

Minutes of the
NIU Board of Trustees
**ACADEMIC AFFAIRS, STUDENT AFFAIRS
AND PERSONNEL COMMITTEE**
March 8, 2007

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Chair Cheryl Murer at 9:11 a.m. in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Sharon Banks-Wilkins conducted a roll call of Trustees. Members present were Trustees Robert Boey, Marc Strauss, Student Trustee Andrew Nelms and Chair Murer. Trustee Manny Sanchez joined the meeting in progress via teleconference. Also present were Committee Liaison Raymond W. Alden III, President John Peters and Board Parliamentarian Kenneth Davidson. With a quorum present, the meeting proceeded.

VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING

Confirmation of Open Meetings Act notification compliance was given by Board Parliamentarian Ken Davidson.

MEETING AGENDA APPROVAL

Trustee Strauss made a motion to approve the agenda. It was seconded by Trustee Boey. The motion was approved.

REVIEW AND APPROVAL OF MINUTES

It was moved by Trustee Strauss and seconded by Student Trustee Nalms to approve the minutes of the November 16, 2006 meeting. The motion was approved.

CHAIR'S COMMENTS

I seem to say every time that we have a full agenda, Chair Murer said, but it is a full agenda of this committee today. And it is always nice at this time of year to talk about sabbaticals because sabbaticals are such an integral part of the academic fiber. Today we have two professors who will tell us also about their experiences during sabbatical. Also, there are several programmatic issues on the agenda: a request for a new minor; a request for degree authority at a regional site; a request for new emphases and specializations; and a request to delete several emphases. Our information items include the annual report on Oral English Proficiency for the 2005-2006 Academic Year, which provides information on NIU's procedures for insuring that those who teach in classrooms are proficient in spoken English. Also included in the Information items is the Fiscal Year 2007 Increment Summary Report and the annual IBHE Report on Underrepresented Groups for the 2005-2006 Academic Year.

It is always a pleasure to recognize the University Advisory Committee representatives to this committee: Joseph "Buck" Stephen and Ferald Bryan. Professor Bryan stated his added appreciation on behalf of the faculty for the Board's continued support of sabbaticals. They are indeed important to our teaching and research mission, he said. Professor Stephen pointed out that the *Northern Star* was taking a very strong position and advocating increased higher education funding across the state. I think it is very effective when it comes from the students as opposed to faculty, he said.

That is an excellent point, Chair Murer agreed. Anything that comes from the student populace of the university has much more weight with the legislature than faculty or the Trustees or parents. It is the students that people listen to.

PUBLIC COMMENT

The Chair asked Board Parliamentarian Kenneth Davidson if any members of the public had registered a written request to address the Board in accordance with state law and the Board of Trustees Bylaws. Mr. Davidson noted that no timely requests for public comment had been received.

UNIVERSITY REPORT

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

Agenda Item 7.b. – Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2007-2008 Academic Year

Provost Alden reported on Agenda Items 7.a. and 7.b. together since they both involve sabbaticals. The university awards sabbatical support and encourages research and creative activity on the part of faculty and staff, the Provost said. Proposals for sabbaticals undergo a very rigorous review at the department, college and university levels. Today, we would like to present the recommended sabbatical applications for FY08. But before we bring those names forward, we would like to have two representatives from last year's sabbatical awardees present an overview of their projects to help them demonstrate the importance of the diverse creative activities undertaken by our faculty while on sabbatical.

Carolinda Douglass earned a Ph.D. in Health Policy Analysis from the Rand Graduate School and master's degrees in public administration and gerontology from the University of Southern California. Before coming to NIU, she completed a postdoctoral fellowship at the Institute for Health and Aging at the University of California-San Francisco. She is an associate professor in the School of Allied Health Professions in the College of Health and Human Sciences, and currently serves as Director of Assessment Services of NIU. Professor Douglass undertook a sabbatical project in Bradford, England where she was a visiting scholar with the Bradford Dementia Group at the University of Bradford. The sabbatical project was an in-depth exploration of an innovative method of care for persons with dementia, called Dementia Care Mapping. Professor Douglass, please.

