pay special attention to this, President Peters commented, and that launched our consideration. I want to associate myself with the remarks of Chair Coleman. We must move on this with all deliberate speed, and that means right away, because we have the potential to provide an educational service for this rich region, but we cannot wait. We have done the good groundwork academically with our Distributive Learning Task Force and, now, this summer with taking a look at the landscape, but it is changing as we speak. The campus needs to hear a strong message from the Trustees about whether this is a direction they want us to go.

Since most of the programs will probably be graduate programs, I would say that at least the oversight of any given course should be by graduate faculty. Part of the development of what we are looking at here is a model that, as the student enrollment grows in this sector, we hire more tenured and tenure-track faculty who have graduate teaching credentials, who would be supplemented by graduate assistants or instructors to allow them to teach more than just 20 people at a time so that they can expand their ability for any given course to service more and more students. It is a different kind of model than the face-to-face model, but the integrity of it is based on the content and the supervision by graduate faculty teaching a graduate course. We have more working professionals and adjuncts teaching those undergraduate degree completion courses, but that is also under the purview of the program. This empowers each program to make sure that the instructors and faculty are qualified to their credentials. There will be accountability standards before we start building real capacity for online, the Provost said. We will make sure that we have a stable population on campus as well, so we do not deplete any of our quality or our academic resources.

Agenda Item 7.e. – Oversight of Academic Programs

This is the time of year that we send our summary of academic program reviews to the IBHE, the Dr. Alden said. The program review is a very intensive and rigorous procedure that every program has to undergo every eight years. It involves almost two years. The self-study and the review process involve a great deal of peer assessment on how well various programs are going. Ten programs in the College of Education and seven programs in the College of Liberal Arts and Sciences were reviewed this year. We have full-blown reports for each and every one of those. A second component of assessment and evaluation is the assessment of learning outcomes. We have a very aggressive assessment program where every degree program provides data for assessing their process and programs as well as a four-year review cycle where the snapshots are looked at to make sure that every program is using those assessment feedback data to improve their programs. We have a very strong Office of Assessment Services and an assessment panel that overviews those.

We started the external review of all doctoral programs in 2008, which has been a very successful part of our program review component. Individuals from peer institutions come in and review our doctoral programs with a great deal of self-study information in hand, and that is used to provide feedback to

departments, the deans, as well as my office, to set priorities and identify changes that may need to be made. We have more than 25 specialized accreditors, with at least one in all seven of our academic colleges. We meet with those agencies in very intensive processes as well. Licensure and certification examinations, certain disciplines have those, and we benchmark our pass rates against our peers. We reported to the legislature last year that, over the last three years, 85 percent exceeded either State or national averages, and two-thirds of those had one hundred percent pass rates. Every college and many programs and departments within colleges have advisory committees of practitioners and professionals in the discipline to provide overview and input into how the programs are doing.

Agenda Item 7.f. – Higher Learning Commission Accreditation Update

Dr. Doris Macdonald is coordinator of our Higher Learning Commission accreditation process, Provost Alden said, and I cannot give her enough kudos. I have asked her to give a status report on their progress with this major new effort. We have over 100 faculty working directly on the self-study.

Dr. Macdonald gave a PowerPoint presentation updating the Board on the Higher Learning Commission accreditation progress to date. We are having a number of meetings and talking about the accreditation self-study and the campus visit. The site visit is scheduled for March 3-5, 2014. We all understand how accreditation works. The most important part we are focusing on now is our opportunity to look at what we do, analyze what we do, think about how we do things well, and think about what some of our challenges are. Our last complete review was done in 2004. We had a couple of things to follow up on then and the follow-up report was submitted to the Higher Learning Commission in 2007. In 2010, we did a report on off-campus locations. Just this past year, we submitted the beginning of a substantive change request changing our status with the HLC on the number of online programs that are available. There are three tiers with the Higher Learning Commission, and we are moving from a small number, less than five percent of our programs offered online, to offering between five and 20 percent. That is in process and will become part of the documentation for the self-study in our substantive change request. We are gathering data, putting together drafts of chapters and drafting the report in preparation for the site visit. We have nine subcommittees, each chaired by a faculty member, and those subcommittees have between 10 and 15 members who are gathering data, interviewing people and finding out what information we need to have.

