

Minutes of the
NIU Board of Trustees
Academic Affairs, Student Affairs and Personnel Committee
February 15, 2018

CALL TO ORDER AND ROLL CALL

The meeting was called to order at 12:36 p.m. by Chair Wasowicz in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Parrish conducted a roll call. Members present were Trustees Barsema, Butler, Coleman, LaGioia, Struthers and Chair Wasowicz. Trustees Boey and Herrero were absent. Also present were Lisa Freeman, Matt Streb, Gregory Brady and Chris McCord.

VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

General Counsel Brady indicated the appropriate notification of the meeting has been provided pursuant to the Illinois Open Meetings Act. Mr. Brady also advised that a quorum was present.

MEETING AGENDA APPROVAL

Committee Chair Wasowicz asked for a motion to approve the agenda. Trustee Barsema moved approval of the meeting agenda, unidentified seconded the motion. The motion passed.

REVIEW AND APPROVAL OF MINUTES

Committee Chair Wasowicz asked for a motion to approve the minutes of November 16, 2017. Trustee Coleman moved and Trustee Struthers seconded. The motion passed.

CHAIR'S COMMENTS/ANNOUNCEMENTS

Committee Chair Wasowicz mentioned the passing of Lt. Paul Bauer, a NIU Alumni, he also discussed enrollment and that he had attended this year's Business Olympics. He advised that there are two information items today; the annual report on the outcomes of sabbatical leaves and a presentation on sabbatical leave. There are 17 approval items, including recommendations for faculty and supportive professional staff, sabbatical leaves for the 2018-19 academic year, deletion of specialization in Spanish, deletion of degree program in German and Spanish, request for new emphasis in German, Spanish, and Hispanic studies, deletion of emphasis within German and within Spanish, request for a new minor in World Languages and Cultures, deletion of minors in Chinese studies, French, German, Italian, Japanese studies, Russian, and Spanish, deletion of degree program in General Studies within the College of Engineering and Engineering Technology, deletion of specialization in Early Childhood Special Education, request for a new minor in Special Education Foundations, request for new minors in Sports Management and Sports Sales, request for a new degree program, a BS, in Sports Management, request for a new minor in Social Change Leadership, request for new specializations in Clinical Mental Health Counseling and in School Counseling, request for new degree program, Master in Science, in Digital Marketing, request for new degree program, Master in Science, in Health Sciences, and request for new degree program, Ph.D., Computer Science.

PUBLIC COMMENT

General Counsel Brady indicated that there was one request for public comment, Evan Johnson and requested that he go to the podium.

Evan Johnson: Alright. My name is Evan Johnson. For those of you that don't know me, I am the current president of Phi Kappa Theta. The reason I signed up for this time slot is because I had class earlier today and I have class later as well, so this is all that would fit in my schedule. So, thank you for

allowing me to speak today. The things I want to touch on is what my organization is facing. I actually did accept responsibility for it, and we put things in place to change it. The second thing I want to touch on is some of the unethical practices we discovered throughout this process. And the third thing I want to touch on is what I hope to gather from actually coming here and speaking to be able to benefit the student's enrollment and the faculty which I have tremendous respect for. So, when I was first made notice of the sanctions that my organization was facing, I was not the president at the time. I was currently the Philanthropy Chair. I was voted in, and I also volunteered to go ahead and speak and work with the school on these sanctions. Since we were a first-time offender and we had no previous violations in the past four years, that does qualify us as a first-time offender. I immediately sat down with the Alumni Board and Nationals to develop a plan to re-culture our house. We also had our Nationals invest thousands and thousands of dollars in a regional leadership conference to re-culture our house. So, I went to Student Code of Conduct and presented the plan, and I asked them for an opportunity to be able to work amongst ourselves to be able to re-culture the house. Since we were a first-time offender, this should only be a semester suspension. However, they told us we were facing three years which did not make sense with the qualifications that we had, and they told me that they would not be able to knock it down to a semester. So, I initially want to take responsibility, and I wanted to work with them to ensure this doesn't happen for other organizations. However, I wasn't given the chance to. So, from there, I hired an attorney to do more research on the case. Upon doing more research on the case, I found a lot of unethical practices that were occurring. First and foremost, Student Conduct acts as the judge, jury, and executioner. The head of Student Conduct is able to go on compliance checks, go into your house, and take pictures of the violations. Now, this is necessary in order to ensure safety; however, the problem is, once she does that, she also compiles the charges and sends them out to you. She trains the people who actually interview you on the process. If you are found guilty and want to move forward with a hearing, she also has the opportunity to decide if you have a hearing judge or a hearing officer which is very unfair even though it's supposed to be the student choice in the handbook. And then also they train the hearing officer or the hearing judge. If you go to the hearing, like we did, and you find that their findings are not acceptable, you can file for an appeal, due on four criteria if there was a biased or a misclassification or something of that sort. The problem with this is in order to get your appeal granted, the head of Student Conduct has to accept it and say that it's okay and you meet one of the four criteria. Now, there has been some situations where she recuses herself. However, that is very difficult and there is not much oversight. Some things we also found when they were going through the house to do the compliance checks, Student Conduct has put their hands on kids. The head of Conduct has. There's been a few incident reports of this, in order to grab them and catch them doing something wrong. Also, when they went to hearings, members of the Alpha Sigma Alpha sorority had written testimonies, saying they were coerced into saying things they did not want to say. They told them if you do not cooperate and give us your phones, you will face similar charges. In the recent Sigma Kappa hearing, they spoke to the girls and said if you do not cooperate, you will face a similar outcome, like PIKE did because of what your organization is practicing. So, I am here today really to focus on the fact that we are willing to accept responsibility as long as we had a fair punishment; however, we were misclassified and no one listened to us without having to go forward with an appeal. Also, with the appeal, we had five business days to write it, and they've had it for over fifteen business days. The problem with this is not waiting. The problem is we have members not sure where they're living next year, members who want to switch schools because they can't afford to live in the dorms or the apartments, and really they're not sure about the future, and they've really lost faith of NIU due to the practices at Code of Conduct. So, what I hope to get from speaking on this awareness and I'll also answer questions as well is the fact that we develop a system where there is oversight, a third party governing Student Conduct to ensure it's a fair relationship for the Greeks and for other organizations and for Student Conduct and really to have better transparency because I want to make sure that there is enough enrollment, that there's donors, and that people are proud to be at NIU instead of people being ashamed at the lack of transparency due to social media scandals, watch lists, and things of that nature. So, that is all I have to say. And thank you today for taking the time and allowing me to speak.

