



Board of Trustees

Academic Affairs, Student Affairs
and Personnel Committee

February 13, 2020

BOARD OF TRUSTEES OF NORTHERN ILLINOIS UNIVERSITY
Academic Affairs, Student Affairs and Personnel Committee
8:30 a.m. – Thursday – February 13, 2020
Board of Trustees Room
315 Altgeld Hall

AGENDA

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 - c. [Deletion of the Master of Science in Integrated Systems Engineering](#) *Action*.....13
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*Individuals wishing to make an appearance before the Board should consult the [Bylaws of the Board of Trustees of Northern Illinois University](#), Article II, Section 4 – *Appearances before the Board*. Appearance request forms can be completed [online](#) in advance of the meeting or will be available in the Board Room the day of the meeting. For more information contact Karen Campbell, kcampbell5@niu.edu, Recording Secretary to the Board of Trustees, Altgeld Hall 300, DeKalb, IL 60115, 815-753-1273.

Anyone needing special accommodations to participate in the NIU Board of Trustees meetings should contact Karen Campbell, kcampbell5@niu.edu or (815) 753-1273, as soon as possible.

Minutes of the
Board of Trustees of Northern Illinois University
Academic Affairs, Student Affairs, and Personnel Committee
November 15, 2019

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 9:01 am by Chair Pritchard in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Parrish conducted a roll call.

Members present were Trustee Rita Athas, Trustee John Butler, Trustee Montel Gayles, Trustee Veronica Herrero, Trustee Eric Wasowicz, Board Chair Dennis Barsema and Committee Chair Robert Pritchard.

Trustee Madalynn Merson was absent.

Also present were President Lisa Freeman; General Counsel and Board Parliamentarian Bryan Perry; Executive Vice President and Provost Beth Ingram, Board Liaison Matt Streb; Vice President for Administration and Finance Sarah McGill; Vice President for Research and Innovation Partnerships Jerry Blazey; Vice President for EMMC Sol Jensen; Vice Provost Carolinda Douglass; Vice President for Diversity, Equity and Inclusion Vernese Edghill-Walden; Associate Vice President for Student Affairs and Dean of Students Kelly Wesener-Michael and UAC Representatives Alex Gelman, Cathy Doederlein, Jason Hanna, Sarah Marsh, Kendall Thu and Jeffry Royce.

2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

General Counsel Perry indicated the appropriate notification of the meeting had been provided pursuant to the Illinois Open Meetings Act and advised that a quorum was present.

3. MEETING AGENDA APPROVAL

Committee Chair Pritchard asked for a motion to approve the agenda. Trustee Wasowicz moved approval of the meeting agenda and Trustee Gayles seconded the motion. The motion passed.

4. REVIEW AND APPROVAL OF MINUTES

Committee Chair Pritchard asked for a motion to approve the minutes of August 15, 2019. Trustee Gayles moved to approve the minutes and Trustee Wasowicz seconded. The motion passed.

5. CHAIR'S COMMENTS/ANNOUNCEMENTS

Committee Chair Pritchard welcomed everyone and advised that there would be presentations on professional excellence awards for faculty and staff, oversight of academic programs, community college partnerships, and an overview of the College of Education. He added that there are three approval items, two new degree programs; Bachelor of Arts and Sciences in Women, Gender, and Sexuality Studies and Doctor of Philosophy in Kinesiology and Physical Education. There is also an authorization to retain the executive search firms to support searches for the Division of Athletics. Committee Chair Pritchard then recognized the University Advisory Committee liaisons and invited them to offer comments to the committee.

Cathy Doederlein expressed excitement about the new degree offerings that would be discussed and hoped they would be well received. She also commented on the acknowledgement of those who have received recognition for professional awards of excellence.

6. PUBLIC COMMENT

Committee Chair Pritchard inquired to Mr. Perry if any members of the public registered a written request to address the board in accordance with state law and Board of Trustees bylaws? General Counsel Perry advised that no timely requests for public comment were received.

7. UNIVERSITY RECOMMENDATIONS

Agenda Item 7.a. Request for New Degree Program in Bachelor of Arts/Sciences in Women, Gender and Sexuality Studies

Committee Chair Pritchard requested that Executive Vice President and Provost Beth Ingram present the university report.

EVPP Ingram advised that two degree programs and authorization for an executive search were being presented to the Board. Agenda item 7.a. is a request for a new degree program, a Bachelor of Arts and a Bachelor of Sciences in Women, Gender and Sexuality Studies. Adding this major helps NIU become current with the discipline and to meet the needs of the students. The Center for the Study of Women, Gender, and Sexuality already offers courses regularly taught by joint appointment faculty, graduate assistants, and staff, as well as a certificate and a minor in Women and Gender Studies and certificate and minor in LGBTQ+ studies. She stated that the university believes that this will be an additional credential students can seek. About 20 majors are expected in the first year, growing to 50 by year five, and the new program is cost neutral. She concluded by requesting approval of the program.

Chair Pritchard requested a motion to approve the request for a new degree program, Bachelor of Science, Bachelor of Arts in Women, Gender and Sexuality Studies? Trustee Athas moved, Trustee Butler seconded. The motion carried.

Agenda Item 7.b. Request for New Degree Program in Doctor of Philosophy in Kinesiology and Physical Education

EVPP Ingram stated agenda item 7.b. is a request for a new program in Doctor of Philosophy in Kinesiology and Physical Education. The program is designed as an interdisciplinary doctorate across the sub disciplines in Exercise and Sports Sciences contained within the department KNPE. The proposed program will distinguish itself from peer programs by focusing dually on training on both research and teaching, which is different from other programs in the state. She expects three students in year one, expanding to twenty students by year five and the program will be cost neutral. She concluded by requesting approval of the item.

Chair Pritchard requested a motion to approve the new degree program. Trustee Gayles moved. Trustee Herrero seconded. Chair Pritchard requested discussion.

Trustee Barsema requested to learn more about the statement in the rationale about the strengths in the program for sport develop and as a tool for social change.

EVPP Ingram requested that Chad McEvoy, David Walker, and Laurie Elish-Piper approach the podium and that Chad McEvoy, the department chair address the question.

Chad McEvoy advised that sport for development is a growing are of study within the disciplines in Kinesiology and Physical Education. KNPE has distinguished itself as a leader in this regard. In the past year faculty and a group of students went to Belize and another group will go this year, to lead a women's sport summit, the first of its kind. A year ago, a group of faculty and students went to Sri Lanka, part of a US Department of State grant. Underdeveloped countries utilize sport as a unifying tool, that bring people together, break down barriers, provide social and emotional learning, training and development both from a diplomacy perspective, as well as from a youth development perspective.

Trustee Barsema asked how the trips are funded and if the college had proper funding for them.

Chad McEvoy spoke about external funding opportunities. Faculty has been successful in receiving a couple of large grants from the US Department of State. They seek to use sport for diplomacy as a tool to build international relations across the globe. Chad requested that Dean Elish-Piper speak about the college's Educate and Engage program.

Dean Elish-Piper advised that the Educate and Engage program has a global component. They work with external funding and partners. As an example, last summer Dean Elish-Piper was part of a trip with the Center for Southeast Asian Studies, they visited Laos and Indonesia, and had opportunity to meet with the embassies, talk with their ministers of sport, recreation and education, talking about some of the different collaborative opportunities that might be available. The ministers were extremely interested in the kinds of things that Chad described, in both of those countries. They are currently working to scale up programs in those countries in Southeast Asia. There are multiple sources of funding, they tend to be external and grant based funding.