A summary of Dr. Douglass's comments follows:

I want to take this opportunity to say it was a real privilege to have this sabbatical, Dr. Douglass said. And I want to thank all the Board members for your ongoing support of these kinds of opportunities for faculty. My sabbatical was an examination of the evolution of dementia care mapping in the United Kingdom. The majority of my work for the last several years has been focused on looking at how services are delivered to people with Alzheimer's Disease and related dementias and how they can be improved. It has been a very exciting time in this field because there has been a huge change in how we view people with dementia.

Approximately 15 to 20 years ago, we primarily defined people with dementia in terms of their disability rather than their ability. We thought of them as people who did not have language skills, people who had lost their memory, people who had little opportunity or ability to share in meaningful social interaction. At best, a lot of people thought of those with dementia as children. At worst, they thought of them as nonhuman. What we see now is a movement toward a much more ability-focused perception of people with dementia. One of the main abilities that people with dementia have, for which many of us struggle, is the ability to live in the present moment. Because they oftentimes do not remember what just happened and cannot anticipate what might happen, people with dementia are very good at living in the moment that they are in right now. Though they may not be able to express verbally what they are thinking about or what they are feeling, they oftentimes are able to express it nonverbally. So, what we in care giving have begun to understand is that people with dementia are very much helped when individuals who care for them understand their personhood and try to support that. One way in which that is supported is through a technique called Dementia Care Mapping. There are actually many tools for culture change that are being used in the field, but Dementia Care Mapping is a particular tool that I have taken an interest in. It is a person-centered approach to care for people with dementia that was developed by Professor Tom Kitwood at the University of Bradford in the U.K. It is an

observational method that is used by researchers and also by caregivers to develop and improve care.

Basically, DCM is an opportunity for people to be well-trained in a method whereby they observe what is happening in the care setting of people with dementia by actually sitting down at the level of the patients or residents for a period of up to six hours and every five minutes recording what kind of interactions the people are involved in as well as the effect it is having on their well-being. Over the last ten years since this was developed, over 7,000 people worldwide have been trained in Dementia Care Mapping with more than 600 in the U.S.

My interest in DCM is twofold. First, in terms of research, although there are a lot of culture-change tools available, DCM is one that is very systematic and it is a research method that allows for a genuine measure of care provided as well as the related well-being. When you are finished with a mapping session, there is a wealth of qualitative and quantitative data to be analyzed. Secondly, I saw DCM as a tool for teaching a person-centered care approach to students in my classes in long-term care and in allied health. One of the things that is happening in the culture change is that we are trying to change people who are already in the organizations that are helping people with dementia. But isn't it wonderful when we can reach students before they get into that setting?

At the University of Bradford, I did several things. I did in-depth, qualitative interviews with the people who founded and are the strategic leads in Dementia Care Mapping in the U.K. I did a series of focus groups with people who are trainers in DCM as well as people who just came out of training sessions at both the basic and advanced levels. I did a policy analysis and organizational cultural analysis of some of the model U.K. facilities that are using DCM. And finally, I apprenticed and taught DCM courses at both the basic and advanced levels in the U.K. and have done so since returning to the U.S.

Several things came out of this U.K. experience. Certainly the role of leadership is critical, not only at the level of administrators within a long-term care facility, but also at a higher level of government. We need to have leadership in order for DCM or other culture change tools to really become a part of routine care for people with dementia. Second, the whole emphasis on person-centered care and having a culture of person-centered care is critical before any tool can be implemented. So DCM by itself will never change care, but once it exists within person-centered culture, it is very effective. Third, there need to be policies, again, at the governmental level as well as at the institutional level for supporting DCM. It is intensive in terms of resources. You need time, you need money and you need expertise in order to implement it. And fourth, I had done a lot of reading of the literature and understood that DCM was a very powerful tool that could influence the quality of care. But what I also realized when I was in the U.K. is that it is a double-edged sword. Sometimes it is used in a way that actually can injure staff or injure people if it is used in a way that would set one caregiver against another. So it is a very powerful tool that needs to be used carefully.