Trustee Barsema: What's your timeline, in terms of filling your house? So, what's the urgency if there

was some interest in working with your house? What's sort of a reasonable time frame for you?

Evan Johnson: Right. So, the problem doesn't really come for re-signing the house. The problem is the apartment leases. A lot of the apartments fill up, usually October, November, December or early winter, and a lot of these kids who cannot afford to stay in the dorms, they find comfort in the fraternity house because it's significantly cheaper. And the next best alternative is the apartments; however, most of the apartments are booked now. So, if we do not no longer have a fraternity house, they're not going to have a place to stay. A few of them have told me that they will have to transfer, and they don't want to leave here. So, I am worried in the fact that if this continues for other houses where they face unfair punishments and bias that we're going to have a dip in enrollment due to the Greek community suffering.

Committee Chair Wasowicz: You were the Philanthropy Manager and what was your philanthropy?

Evan Johnson: So we had Kick for the Kids this year. So, we worked with the Children's Miracle Network. We had a kickball game where we donated over \$1,000, and I think we had a little bit more as well around \$1,500 for Children's Miracle Network. And, then I'm now currently the active president as well. And I also had us go to other sororities' philanthropies as well. I went to the Delta Gamma philanthropy, the Sigma Kappa philanthropy. I attended the Phi Sig philanthropy as well. They had a joust. So the Greek community really raises a lot of funds for philanthropies which helps enrollment in the school, and without the Greeks, I feel the school's gonna suffer because a lot of the donors are Greek alumni, to my understanding.

Trustee Barsema: Expressing your views and such, as we told the group this morning, we take this very seriously from a Board of Trustees standpoint. It's a shared responsibility that we both have. Clearly, the Greek community has to be accountable for their actions, and we have to be accountable for having a fair process. So, we get that, and I want you to know that as a Board of Trustees, we take this very seriously. I'm going to lob you a softball here, but I want to hear it from your words. What does a three-year suspension do to your fraternity?

Evan Johnson: Thank you actually for asking that. I missed it. So, most people think in three years, your fraternity will come back and everything will be fine. However, you lose all of your members, so you actually have to reapply to Nationals to get your charter back. You have to reapply to the school, and then alumni who are in their 20s, 30s, and 40s actually have to come on campus and recruit kids. It completely really changes the whole morale of the house. It completely wipes out any positivity that you've done, and now there's a negative connotation about your fraternity. So it really devastates it. It's not a learning or an educational experience. A semester gives people the educational opportunity to change the wrongdoings of a few of their members which isn't the whole majority of the house; whereas, three years punishes the whole house and completely wipes out the culture and membership. It would probably take, in my estimate, maybe 10-15 years to have a full house again and be, you know, middle, top tier to where you're actually actively involved around the campus. So, it's not really a joke when you say three years. It completely destroys the fraternity.

Trustee Barsema: So, if I'm a freshman right now and I just pledged this past fall, what happens to me? Am I free now to go pledge another fraternity if I want to? Is that typically what's going to happen to a freshman or sophomore?

Evan Johnson: So, here's some of the problems. If you're already recognized at the national level, a lot of other fraternities won't accept you, because in their bylaws, they do not take members of other houses, so even if you lose your local chapter, you're still nationally Phi Kappa Theta, so you cannot join another house. So, a lot of our freshman will be completely robbed of the educational experience of Greek life, and so will the sophomores. If there is some who decide to stick around and keep a colony, they do not have a support structure from Nationals. They do not have advisors that can help them, and they would have to take it amongst themselves senior year to apply for a charter, apply at the national

level, and try to re-culture the house, but realistically without that guidance, no one's going to want to do that. They're going to be very discouraged with the school, and it's going to hurt enrollment in my opinion.

UNIVERSITY RECOMMENDATIONS/REPORT

Agenda Item 7.a. Annual Report on Outcome of Sabbatical Leaves

Committee Chair Wasowicz: At this point, I'd like to ask our Executive Vice President and Provost, Chris McCord, to present the University report.

Executive Vice President and Provost McCord: Thank you, Chair Wasowicz. We will begin with the annual report on the outcome of sabbatical leaves. You have a report in your board materials. I would like to make a few comments about those materials. Academic leave, which is commonly referred to as sabbatical, is a really important component in maintaining a faculty who are on the leading edge of their disciplines. In the course of a normal year, in the course of a normal semester, we call on faculty to do many things: To teach classes, to prep classes, to engage with students, to provide services to their units and the University community, as well as remain actively engaged in their discipline. That mix of activities is the essence of faculty life, but it is also a draw on people's time and does not always position them to stay absolutely on top of their discipline. Academic leave provides an opportunity for faculty members to focus intensively on an intellectual pursuit. It can provide the opportunity to bear down and bring a major project to completion or it can be an opportunity to formulate and validate a long-range plan that a faculty member will pursue over the next several years. We recognize that, as with any other part of our work, it's the outcomes of sabbaticals that we need to judge. They are what justify the ongoing commitment of time and talent. To that end, we take very seriously the evaluation of outcomes of academic leave. The intellectual life cycle is a long one. The planning, the research, the writing, the lab work, the studio work has to be done. Then the products in books, grants, journal articles, presentations have to be proposed and accepted. For that reason, as we look at outcomes, we take somewhat of a long view. We don't ask what the immediate outcomes are; we step back and look at the span of a few years. So, every year we survey sabbatical outcomes, looking back at those who participated in their academic leave several years before. The report you have in front of you is people who participated in academic leave in academic year '14-'15. They were surveyed this past fall and you see before you the list of all of their outcomes. I don't want to recite that list, but there's two things I think I'd particularly like to underline about it. We had 29 faculty report their outcomes. They reported 442 outcome products. That's 15 per person on average. That's an impressive list of productivity from our faculty. And I think what's particularly worth noting in that is among those activities, there were 41 grant applications, of which 29 were successful. I don't think it's 1:1, but 29 faculty collectively received 29 grants. Those grants generated 1.76 million in funding of which 1.69 million was external. Questions from the Board about the Outcomes Report?

Trustee Struthers: The report's well-done, and the reflection's piece is a nice, tidy way to capture the essence.

Trustee Butler: Chris, I just want to point out that in some of the narratives provided in the long form report, you see Aaron Fogleman who we heard from at our last group of committee meetings, and he even mentioned personally how important that leave was to the project that he was working on.