Trustee Barsema asked about the other two schools in the state, that have a similar program, if they focus more on research or if they are doing outreach programs relative to social change.

Chad McEvoy wasn't able to speak to the University of Illinois Chicago's expertise in this regard, adding that NIU has colleagues at UIUC that do work in the area. They collaborate with those colleges in a number of different ways. They believe the University of Illinois Chicago's doctoral program in the Kinesiology disciplines focus on other areas of study.

Trustee Barsema asked if they had sought funding from professional sports teams and leagues.

Chad McEvoy remarked that the NBA, while heavily invested in the continent of Africa, to his knowledge has not gone so far as to formalize external funding opportunities. If such opportunities become available, the faculty is well positioned to pursue them.

Chair Pritchard asked about recent research projects of significance.

Chad McEvoy remarked that in addition to the areas already mentioned, the faculty is very active in the sport for development area and have pursued funding opportunities across the globe. He then discussed the new lab that Chairman Pritchard had recently visited. This lab will enhance the ability to conduct high-level research and pursue external funding.

Trustee Wasowicz asked if students coming out of the program were more likely to fit in with academic or government programs.

Chad McEvoy responded that students are primarily trained to become faculty members at universities like NIU or across the world. As noted in the program proposal, many of the doctoral programs in the field are research focused and research focused alone. Many doctoral programs exist primarily at heavy research universities, the students lack training in the broader totality of what faculty members do in terms of teaching, service, outreach, in addition to conducting strong research. Often times those perspective faculty members are well equipped to become scholars, but lack the skills to be highly effective. Our program is poised not only to provide outstanding research training, but also to help train future faculty members to be outstanding service and outreach focused teachers.

Chair Pritchard moved forward the vote. The motion carried.

Agenda Item 7.c. Authorization to Retain Executive Search Firms to Support Selected Searches for the Division of Athletics

EVPP Ingram presented agenda item 7.c., an item to provide executive search firm services for searches for head coaches within the Division of Athletics. Remarking that given the quality needed in a head coach, the use of search firm allows us to expand the pool and recruit qualified

candidates. She recommended that the president be authorized to select executive search firms to support those searches and that the university recommends that Academic Affairs, Student Affairs, and the Personnel Committee endorse this request and move it on to the board.

Chair Pritchard asked for a motion. Trustee Wasowicz moved. Trustee Gayles seconded. Chair Pritchard asked if there were questions.

Trustee Athas asked if there are search firms that specialize in Athletics. She also asked if the approval was for assistant coaches or just head coaches.

President Freeman offered to answer the question and made the board aware that John Cheney from Athletic operations was in attendance. She continued that there are search firms that specialize in hiring coaches. The search firm is used for the head coach position, not for the team that often comes with a head coach. The timing of coach searches are based on anticipated rhythms in the end of a season and sometimes on the unexpected departure of a coach. Because it is important for student athletes to feel secure, NIU tries to fill positions as quickly as possible with coaches whose talents mirror the teams. This is a request to delegate to the president the authority to authorize search firms so that when a situation arises, the university can move in a time-frame compatible with a successful search. Governing documents require that for any position other than that of president, the board must authorize the use of search firms, and because on a season endings or coach departures rarely mirror the rhythm of the board meetings, delegation of this authority is requested annually.

Trustee Gayles asked how the search firm was compensated, if it was based on a percentage of the salary.

President Freeman responded that each search firm has different schema for how they're compensated. Some of them charge on an hourly basis. Some of them take a percentage of the salary. Some of them have a flat rate for a menu of services. She pointed out that the item reads that the university either uses a firm on an approved list or an RFP, based on state procurement laws. The procurement department assists in getting the most competitive arrangement.

Trustee Herrero asked if NIU uses a successful search firm, does it have to go through a full RFP process every year.

President Freeman responded that it depends if the firm is on the approved list of executive search firm vendors, published by the state office of procurement. Firms that continue to maintain the State of Illinois required paperwork to be on that list can be used without doing an RFP. If Athletics doesn't feel that the most appropriate firm is on that list, they have the opportunity to do an RFP to obtain a search firm. The university is authorized for professional services under \$100,000 to work without an RFP, although if over \$20,000, there must be at least two bids. So there are basically three avenues to obtain executive search firms depending on the exact situation.

Trustee Butler requested that when the item goes before the full board, it contain the statutory language that includes the criteria the board needs to make the determination.

President Freeman advised that it is normally included, apologized for the oversight and promised the item would be appended for the full board.

Chair Pritchard moved forward the vote. The motion carried.

8. UNIVERSITY REPORTS

Agenda Item 8.a. Professional Excellence Awards for Faculty and Staff

EVPP Ingram presented agenda item 8.a. recognizing professional excellence awards for faculty and staff. Each recipient was invited to the board meeting. EVPP invited the recipients to stand to be recognized and thanked them for their service.

Chair Pritchard thanked the excellence award recipients.

Trustee Athas requested the selection process and criteria for the awards.

EVPP Ingram advised that nominations are received, and committees are formed per NIU regulations to review applications. The committee presents their selection to the Provost. The Provost recommends the selection to the President. EVPP Ingram invited President Freeman to remark further.

President Freeman remarked that for each award category there is a solicitation of nominations, a vetting process that is very competitive that involves a committee. For the presidential awards, ultimately the president is the final recommender, but the endorsement is pretty typical of the committee. For the faculty awards, each of the processes is managed by the member of the Leadership Team with the most expertise in that area. The Research and Artistry awards are overseen by Dr. Blazey's office in Research, Innovation, and Partnerships. The Engagement awards are overseen by Outreach, Engagement, and Regional Development. The Provost oversees the teaching awards as well as the Board of Trustees awards. The staff awards are overseen by the staff councils. For the awards related to teaching or where teaching is a component, there is actually feedback solicited from former students as well as an introduction of teaching evaluations. For awards related to research, artistry, and scholarship, the standard types of things are used to look at those; grants, publications, and performance awards are considered in the overall process. For the Board of Trustees professor awards, Faculty who are excellent in all aspects of the university's mission are honored. The candidates have to demonstrate excellence in teaching and research, artistry or scholarship and engagement.

Agenda Item 8.b. Oversight of Academic Programs

EVPP Ingram presented agenda item 8.b. Oversight of Academic Programs. She explained that every year the results of the reviews from the prior year are compiled, indicating what was requested from the programs, the outcomes of the review, and then how the programs responded to the recommendations of those reviews. This report comes to the AASAP Committee and to the board as an information item. It will also go to the Illinois Board of Higher Education and it is used on reporting to NIU's accreditor, the Higher Learning Commission. She advised that Carolinda Douglass was available to answer questions as her office manages the process.

Chair Pritchard advised that board packet contained twenty-six academic programs that were reviewed and asked if there were any particular notes or concerns raised in the reviews.

Carolinda Douglass replied that while there is an ongoing discussion about faculty succession planning and enrollments, there wasn't any particular things noted in the review. All of the programs are in good standing and continue to be in good standing. She continued that in the more detailed report, enrollments, assessment and student learning outcomes are being monitored.

Trustee Butler thanked Dr. Douglass for the oversight and work that she performs. He asked about the Bachelor of Science in Middle Level Teaching and Learning. The program began in 2016, so why it was reviewed so soon?

Carolinda Douglass advised that new programs are typically reviewed after a couple of years, definitely no less than three. The fact that this one came up in two is likely to align with accreditation.

Trustee Gayles asked about the eight-year cycles used for program review, if that is an internal policy or a policy set by the state of Illinois.

Carolinda Douglass responded that the policy is set by the state of Illinois, the IBHE.