As I mentioned earlier, 600 people have been trained in the U.S. to use DCM. However, I did a survey a few years back that indicated that most of the people who had been trained in the United States, in fact, were not using it. So I wanted to understand some of the issues involved in transferring this technology from the U.K. to the U.S. One of the first that hit me when I was over there was the geographic challenge. The individuals involved in DCM in the U.K. all know each other, they are in a tighter circle, they can see each other. It took a lot of convincing on my part to get them to understand that we are a much bigger country. So the geographical challenge is one issue. A second issue is the social policies. One of the major impetuses for DCM in the U.K. is that the National Health Service has mandated that all long-term care facilities actually indicate that they are using some tool for person-centered care. And we do not have anything equivalent to that here in the United States. And third is cultural applicability. Certainly we have a different diverse set of individuals in this country. But we also have a uniquely American culture, and how that translates from one culture to the other is something to be cognizant of in the translation process.

So, how have I used this in teaching? In a number of ways. I teach a class in Principles in Long-Term Care Administration, and I integrated not only DCM, but all of the culture-change tools into the regular lecture materials that I use in that course. I also taught a DCM basic course off campus at NIU Naperville and have continued to teach other basic courses through the strategic lead here in the United States. I have worked with three graduate students and one undergraduate student in independent study projects helping to change people one at a time and influence and educate them about DCM. As a result, I have worked with two professors, one in Physical Therapy and one in Nutrition to implement something called The Aging Game, which is empathy training for people in the allied health professions so that they can understand better what it is like to be an older person, particularly an older person with dementia.

So, in the future, in terms of research, I certainly would like to replicate the study that I did in the U.K. here in the U.S. I would like to examine more of the applicability issues of bringing DCM more into the U.S. contexts as well as the PCC, Person-Centered Care approach. And in terms of teaching, I would like to expand to the NIU students more knowledge about culture change, more knowledge about DCM as well as increasing community efforts with Outreach and off-site teaching as well. The hope is that with more people knowledgeable about the process and more people able to utilize the process, that the care for people with dementia will improve in the future.

At this point, Chair Murer recognized Trustee Manny Sanchez who had joined the meeting via teleconference.

When it comes to a definition of sabbatical, Trustee Boey said, when mentioned outside in the community, everybody has a different definition of what sabbatical is. However, we within the university all know that it is a very worthwhile situation as this wonderful report has proven.

In answer to a query from Trustee Boey, Dr. Douglass stated that there is a difference between dementia patients in the U.K. and the U.S. for several reasons, but there also are cultural issues that are different. Basically, in the U.K., there are a lot of people on this DCM bandwagon, so this is a big movement in the United Kingdom. And it certainly is having an impact on the care that is being provided. I did not mention them earlier, but there are several other culture-change tools that are being used across the United States. There is a good number of them, including the Eden Alternative and WellSpring, and I believe that these are also improving the quality of care for people with dementia. But what is unique about DCM is that it has this research component that allows you to get the qualitative and quantitative research that can actually tell you beyond anecdotal data what is really happening with patients. It is strictly an observational method, looking at body language and looking at affect, nothing that is at all invasive.

Next Dr. Alden introduced Dr. David Kyvig. David Kyvig came to the Department of History after 28 years at the University of Akron, during which time he was a Fulbright Professor in Norway, Provost Alden said. He was also awarded the Bancroft Prize, widely regarded as the most prestigious book prize in American History, for his 1996 book, *Explicit and Authentic Acts: Amending the U.S. Constitution, 1776 to 1995*. The book was also a History Book Club selection. Professor Kyvig was named an NIU Presidential Research Professor in 2000. Since coming to NIU, in addition to teaching Constitutional and recent American history, Professor Kyvig received fellowships from the American Council of Learned Societies, the National Endowment for the Humanities, the Woodrow Wilson International Center for Scholars. Professor Kyvig's sabbatical research focused on the development of a book-length manuscript addressing a wide-ranging consideration of impeachment in the United States during the last half century.