EVPP McCord: Yes. And I think particularly for disciplines such as history where you need the time to really ask, "Is this project a book project?" In the humanities and social sciences, a book project is a multi-year commitment to a single focus. You really have to work hard and carefully to even determine if that project is worth pursuing. So, it's not just the time to write the book. It's the time to do all the deep analysis that tells you, "Is this the book worth writing?"

Agenda Item 7.b. Faculty Presentation on Sabbatical Leave

Executive Vice President and Provost McCord: So, as part of our report on academic leave outcomes, the Board's established a custom of inviting a faculty member to come and speak briefly about their work. I'm very pleased to introduce to you, Dr. Lichuan Liu, Associate Professor of Electrical Engineering and Director of the Digital Signal Processing lab. She and one of her students will be reporting on Dr. Liu's work. Dr. Liu works in active noise cancellation in neonatal intensive care units. This project has obtained approximately \$1 million in external grants from the Gerber Foundation and The National Science Foundation Small Business Technology Transfer Program. Dr. Liu?

Professor Lichuan Liu: Good afternoon, everyone. Thank you for being here to give this opportunity to share my outcome from my sabbatical leave. So, the topic of my presentation is active noise control system application, BANM, bonding, attenuation and the non-intrusive monitoring for infant incubators. So, as we know, every year 20 million infants are admitted to NICU, a neonatal intensive care unit, because of very low birth weight, premature or very ill. NICU can provide very good care for them, so the survivor rate dramatically increased. However, there's three problems in NICU. The first one is the noise level at NICU is really high. The average level is around 50 to 75 dB. So that is like a very noisy street. The peak level is around 120 dB, so that is similar to somebody drilling in the street. However, the recommendation for the environment of a hospital is 35 to 45 dB; that is similar to a quiet library. So, this high level noise because many bad health effects to those preemies such as sleep disturbance, language development problems, and the most serious one would be hearing loss. According to research, half of the graduates from NICU are going to have a different level of hearing loss, and 3% of them might be totally deaf. So, hearing aids are needed for those kids. The second problem in infants at the NICU, they're going to miss the bonding opportunities with their parents or caregivers. So, babies will suffer from, lose the bonding opportunities and also their sort of foundation for their future relationship. Young parents, especially mom, may suffer from baby blues. The third problem there in NICU is all those sensors -- monitors that are attached to those tiny little infants and they are discomfort, intrusive, and maybe even unsafe. The current solution for those three problems are for noise, people try to use noise-absorbing panels to reduce the noise or ask the staff to reduce activity. However, they can only reduce the noise by 3 to 5 dB. So from a very noisy street to still a noisy street. That means around 2 times or 2.5 times lower. So, not efficient. And for the bonding opportunities, you cannot access NICU 24/7. So, there is no current solution at all. For monitoring, all the systems and methods used are still intrusive. So, here comes our solution: Bonding, attenuation, and non-intrusive monitoring for incubators required a BANM noise cancellation system. So, BANM system has three subsystems focused on those three problems. For noise, we use adaptive noise cancellation system to reduce the noise. So, the red one is the amount of noise we want to reduce. And the blue one regenerates <unhigh> noise. So, the red one plus blue one, noise is reduced. Our system can reduce the noise by 30 dB; that is like 1,000 times lower. So, from a very noisy street, now to a quiet library, and I want to play the – (plays tape). This is after (plays tape). Yeah. So, you can hear a difference, right? And for bonding opportunities where you integrate two-way communication systems with ANC. So mothers, right? Parents can hear their baby and the baby can also hear their voice or singing any song. So, you can also hear the difference. (Plays tape). So, we have this incubator, this testing system, at our lab, and the incubator was provided by GE Healthcare. For monitoring problem, we use artificial intelligence technique to classify and identify infant's sound. We started with baby cry signals. So our <inaudible> can tell why baby's crying, and now we want to – and the current classification rate is about 70%. Now, we want to extend to other sounds like breath sounds, heart beat sound. So, we try to solve those three problems. Now, I want to share the research outcomes from sabbatical leave and from this BANM system. Directly from sabbatical leave, we have journal articles, conference papers. One technique report to ASF and one presentation to <SIM?>. And I want to mention, we have three US patents granted based on this same system, <inaudible> in three years. And in terms of external funding and a grant, the BANM system was supported by NIU, internal grant, Venture Grant, and also Gerber Foundation. Then, it was supported by ASF or SVTR. Phase 1 and Phase 2, and Phase 2 is through Invictus Medical which is our business partner at Texas. So, the current application for BANM system, we can use a system update current existing incubators at hospital, and for new incubator manufacturing,

they can also use it to design new incubators. I also want to mention the baby cry or baby sound identification system can be separate designs as consumer products. For example, smart baby monitoring or infant translator. The long-term application from BANM system can be anywhere you want to reduce noise level, and using artificial intelligence, machine learning to identify other sounds; for example, explosion activities. We can imagine huge application in DOD or human security. So, we also use the material contents involved with BANM system to update and do some curriculum innovation. We have four new courses, curriculums, highly involved with BANM system concepts and theory, including one undergraduate and three graduate courses. We also use, you know, the system, the materials, try to connect those things with the concepts and theory. We talked in the classroom so students feel, right, the knowledge they are learning right now can help those tiny, little infants. So, they got excited. We have one undergraduate and three graduate courses, updated based on BANM system. And, in terms of education outcomes, we have four master physicists for independent studies, two MS research projects, and for undergraduate, we have two undergraduate honor research project, one senior design project. It was the first-place award during that year's senior design contest, and the one, remember, Amanda Walsh, was hired by GE Healthcare after graduation. Student participation and support, so we try to support our students through this project. We can, besides the outcomes we just mentioned, we have six graduate students who were supported by this project directly, and the one MS graduate student was hired directly by Invictus Medical, our partner at Texas. Besides sabbatical leave and the BANM system benefit myself research education and teaching also benefit my department, it has their own broader impact. So, first of all is the social benefit. As we know, globally, the annual cost for hearing loss is \$750-\$790 billion a year. So, hopefully, BANM system can reduce the cost by reducing the hearing loss for those tiny, little infants. Since bonding can provide a solid foundation for those kids' future relationships in work, family, society. So, we have family benefits. And a third one, we view this one as the most important, BANM system improves annual research reputation. We think it's priceless and cannot count by dollar amount. That's all. And I also brought my student. He's doing the extended system for BANM. We're going to have the larger scale, more application for active noise controlled system. Any problems? Any questions?