Chair Pritchard added that NIU has written permission from the IBHE to modify the requirement, aligning it with accreditation.

Trustee Wasowicz asked about some reviews that involved Jerry Blazey, the Interdisciplinary Study of Language and Literacy and Family violence and Sexual Assault.

Vice President Blazey replied that the university recently instituted a set of policies and procedures to review research centers every four years. Research changes rapidly the emphasis must be adjusted. The four-year cycle works well within the eight-year cycle of the IBHE, allowing the opportunity to review and discuss the direction of the research centers with Directors on a more frequent basis.

Trustee Barsema asked about the Academic Planning Council.

EVPP Ingram advised that it is a group of faculty, two representatives from each college that is chaired by the Provost. She requested that Carolinda Douglass advise specifically who sits on this council.

Carolinda Douglass advised there are two from each college, except Law, which has one and Liberal Arts, which has three.

EVPP Ingram continued that it is a faculty shared-governance committee, with work being done by subcommittees who work very closely with the programs to do an in-depth review and then the reports are forwarded to the entire committee for questions or comments.

Trustee Barsema asked if the committee meets on a regular schedule, or as needed.

EVPP Ingram responded that they meet on a regular basis, the reviews are spread over the course of an academic year.

Agenda Item 8.c. Community College Partnerships

EVPP Ingram presented agenda item 8.c. Community College Partnerships, the work being done with community college partners. About half of new students are transfer students. We have exciting new programs going on with community colleges both local and a little further afield. She introduced Ron Smith, Director of Community College Partnerships.

Ron Smith gave a presentation about community college partnerships, starting with how the office came in to being. He spoke about solutions and establishing pathways for transfer students with community college partners. He also discussed a new reverse transfer agreement that allows credits to transfer to and from community college.

Trustee Gayles asked if NIU was alone in trying to recruit community college students or are other state institutions attempting to recruit them. He also asked how competitive NIU is with other state schools in this regard.

Ron Smith replied that this is a practice nationwide. He added that NIU has a strong brand and is still developing what makes the university unique. He concluded that the university is also starting to talk to the high school level.

President Freeman added that NIU's reputation as a research university that supports innovative solutions placing students that are industry, sector and workplace bound. Outreach programs engage students in summer research programs.

Trustee Herrero added there is now a trend of working with students from high school through early college to determine what makes sense for their bachelor's degree. From a student perspective NIU is exemplary in terms of being student centered. She then asked if NIU programs shared space with DePaul and Harold Universities.

Ron Smith said that is correct.

Trustee Herrero continued that student could start feeling a stronger sense of belonging with all of the institution along their path. She then asked about the work in process with the Dell Foundation and Kishwaukee, if NIU had a roll in helping students start to acclimate to the four-year experience.

Ron Smith advised about projects that are in place to leverage and integrate with the students, having a dedicated representative that visits regularly. A narrative is established, and dialog created early in the students' experience.

Trustee Herrero stated that it could be as simple as inviting them to a football game.

Trustee Gayles asked about the goal of increasing Latinx population and if the university is doing anything more focused toward community and city colleges of ethnicity.

Ron Smith advised that he is always inclusive in his endeavors, looking to identify and target groups that have been under-represented.

Quinton Clay interjected and introduced himself. He described the efforts being undertaken in Undergraduate Admissions, transforming more literature into Spanish. Creating Spanish podcasts that feature the Latino Resource Center.

Trustee Wasowicz asked if the program with Kish was a beta test and if so, when will the program roll out to everyone else.

Ron Smith discussed some plans in the pipeline to establish additional cohorts. He also remarked about the number of students that migrate to colleges in other states.

Trustee Wasowicz asked about the 211 program and if it had been rolled out yet.

Ron Smith advised that the program is still in beta testing.

Trustee Barsema advised that he started NIU as a result of a program offered by COD. He asked Ron about his background and who he typically worked with at the community colleges.

Ron Smith discussed that he usually works with individuals at the administrative level and higher. It can sometimes be the departmental level and there is not always consistency. If you get the buy-in from the top, it makes it a whole lot easier.

Trustee Barsema asked about Ron's background.

Ron Smith advised that after graduating college he started in consultative sales. He transitioned into HR where his passion for higher education began to develop. He started with the University of Phoenix in downtown Chicago. He received promotions and ultimately started a national operations role working with community colleges at a national level. That led to a position with Career Education Corporation in Schaumburg. Then he transitioned into community college, working at Oakton Community college which lead to him being hired at NIU.

Trustee Herrero asked the two degrees in three program, training high school teachers and maintaining high quality of degrees and output.

Ron Smith advised that a process is in place to engage with high schools and identify teachers who need appropriate credentialing. There is an individual responsible for establishing and maintaining those relationship.

President Freeman added that one of the reasons Kish became the prototype for doing the three degree in two years accelerated degree is because the university has awareness of the local high schools, how they use AP and dual credit. When the program expands to Wabauunsee or Elgin, where different high schools have different ways of doing dual credits, NIU must be able to accommodate that accelerated senior year using different models

Trustee Butler asked if NIU is doing anything to affect the advising that students receive when they enter community college with regards to the degree choice. Particularly non-transferrable programs.

Ron Smith stated that this might best be answered by the Quinton Clay from Admission, adding that students tend to self-advise.

Quinton Clay talked about a community counselor conference that is held on campus, discussing issues and best practices. There is a high school and community college newsletter.

President Freeman discussed students that commit to a career and technical path in the AAS without fully understanding. She mentioned Meryl Sussman from OERD and Cliff Merman who worked to create a Bachelor's of Science in Applied Manufacturing Technology where a student who graduated with an AAS might complete their gen eds in one year and then complete a degree of a Bachelor's of Science and Engineering Technology online or at NIU.

Chair Pritchard added that in legislature they talked for many years about the fact that some faculty were not receptive of transfer credits. He continued that the university must look at what the best interest of the student, while maintaining the quality of the programs that NIU is known for.

Chair Pritchard called for five-minute recess at 10:18 a.m.

The committee reconvened at 10:26 a.m.

Chair Pritchard requested that EVPP Ingram continue to present the university report.

Agenda Item 8.d. College of Education Overview

EVPP Ingram introduced Dean Laurie Elish-Piper to discuss the contributions made to discovery, learning and outreach by the College of Education.

Dean Elish-Piper gave an overview of the college, starting as a normal school to prepare college educated teachers. She discussed that the college is housed across three buildings on campus. In addition to preparing teachers, they also prepare principals, superintendents, school business officials, counselors, mental health counselors, sports and fitness professionals for successful careers. She also discussed the graduate online education program that is offered. The college also recently started an educator in residence program. She went on to discuss all the advances being taken by the college.

Chair Pritchard asked about the make-up of half graduate and half undergraduate students and how that plays in to the emphasis of dual credit classes in high schools, where the teacher has to be certified or a master's degree candidate in that particular specialty.

Dean Elish-Piper advised that many teachers have degrees in curriculum and instruction or elementary education or special education where there is need in terms of dual credit in the discipline. She continued that she has been involved with the College of Liberal Arts and Sciences and the Center for P20 Engagement on getting more teachers dual credit qualified. Dean Elish-Piper asked if Dean Ledgerwood wanted to add anything.

Dean Ledgerwood advised that they are working on establishing programs in Math and that would be in line with the cohort model. NIU professors would go out and teach in the school district to a cohort of Math teachers, to get them either the 18 credit hours they need for certification to a dual credit or a master's degree depending on the demand. They are exploring programs in Biology, English, and History.

