BOARD OF TRUSTEES

ACADEMIC AFFAIRS, STUDENT AFFAIRS AND PERSONNEL COMMITTEE

February 18, 2016
AGENDA

NIU Board of Trustees
ACADEMIC AFFAIRS, STUDENT AFFAIRS AND PERSONNEL COMMITTEE
10 a.m. – Thursday – February 18, 2016
Board of Trustees Room
315 Altgeld Hall

1. Call to Order and Roll Call
2. Verification of Quorum and Appropriate Notification of Public Meeting
3. Meeting Agenda Approval.......................................................................................... Action........... i
4. Review and Approval of Minutes of November 12, 2015 .............................................. Action.......... 1
5. Chair’s Comments/Announcements
6. Public Comment*
7. University Recommendations
   a. Request for Deletion of Minor .............................................................................. Action........ 10
   b. Request for Deletion of Emphasis ......................................................................... Action........ 11
   c. Request for Deletion of Specialization .................................................................. Action........ 12
   d. Request for New Degree Program ........................................................................ Action........ 13
   e. Request for New School ...................................................................................... Action........ 14
   f. Request for New Minor and Emphasis .................................................................. Action........ 16
   g. Request for New Specializations .......................................................................... Action........ 17
   h. Annual Report on the Outcomes of Sabbatical Leaves .................................... Information........ 19
   i. Faculty Presentation on Sabbatical Leave ............................................................ Information........ 21
   j. Recommendations for Faculty and Supportive Professional Staff Sabbatical Leave for the 2016-2017 Academic Year .......................................................... Action........ 22
8. University Report
   a. Presentation on Assessment of Student Learning at NIU .................................. Information........ 25
9. Other Matters
10. Next Meeting Date
11. Adjournment

*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 will be available in the Board Room the day of the meeting. For more information contact Kathleen Carey, (kjahns@niu.edu) Recording Secretary to the Board of Trustees, Altgeld Hall 300, DeKalb, IL 60115, 815-756-1273.

Anyone needing special accommodations to participate in the NIU Board of Trustees meetings should contact Ellen Andersen, Director of Special Events, at (815)753-1999, as soon as possible.
CALL TO ORDER AND ROLL CALL

The meeting was called to order at 12:30 p.m. by Chair Robert Marshall in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Liz Wright conducted a roll call. Members present were Trustees Robert Boey, Wheeler Coleman, Cherilyn Murer, Struthers, Robert Marshall, and BOT Chair Marc Strauss. Members absent were Trustees John Butler and Raquel Chavez. Also present: President Douglas Baker, Committee Liaison Lisa Freeman, Board Liaison Mike Mann, General Counsel Jerry Blakemore, Dean Derryl Block, Assistant Vice President Meryl Sussman, Director Aline Click, Specialist on Video Media Jennifer Howard, and UAC Representatives Dan Gebo and Leanne VandeCreek. With a quorum present, the meeting proceeded.

VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

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

MEETING AGENDA APPROVAL

Chair Marshall asked for a motion to approve the meeting agenda. Trustee Strauss so moved and Trustee Boey seconded. Two modifications were made to the agenda. First, that Item 7.d. be moved for consideration before item 7.a.; and also that item 8.b. be moved for consideration before item 8.a. The motion was approved.

CHAIR’S COMMENTS/ANNOUNCEMENTS

Chair Marshall noted that the changes to the agenda were due to the time constraints of the presenters and the late start time. He welcomed everyone to the meeting.

There are four items for approval. These items include: a request to delete an emphasis 1: Hospitality Management within the Nutrition, Dietetics, and Wellness (B.S.) program; a request for a constitutional amendment to article 4 of the NIU Constitution; a requests for a constitutional amendment to article 7 of the NIU Constitution; and approval for Athletics to obtain executive search firms for selected head coaches positions.

In addition to the approval items, there are three information items. The first item is the annual report on the Overview of Academic Programs. Executive Vice President and Provost Freeman will provide updates on the status of Program Prioritization and NIU’s report to the IBHE on Low Performing Programs. The second item is a report on online programing. Meryl Sussman, Assistant Vice President for Outreach Adult and Non-credit Programming, will present information on NIU’s Office for Online Program Development and Support, its focus on quality in online instruction, and its plans and strategies for positioning the University as a leader in quality online programming. The third item will be a discussion with the Committee on future agenda items: both agenda items that are standard to the Committee and those that the Board has requested.
Chair Marshall recognized the representatives from the University Advisory Committee (UAC) and asked if they had any comments to make to the Committee.

Professor Long thanked him for the opportunity and noted that he had a couple of quick comments. He continued that issues of moral and salary continue to be concerns for faculty and staff. Resource cuts and limits on funding are making this year more difficult on employees. People are pulling together and supporting one another throughout this difficult time. There is continued support for Program Prioritization, although, it is also causing some stress among faculty and staff. In the long run it will be valuable and he appreciates the support services and opportunities that have been made available to the program authors. Executive Vice President and Provost Freeman will be attending the Faculty Senate meeting next week to give us some more opportunity to talk about this.

Professor Long continued that the University Advisory Committee is always interested in collaborating and providing feedback to the Board. The Board should feel free to reach out to the UAC. His final comments were that the UAC was working very hard to educate both Faculty Senate (FS) and University Council (UC) members on basic issues associated with shared governance. They are also bringing in people to provide resource information to keep FS and UC updated on technology, Program Prioritization, and other current topics/current issues.

Chair Marshall thanked Professor Long for his remarks.

**REVIEW AND APPROVAL OF MINUTES**

Chair Marshall asked for a motion to approve the minutes of the AASAP Committee meeting August 27, 2015. Trustee Strauss so moved and Trustee Coleman seconded. The motion passed.