Trustee Barsema: I would just say, Dr. Liu, I saw you probably three years ago when you presented to the NIU foundation for the internal funding. And the progress that you've made on your idea, your concept, your product has been tremendous. Congratulations. It's great to see the progress you've made. It's outstanding.

Professor Liu: Thank you.

Thank you very much. I appreciate your coming here and the work that you've been doing. What's a technical report?

Professor Liu: To offset the cost, we have the ASF SGTR grant, so we submitted the technical report to ASF.

Committee Chair Wasowicz: I have a couple questions actually. Is there any connection between autism and the sound with newborns take in like that?

Professor Liu: Yes. I believe current research today shows like those annoying noise like siren or fire trucks, they may cause, they may trigger autism.

Committee Chair Wasowicz: Okay. My other question is for Jerry. So, Jerry, and again maybe I'm showing my ignorance here, are these things that you're working with and then we're looking for patents and monetization and things like that or?

Jerry Blazey: So, it turns out that the Northern Illinois Research Foundation shares ownership of this IP and were helping to commercialize the technology with Invictus.

Committee Chair Wascowicz: Okay. And then maybe my next question would be for Sol, then. I was just on the Invictus web site here, and I'm looking for our name on there somewhere as far as partnerships and things like that. It would be nice if we could get that on there from a marketing standpoint. Just a thought, but I'm looking here, and I'm not seeing it.

EVPP McCord: Two thoughts that I'd like to add, if I may. The point was raised earlier about the connection between the research agenda and the curricular agenda. I think we saw very clearly, Dr. Liu cited the many ways in which this research has come back into the curriculum, both to create new courses, to modify existing courses. And I will note that we expect to be soon bringing to the Board of Trustees a proposal to evolve the Biomedical Engineering program within Electrical Engineering into a separate degree program, so this is even coming up to the level of helping to stimulate a new high-demand degree program for the University. We do not bring that today, but we are looking forward to bringing that in the near future.

Agenda Item 8.a. Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2018-2019 Academic Year

EVPP McCord: So, we now turn to the action items, Agenda Item 8.A. is the recommendation for faculty and professional staff sabbatical leaves for 2018-2019 academic year. I will not read all of the names. There you see them displayed. Academic leaves are awarded on an individual basis. They are awarded, as you can see, for specified terms. I would like to make a couple of notes. You will see some individuals are recommended for a year-long sabbatical. Those individuals take the year-long sabbatical at half pay, and often either simply go at half pay for a year or often make arrangements with another institution to be supported for the other half of the year. But they're drawing the same amount of support from NIU as those on the single semester. You will also see a few individuals who are noted as their sabbaticals are pending a tenure approval. Faculty may apply for a sabbatical as they approach tenure. If they are awarded tenure, they are permitted to take the sabbatical. Obviously, if they are not awarded tenure, they are not permitted to take the sabbatical. So, 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 meeting on March 8, 2018.

A motion was made by Trustee Barsema and seconded by Trustee Struthers.

Trustee Barsema: Chris, in the business world, there have been companies that have done sabbaticals and such, and I was with one of them. Typically, that was a period of time that they would get six months normally, you know, after x number years of service to the company. And I found a very low percentage of them actually came back to the company. They kind of used that six months to go find another job. What's our experience in the academic world? I'm assuming it's much different.

EVPP McCord: It is different. It does happen, I will note that we have an expectation that an individual will return to NIU for at least a year upon completion of the sabbatical. We had a recent incident where a faculty member did indeed receive an offer from another institution, and we worked with them there, actually deferring their departure for a year, in order to honor the commitment. Now, we also occasionally have faculty who retire at the end of that period. That's harder to enforce.

Trustee Barsema: Is the one-year agreement that you have to come back for, is that a handshake agreement or is that written agreement.

EVPP McCord: It's a written agreement. Again, it's part of the commitment a faculty member makes. Now, again, we always ask the question, "How litigious are we going to be about enforcing it?" But it is a written, firm commitment that they undertake.

Chair Wasowicz called for a vote and the motion was approved.

Agenda Item 8.b. Request for Deletion of Specialization in Spanish

EVVP McCord: We now turn to a number of curricular items, and before we begin the individual items, I would just like to make a few framing comments. The normal cycle of the curricular process makes the February meeting the normal moment for them to come before this Committee. Every year, there are changes as we work to keep the curriculum current. This year there's a particularly robust set of proposals. There's two leading causes for this many curricular proposals to come forward this year, and they're closely linked. First, this is a response to program prioritization. You heard in the presentation earlier about program prioritization's call for academic programs to go from enhanced to transformed to reduced to consider for elimination. That response, mediated through our action plans, then has to proceed through the shared governance process. Those are not unilateral actions. The faculty initiate actions that come through our curricular process at the department, college, and university level and now come before you. The other motivation for so many curricular processes is our ongoing attempts to stay current in the market. We have a number of programs coming before you that are our perception of ways in which student demands, student needs are changing, and our curricular offerings need to evolve to stay current. I will note that our proposals as I ask for action today, I'll be asking that these be forwarded to the Board at this afternoon's meeting rather than the March meeting. I want to clarify. The reason we're doing this is so that we have some items that need to go to the Illinois Board of Higher Education. The faster we approve them, the faster they can go to the Board of Higher Education. Those that do not require IBHE approval, still need to be implemented in our catalog and made available in our marketing materials for the coming year. So, there's several instances where we're bringing to you linked items. The formalism calls for us to transact each deletion, each addition, each change as a separate item, and somewhat obscured in this process is there are certain changes that do not come to the Board. For example, name changes are not obligated to be presented to the Board. So, even as these come as a number of independent transactions, I want to bundle a number of them together to make it clear that these are not isolated; these are strategic. And if I could bring up the slides for the World Languages and Cultures, you'll see a number of items. Items B through G are all inter-related, and I would like to again continue to frame these a bit before we go into the particulars. Coming out of program prioritization, there was a strong message for the Department of Foreign Languages and Literature which had 13 program prioritization reports. That 13 reflected the number of master's programs, bachelor's programs, and minors that the department maintained. Coming out of program prioritization, there was a strong recommendation to reconsider the way we deliver language programs. This is a response to it. Overarching all of the specific proposals you see is a real unity of purpose here. The Department has changed its name already from the Department of Foreign Languages and Literature to the Department of World Languages and Cultures. The Department is changing the name of its bachelor's degree and its master's degree to create a single, unified bachelor's degree, a single master's degree, and a single minor. Moving into the net effect of all of the transactions we'll go through today is to take the existing undergraduate degrees in French, German, and Spanish and move them into a single degree in World Languages and Cultures with emphases in French, German, and Spanish. That will create an option for future emphases to be created or eliminated as need demands. Likewise, taking the separate minors that exists, migrating them into a single minor in World Languages and Cultures with multiple options – those options at presidential approval can be created or deleted. So, it creates a nimble structure. It creates, I think, a more modern structure for language delivery, and it also allows for us to have a curriculum that's so much solely based only on a language but it's based on the concept of language and culture. So, with that framing in mind, I'll present to you item by item, but I wanted you to understand that these items are not isolated, and some of them are quite confusing if looked at in isolation.