Trustee Gayles asked about a statement that Dean Elish-Piper made, that thirty-nine percent of students were students of color and if she saw the same trend in teachers for K through 7th grade, particularly men of color.

Dean Elish-Piper replied that not as many as the university would like participate, and that is a concern. She then discussed an initiative called “Call Me Mister”, discussions with community colleges that she is part of a sub group of the Illinois state board of education that is working to grow and diversify the workforce across the state.

Trustee Herrero discussed that students are arriving that are not ready to take college courses and the challenges across the state about equities, cultural competence, culturally sensitive pedagogy, and how the college is addressing these issues.

Dean Elish-Piper replied that as part of a group called Deans for Impact, a national non-profit that’s focusing on how to help dean be agents of change to address those very issues.

Trustee Butler requested that Dean Elish-Piper share some of her recent success with the other universities in Springfield, with respect to the test of academic preparedness and proficiency.

Dean Elish-Piper began that part of the teacher shortage in the State of Illinois is a manufactured crisis. Policies were created that made sense, but were not updated. The test of academic proficiency was a requirement for admission into a teacher education program with a cut score that was so incredibly high, just a small fraction of students were passing it and it became a real barrier for students to get into teacher preparation programs, not just at NIU, but across the state. then the Illinois State Board of Ed made some adjustments and lowered the cut score and also allowed use of the ACT or the SAT as a proxy for that exam. It still disproportionately limited access to teacher education programs to individuals of color specifically African American applicants, which was a significant concern. She had the honor of being the Chair of the Illinois Association of Deans of Pubic College of Education, testified in front of the Education Committee to discuss the impact of this basic skills testing requirement and ultimately it was repealed.

Trustee Wasowicz asked about the trend of enrollment in the education area and how compares with ISU and the University of Illinois Champaign, which is recruiting heavily in this area

Dean Elish-Piper advised that enrollment numbers are up. She did not know specifics on the other universities’ enrollment, and gave examples of programs where NIU is significantly up.

9. OTHER MATTERS

Chair Pritchard asked if there were others matters to be brought before the committee.

10. NEXT MEETING DATE

The next meeting of the Academic Affairs, Student Affairs, and Personnel Committee will be Thursday, February 13, 2020.

11. ADJOURNMENT

Committee Chair Pritchard asked for a motion to adjourn. Trustee Barsema moved. Trustee Herrero seconded. The motion approved. Meeting adjourned at 11:16 a.m.

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.

REQUEST FOR NEW CERTIFICATE OF GRADUATE STUDY IN ENVIRONMENTAL HEALTH AND SAFETY

Summary: New certificates of graduate studies require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Certificate of Graduate Study in Environmental Health and Safety offered by the Department of Engineering Technology within the College of Engineering and Engineering Technology.

Rationale: Students in this area of study develop skills required for jobs in local and national industries. As an integral part of business operations, the graduates will gain skills required to manage and lead environmental health and safety organizations. Courses completed under this certificate program can also be applied towards the completely online M.S. in Industrial Management and Technology program. This program increases the department's ability to attract and recruit more graduate students in the area of Environmental Health and Safety.

Funding: No new resources are needed to implement the proposed certificate of graduate study since all courses are already existing and being offered on a regular basis.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY IN APPLIED MECHANICS

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in Applied Mechanics offered by the Department of Mechanical Engineering within the College of Engineering and Engineering Technology.

Rationale: The Certificate of Graduate Study in Applied Mechanics appears to have fulfilled its usefulness. Students find obtaining the M.S. in Mechanical Engineering degree more relevant to their career goals and employment opportunities. There are currently no students enrolled in this graduate certificate.

REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY IN CAD/CAM/CAE

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in CAD/CAM/CAE offered by the Department of Mechanical Engineering within the College of Engineering and Engineering Technology.

Rationale: The Certificate of Graduate Study in CAD/CAM/CAE appears to have fulfilled its usefulness. Students find obtaining the M.S. in Mechanical Engineering degree more relevant to their career goals and employment opportunities. There are currently no students enrolled in this graduate certificate.

REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY IN SIMULATION, MODELING AND DATA ANALYSIS

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in Simulation, Modeling and Data Analysis offered by the Department of Mechanical Engineering within the College of Engineering and Engineering Technology.

Rationale: The Certificate of Graduate Study in Simulation, Modeling and Data Analysis appears to have fulfilled its usefulness. Students find obtaining the M.S. in Mechanical Engineering degree more relevant to their career goals and employment opportunities. There are currently no students enrolled in this graduate certificate.

REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY IN THERMAL, FLUID, AND ENERGY SYSTEMS

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in Thermal, Fluid, and Energy Systems offered by the Department of Mechanical Engineering within the College of Engineering and Engineering Technology.

Rationale: The Certificate of Graduate Study in Thermal, Fluid, and Energy Systems appears to have fulfilled its usefulness. Students find obtaining the M.S. in Mechanical Engineering degree more relevant to their career goals and employment opportunities. There are currently no students enrolled in this graduate certificate.

REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY IN VIBRATION, ROBOTS, AND CONTROL SYSTEMS

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in Vibration, Robots, and Control Systems offered by the Department of Mechanical Engineering within the College of Engineering and Engineering Technology.

Rationale: The Certificates of Graduate Study in Vibration, Robots and Control Systems appears to have fulfilled its usefulness. Students find obtaining the M.S. in Mechanical Engineering degree more relevant to their career goals and employment opportunities. There are currently no students enrolled in this graduate certificate.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse these requests and asks that the President forward them by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR THE DELETION OF THE MASTER OF SCIENCE IN INTEGRATED SYSTEMS ENGINEERING

Summary: Public University governing boards have the final authority to delete major programs. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Master of Science (M.S.) in Integrated Systems Engineering offered by the College of Engineering and Engineering Technology.

Rationale: The M.S. in Integrated Systems Engineering appears to have fulfilled its usefulness. Students find obtaining the M.S. degree in Electrical Engineering, Mechanical Engineering, or Industrial and Systems Engineering more relevant to their career goals and employment opportunities. There are currently no students enrolled in this degree program.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY IN INTEGRATED SYSTEMS ENGINEERING

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in Integrated Systems Engineering offered by the College of Engineering and Engineering Technology.

Rationale: The Certificate of Graduate Study in Integrated Systems Engineering appears to have fulfilled its usefulness. Students find obtaining an M.S. degree in Electrical Engineering, Mechanical Engineering or Industrial and Systems Engineering more relevant to their career goals and employment opportunities. There are currently no students enrolled in this graduate certificate.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR SPECIALIZATION IN BEHAVIOR ANALYSIS WITHIN THE PH.D. IN EDUCATIONAL PSYCHOLOGY

Summary: New subdivisions of existing graduate programs are called specializations. Specializations require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Specialization in Behavior Analysis within the Ph.D. in Educational Psychology offered by the Department of Leadership, Educational Psychology and Foundations within the College of Education.

Rationale: The creation of the Specialization in Behavior Analysis, per the doctoral degree in Educational Psychology, will enable stronger links between two of the departments in the College of Education (i.e., the Department of Leadership, Educational Psychology and Foundations and the Department of Special and Early Education). This linkage will lead to a more collaborative relationship that is expected to offer cross-disciplinary programming and assist in the recruitment of students to into the Ph.D.in Educational Psychology program.