**PUBLIC COMMENT**

General Counsel Blakemore indicated that there was no request for public comment.

**UNIVERSITY RECOMMENDATIONS/REPORTS**

Chair Marshall asked the Executive Vice President and Provost, Dr. Freeman, to present the university report.

7.a. AUTHORIZATION TO RETAIN EXECUTIVE SEARCH FIRMS TO SUPPORT SELECTED SEARCHES FOR THE DIVISION OF ATHLETICS

Executive Vice President (EVP) and Provost Freeman thanked Chair Marshall. She also thanked all in attendance representing an action or an information item for their patience with the slight changes in the schedule.

EVP and Provost Freeman continued to item 7.a.: the authorization to retain executive search firms to support selected searches for the Division of Athletics. This item was moved first because Associate Director of Athletics, Debra Boughton, needed to leave for other commitments as soon as the item was complete. In keeping with the provisions of Public Act 97 08104 and NIU policy on the use of external search firms, which was approved by the Board of Trustees on May 23, 2013, authorization was requested from the Board to use external hiring search firms. This would address the potential need to hire coaches over the holiday break. Holiday Break is often a time of turnover in head coach positions. Provost Freeman clarified
that there are no known vacancies at this time, but because actions in athletics have to be taken on a short
timeline, this change would ensure these potential situations can be handled with appropriate approval.

EVP and Provost Freeman noted that in this case, the use of search firms is particularly important due to
their special expertise in candidate screening for specific types of coaching positions. It is important to
make sure that coaches are well vetted regarding issues that may require more extensive investigation.
The committee’s recommendation was that the President be authorized to select executive search firms to
support selected searches for head coaches in the division of athletics. The committee further
recommended that the President report plans to retain to such search firms as soon as practicable and
then periodically report back to the board regarding the selection and the status of such searches. The
university recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this
request and ask that the president forward it by means of the president’s report to the Board of Trustees
for approval at its December 10, 2015 meeting.

Trustee Boey moved to affirm the recommendation brought forward by EVP and Provost Freeman.

Trustee Strauss seconded the motion.

The motion passed.

**7.b. REQUEST FOR DELETION OF EMPHASIS (Derryl Block)**

Provost Freeman continued to item 7.b.: request for the deletion of the emphasis, Hospitality Management
with the Nutrition, Dietetics and Wellness. Provost Freeman recognized Dean Block, of Health and Human
Sciences, in attendance. An overview was provided (summarized as follows): The Bachelor of Science
program in Nutrition, Dietetics and Hospitality was recently renamed in Nutrition, Dietetics and Wellness.
This change followed the Illinois Board of Higher Education approval allowing NIU to offer a new program:
the Bachelor of Science in Hospitality and Tourism Management. This was done to ensure that the tourism
and management program was visible and to create programs that were more attractive to the market of
students that are served. The new degree replaces the need to offer the emphasis under the existing
degree. Hence, the university recommends that the Academic Affairs, Student Affairs, and Personnel
Committee endorse this request to delete the aforementioned emphasis. The committee asked that the
President forward it by means of the President’s report to the Board of Trustees for approval at the
December 10, 2015 meeting.

Chair Marshall requested a motion.

Trustee Strauss affirmed the motion and requested to pause for a question.

Trustee Coleman seconded the motion.

Trustee Strauss inquired if there are any students currently trying to complete this emphasis that would be
adversely affected by immediate elimination.

Dean Block responded to Trustee Strauss’ question by explaining that students presently in the Hospitality
Management program would still have the courses available with the new major. He explained that this
motion does not change the curriculum. As the Hospitality and Tourism management is its own major, the
name of the emphasis is no longer necessary. So, students would be able to continue and progress in their
program without any problem.

Trustee Strauss clarified by asking: if anybody who would have had an emphasis is instead going to have
a major and will be taking the same courses?

Dean Block affirmed Trustee Strauss’ summation and further specified that if a student decides to go with a new catalog then they could go with the new major.

Chair Marshall asked for any additional comments or questions and called for a vote.

The motion passed.

**7.c. Request for a Constitutional Amendment to Article 4**

Provost Freeman invited University Council Executive Secretary and Faculty Senate President Greg Long to address the meeting on the request for constitutional amendments.

Faculty Senate President Long thanked the committee for the opportunity to speak and introduced the first constitutional amendment (Article 4). The amendment will address the need for flexibility in the standing committees and the request would move the specification of such committees from the constitution to the bylaws.

Trustee Boey motioned to approve the amendment described by Faculty Senate President Long.

Provost Freeman offered to read the recommendation.

Trustee Strauss reiterated the nature of the recommendation: the university recommends the Academic Affairs, Student Affairs, and Personnel committee endorse the request for the amendment in our printed material for this agenda item and requests that the president forward it by means of the president’s report to the Board of Trustees for approval at its December 10, 2015 meeting.

Trustee Strauss seconded the motion.

Chair Marshall asked if anyone would like further discussion on the motion and the amendment.

Trustee Strauss offered comment on the good sense of the amendment and its fortunate timing (as there is not an ad hoc committee on governance meeting at this time and it would not have been able be added to their agenda until after our December board meeting). Trustee Strauss voiced his preference, as there is a block of time reserved in the ad hoc governance committee for discussion of changes that these requests go through that channel instead of directly to this committee in future.

Chair Marshall called the vote.

The motion passed.

**7.d. Request for a Constitutional Amendment to Article 7**

Faculty Senate President Long continued on the item 7.d.: a request for a constitutional amendment to Article 7 to create a parallel construction across students, operating staff, and university faculty. Currently, Article 7 identifies students as the only ones who are “integral” to the university system of governance. The premise of the amendment would be more inclusivity in its identification of the university community indicating across all three councils that each of these afore mentioned groups are integral to shared governance.
Trustee Strauss motioned that the Academic Affairs, Student Affairs, and Personnel Committee endorse the proposed amendment contained in the printed material and asked the President to forward it by means of the President’s report to the Board of Trustees for its approval at its December 10, 2015 meeting.