Committee Chair Wasowicz: Chris, if I might add that you, Veronica and I have had discussions on this, and as much as it is about program prioritization, it's also about us getting up to date with what's going on with other universities around the country and the world.

EVPP McCord: Yes. Absolutely. I think this is where many programs are moving, in this direction.

Trustee Barsema asked that in the future, the trustees could receive the slide shown ahead of time for clarification.

EVPP McCord: I apologize for that. So, the first one, in particular, deserves clarification. At first glance, it would appear that we are deleting Spanish at the master's level. This change is actually brought to you by the department of redundancy. We have already renamed the master's degree to a master's in World Languages and Cultures – Spanish and Hispanic Studies. That is the name of the new master's program. That's already an accomplished fact. Sitting within that is an existing specialization in Spanish. It seems a bit redundant to have a specialization in Spanish within a degree that's name is Spanish. So, we are only proposing to eliminate the redundancy by eliminating the specialization. We are not eliminating our master's program in Spanish. So, more formally, the University proposes to delete the specialization in Spanish within the MA and World Languages and Cultures -- Spanish and Hispanic Studies within the department of World Languages and Cultures within the College of Liberal Arts and Sciences. 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 special meeting on February 15, 2018.

A motion was made by Trustee Barsema and seconded by Trustee Struthers. The motion carried.

Agenda Item 8.c. Request for Deletion of Programs in German; and Spanish

EVPP McCord: Item 8.c. We have already changed the name of the bachelor's degree in French. Our stated purpose here is to consolidate the three bachelor' degrees in French, German, and Spanish into a single bachelor's degree. To accomplish that, we've already converted the existing bachelor's in French into a bachelor's in World Language and Culture. I think it's just alphabetical order. I don't think there's anything particularly privileged about French in that. We are therefore proposing to delete the other two bachelor's degrees in order to in the next item, create emphases within the World Languages and Culture degree. So, this specific item before you has two components to it; to delete the Bachelor of Arts in German program, offered by the Department of World Languages and Cultures within the College of Liberal Arts and Sciences and to delete the Bachelor of Arts in Spanish program, offered by the Department of World Languages and Cultures within the College of Liberal Arts and Sciences. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Butler. The motion carried.

Agenda Item 8.d. Request for New Emphases within German Studies; and Spanish & Hispanic Studies

EVPP McCord: Agenda Item 8.d. is now to create emphases in German studies and in Spanish and Hispanic studies within the BA and World Languages and Cultures, and I believe I can truncate this and say, 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Butler.

Trustee Barsema: Dr. McCord, so we've changed the name to World Language and Culture. Are we adding any new classes to not just teach the language but to teach the culture, or are the classes

primarily the same, it's just we're re-labeling the degree name?

EVPP McCord: I will invite the Department Chair, Katharina Barbe, to come to the podium and address that. I believe the answer is yes, but she will answer with more certitude than I can.

Katharina Barbe: Hello. Thank you for letting me be here. We did re-imagine the whole major. We brought it up into the 21st century. We went the way, for example, from classes that are 17th century French -- sorry, Ann -- but we incorporated it into like a genre or we have a new class called "Autobiographies," so you can teach all these things in there and bring it back to the students to their own life. So, we've really reimagined all the classes. We've basically gone through every single class and brought to date. If you look in the new catalog, some have really cool titles, and we hope to attract the students this way to be a lot more descriptive, not just saying, reading 17th century German literature but what are we actually doing. We have also added a translation component, a minor in Translation because that is what our students want.

Trustee Barsema: I would just add that, you know, again, Sol, not to pick on marketing here, but you know, I think we're making some very cool changes in a very important area of learning and the ability to market that to the high school students and parents to us. So, it gives us some great things to go out and talk about.

Chair Wasowicz called for a vote and the motion carried.

Agenda Item 8.e. Request for Deletion of Emphases within German; and within Spanish

EVPP McCord: Item 8.e., continuing, is to delete the emphases within the BA in German, the emphases are German Language and Literature and Translation Business German and to delete the emphases within the BA in Spanish, again Language and Literature and Translation and Business Spanish. 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 special meeting on February 15, 2018.

A motion was made by Trustee Coleman and seconded by Trustee Struthers. The motion carried.

Agenda Item 8.f. Request for a New Minor in World Languages and Cultures

EVPP McCord: So those complete the transitions for the bachelor's degree. We now have parallel transitions for the minors, and so, first is agenda item 8.f., to create a new minor in World Languages and Cultures in the Department of World Languages and Cultures. Again, I will note that the goal of this minor is to then house all of the existing minors as options within it. 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 special meeting on February 15, 2018.

A motion was made by Trustee Barsema and seconded by Trustee Struthers. The motion carried.

Agenda Item 8.g. Request for Deletion of Minors in Chinese Studies; French; German; Italian; Japanese Studies; Russian; and Spanish

EVPP McCord: Agenda Item 8.g. Having created the new minor, we now need to delete the existing minors. We are proposing to delete the minor in Chinese studies, the minor in French, the minor in German, the minor in Italian, the minor in Japanese studies, the minor in Russian, the minor in Spanish. 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 special meeting on February 15, 2018.

A motion was made by Trustee Coleman and seconded by Trustee Barsema. The motion carried.

Agenda Item 8.h. Request for Deletion of Degree Program in General Studies within the College of Engineering and Engineer Technology

EVPP McCord: Now we turn to Agenda Item 8.h. which is the deletion of the Bachelor of General Studies, sometimes known as BGS program. To be clear, the deletion of the Bachelor of General Studies program within the College of Engineering and Engineering Technology. The Bachelor of General Studies is a University-wide degree; programs that are utilized in several colleges. The University proposes to delete the BGS program offered by the College of Engineering and Engineering Technology. This program has very low enrollment numbers and is not seen as a necessary part of the college's operation. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema. The motion carried.