So we are well into the process. We are trying to engage the entire campus. It is important not only because we have to maintain accreditation, but in the sense that we are looking at what we are doing, celebrating what we do well and approaching our challenges with a good sense of self, and that sense of self is also related to the new statement of Vision, Mission and Values that the Board approved in the spring. It really reflects who we are, inspirational as well as aspirational. The HLC's five self-study criteria are (1) Mission; (2) Integrity, Ethical and Responsible Conduct; (3) Teaching and Learning, Quality, Resources and Support; (4) Teaching and Learning, Evaluation and Improvement; and (5) Resources, Planning and Institutional Effectiveness.

When the HLC gets our self-study report, they will look for evidence of continuous improvement. They are looking for assessment and evaluation endeavors. This is different from probably ten years ago, which was much more discursive and narrative. The HLC is looking for student learning outcomes, evidence of what we do well, and what we do with the evidence that we have. It is very much evidence and outcomes based and much less narrative based. They are also very interested in strategic planning and what we are planning for the future.

We will be gathering evidence and writing into the spring. In August, a draft report will be available for comment from the campus community. The site visit team will consist of 10 to 12 consultant evaluators from the HLC. The HLC is the mediator between federal regulations and our compliance with federal regulations. They will have numerous planned meetings on campus with all the major constituencies on campus, and when they are finished, they will provide a team report and a recommendation. After their team report and recommendation, we may have to make some institutional response.

For the site visit, we have an NIU website, which is niu.edu/HLC, and this PowerPoint will be available there. The HLC website contains documentation about process as well as much more elaborate information about the criteria that we are writing to in this particular report. We also have an e-mail address, HLC2014@niu.edu, if you have questions. Questions also can be addressed through the Provost's Office. You may also contact any one of the steering committee members if you would like more information.

Dr. Macdonald stated that the August 2013 report will be posted online and will be available for comment. However, I would like to get information out before faculty and students leave at the end of the spring semester.

This has been a very unique experience for our institution, Provost Alden said, because the HLC changed its criteria, and they are going to change their criteria once again after this site visit. For instance, after faculty had left at semester end last year, we were informed that for every section of every course, we have to have justification for the credit hours offered for a course. That means everyone on campus who has instructional responsibilities has to work with their chairs and fill out forms about why a three credit course section is a three credit course. This all has to be maintained for now and in the future, because it is based on the federal focus at the Department of Education level on "What is a credit hour?" So, we are seeing things that most universities do not have to go through. They usually know their criteria years in advance. Some of these criteria were not approved until the last six months, and the credit hour requirement has been less than six months. I want to compliment Doris and hundreds that are trying to hit a moving target and commend everybody for what they have done on this.

This is a Trustee issue that you should have in your minds because this process will be important in the presidential selection, President Peters commented. Any credible candidate, the first thing you always ask for is the last HLC report and the recommendations. The first thing that person is going to have to do when they get on campus is get involved in this. I am very comfortable with Doris, these hundreds of people and the Provost's Office and the job they are doing because we have a very good process.

NEXT MEETING DATE

The Chair announced that the next meeting of the Academic Affairs, Student Affairs and Personnel Committee would be announced at a later date.

ADJOURNMENT

There being no other matters, Chair Coleman asked for a motion to adjourn. Trustee Murer so moved, seconded by Student Trustee Echols. The motion was approved. The meeting was adjourned at approximately 10:32 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins
Recording Secretary

In compliance with Illinois Open Meetings Act 5 ILCS 120/1, et seq, a verbatim record of all Northern Illinois University Board of Trustees meetings is maintained by the Board Recording Secretary and is available for review upon request. The minutes contained herein represent a true and accurate summary of the Board proceedings.