Funding: No new funding or personnel are needed, or requested, to enact the Specialization in Behavior Analysis.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR SPECIALIZATION IN TEACHER LEADER WITH ENDORSEMENT WITHIN THE M.S.ED. IN CURRICULUM AND INSTRUCTION

Summary: New subdivisions of existing graduate programs are called specializations. Specializations require the approval of the Board of Trustees. If the board approves these additions, the university will report them in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Specialization in Teacher Leader with Endorsement within the M.S.Ed. in Curriculum and Instruction offered by the Department of Curriculum and Instruction within the College of Education.

Rationale: This area of study had been offered under the M.S.ED. in Curriculum and Instruction but was previously identified as a “focus” area rather than as an official specialization. A switch from focus to specialization will allow students who take the courses in this area to have the specialization appear on their transcripts. This program includes the Teacher Leader Endorsement approved by the state of Illinois.

Funding: No new resources are needed to implement the proposed specialization. The courses and faculty needed to offer this specialization are currently in place.

REQUEST FOR SPECIALIZATION IN CURRICULUM AND CULTURE PEDAGOGIES IN SOCIAL JUSTICE WITHIN THE M.S.ED. IN CURRICULUM AND INSTRUCTION

Summary: New subdivisions of existing graduate programs are called specializations. Specializations require the approval of the Board of Trustees. If the board approves these additions, the university will report them in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Specialization in Curriculum and Culture Pedagogies in Social Justice within the M.S.Ed. in Curriculum and Instruction offered by the Department of Curriculum and Instruction within the College of Education.

Rationale: This area of study had been offered under the M.S.ED. in Curriculum and Instruction but was previously identified as a “focus” area rather than as an official specialization. A switch from focus to specialization will allow students who take the courses in this area to have the specialization appear on their transcripts.

Funding: No new resources are needed to implement the proposed specialization. The courses and faculty needed to offer this specialization are currently in place.

REQUEST FOR SPECIALIZATION IN ACADEMIC LITERACIES, LANGUAGE, AND CULTURE WITHIN THE M.S.ED. IN CURRICULUM AND INSTRUCTION

Summary: New subdivisions of existing graduate programs are called specializations. Specializations require the approval of the Board of Trustees. If the board approves these additions, the university will report them in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Specialization in Academic Literacies, Language, and Culture within the M.S.Ed. in Curriculum and Instruction offered by the Department of Curriculum and Instruction within the College of Education.

Rationale: This area of study had been offered under the M.S.ED. in Curriculum and Instruction but was previously identified as a “focus” area rather than as an official specialization. A switch from focus to specialization will allow students who take the courses in this area to have the specialization appear on their transcripts.

Funding: No new resources are needed to implement the proposed specialization. The courses and faculty needed to offer this specialization are currently in place.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President’s Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR SPECIALIZATION IN READING WITHIN THE M.S.ED. IN LITERACY EDUCATION

Summary: New subdivisions of existing graduate programs are called specializations. Specializations require the approval of the Board of Trustees. If the board approves these additions, the university will report them in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Specialization in Reading within the M.S.Ed. in Literacy Education offered by the Department of Curriculum and Instruction within the College of Education.

Rationale: The current M.S.Ed. in Literacy Education description is open-ended, and its lack of specificity makes it difficult for students to see its value or envision programs that meet their needs. Providing a Specialization in Reading addresses the needs of students for a focused program of study and the needs of districts providing support to children who struggle with reading. This specialization leads to K-12 Reading Specialist certification or the 24-semester-hour Reading Teacher endorsement added to professional educator license (PEL). The K-12 Reading Specialist certification is for licensed teachers interested in becoming a certified Reading Specialist. The Reading Teacher endorsement is for licensed teachers (already holding a PEL) who are interested in developing their expertise in literacy teaching or in applying to be a reading teacher.

Funding: No new resources are needed to implement the proposed specialization. The courses and faculty needed to offer this specialization are currently in place.

REQUEST FOR SPECIALIZATION IN ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION WITHIN THE M.S.ED. IN LITERACY EDUCATION

Summary: New subdivisions of existing graduate programs are called specializations. Specializations require the approval of the Board of Trustees. If the board approves these additions, the university will report them in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Specialization in English as a Second Language/Bilingual Education within the M.S.Ed. in Literacy Education offered by the Department of Curriculum and Instruction within the College of Education.

Rationale: This program was launched as a pilot under the identifier of “focus.” We are seeking permission to elevate this from “focus” to specialization. The current M.S.Ed. in Literacy Education description is very open-ended, and its lack of specificity makes it difficult for students to see its value or envision programs that meet their needs. Providing a Specialization in English as a Second Language/Bilingual Education addresses the needs of students for a focused program of study and the needs of districts providing support to children who struggle because they are English learners or bilingual.

Funding: No new resources are needed to implement the proposed specialization. The courses and faculty needed to offer this specialization are currently in place. However, if this specialization continues to grow as projected, there may be a need for new faculty in the future.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR NEW CERTIFICATE OF GRADUATE STUDY IN INSTRUCTIONAL COACHING

Summary: New certificates of graduate studies require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Certificate of Graduate Study in Instructional Coaching offered by the Department of Curriculum and Instruction within the College of Education.

Rationale: The changing populations in educational systems have left many schools, particularly those predominantly identified as “high need,” poorly prepared to address academic support for both teachers and their students. An instructional coach works with both the teacher and the student to support learning, build relationships, develop academic self-efficacy, and impact change ensuring every child has the opportunity to learn in a way that meets his or her needs. This certificate addresses competencies identified by the Illinois Professional Teaching Standards (IPTS) that address the changing needs of schools. 25.32(d) Section (b) Designing professional development to meet teaching and learning needs to include: (b2) ability to coach teachers and staff; (b4) ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers. Section (c) Building school culture that focuses on student learning to address: (c1) understanding diverse learners (including students with Individualized Education Programs, students who are underrepresented in the school population, and at-risk students and their families and communities).

Funding: No new resources are needed to implement the proposed Certificate of Graduate Study in Instructional Coaching. Currently there are faculty in the Department of Curriculum and Instruction who can teach these courses. In the future, there may be a need for new faculty in this area depending on enrollment, faculty attrition or other unforeseen circumstances.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President’s Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR NEW MINOR IN ESPORTS INDUSTRY PROFESSIONALS

Summary: New subdivisions of existing undergraduate programs, including minors, require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to offer a Minor in Esports Industry Professionals in the Department of Kinesiology and Physical Education within the College of Education.

Rationale: In 2019, the Esports industry exceeded the billion-dollar revenue mark. As a result, professional opportunities are becoming more prevalent. This minor will introduce students to some of these opportunities and potentially give them a competitive advantage when entering the job market.

Discussion among faculty and administration in the College of Education and University Outreach and Engagement has led to the conclusion that this minor would be a well-aligned and timely complement to majors such as, but not limited to, Communications, Computer Science, Psychology, Sport Management, and those housed in the College of Business. Further, this minor would align with a recent NIU outreach initiative in the Esports area. Coursework in this minor would better prepare students for job placement in the Esports industry.

Funding: No new resources are needed to implement the proposed minor.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR DELETION OF THE CERTIFICATE OF UNDERGRADUATE STUDY IN CULTURALLY RELEVANT TEACHING

Summary: Public University governing boards have the final authority to delete certificates of undergraduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Undergraduate Study in Culturally Relevant Teaching offered by the College of Education.

Rationale: No students have completed the certificate since Fall 2014.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

**REQUEST FOR DELETION OF THE CERTIFICATE OF GRADUATE STUDY
IN CHILDREN’S AND YOUNG ADULT LITERATURE/MEDIA**

Summary: Public University governing boards have the final authority to delete certificates of graduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Graduate Study in Children’s and Young Adult Literature/Media offered by the College of Education.