Agenda Item 8.i. Request for Deletion of Specialization in Early Childhood Special Education

EVPP McCord: Agenda Item 8.i. is the deletion of specialization in Early Childhood Special Education within the Master of Science and Education in Special Education. The University proposes to delete the specialization in Early Childhood Special Education within the MSED in Special Education within the Department of Special and Early Education within the College of Education. This again is a low-enrollment specialization. Students in the program will soon be completing their program, and we have a teach-out plan for them. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema. The motion carried.

Agenda Item 8.j. Request for New Minor in Special Education Foundations

EVPP McCord: Agenda Item 8.j. is the request for a new minor in Special Education Foundations. The University proposes to offer a minor in Special Education Foundations in the Department of Special and Early Education in the College of Education. This is designed for students who are not pursuing professional educator licensure but enhances their marketability in areas such as human resources, business, policy and advocacy law, adult services, social services, nursing, recreation and leisure studies. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema. The motion carried.

Agenda Item 8.k. Request for New Minors in Sports Management; and Sport Sales

EVPP McCord: Agenda Item 8.k. and upcoming agenda item 8.l are again linked items. 8.k. is the proposal for a minor in Sport Management in the Department of Kinesiology and Physical Education. The minor helps prepare students for careers in the sporting industry. It's designed to help students outside of the Department of Kinesiology and Physical Education as an added credential and an opportunity for students in other fields that have a desire to work in the sports and entertainment industry. There is also a proposal for a minor in Sports Sales in the Department of Kinesiology and Physical Education. This

provides a similar rationale for students wanting to collaborate between the Departments of Kinesiology and Physical Education and the Department of Marketing in the College of Business. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema.

Trustee Barsema: So, what brought the need for Sports Management about? Why is there a need for this minor and major, actually, and then Sports Sales? And is it traditionally in the College of Education? Is the College of Education working closely with the Athletic Department? This seems strange to me?

EVPP McCord: We have Department Chair Chad McEvoy coming to the podium to speak to those questions.

Chad McEvoy: Sure. Thank you. Happy to address this issue. In short, we've had a Sports Management Program at the master's degree level for approximately 20 years in the College of Education, and traditionally sport management programs are in a variety of different homes at universities across the country. The majority, College of Education would be the most common. About 20% are in Colleges of Business at other institutions. To address your other question, absolutely, yes, we're worked closely with Athletics. Sean Frazier and I co-taught a class this past semester, and we've discussed this issue. He's very interested in partnering with us in this regard, and our colleagues in the College of Business have been great partners in discussing these programs, including the minor in Sports Sales, in particular, is really an interdisciplinary collaboration between our two programs.

Trustee Barsema: So what type of job am I am going to go after if I get a degree in Sports Management?

Chad McEvoy: Any numbers of areas, and we generally look at Sports Management as being broader, including Entertainment Management, kind of under that umbrella as well. So, anything from professional sports to intercollegiate athletics, parks and recreation types of environments, working in a variety of entertainment options, concerts, events, those types of areas as well.

Trustee LaGioia: I have just a quick question about it. I think this is awesome. I think there are many different colleges already have this going on, and so I'm all for it. I'm just a little bit curious, you mentioned a little bit that it's common that it's in the College of Education, but obviously, when I see Sports Sales, Sports Management, I think of, you know, the Business School. So, is there any like cross sectionality between those two or is it just strictly held in one house?

Chad McEvoy: It will be housed in the College of Education, but as mentioned, we've had a lot of dialogue with our colleagues in the College of Business. In particular, I want to point out that the minor in Sports Sales which we've worked closely with Jeff Gordon, the Department Chair, and Marketing to develop this program. It'll really be one of a kind, across the country, where students can specifically take our courses in the Sports Management area, courses in Sales and Marketing in the Department of Marketing and have an opportunity to be competitive for sales positions in the front office of a professional sports team, a college athletic program, that sort of thing.

Trustee Barsema: I know Jeff has a world-class sales program in his department. Thank you, Jeff. Great job. What sort of class are you going to offer in education in Sports Sales? What's an example of a class that I would take in Sports Sales?

Chad McEvoy: Students that want to pursue the minor in Sports Sales would actually take two classes from each of our departments from each of our programs; Sports Sales and Sports Marketing classes in

the Department of Kinesiology and Physical Education as well as sort of general marketing and sales courses in the Department of Marketing. We think that with the combination of those two things, the students will have a strong background in the fundamentals of marketing and sales from our colleagues in Marketing along with the sports-specific expertise that our own faculty possesses.

Trustee Butler: I think one of the pieces here that is important to keep in mind, and everyone may already know this, but minors are intended to be open to anyone. So, they may have a home because there's a department that manages them, monitors them, accepts entry into them, but the minor's available to anyone who's studying any program. So the connections specifically to the rooted department where you'd expect – like you'd expect management to have some connection to the management department in the college of Business. You'd expect Sales to have some connection to Marketing in the College of Business. It seems to me that connection, definitely you see that tie in in the Bachelor of Science in Sports Management is connected to the College of Business with respect to the minor. There's definitely that tie-in. What I don't see necessarily is the tie-in to the Department of Management in the minor in Sports Management. Is that maybe because the minor is, I don't want to say, less of an intensive experience as a major, but if you were to create – I guess that's sort of what I'm stuck with – is how come there isn't a connection to Management in the BS in Sports Management?

Chad McEvoy: Our students in the bachelor's degree program will take a number of classes in the College of Business, and we had extensive conversations with our colleagues in Business in that regard. So, yes, absolutely, students that are in the major, the proposed major – the Bachelor of Science degree – will absolutely get some of that background as well as considerable sports-specific knowledgebase, if you will. You know, the minors are obviously far fewer credit hours, 18 versus 120, and so there's just not as much room in that more condensed minor to have an extensive list of course offerings with a minor.

Trustee Butler: I think this is great. It makes a lot of sense. I'm trying to sort of get at why there's a little bit of questioning about it, and I think it might be just because of the nature of the minor. Related to that, is the minor – does it go through a different sort of set of hoops to become approved as curriculum?

EVPP McCord: Not really. Minors are curricular proposals and akin to degree programs. They go through approval at the department level, at the college level, at the baccalaureate council level in this case. There is a duplication of effort, inquiry that's built into that, and interested parties have to clearly sign off on the proposal before it is approved by Baccalaureate Council. So, even though it's a minor proposal, it is still treated through the same evaluation process.

Trustee Butler: Does it go through IBHE?

EVPP McCord: No

Trustee Butler: No, but the major does?