Trustee Coleman seconded the motion.

Chair Marshall called for a vote.

The motion passed.

8.a. PRESENTATION: ONLINE PROGRAMS

Provost Freeman introduced the next agenda (informational) item related to on-line program development and support. This item was presented in direct response to requests from a number of the trustees and turned the presentation over to Assistant Vice President for Outreach Adult and Non-Credit Programming, Meryl Sussman.

Asst. VP Sussman acknowledged her colleagues in the room and thanked the committee for the opportunity to present. She introduced her colleagues Aline Click, the Director of e-Learning Services, and Jennifer Howard, the Specialist on Video Media.

Asst. VP Sussman introduced the topic by sharing the beginning of her involvement in distance learning working with a fire department and the success of that first program. Asst. VP Sussman then outlined the items for the presentation and played a video of experts that addressed online learning as a key to 21st century instruction.

(Video played)

Asst. VP Sussman continued by outlining the motivation for NIU’s involvement in on-line learning including, but not limited to: providing accessibility to the 3 million adult learners in the Chicagoland area who have not completed their degrees, enrichment of interactions among learners, meeting various learning styles, and allowing students to repeat lessons as many times as they need. Additionally, on-line programs offer students the chance to use and thus learn about technology – skills that are needed to be successful in the 21st century. Finally, NIU’s programs are leaders in this field and research in this field. Asst. VP Sussman introduced a video illustrating on-line learning.

(Video played)

Asst VP Sussman introduced another video displaying further advantage of on-line learning in scheduling accommodation.

(Video played)

Asst. VP Sussman described their work with faculty who are considering moving courses to an on-line delivery. That work includes discussion of success in their current course and how it can be equated with new technology while retaining what they and students enjoy about their courses. Faculty work with e-learning specialists to see how technologies could be employed to keep these elements present in their courses. Asst. VP Sussman emphasized the variety of ways that materials can be presented online offering options for students with different learning approaches and abilities. Additionally, Asst. VP Sussman reminded to committee that on-line doesn’t assume disconnection and that often online meetings are
synchronic.

Asst. VP Sussman continued by summarizing the collaboratively formed office called Online Program Development and Support or ODPS. The goal was to contribute to the development of high quality NIU online programs that would attract audiences who cannot come to DeKalb to take classes during the day. ODPS put together a promotional team who can message out to external audiences about the availability of programs.

Asst. VP Sussman expressed ODPS priority that, as a research university, NIU must focus on research in this field and contribute to the ongoing advancement of online learning. She then introduced a video on an overview of the e-learning services.

(Video played)

Asst. VP Sussman continued by describing the e-learning staff of 11 professionals actively engaged in research on learning delivered through technology. She also shared the impact of NIU’s subscription of Quality Matters: an international organization that has a rubric of guidelines for high quality student experience on-line not course content. Quality Matters deals with the structure of a course for better student outcomes based on faculty and peer reviewed research in the field of on-line learning. ODPS has been following Quality Matters rubrics.

Asst. VP Sussman concluded by describing the relationship between faculty and instructional designers. Additionally, Asst. VP Sussman described the start of online communities for faculty to participate within the Quality Matters initiative. Additionally, Asst. VP Sussman informed the committee that Provost Freeman is intending to start an advisory committee on online learning, including faculty, to look into issues, barriers, and concerns.

Provost Freeman thanked Asst. VP Sussman and opened the floor to questions.

Trustee Struthers asked for information regarding how much of the total learning in the university today is e-learning as well as a possible future projection for e-learning.

Asst. VP Sussman answered that 10-15% of NIU’s credit hour production is through online learning. She also noted that some of this could be students who are on-campus who choose to enroll in an online course. The ten year projection was unclear but high as faculty members begin routinely incorporating on-line learning in all courses.

Trustee Struthers addressed Provost Freeman on the idea of score carding as a strong measure of the pie chart shifts between e-learning and traditional courses.

Provost Freeman agreed with and responded to Trustee Struthers comment as well as advising precaution for the handling of metric data. She addressed the varied nature of student groups, their needs, and their learning preferences with regard to online learning. She advised that as dashboards are developed constant revaluation of those dashboards will be needed to keep up with a world that is changing very quickly.

Trustee Boey asked if the classroom size is going to be much smaller in the future.

Asst. VP Sussman suggested that the classroom could be larger as more people are coming into a section. Additionally, an online program can attract students from all over the world. Research shows that adult learners like to meet the people that they are going to communicate with and 65% of on-line learners tend to take online courses from universities within 100 miles of where they live and work.
Trustee Strauss introduced economic concerns and asked what the cost is to develop a wholly online course.

Asst. VP Sussman provided an estimate labor cost with the instructional designer of about $10,000 for a course (that does not address the cost of infrastructure which is needed and the tools that are needed to bring the technology to the course). She also reminded the committee that these courses would have a larger audience and possibly greater revenue stream.

Trustee Strauss addressed concerns that courses would be at a higher cost because of various institutional costs associated with online course offerings. He additionally commented on the need to address who would bear the cost of various levels of instructional development.

Aline Click, Director of e-Learning, responded and clarified that the $10,000 cost would be for the first time a course was offered. She expanded and explained that a course offered many times and over many sections would have the cost spread out. Redevelopment of courses and updating is also part of what ODPS provides. Help for faculty and staff who want component online pieces added to their course is not currently part of ODPS’ services.