Rationale: Only one student has completed the certificate since Fall 2014 and no students are currently completing the graduate study certificate.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President’s Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR NEW MINOR IN REHABILITATION COUNSELING

Summary: New subdivisions of existing undergraduate programs, including minors, require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to offer a Minor in Rehabilitation Counseling in the School of Interdisciplinary Health Professions within the College of Health and Human Sciences.

Rationale: Close to 13% of the population of the United States identify as being an individual with a disability. NIU students will inevitably interact with, work with, and serve individuals with disabilities in virtually every field of study completed at NIU. Creating a minor in Rehabilitation Counseling allows for students across the university to increase their awareness and skills related to working with individuals with disabilities.

Funding: All of these courses in this minor are currently offered and there is enrollment room in the courses. Thus, this is a minor that requires no additional institutional resources, but offers a value-added educational experience for undergraduate students.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR NEW CERTIFICATE OF UNDERGRADUATE STUDY IN ILLINOIS FAMILY SPECIALIST CREDENTIAL CERTIFICATE-LEVEL 5

Summary: New certificates of undergraduate studies require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Certificate of Undergraduate Study in Illinois Family Specialist Credential Certificate-Level 5 offered by the School of Family and Consumer Sciences within the College of Health and Human Sciences.

Rationale: This certificate responds to labor market demands in the area of human/social services throughout the state of Illinois. This new credential will provide undergraduate students in the field of Human Development and Family Sciences with the competencies needed to acquire the Illinois Family Specialist Credential through the Illinois Gateways to Opportunity credentialing program. This credentialing program was created through legislative action in the State of Illinois.

Funding: No additional funding is required for this certificate.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR NEW CERTIFICATE OF UNDERGRADUATE STUDY IN BLACK STUDIES

Summary: New certificates of undergraduate studies require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes a Certificate of Undergraduate Study in Black Studies offered by the College of Liberal Arts and Sciences.

Rationale: This certificate is proposed as a way of providing interested undergraduate students another pathway to engage in Black Studies (in addition to the current Minor in Black Studies). Currently there are many students interested in the Black Studies minor, but they are unable to accommodate all of the course requirements for the minor into their studies. Offering a Certificate of Undergraduate Studies will allow students unable to take the full 18 credit hours for the minor the opportunity to nonetheless show a concerted interest and emphasis in Black Studies; a Certificate of Undergraduate Study will allow that work to be explicitly recognized on student transcripts. Additionally, for some students, the Certificate of Undergraduate Study can serve as a gateway to the minor.

Funding: There are no additional costs associated with the certificate. Courses are offered routinely by the respective departments that contribute to the minor/certificate, based on the level of student interest.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR EMPHASIS 6: SUSTAINABLE FOOD SYSTEMS WITHIN THE B.A./B.S. IN ENVIRONMENTAL STUDIES

Summary: New emphases require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes an Emphasis 6. Sustainable Food Systems within the B.A./B.S. in Environmental Studies offered by the Institute for the Study of the Environment, Sustainability and Energy within the College of Liberal Arts and Sciences.

Rationale: This emphasis is proposed to recognize the growing interest in food, farming, and agriculture. There are several similar programs in sustainable food systems offered around the country, which are listed on the website of the Sustainable Agriculture Education Association. Among these, programs are listed at 36 land grant universities, 13 four-year state and private universities, eight private liberal arts colleges, and 18 community and junior colleges.

The Sustainable Food Systems emphasis would follow the certificate of undergraduate study in sustainable food systems as an effort at NIU to offer academic recognition for studies related to agriculture, which is important given that NIU is centrally located in an agricultural area. There are many local resources that should feed into this emphasis program such as the master gardeners classes offered through the U of I Extension Office, the Gardener's Pathway workshop held at Kishwaukee College, and the DeKalb County Community Gardens volunteer base.

Emphasis 6. Sustainable Food Systems will take advantage of the courses being created in departments across several disciplines to provide students with the framework to understand more about the different ways that food is produced and how it is integrated into various cultures. Given the national trend to offer these programs, the minimal regional competition for a program that focuses on sustainable food systems, and abundant local engagement opportunities, enrollment in this emphasis program should be robust.

Funding: No additional funding is needed for this emphasis.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR DELETION OF EMPHASIS 2: GEOMATICS (B.S.) WITHIN THE B.A./B.S. IN GEOGRAPHY

Summary: Public University governing boards have the final authority to delete subdivisions of major programs including emphases. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete Emphasis 2: Geomatics (B.S.) within the B.A./B.S. in Geography within the Department of Geographic and Atmospheric Sciences offered by the College of Liberal Arts and Sciences.

Rationale: This academic program (Geomatics) was small when it was initiated in 2013. Student enrollment in the Geomatics program never grew beyond approximately 10 students in the period between 2013 and 2019. Due to continued low student demand and high program-related costs, the department and college agreed on the decision to delete the program.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 5, 2020.

REQUEST FOR NEW MINOR IN MUSIC

Summary: New subdivisions of existing undergraduate programs, including minors, require the approval of the Board of Trustees. If the board approves this addition, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2020. These requests come to the Academic Affairs, Student Affairs and Personnel Committee after receiving approval from the curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to offer a Minor in Music in the School of Music within the College of Visual and Performing Arts.

Rationale: The School of Music seeks to expand enrollment in ensembles, performance studios and introductory classes by welcoming qualified students from other academic units to participate in a program that provides cohesion and depth of study, but in a less extensive and time-intensive commitment than a program majoring in music. This is expected to help overall recruiting to NIU, as many prospective students inquire about a music minor, but are currently turned away.

The proposed program will also serve as an “on-ramp” for students considering a program majoring in music but reticent about fully making the commitment, or as an “off-ramp” for students who begin a program majoring in music and decide the complete program is not the right fit, but want to remain connected to their music study and have their work recognized while pursuing a different academic path. Having this flexibility in the way students can interact with the School of Music offerings will lead to increased enrollment in the School’s large ensembles (chorus, bands, orchestra) and connect these musical outlets and the School to other units across campus, opening up the possibility for individualized interdisciplinary pursuits.

Funding: This program will utilize existing capacity in courses and ensembles, particularly the music appreciation course and ensembles. Depending on which instruments the minors play, Graduate Assistants (GA) may need to be reassigned to teach secondary music lessons. Initially, no additional funding needs are expected. Growth beyond the anticipated target might ultimately require one additional section of Music Theory I and possible more GA funds. Any new expense would follow substantial enrollment growth.

Recommendation: The University recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse this request and asks that the President forward it by means of the President’s Report to the Board of Trustees for approval at its meeting on March 5, 2020.

CHANGE TO FULL-TIME TENURE REQUIREMENT

Summary: The Board of Trustee regulations require full-time appointments for tenure-track or tenured faculty. The full-time requirement limits the ability of the University to fully benefit from collaborations with other institutions and to recruit and retain faculty. The University requests specific exemptions to this requirement that will enhance the competitiveness and reputation of the University.

Background: The Board of Trustee Regulations Section II: Faculty and Administrative Employees, Subsection A. Appointments, 12. Tenure, a. General Provisions states that “*Only faculty that hold full-time regular appointments at the rank of professor, associate professor, or assistant professor shall be eligible for tenure appointments.*” The full set of regulations can be found at <https://www.niu.edu/board/regs/index.shtml>.