Carolinda Douglass: Yes.

Trustee Butler: So, the minor generally from a sort of entrepreneurial standpoint, there's more flexibility.

Carolinda Douglass: Yes, I think that is the point of the minor is that it gives students greater flexibility and it's much easier to create and eliminate, frankly, too.

Trustee Barsema: I'd just ask for a comment from Dr. Freeman and Provost McCord, I'm thrilled to see the cross pollination and working together between the different Colleges. That's awesome, and I see the colleagues from Business here, so I'm assuming they're not here in protest. But, have we made it so

the Colleges are incented to work together and they're not penalized? I mean is that a process in which they're encouraged to work together or is it still cumbersome?

EVPP McCord: We are aware that working across boundaries like that is a fundamental challenge, and we try to address it in ways that are both quantitative and qualitative. Quantitative, one of the things you've heard referred to is that many of the students who take a program of study which is housed in one department may take courses from another department as part of that. And so to the extent that a program is providing credit hours, credit hours are one of our most significant measures of a department's level of engagement. So, if, for example Management or Marketing is providing credit hours to a program, they are getting credit for those credit hours. That's the quantitative approach. Qualitatively is a little harder, but as we evaluate hiring proposals, as we evaluate degree proposals, as we evaluate what is it we want to move forward in our agenda, frankly, units, Colleges, Departments that are engaged in interdisciplinary activities get a bonus, get consideration. And we recognize that if we don't provide that sort of bonus, it will be harder for them to move forward. So we're trying. That's not hardcoded, but it's very definitely there, and it's very definitely part of our consideration as we look at how we resource.

Trustee Barsema: Well, I encourage us to continue to look for ways to get Colleges to collaborate together because I think it's awesome.

President Freeman: Let me just add one comment. You know, this is a challenge that researchers faced before the faculty-designing curricular faced it, and there were sort of self-imposed barriers to collaboration and part of that was about the counting of hours or the counting of credit. In the research world, people just acknowledged, even the federal agencies that we just need to give double credit. We just need sometimes to double-count. So, the extra effort that goes into creating an interdisciplinary program that is better to serve society of students is recognized that way, but the other piece of it is about leadership. And, I want to actually recognize the Provost and all of the Deans who put on a student-facing lens and say, "What do our students want? How do our students think? What does society need?" It's about them. It's not about us and have the leadership to sit down with each other and bring an idea forward and bring everybody along with them. So, I think there are a couple of things that go into this.

Committee Chair Wasowicz: Is there any other discussion? I might make a comment here, too. I mean obviously the theme here is let's break down the silos, let's collaborate, but some of that is getting the message out to the students, I think, as well. Yesterday, I was coming back from Cole Hall, cutting through the building downstairs to go to my car, and I stopped in exhibit downstairs – and one of the students was in there and just was talking to her about what she is doing, and she talked about how she's very interested in working with metals and eventually would like to start her own business and would like to source materials from third world countries, and I'm thinking, "Wow. That's what's going on in the College of Business." did you ever hear of – she's on there, just going away, looking at – googling stuff, going, "Wow. I didn't know about this. Oh. I didn't know about that." And she's a senior. I think of us as a University, we need to get that message out when we do have this cross-pollination going on.

EVPP McCord: In response to that, I'll note that our Plus Curriculum, our general studies curriculum at the undergraduate level, is very definitely trying to align that way in creating thematic pathways that allow students to see opportunities that cut across disciplines, cut across departments, cut across Colleges.

Committee Chair Wasowicz: One final thing here for Professor Gordon. I was reading a book last week, started reading a book last week called *Sold*, and the author was stating how amazing it is that there are no universities in the United States that teach sales and that he came from Northwestern. He tried to get Northwestern to do it, but then they wouldn't do it. So, I emailed the author and said, "You're missing

out on Northern Illinois University. We have a fantastic program there.”

Chair Wasowicz called for vote and the motion carried.

Agenda Item 8.I. Request for New Degree Program – B.S. in Sports Management

EVPP McCord: Thank you. Much of the discussion we’ve just had is very relevant to Agenda Item 8.I. University seeks approval for a Bachelor of Science in Sports Management, degree program to be offered on campus. Program will be housed in the Department of Kinesiology and Physical Education within the College of Education. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee LaGioia. The motion carried.

Agenda Item 8.m. Request for a New Minor in Social Change Leadership

EVPP McCord: Thank you. Item 8.m. is a request for a new minor. The University proposes to offer a minor in Social Change Leadership in the Department of Counseling, Adult and Higher Education within the College of Education. This is part of the long-standing social justice commitment of the College of Education. This minor gives people across disciplines an opportunity to understand how their work can advance issues of social change. I think the discussion that we just had about why students pursue minors is very relevant to this program as well. 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 special meeting on February 15, 2018.

A motion was made by Trustee Coleman and seconded by Trustee Struthers.

Trustee Barsema: I have a question. I’m always very sensitive to not causing confusion within our students. So, we’ve got on campus the end goal. I think they’ve changed the name of their degree – Community Leadership Civic Engagement. You’ve got the social entrepreneurship, social responsibility, emphasis and minor within the College of Business, and now we’ve got Social Change Leadership. How is this different than what’s being taught elsewhere on the campus? And again what job is this student going to take when they leave? And are you working together with the College of Business and others to kind of make sure we’re not providing redundancy and confusion?

Suzanne Degges-White: Thank you for the opportunity to be here this afternoon. The Social Change Leadership minor is really about students who don’t see themselves going into management, per se. They don’t see themselves in the business world. They’re perhaps students who don’t want to declare a business major or go into NGO work, but they might want to work in educational institutions, other types of institutions, learning centers where the skillset that’s necessary for social justice, for that kind of leadership to empower those people who may be disenfranchised is the emphasis of the work they want to do. And, as you can see from the different electives, we’ve kind of gone across campus. We’ve spoken to the different departments to arrange for certain electives to be included in this.

Trustee Barsema: Do we currently have a program now? We’ve talked about social justice program in the College of Education. So, is this a brand new program?

Suzanne Degges-White: It’s a brand new minor in our department. There’s not so much a Social Justice program. It’s what infiltrates the entire College of Education. It goes to the fabric, and so this is an opportunity to give students who imagine working in higher ed institutions, other types of institutions, a chance to understand the leadership qualities and for personal-fulfilling leadership, just in a more general

role.

Chair Wasowicz called for a vote and the motion carried.