Asst. VP Sussman redirected to the issue of off hour support. She stated that off hours support for students is a different service paradigm that would be needed in order to capture the working adult population.

Trustee Strauss asked about assessment in online courses and meeting the needs of different learners in that portion of a course.

Asst. VP Sussman replied that for some people the on-line learning is not suited, for other people it is well suited. She shared research that has shown that the learning outcomes are the same for the students who succeed in either a face-to-face or an on-line. She introduced retention issues in online learning that will need to be addressed.

Trustee Coleman offered support of online learning and the need for more investment in it. He also mention online learning would be part of the on-going strategy. He also referenced the prioritization process as a place to investigate when courses could be pushed to online offerings. Trustee Coleman recognized it as an opportunity to be a school without borders as well as a way to increase NIU’s revenue stream. He also introduced the high-speed fiber controlled by the university as an example of the resources at NIU’s disposal that can be leveraged.

Chair Marshall asked about a slide from the presentation on windmill energy. As community colleges are starting to produce the associate degree in the windmill energy technology, does NIU have the capability to set up some capstone programs through the on-line learning for some of these programs that are around but not quite here?

Asst. VP Sussman confirmed the possibility brought up by Chair Marshall and provided some examples of that action that has begun.

Provost Freeman added that the programs referenced by Asst. VP Sussman recruit from a population NIU has not served before. This population has an Associate’s of Applied Science degree, which had been previously considered a terminal technical degree. In doing on-line and in collaborative programs with community colleges, NIU is preparing citizens of the world, doing work force development, and enabling that completion target (that’s important in the state of Illinois) to be reached more effectively.

Asst. VP Sussman also briefly addressed the possibility of putting post graduate certificates and master’s
Chair Marshall closed this information item.

**8.b. OVERSIGHT OF ACADEMIC PROGRAMS**

Provost Freeman introduced the next informational agenda item, item 8.b.: the annual oversight of academic programs. She reminded the committee that the quality of academic degree programs are monitored using a variety of processes and that data is used to inform planning and decision making about the programs. Provost Freeman reviewed the advisory committees, and the internal/external review processes required by the regional accreditor, the Higher Learning Commission, and the Illinois Board of Higher Education. Additionally, Provost Freeman introduced new processes under consideration with regard to program quality and indicators of program performance. The Illinois Board of Higher Education has provided established definitions for low performing programs and NIU will be required to report on those. Provost Freeman provided the following comments on those definitions: they consider only the average number of degrees conferred and average enrollment without regard to quality or cost. Using that definition, NIU fared very well and very few programs were identified as performing poorly (some which have already been eliminated). Other programs were so new that students have not been in the program long enough to have completed it. Provost Freeman reminded the committee that the program prioritization is underway and that the comprehensive website is updated frequently.

Trustee Strauss requested copies of assessment reports this year. Provost Freeman confirmed that assessments would be distributed again this year.

Trustee Strauss inquired about the format of the reports.

Provost Freeman clarified the format: full reports that inform a summary that goes to the IBHE and the board as well as the background reports drawn on campus.

Provost Freeman informed the committee that she is often asked how program prioritization will change the program review process and requested that her answer go on the record. She continued by saying that even though program review compares our programs and benchmarks them against like programs at other institutions, program prioritization is really focused on looking at different types of programs at NIU to allocate resources and identify opportunities for growth and innovations. She explained that NIU is planning to align the data that are used in the two processes and to alleviate the work burden on faculty associated with program review over time by linking our program to our budget process more closely.

Trustee Coleman inquired about the completion percentage of program prioritization.

Provost Freeman replied that program prioritization is approximately 40% completed and that the narratives are due on December 11. The task forces that are reviewing those narratives and providing the ranking will be working throughout the spring.

Trustee Coleman asked if there is a financial projection component to the report both with regard to spending and saving.

Provost Freeman answered by explaining that various costs are factored into the overall narrative about the program. She expanded by specifying in which ways costs are linked to quality as well as the types of questions asked in the preparation of the narratives. She continued by explaining the task force review of the programs from the narratives. These reviews/observations of the committee task force work will be used
by senior leadership to make budget decisions and linked to a five year budgeting process.

Trustee Coleman asked when the aforementioned budget decisions will be effective.

Provost Freeman relied that it will begin in fiscal year ‘17.

8.c. FUTURE INFORMATION ITEMS

Provost Freeman reminded the committee of the annual agenda items such as sabbatical presentations, sabbatical approval, promotion and tenure approval. In addition, a number of issues that may come up in the future were listed: the process we use to assess student learning; an update on strategies for serving students and sustaining the academic mission in an era of constrained resources; a relook a summer session AP credit and dual credit; recognitions of our faculty and staff; celebrations of individuals who have received professional accolades, awards or recognitions as a result of their great efforts on and off campus; a summary of student support services on campus; and a report on the work of the senior associate vice president for academic diversity and chief diversity officer.

OTHER MATTERS

No other matters were discussed.

NEXT MEETING DATE

The next meeting date of the AASAP Committee will be tentatively February 18, 2016.

ADJOURNMENT

Chair Marshall asked for a motion to adjourn. Trustee Coleman so moved and Trustee Boey seconded. The motion was approved. Meeting adjourned at 1:35 p.m.

Respectfully submitted,

Liz Wright
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 DELETION OF MINOR

Public university governing boards have the final authority to delete minors within programs. These requests are brought to the Academic Affairs, Students Affairs and Personnel Committee of the Board of Trustees after receiving approval from curriculum committees at the department, college and university levels and the concurrence of the provost.

Minor in Dance Education

Description: The university proposes to delete the minor in Dance Education.

Rationale: Deletion of the Dance Education Minor is being proposed due to decreased student interest in and faculty capacity to offer the minor. Deleting this minor will not disenfranchise students interested in pursuing dance, as minor in Dance Performance will continue to be offered in the School of Theater and Dance.