A summary of Dr. Kyvig's comments follows:

Thank you for having me this morning, and thank you for supporting my work. It is a very odd experience to be here, because one of the members of this Board is my seminar student. Andy Nelms is used to my grading his work, and now he is going to grade my sabbatical. I hope you will be generous.

On National Public Radio, recently, there has been the report of a psychological study of multitasking, and some of you may have heard this report on Morning Edition last week. The

conclusion was that different areas of the brain are affected when we focus on a single topic as opposed to when we multitask. Now, we are all in the multitasking era, but according to this study, the hypothalamus is affected when we can concentrate our efforts on a single topic. And other areas of the brain take over when we are involved in multitasking. The ability to have a sabbatical and focus the way I have been able to leads me to say my hypothalamus thanks you along with my conscious brain. I have had, I think, the longest sabbatical on record in that the Woodrow Wilson International Center for Scholars in Washington gave me a fellowship in 2004-2005 to begin my project called the "Age of Impeachment." My sabbatical kicked in while I was finishing up at the Woodrow Wilson Center and was then followed by a national endowment for the Humanities Fellowship that allowed me to continue the progress I had made. So I had two and a half years of hypothalamus work.

My focus actually grew out of teaching a course in "America Since 1960" here at Northern Illinois University. As I taught this course, I began to think about how we define the period since 1960. I first taught this course in the fall of 1999, just after the Clinton episode. And I realized as a constitutional historian that impeachment, which for most of American history was an unused or rarely used constitutional device, starting in the 1960's has become much more frequently used. We started in 1961 with billboards going up saying impeach Earl Warren. Early in the Nixon administration, there were two efforts to oust Supreme Court justices – one successful, having to do with Abe Fortas, and one unsuccessful, having to do with Gerald Ford's effort to impeach William O. Douglas. Then we had Spiro Agnew asking to be impeached because he thought it would allow him to avoid being indicted and removed from office for corruption. He thought Congress actually did not know how to do impeachment, and he could stall them off for the rest of his term. The House of Representatives, incidentally, said "No, we don't have to impeach you before you can be indicted." Then he cut a deal and resigned. But that created a situation where the Congress was much more willing to consider impeachment for Richard Nixon, because impeaching Nixon did not mean that Spiro Agnew would become president. At any rate, we have continued to have a frequent use of impeachment since that time. There was serious consideration of impeaching Ronald Regan. And one learns quite a bit from examining the Iran-Contra Affair and seeing why Regan was not impeached. There have been a series of federal judges impeached, tried in the Senate and removed from office, and, of course, the Clinton case.

Why has impeachment become so much more frequent in our recent past? That was what I set out to explore. And during my time at, first, the Woodrow Wilson Center, I got to interview quite a number of people involved in impeachment starting with the director of the Woodrow Wilson Center, Lee Hamilton, who had just finished the 911 Report and still had the Iraq Study Group Report in his future. But it may often be forgotten, he co-chaired the Iran-Contra Affair investigation, and he opened doors for me all over Washington. I have had a whole series of really interesting interviews, including Bob Woodward; John Dean; Daniel Inouye from the Irvin Committee Hearings; everybody's favorite Saturday morning voice on the radio, Dan Shore and his colleague, Nina Totenberg; a number of members of Congress, including Former Minority Leader Bob Michael, Former Speaker Tom Foley; and a series of others. I spent most of my time examining papers at the National Archives at the Library of Congress. And in one of my efforts to try and unlock the key to how the public perceived impeachment, I went through the cartoons of Herb Block, the long-time cartoonist for the Washington Post, nationally syndicated creator of many of the most powerful images of impeachment to reach the public – an abstract idea given a concrete dimension by his cartoons.

The sabbatical in the Fall of 2006 was when I began writing, and I have been able to continue writing. I have completed 12 of my 14 chapters and have a deadline with my publisher of August 15. So, I am going to run out of here and back to the keyboard. The book is scheduled to be out in May of 2008, just in time for the next presidential round. I would not have been able to make progress on a project of this magnitude as rapidly as I have been able to were it not for the generous support of this university. And I hope the book, when it comes out, will justify that support. But as any historian knows about predicting the future – it's too early to tell.