The University research mission and reputation have been greatly strengthened by collaborations with the national laboratories, particularly Fermi National Accelerator Laboratory and Argonne National Laboratory. These collaborations generate outstanding research and educational opportunities for students, highly regarded publications, and significant external funding. Over the past decade, joint appointments with the laboratories have resulted in external funding totaling \$41M. At present, because of the fulltime requirement, the only joint tenured positions allowed require that NIU be the faculty member’s primary employer and that a partner, such as a laboratory, provide funding to NIU to support the faculty member. A similar arrangement, with a laboratory serving as the primary employer and NIU providing funding, does not allow for a tenured appointment at NIU. Incentivizing and maintaining laboratory-based appointments with the highly qualified and renowned staff of the laboratories would be greatly facilitated by the possibility of a tenured appointment at NIU.

As worded, the University regulations also do not support extended leave to tenured faculty. Accordingly, faculty are unable to benefit from appointments requiring leave; examples include appointments to other educational institutions, national academies or professional organizations, national laboratories, and state and federal agencies. More generally, the tenured status of faculty requiring extended leave for personal or family reasons can be called into question with the current regulation. Finally, the regulations are inconsistent with the implementation of phased retirement which, if instituted, would provide the university with flexible faculty staffing. Phased retirement would be particularly attractive for faculty with active research grants; the current regulations would require a faculty member to give up tenure to participate in a phased-retirement program.

Funding: No funding is required for this recommendation.

Recommendation: Board of Trustees approval is requested for exceptions to the requirement of full-time employment for tenure track appointments to accommodate joint positions, leave, and phased retirement. The proposed change to the regulations follows:

Section II: Faculty and Administrative Employees

Subsection A. Appointments

12. Tenure

a. General Provisions

Tenure appointments shall be for an indefinite term and may be terminated only by (1) retirement, (2) acceptance of resignation, (3) demonstrable financial exigencies, (4) discharge for cause, or (5) the reduction or elimination of a department or similar academic unit. Only faculty that hold full-time regular appointments at the rank of professor, associate professor, or assistant professor shall be eligible for tenure appointments. Exceptions to the full-time appointment will be granted for phased retirement and for temporary leave and by the Provost for formal joint appointments with external higher education, research, or clinical institutions. While a faculty member holding a contingent appointment with the rank of instructor shall not be eligible for tenure, service under that appointment shall count toward the probationary time period prior to a tenure decision. Employees holding other academic titles shall not be eligible for tenure but, with the concurrence of the university and the Board of Trustees, campus regulations may be adopted to safeguard the academic freedom of and provide reasonable job security for other faculty and teaching personnel.

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 the next meeting on March 5, 2020.

OVERSIGHT OF ACADEMIC PROGRAMS

Executive Summary of Sabbatical Report for 2016-2017 Academic Year

The purpose of the sabbatical leave program is to maintain and improve the quality of the educational programs of Northern Illinois University by creating opportunities for academic and other eligible staff to acquire new methods and techniques, to broaden outlooks, and to improve professional competency and stature through study, research and other professional development activities. The university awards sabbaticals to faculty and SPS staff based on the following criteria: the quality of the proposed scholarship, the capacity of the applicant to conduct the proposed work, and the likelihood that the proposed project will be completed. At the request of the Northern Illinois University Board of Trustees, the university conducts an annual process to enumerate the products that result from sabbatical leaves, and faculty and staff are asked to report on awards and honors; curricular developments; outreach; grants and projects; performances, exhibitions, and recordings; presentations; publications; other outcomes; and works in progress.

This executive summary provides a summary of the outcomes for the forty-eight faculty and staff who received sabbaticals during the 2016-2017 academic year (a more detailed report is available). Sabbaticals were accepted by faculty and staff from six colleges and university libraries: twenty-six from the College of Liberal Arts and Sciences, six from the College of Visual and Performing Arts, five from the College of Education, four from the College of Engineering and Engineering Technology, three from the College of Business, three from the College of Health and Human Sciences, and one from the University Libraries. Since 2016-2017, four of the recipients have retired, and four have resigned. This report contains information from the forty sabbatical recipients who are still employed at NIU.

Since their sabbaticals, the recipients have delivered 279 publications, 229 presentations, 58 grant submissions, one artistic work, 28 curricular development projects, 22 awards and honors, 21 outreach activities, 37 other significant contributions, and 35 submitted works in progress. Of the 58 internal and external grant applications submitted, 33 initiatives were funded for nearly \$3.29 million.

Publications included journal articles, books, book chapters, recordings, and public media. Presentations were given at other universities, conferences (both national and international), and in public venues. Many of the recipients were active in submitting grants or conducting the work associated with a grant. Over the past three years, sabbatical recipients submitted 58 grant applications, 12 internal and 46 external. Twenty-two of the external grants' applications were funded for a total of nearly \$3.2 million in funding.

Sabbatical recipients completed 28 curriculum development projects. These projects included the development of six new courses and revisions to 22 existing courses.

Sabbatical recipients also made several other contributions to their professional fields. Below, we highlight some of the experiences of those faculty.

Sabbaticals provide faculty with the time to develop research, artistic works, curricular redesign, outreach, and engagement that support NIU's mission, vision and values. Each of our faculty reflected on their experience and its contribution to NIU. All recipients expressed their deep appreciation for the time they received as part of these competitive awards and discussed how the resulting opportunities and experiences renewed their connections to their research, teaching, and service missions.

Many of the recipients said that the time allowed them to develop new areas of research or to expand current areas of activity. A typical recipient commented:

“My accomplishments, supported by the sabbatical leave, ultimately contributed to me gaining international recognition in my field, as evidenced by subsequent requests to present findings to international audiences, serve on a major grant review panel, sponsoring a visiting Fulbright Scholar, and being asked to serve as an Associated Editor of a major journal in my field. Thus, the work supported by my sabbatical leave resulted in increased visibility for not only my work, but also increased visibility of the Psychology Department and NIU. My leave time also allowed me the time to mentor over 20 NIU undergraduate and graduate students, facilitating important outcomes (e.g., admission to graduate school for undergraduate students, and involvement in peer-reviewed publications and conference presentations for both undergraduate and graduate students) for these individuals.”

Another recipient said:

“My recent international sabbatical provided me with an amazing opportunity for professional and personal growth. I used this opportunity to initiate an international research project on social and emotional learning in physical education. Collecting data and building on my collaborations in Scotland was my primary focus, but I also established or strengthened collaborations in Finland, Spain, and Greece. I also used this opportunity to connect with the office at UNESCO focused on sport and physical education. There is a surge of interest around the globe in social and emotional learning through sport and physical education. This sabbatical project provided me with a perfect opportunity to establish myself as an international leader on this topic. The number of invitations to conduct research and to present in other countries and/or for international organizations has grown substantially since my sabbatical.”

Several recipients focused on curricular redesign or pedagogical innovation to support student success. A faculty member in engineering describes his innovation:

“My favorite course to teach is MEE 211, Engineering Mechanics...it is one of the first courses in which we teach students the engineering problem solving process. It is a challenging course. In order to develop students’ skills, we give them periodic assignments and projects to complete.

While the work that students turn in is usually a fairly good representation of their understanding of the material, it doesn’t shed much light on the learning process. It doesn’t show all the false starts students embarked on and misunderstandings they had to overcome. It doesn’t show students’ frustration, their efforts to seek help from their classmates and instructional staff. It doesn’t typically show students’ elation when they finally figure it out.

One big advantage of using a simulation-based learning environment (e.g. Spumone) in which students demonstrate their knowledge of course material by interacting with a computer, is that we have the ability to log every step that students take as they attempt to solve engineering problems. We get a detailed look into how learning takes place. As part of my sabbatical leave, I built software tools to analyze the mountains of data that the educational software produces, looking for patterns in student learning. In doing so, we have categorized common approaches that students take to learn the course material. Some of these approaches correlate to stagnation in student learning while others tend to be associated with large educational gains. This provides insight into how to build better engineering software. In the future, it will lead to just-in-time interventions.”