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 18, 2016.
REQUEST FOR DELETION OF EMPHASIS

Public university governing boards have the final authority to delete subdivisions of major programs including emphases. These requests are brought to the Academic Affairs, Students Affairs and Personnel Committee of the Board of Trustees after receiving approval from curriculum committees at the department, college and university levels and the concurrence of the provost.

Environmental Studies (B.A./B.S.)
Emphasis 5: Non-Government Organization

Description: The university proposes to delete Emphasis 5: Non-Government Organization within the Environmental Studies (B.A./B.S.) program.

Rationale: The B.A./B.S. program in Environmental Studies currently has only two students in the Non-Government Organization emphasis. Additionally, over the life of the program, only two students have completed this emphasis. There is an emphasis in the B.A./B.S. program in Community Leadership and Civic Engagement (CLCE) that overlaps with this emphasis. That is emphasis 4: Environmental. Current students in the emphasis will be able complete their studies and students interested in Non-Government Organization in the future will be advised to either minor in CLCE or complete the Certificate of Undergraduate Study in Civic Engagement.

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 18, 2016.
REQUEST FOR DELETION OF SPECIALIZATION

Public university governing boards have the final authority to delete subdivisions within programs, including specializations within graduate programs. These requests are brought to the Academic Affairs, Student Affairs and Personnel Committee of the Board of Trustees after receiving approval from curriculum committees at the department, college and university levels and the concurrence of the provost.

Specialization in Rehabilitation Counseling within the M.A. in Communicative Disorders

Description: The university proposes to delete the Specialization in Rehabilitation Counseling pending approval of the proposed M.S. in Rehabilitation Counseling by the NIU Board of Trustees and the Illinois Board of Higher Education.

Rationale: Deletion of the Specialization in Rehabilitation Counseling is being proposed as this specialization would be redundant with the newly proposed M.S. in Rehabilitation Counseling. Students currently in the specialization will be enabled to complete the specialization. Future students interested in pursuing study in rehabilitation counseling will be directed toward the M.S. program.

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 18, 2016.
REQUEST FOR NEW DEGREE PROGRAM

All new degree programs require the approval of the Board of Trustees and the approval of the Illinois Board of Higher Education. This new program request has received all of the required curricular approvals at the department, college, and university levels, and the concurrence of the provost.

M.S. in Rehabilitation Counseling

Description: The university seeks approval for a Master of Science in Rehabilitation Counseling degree program to be offered on campus. This program will be housed in the School of Allied Health and Communicative Disorders within the College of Health and Human Sciences.

Overview and Rationale: Currently, Rehabilitation Counseling is a specialization within the M.A. in Communicative Disorders. The need to formally recognize Rehabilitation Counseling as a distinct M.S. degree evolved from changes in the field. Over the past decade the scope of practice for Rehabilitation Counseling has substantially diverged from other specializations within the M.A. in Communicative Disorders. For the past five years, the current rehabilitation specialization has not had a single course, faculty member, or student in common with the other specializations of the M.A. in Communicative Disorders. Furthermore, the specialization in Speech-Language Pathology and the specialization in Rehabilitation Counseling are accredited by separate accreditation bodies. Future labor demand predictions indicate that the fields will continue to diverge in focus areas reinforcing the need to prepare students for very different careers. With a primary focus on graduate study in rehabilitation counseling, students can be academically prepared for careers in state vocational rehabilitation programs, private rehabilitation, and vocational rehabilitation.

Costs: No new costs are anticipated with this program. Existing resources will continue to be directed to serve the needs of this program.

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 18, 2016.
REQUEST FOR NEW SCHOOL

All new schools require the approval of the Board of Trustees and the approval of the Illinois Board of Higher Education. This new school request has received all required curricular approval at the department, college and university levels, endorsement by the Academic Planning Council, and the concurrence of the provost.

School of Nursing

Description: The university seeks approval for a new School of Nursing (SON), within the College of Health and Human Sciences (CHHS).

Rationale: The SON will be a fourth school in CHHS and will house the existing undergraduate and graduate nursing major programs at NIU. At present, the nursing programs are part of a larger school, the School of Nursing and Health Studies, which is comprised of nursing and non-nursing programs. In other institutions, the administrative placement of nursing programs is usually separated from non-majors to assure accrediting standards that are met comprehensively. As a newly organized and separate school, the new SON will continue to provide instruction to over 800 students accepted to undergraduate and graduate nursing programs. As a separate SON, NIU will be better positioned to recruit and retain the nursing faculty members needed to sustain and grow the nursing programs in order to increase the number of students admitted to and successfully graduating from the NIU nursing programs. Thereby, with this school we anticipate increasing the number of nurses prepared at the baccalaureate, master’s and doctoral level for Illinois’ nursing workforce.

NIU enrolls a large percentage of Illinois nursing students. Among public institutions, NIU is consistently in the top two for nursing student enrollment and in the top five among all 37 nursing programs (public and private) in the state. NIU’s longstanding role in the successful production of the quantity and quality of nurses needed in the state, positions the SON to mitigate the consequences of an accelerating retirement rate among the current nursing workforce (40% of whom are over 55 years of age) and the growing demand for nurses in Illinois.

According to the Bureau of Labor Statistics (2014), employment of registered nurses (RNs) is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Over a half million RNs jobs will be created between now and 2022. Growth will occur for a number of reasons, including an increased emphasis on preventative care, growing rates of chronic conditions, such as diabetes and obesity, and demand for healthcare services from the baby boomer population, as they live longer and more active lives.