Agenda Item 8.n. Request for New Specializations in Clinical Mental Health Counseling; and in School Counseling

EVPP McCord: Agenda Item 8.n. are specializations. We have a request for a specialization within Clinical Mental Health Counseling within the Master of Science and Education in Counseling in the Department of Counseling, Adult and Higher Education within the College of Education. We're also proposing a specialization in School Counseling within the Master of Science and Education in Counseling, offered by the Department of Counseling, Adult and Higher Education within the College of Education. These specializations are being created within an existing degree program. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema. The motion carried.

Agenda Item 8.o. Request for a New Degree Program – M.S. in Digital Marketing

EVPP McCord: We now turn to Agenda Item 8.o., a Master of Science in Digital Marketing. The University seeks approval for a Master of Science in Digital Marketing degree, program to be offered by Northern Illinois University. This on-line program will be housed in the Department of Marketing within the College of Business. You have extensive justification which I will not read. We also have Department Chair, Jeff Gordon, available if you have questions. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema. The motion carried.

Agenda Item 8.p. Request for New Degree Program – M.S. in Health Sciences

EVPP McCord: We are approaching the home stretch. Agenda Item 8.p. the University seeks approval for a Master of Science in Health Sciences. Degree program to be offered on campus. The program will be housed in the College of Health and Human Sciences. The intention is to eventually house it in the School of Interdisciplinary Health Professions once that school is established. Dean Derryl Block and Associate Dean Bev Henry, are available if you have questions. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Butler.

Trustee Barsema: You mentioned on here that once the new school within the college is established, when do we expect that to happen?

EVPP McCord: We are working forward on that and expect that within the next Sorry. I'm asking Dean Block to come forward for the record.

Derryl Block: Hello. Derryl Block. The new school is established as of July 1, 2018.

Trustee Barsema: With people and personnel and such?

Derryl Block: We'll have an interim chair and otherwise it's movement of programs from other schools.

Chair Wasowicz called for a vote and the motion carried.

Agenda Item 8.q. Request for a New Degree Program – Ph.D. in Computer Science

EVPP McCord: Our final Agenda Item 8.q. the University seeks approval for a Doctor of Philosophy in Computer Science degree, program to be offered on campus. Program will be housed in the Department of Computer Science within the College of Liberal Arts and Sciences. Dean Judy Ledgerwood and Department Chair Nicholas Karonis are available if there are questions. 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 special meeting on February 15, 2018.

A motion was made by Trustee Struthers and seconded by Trustee Barsema.

Trustee Barsema: I have a general question, and I just saved it for the last one because it's the last one. The new programs like this that come up, are they coming forward because of demand that we can't currently fill from students? Is it coming forward because of competitive recognition in the market that other schools that we're competing with offer this and we don't? So in the particular case of the Ph.D. for Computer Science, what's driving the need for this?

EVPP McCord: So, there are the drivers that motivate us and then there are the factors we evaluate to take the program proposal forward. A proposal might be instigated by a sense of our opportunity and then we test it against student demand. In another situation, a proposal might be initiated by a sense of student demand and then we have to test it against our ability to deliver a quality program in that area. In this particular case, I think this is very much motivated by what you've heard Vice President for Research Blazey speak about. This is part of ramping up our research profile. This is a particularly strongly felt opportunity to enhance the research profile of the institution, and it's also in a high-demand area where there is, I think, both a national and state shortage of people with this degree. So, it's began with a sense of advancing our research agenda, but it very clearly also speaks to an area of student need that's an unmet demand.

Trustee Barsema: Why is a student coming back to get a Ph.D. in Computer Science? What job are they going to have when they're done with this?

Nicholas Karonis: Hi. Thank you. I'm Nicholas Karonis, Chair of Computer Science. People who get Ph.D.'s in computer science tend to go either into academia, to teaching; they go into the private sector to be researchers at big institutions; or often times just start businesses on their own because they have some really great idea.

Trustee Barsema: So, the skillsets that are taught in the Ph.D., are there some entrepreneurial skillsets that are taught as well for those that want to start their own business?

Nicholas Karonis: The short answer is, "No, not directly entrepreneurial." But the areas, the foci that we have in there are clearly leading into cutting edges of what's out in the marketplace. Data science, bioinformatics. These are two examples.

Trustee Barsema: Of the three areas that you mentioned, academia, going into research, or going into business or entrepreneurship, what do you imagine most of the students who graduate from your program will go into?

Nicholas Karonis: Most will probably go into academia or into the private sector, working for some company. The smallest portion, I imagine, are going to be entrepreneurs. It takes a certain talent and personality to take your idea and make an entrepreneurship out of it.

Trustee Barsema: I know the last one we approved, there were only several programs like that in the geography that we compete against. How is the climate in the state of Illinois for Ph.D.'s in computer science?

Nicholas Karonis: There are three public institutions that offer a Ph.D. in computer science and five private institutions in the state that offer them. The demand, as Provost McCord mentioned, for jobs is up, but the productivity out of all these institutions is down over the past few years. So, the state hasn't been able to keep up with the growing demand.

Trustee Barsema: So, with eight schools providing a Ph.D. in computer science in our state, why NIU?

Nicholas Karonis: Part of it could be affordability. There's only three in the state that are public. The other five are private. One of the distinctive advantage that we have for our program is that two of our research foci align very closely with the work that they're doing at Argonne National Laboratory. And our proposed program is the only one that is doing those research foci in the area.

Trustee Butler: I just want to point out this is huge. This is a big deal. There have been times in the history of the University that I'm aware of where these have been big fights to get a Ph.D. program within a discipline. I think this comes to us as a very informed proposal. We know that it relates directly to our research goals which we know relate directly to our enrollment goals, but I think also this is about building on a strength within Northern. We've got an excellent program already, and the opportunities for that program to thrive really are enhanced by this program. I mean, this is just great stuff, and I'm really pleased to see it happen and to happen so smoothly and with such support. I think the creation of a Ph.D. program in this environment is a sign of a thriving university, a very healthy university. It's an indicator that there is a great deal of good work happening here.

Chair Wasowicz called for a vote and the motion carried.

OTHER MATTERS

No other matters were discussed.

NEXT MEETING DATE

The next meeting of the Academic Affairs, Student Affairs, and Personnel Committee will be Thursday May 10, 2018.

ADJOURNMENT

Committee Chair Wasowicz asked for a motion to adjourn. Trustee Coleman moved and Trustee Barsema seconded. The motion was approved. Meeting adjourned.

Respectfully submitted,

Joan Parrish
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