Another faculty member outlined the impact of the sabbatical on approaches to literacy:

“My primary teaching responsibility focuses on preparing candidates to become middle school or high school English teachers. The activities during the sabbatical leave informed my understanding about the close connection between oral and written discourse. The collected

transcripts and the linked compositions from my studies reveal the intellectual “moves” that learners make during small group work and large group discussions and the transfer of these moves into the processes of composing academic essays.

...A conference presentation related to this work led to an editor’s invitation to submit a book proposal, which led to an edited collection about the role of discussion in the English language arts classroom—Raise Your Voices: Inquiry, Discussion, and Literacy Learning. The sabbatical leave also allowed me time to complete a long-term project about the pedagogical content knowledge that teachers need to command in order to teach English in a principled way. This project became Teaching on Solid Ground: Knowledge Foundations for the Teacher of English. These projects have a direct impact on my teaching, since my primary responsibility is in teaching English classes in the Teacher Licensure program. The three books offer a summary of my understanding of the knowledge and procedures necessary for the teaching of English. This understanding informs my teaching.”

Many faculty were engaged in activities that supported NIU’s commitment to diversity and inclusion, sustainability and social justice. One faculty member served as co-chair of the national Committee on LGBT History from 2015-2018 and was asked to review manuscripts, chair conference sessions, mentor junior scholars, and serve on conference program committees. Another faculty member’s team discovered unusual widespread occurrence of radiocarbon beneath the Antarctic Ice Sheet. After communicating this controversial result with researchers from different labs, they published a paradigm-shifting paper in Nature magazine. Another conducted studies on the associations between female breast cancer and socioeconomic and environmental factors. Finally, one faculty member designed a course on the History of Sustainable Design.

The investment that NIU makes in its faculty and staff yield dividends in cutting edge research and artistic activity, more research opportunities for NIU’s students, exciting new pedagogical approaches and courses, and allows NIU to bring its expertise to the region, state, nation, and world.

**RECOMMENDATIONS FOR FACULTY AND SUPPORTIVE PROFESSIONAL
STAFF SABBATICAL LEAVES FOR THE 2020-2021 ACADEMIC YEAR**

<u>Name</u>	<u>Department/School/Unit</u>	<u>Time Period</u>
COLLEGE OF BUSINESS (in alphabetical order)		
Churyk, Natalie	Accountancy	Fall 2020
Ferguson, Amanda	Management	Spring 2021
Lee, Chih-Chen	Accountancy	Spring 2021
Lee, Jung Young	Operations Management and Information Systems	Spring 2021
COLLEGE OF EDUCATION (in alphabetical order)		
Summers, Kelly	Leadership, Educational Psychology and Foundations	Spring 2021
Tonks, Stephen	Leadership, Educational Psychology and Foundations	Spring 2021
COLLEGE OF ENGINEERING & ENGINEERING TECHNOLOGY		
Ryu, Ji-Chul	Mechanical Engineering	Spring 2021
COLLEGE OF HEALTH & HUMAN SCIENCES (in alphabetical order)		
Geiger, Sarah	Health Studies	Fall 2020
Herrmann, Lynn	Health Studies	Spring 2021
COLLEGE OF LAW		
Oswalt, Michael	Law	Fall 2020
COLLEGE OF LIBERAL ARTS & SCIENCES (in alphabetical order)		
Adelman, Jahred	Physics	Fall 2020
Allori, Valia	Philosophy	Fall 2020 – Spring 2021
Bujarski, Jozef	Biological Sciences	Fall 2020
Cady, Kathryn	Communication	Fall 2020
Clark, April	Political Science	Spring 2021
Duvall, M. R.	Mathematical Sciences	Spring 2021
Ferris, Kerry	Sociology	Spring 2021
Gallaher, Courtney	Geographic and Atmospheric Sciences and Women, Gender and Sexuality Studies	Fall 2020
Glatz, Andreas	Physics	Spring 2021
Hamayotsu, Kikue	Political Science	Fall 2020 – Spring 2021
Hoffman, Beatrix	History	Spring 2021
Joy, Natalie	History	Fall 2020 – Spring 2021
LaDue, Nicole	Geology and Environmental Geosciences	Fall 2020
Luo, Wei	Geographic and Atmospheric Sciences	Spring 2021
Mounts, Nina	Psychology	Spring 2021
Pillow, Bradford	Psychology	Fall 2020
Ponomareva, Maria	Economics	Fall 2020
Thu, Kendall	Anthropology	Fall 2020
Van Wienen, Mark	English	Spring 2021
Xu, Tao	Chemistry and Biochemistry	Fall 2020

COLLEGE OF VISUAL & PERFORMING ARTS (in alphabetical order)

Freedman, Kerry	Art and Design	Fall 2020
Rea, Michael	Art and Design	Fall 2020
Thomas, Reginald	Music	Spring 2021
Villanueva Conroy, Rodrigo	Music	Fall 2020
Wang, Jui Ching	Music	Fall 2020 – Spring 2021

UNIVERSITY LIBRARIES

Johnson, Wendell	University Libraries	Fall 2020
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SUPPORTIVE PROFESSIONAL STAFF

Van Ael, Peter	Art and Design	Fall 2020 – Spring 2021
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Recommendation: The University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and asks 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 13, 2020.

HONORARY DOCTORATE RECOMMENDATION

Summary: The Honorary Degree Committee met on November 12, 2019, to consider the candidacy of two nominees. The Committee unanimously recommended one individual for an honorary degree. The recommended candidate is Dr. Sherret S. Chase. The committee recommends that Dr. Chase be awarded an honorary doctorate in science.

Dr. Chase was nominated by Helen Chase (Dr. Chase's daughter), and the nomination was supported by multiple current and retired NIU faculty. Dr. Chase's life's work was the development of techniques in plant breeding via haploids, doubled haploids, and hybrids as well as the conceptual framework and technology that (prior to GMOs) led to great advances in plant breeding. Much of his work involved improvement of hybrid maize seed. The techniques that he developed are still used today, and they are used in all manner of plant breeding (not just maize) and even in hybrid animal breeding programs.

Born in Ohio and raised in Pennsylvania, he graduated from Yale University in 1939 with a degree in botany. Although his graduate studies were interrupted by a three-year tour as a navigator in the Army Air Corps, he completed his Ph.D. in genetics in 1947 at Cornell University. Between 1947 and 1953, he was an assistant professor at Iowa State College. In 1953, he joined DeKalb Agricultural Association and where he further developed his monoploid method of plant breeding to help the company emerge as one of the world's leading seed companies. While at DeKalb Ag, he managed breeding programs around the world, including in European and Southeast Asian countries. Although he returned to academia in 1966 (first as a fellow at Harvard, then as a professor at SUNY Oswego), Dr. Chase continued his association with DeKalb Ag. In 1981, he was appointed Director of Plant Breeding for the International Plant Research Institute in California. He later served as the Director of Plant Breeding for the DNA Plant Technology Corporation until 1987. He remains an active researcher at his home in Ulster County, New York. In 2015, he donated his personal and professional papers to the NIU Regional History Center.

Recommendation: The University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and asks 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 13, 2020.

Agenda Item 10.a.
February 13, 2020

Information

**COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY
OVERVIEW**

Donald Peterson, Dean of the College of Engineering and Engineering Technology, will present an overview of the College of Engineering and Engineering Technology.