Complicating this matter, there is a severe shortage of nursing faculty, making it exceedingly difficult to recruit nursing faculty. According to the American Association of Colleges of Nursing (AACN), reasons for this include 1) higher compensation in clinical and private-sector settings is luring current and potential nurse educators away from teaching; 2) doctoral programs in nursing are not producing a large enough pool of potential nurse educators to meet the demand; 3) faculty age continues to climb, narrowing the number of productive years nurse educators can teach; and 4) a wave of faculty retirements is expected across the US over the next decade.
This demand for an increase of registered nurses to compensate for an aging workforce, combined with the need for additional nursing faculty at universities, makes the creation of a separate SON at NIU a prudent and forward-thinking decision which, in the end, will benefit all stakeholders from the individual to the national level.

**Costs:** The current nursing programs’ annual cost for instructional salaries is approximately $2.75 million; and another $305,000 in supportive personnel and student employees. The proposed SON will require a chair and two office support positions, with an estimated cost of $177,000. These costs will be offset by increased recruitment and retention of students, especially in the RN-BSN completion program track. The nursing program will continue to collect student fees for maintenance and use of the nursing labs, off-campus delivery, National Council Licensure Examination for RNs (NCLEX-RN®) testing preparation, and computer labs. The nursing program historically receives around $40,000 per year in private donations through the NIU Foundation, and movement to a stand-alone School of Nursing is anticipated to significantly increase donations. This money will continue to be used for various initiatives, including recruitment of quality faculty, instructional equipment purchases and upgrades, special projects, and support for faculty and student scholarship.

**Recommendation:** The university recommends that the Academic Affairs, Students Affairs and Personnel Committee endorse these requests and ask that the president forward them by means of the President’s Report to the Board of Trustees for approval at its Special Meeting on February 18, 2016.
REQUEST FOR A NEW MINOR AND EMPHASIS

New subdivisions of existing undergraduate programs, including emphases and minors, 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 2016. 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.

Minor in Business Analytics

Description: The university proposes to offer a minor in Business Analytics in the B.S. in Operations and Information Management program within the Department of Operations Management and Information Systems in the College of Business.

Rationale: The minor in Business Analytics is designed to help students develop the business analytic skills necessary to compete in today's "big data" world. Students with these skills are in high demand in a variety of industries and sectors including accounting, management, marketing, finance, information systems, operations, health care, engineering, and energy. Anticipated enrollment within the minor is estimated at 35-40 students within the first three years.

Costs: Two new courses will need to be developed to offer the minor: OMIS 324 – Introduction to Business Data Analytic Tools and OMIS 482 – Predictive Business Analytics, however, these will be developed and offered using existing resources.

Emphasis in Entrepreneurship and Social Responsibility (within the B.S. in Management)

Description: The university proposes to offer an Emphasis in Entrepreneurship and Social Responsibility within the B.S. in Management program within the Department of Management in the College of Business.

Rationale: The addition of an entrepreneurship emphasis within the B.S. in Management program will help meet the demand for entrepreneurship education. It will provide students the necessary tools to develop their creative, innovative, and entrepreneurial skills in order to pursue a variety of careers in business. This emphasis will provide students with an additional emphasis choice beyond the two current emphases of Leadership and Management, and Human Resource Management.

Costs: No new resources will be needed.

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 18, 2016.
REQUEST FOR NEW SPECIALIZATIONS

New subdivisions of existing graduate programs are called specializations and 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 2016. 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.

Specialization in Adult Education (within the M.S.Ed. in Adult and Higher Education) and Specialization in Higher Education (within the M.S.Ed. in Adult and Higher Education)

Description: The university proposes to add two specializations within the Master of Science in Education (M.S.Ed.) in Adult and Higher Education. The proposed specializations are 1) Specialization in Adult Education and 2) Specialization in Higher Education.

Rationale: Currently the M.S.Ed. in Adult and Higher Education has no specializations. Moving toward specialization gives greater clarity and guidance to students in choosing courses that align with their professional goals. The creation of specializations will also provide new opportunities for more targeted recruitment efforts and better tracking of student areas of interest, which will aid in future programmatic development.

Costs: No new resources will be needed.

Specialization in Public Service Law and Management (within the Master of Public Administration)

Description: The university proposes to add a Specialization in Public Service Law and Management within the Master of Public Administration (MPA) program.

Rationale: This revision responds to student feedback. The Department of Public Administration and the College of Law offer simultaneous enrollment in the M.P.A. and J.D. degree programs to qualified graduate students. Demand for the opportunity to pursue both degrees simultaneously has come from both prospective undergraduate students interested in a J.D./M.P.A., as well as current NIU law students who are interested in also earning an MPA. The Law School and Department of Public Administration conducted market research with Hanover Research Group and determined that a Public Service Law and Management specialization would aid students in pursuing both degrees. The proposed specialization is a more efficient double degree option than is currently offered as it increases transfer credits between the degrees from 9 to 12 credits. The increase allows a law student to complete all 12 credits of a specialization using law school coursework. In addition, the department and college have agreed to jointly develop law and public management internship opportunities for appropriate students enrolled in both degrees and the proposed specialization.

Costs: No new resources will be needed.
**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 18, 2016.
ANNUAL REPORT ON THE OUTCOMES OF SABBATICAL LEAVES

In response to several questions on the outcomes of sabbaticals from the board, the university developed a timeline and processes for collecting information from faculty who have been awarded sabbatical leaves within a specified time frame. The information presented below serves as the most recent annual report on the scholarly work, curriculum development, and other outcomes achieved by faculty who were recently awarded sabbatical leaves; the reporting period for this report is the 2012-2013 academic year.

For the 2012-2013 academic year, a total of 44 faculty were awarded sabbatical leaves. Of the 44 who were offered, 41 accepted their awards. Three faculty retired, and five faculty left the university prior to completing the sabbatical leave outcomes survey. Out of the remaining 33 faculty, 100 percent participated in the survey conducted in the fall of 2015 to ascertain the outcomes of their sabbaticals. Faculty from six of the seven colleges accepted sabbatical leaves in 2012-2013: 72.7 percent of accepted sabbatical leaves were from the College of Liberal Arts and Sciences, 9.1 percent were from the College of Visual and Performing Arts, 6.1 percent each were from the Colleges of Business and Education, another 3.0 percent each were from the Colleges of Health and Human Sciences and Law.

The faculty and staff were very productive during their sabbatical leaves. The scholarly work conducted during sabbatical leaves resulted in 214 publications; of these, 110 (51.4 percent) were journal articles; 60 (28.0 percent) were books or book chapters; six (2.8 percent) were conference proceedings; two (one percent) were sheet music and music recordings; 29 (13.5 percent) were contributions to public media; and 7 (3.3 percent) were reports. The results of sabbatical work were also presented at 203 international, national, and regional meetings in countries including Canada, China, Cyprus, Czech Republic, England, France, Germany, India, Ireland, Italy, Mexico, Netherlands, New Zealand, Norway, Puerto Rico, Russia, Switzerland, Taiwan, and Turkey. Faculty submitted 39 external applications for grants and projects that produced funding for 27 initiatives in excess of $8.2 million. Faculty also reported that they revised or created a total of 37 graduate and undergraduate courses as a result of their sabbatical leaves, benefitting more than 850 students annually.

This report is presented in two sections: a narrative on the overall outcomes for those first awarded sabbatical leaves in academic year 2012-2013 and a report on specific outcomes, as reported by the faculty, for six of Northern Illinois University’s seven colleges.

Faculty viewed the synergy between their sabbatical work and the enrichment of students’ learning experiences as important outcomes of sabbaticals that are reflected in the following statements:

"The sabbatical was enormously helpful to me in terms of teaching and research. . . . In the process of this research, many classroom innovations were developed and perhaps not coincidentally led to two teaching awards in the Masters in Business Administration program."

"My sabbatical leave helped me further strengthen my commitment, developed over the past 20 years, to working with young low-income Latina and African American mothers to challenge stereotypes about their lives and experiences and develop authentic services programming to help them achieve their
goals.”

“In the worlds of theatre and film, good work begets more work—so the opportunities afforded by the sabbatical continue to enrich my ongoing artistic endeavors. . . . I am utterly convinced of the necessity for a regular program of sabbatical leaves for all faculty: producing major scholarship and artistic contributions and shaping courses anew is only possible with a significant period of time to invest in concentrated effort and the opportunity to step back from the usual routine of the semester to see what might be improved.”

“The variety and quantity of such scholarship was made possible by the invaluable time provided by my 2012-2013 sabbatical, supporting a period of unique productivity essential to the trajectory of my research career.”

“My sabbatical experience allowed me to pursue a new research area with both the time and energy needed to dedicate to examining an entire research literature previously unknown to me, as well as collect original data. . . . I am profoundly changed as a person, and an academic, as a result of doing this work.”

“Since my sabbatical, I have earned awards in the areas of research, teaching, and mentoring. I thank Northern Illinois University for giving me the time needed to reflect on the progress of my research program and teaching activities and to focus on and develop the most promising directions.”
FACULTY PRESENTATION ON SABBATICAL LEAVE

The university awards sabbatical leaves for the purpose of supporting and encouraging scholarship, research and artistry that strengthen its academic programs. Proposals for sabbatical leaves prepared by tenured faculty and members of the supportive professional staff undergo a rigorous set of reviews at the department, college and university levels to determine if they meet the criteria that address the quality of the proposed scholarship, the capacity of the applicant to conduct the work and the likelihood of completion of the proposed project. In the sabbatical leave proposals, applicants include information about their program of scholarship, how that scholarship would be advanced by the leave and the proposed outcomes of the sabbatical.

One tenured faculty member who was recently awarded a sabbatical will present a brief report on the scholarly work he completed during his leave.
RECOMMENDATIONS FOR FACULTY AND SUPPORTIVE PROFESSIONAL STAFF
SABBATICAL LEAVES FOR THE 2016-2017 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department/School</th>
<th>Time Period</th>
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</thead>
<tbody>
<tr>
<td>Mooney, Christine</td>
<td>Management</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Peterson, Robert</td>
<td>Marketing</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Young, James</td>
<td>Accountancy</td>
<td>Fall 2016</td>
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<td></td>
<td><strong>COLLEGE OF BUSINESS</strong></td>
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<tr>
<td>Burch, Kerry</td>
<td>Leadership, Educational Psychology and Foundations</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Ressler, James</td>
<td>Kinesiology and Physical Education</td>
<td>Spring 2017*</td>
</tr>
<tr>
<td>Rienstra Kiracofe, Christine</td>
<td>Leadership, Educational Psychology and Foundations</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Shin, Euikyung</td>
<td>Literacy and Elementary Education</td>
<td>Fall 2016</td>
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<tr>
<td>Wright, Paul</td>
<td>Kinesiology and Physical Education</td>
<td>Fall 2016</td>
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<td></td>
<td><strong>COLLEGE OF EDUCATION</strong></td>
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<tr>
<td>Chen, Shi-Jie</td>
<td>Industrial and Systems Engineering</td>
<td>Spring 2017</td>
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<tr>
<td>Coller, Brianno</td>
<td>Mechanical Engineering</td>
<td>Spring 2017</td>
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<tr>
<td>Fallahi, Behrooz</td>
<td>Mechanical Engineering</td>
<td>Fall 2016</td>
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<tr>
<td>Oucheriah, Said</td>
<td>Engineering Technology</td>
<td>Fall 2016</td>
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<tr>
<td></td>
<td><strong>COLLEGE OF ENGINEERING &amp; ENGINEERING TECHNOLOGY</strong></td>
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<tr>
<td>Lukaszuk, Judith</td>
<td>Family, Consumer and Nutrition Sciences</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Shi, Lin</td>
<td>Family, Consumer and Nutrition Sciences</td>
<td>Fall 2016</td>
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<tr>
<td>Shokrani, Masih</td>
<td>Allied Health and Communicative Disorders</td>
<td>Fall 2016</td>
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<td></td>
<td><strong>COLLEGE OF HEALTH &amp; HUMAN SCIENCES</strong></td>
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<tr>
<td>Aygen, Gulsat</td>
<td>English</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Bellout, Hamid</td>
<td>Mathematical Sciences</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Bonomo, Joe</td>
<td>English</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Bridgett, David</td>
<td>Psychology</td>
<td>Fall 2016</td>
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<tr>
<td></td>
<td><strong>COLLEGE OF LAW</strong></td>
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<td>None</td>
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<td></td>
<td><strong>COLLEGE OF LIBERAL ARTS &amp; SCIENCES</strong></td>
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<tr>
<td>Faculty Member</td>
<td>Department/School</td>
<td>Time Period</td>
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<tr>
<td>Chen, Xuwei</td>
<td>Geography</td>
<td>Spring 2017</td>
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<tr>
<td>Gunkel, David</td>
<td>Communication</td>
<td>Spring 2017</td>
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<tr>
<td>Hanna, Jason</td>
<td>Philosophy</td>
<td>Spring 2017</td>
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<tr>
<td>Henningsen, David</td>
<td>Communication</td>
<td>Fall 2016 or Spring 2017</td>
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<tr>
<td>Hofstetter, Oliver</td>
<td>Chemistry and Biochemistry</td>
<td>Fall 2016</td>
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<tr>
<td>Horn, James</td>
<td>Chemistry and Biochemistry</td>
<td>Fall 2016</td>
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<tr>
<td>Hou, Minmei</td>
<td>Computer Science</td>
<td>Fall 2016</td>
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<tr>
<td>Jacobsen, Trude</td>
<td>History</td>
<td>Fall 2016</td>
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<tr>
<td>Krmenc, Andrew</td>
<td>Geography</td>
<td>Fall 2016</td>
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<tr>
<td>Lilly, Michelle</td>
<td>Psychology</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Littauer, Amanda</td>
<td>History</td>
<td>Fall 2016*</td>
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<tr>
<td>Malecki, Christine</td>
<td>Psychology</td>
<td>Fall 2016</td>
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<tr>
<td>McCann, Thomas</td>
<td>English</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Naidu, Deepak</td>
<td>Mathematical Sciences</td>
<td>Fall 2016</td>
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<tr>
<td>Pynn, Geoffrey</td>
<td>Philosophy</td>
<td>Fall 2016</td>
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<tr>
<td>Renk, Kathleen</td>
<td>English</td>
<td>Fall 2016</td>
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<tr>
<td>Santuzzi, Alecia</td>
<td>Psychology</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Schatteman, Alicia</td>
<td>Public Administration</td>
<td>Spring 2017*</td>
</tr>
<tr>
<td>Scherer, Reed</td>
<td>Geology</td>
<td>Fall 2016</td>
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<tr>
<td>Walker, James</td>
<td>Geology</td>
<td>Fall 2016</td>
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<tr>
<td>Whedbee, Karen</td>
<td>Communication</td>
<td>Fall 2016-Spring 2017</td>
</tr>
<tr>
<td>Ye, Zhuhan</td>
<td>Mathematical Sciences</td>
<td>Fall 2016-Spring 2017</td>
</tr>
<tr>
<td>Zhou, Jie</td>
<td>Computer Science</td>
<td>Spring 2017</td>
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</table>

**COLLEGE OF VISUAL & PERFORMING ARTS**

<table>
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<tr>
<th>Faculty Member</th>
<th>Department/School</th>
<th>Time Period</th>
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<tbody>
<tr>
<td>Ciampaglia, Steven</td>
<td>Art and Design</td>
<td>Fall 2016*</td>
</tr>
<tr>
<td>Davis, Stanton</td>
<td>Theatre &amp; Dance</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Evans, Sarah</td>
<td>Art and Design</td>
<td>Fall 2016-Spring 2017</td>
</tr>
<tr>
<td>Houze, Rebecca</td>
<td>Art and Design</td>
<td>Fall 2016-Spring 2017</td>
</tr>
<tr>
<td>Siegesmund, Richard</td>
<td>Art and Design</td>
<td>Spring 2017-Fall 2017</td>
</tr>
<tr>
<td>Woodstrup, Bart</td>
<td>Art and Design</td>
<td>Spring 2017*</td>
</tr>
</tbody>
</table>

**UNIVERSITY LIBRARIES**

Khailova, Ladislava  
University Libraries  
Fall 2016

**ALTERNATE LIST**

1. Hamlet, Janice  
Communication, College of Liberal Arts and Sciences  
Fall 2016 or Spring 2017
2. Deng, Sien  
Mathematical Sciences, College of Liberal Arts and Sciences  
Fall 2016
3. Finkelstein, Lisa  
Psychology, College of Liberal Arts and Sciences  
Fall 2016
4. Peters, Bradley  
English, College of Liberal Arts and Sciences  
Fall 2016

*Pending Tenure Approval at BOT meeting, June 2016*
**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 18, 2016.
PRESENTATION ON ASSESSMENT OF STUDENT LEARNING AT NIU

Presentation on historical and current assessment practices for measuring student learning outcomes at NIU within the Divisions of Academic Affairs and Student Affairs and Enrollment Management.