When asked by a Trustee why impeachment is more frequent today than in the past, Dr. Kyvig stated that there are several reasons. First of all, he said, it is a barometer of the nastiness of our politics over the last 40 years. Much of this originates in the effort of the Nixon Administration to remake the Supreme Court and, for political reasons, initiating a couple of Supreme Court impeachments and putting the concept in our consciousness in ways that it had not been for decades, then the increasingly divisive behavior of Congress in the post-Watergate era. And then, finally, simply the fact that the Congress learned how to do impeachment. The more they did it, the more they realized it was a manageable process. The impeachments of three federal judges in the late 1980's were the first Senate trials of impeachment targets in this period, and the Senate found out that they could manage impeachment trials, convict and remove people from office. The last person they impeached, a federal judge from Florida by the name of Al C. Hastings, three years later was elected to Congress himself, where he still sits. And the fact that it was a clear reminder to the Congress that impeachment was not capital punishment, that there was political life after impeachment, I think contributed to a more casual attitude about using the impeachment device, and most notably in that regard, the episode with President Clinton.

I think it is quite interesting to note, UAC Representative Stephen commented, that the background of impeachment is changing with the states suddenly discovering their rights under the *Constitution* for calling Constitutional Conventions and calling for impeachment. Even while you are writing this book, there is a bill in Congress dealing with this issue.

The last time I tried to write a book on a constitutional issue that had contemporary impact, Professor Kyvig said, I did not have the support that I have had on this sabbatical, and it took me 16 years to complete that book on the amending process. And when I started, the last two chapters had not even taken place. So, I have an agreement with my publisher that if something really dramatic happens this summer or by the time the manuscript is due, we will hold off with the publication for a while. And, if there is a surprise impeachment after we have gone to press, there will be a very quick second edition.

This past Monday, for the first time, Student Trustee Nelms said, I had to miss one of Professor Kyvig's seminars because I was in meetings in Springfield. So, I suppose it is karma that Dr. Kyvig and I find ourselves in the same room today. But I want to offer my first-hand experiences and stress, especially in this case, the importance and the benefit of sabbatical in the classroom, not only for myself and the other History graduate students, but also for undergraduate students, which is just as, if not more, important to gain the benefit and the experiences of the recipients of these sabbaticals.

I would like to thank the Provost for bringing these two distinguished professors to us today, Chair Murer said. There are two key elements to academe. We all know that teaching in the classroom is one, and that is what the public realizes that education is about. But a great university is built also on its research and its writings. When a sabbatical is used appropriately, that is the time for writing and for discovery of new ideas that are then brought back to the classroom. So, without the second half, the sabbatical, without the opportunity to have time to think and ponder, to research and write, we then stagnate as a university. So, this is very important. But I think it is critical, Provost Alden, that you have brought these professors to this Board and to this community, because it is important that we continue to verbalize what it is that you do. Your colleagues know about it internally, but we need to speak loudly about what is being accomplished. And the more we do that, then perhaps there will be a greater acceptance of not only the need, but the essence of sabbaticals, research and writings as being essential to a fine university.

Actually, Trustee Boey said to Provost Alden, through the years, when we first started as a Board of Trustees, in-depth discussion on sabbaticals was nowhere near the level it is today. So we thought it was important each year to use this occasion to educate the public about how important it is. And I am happy that you are continuing this kind of emphasis on it, not so much for those of us within the university, but for the people outside the university.

Thank you very much, Dr. Alden said. And now I would like to present the names of the faculty who are recommended for sabbaticals during FY08. There are 52 faculty representing 33 different departments. As previously mentioned, these are the result of a very rigorous proposal review process at all levels of the university. Chair Murer asked for a motion to approve the Recommendations for Faculty and

Supportive Professional Staff Sabbatical Leaves for the 2007-2008 Academic Year. Trustee Boey so moved, seconded by Trustee Strauss. The Chair then asked for a roll call vote, which was as follows:

Trustee Boey	Yes	Trustee Sanchez	Yes
Trustee Strauss	Yes	Student Trustee Nelms	Present
Chair Murer	Yes		

The motion was approved with four voting yes and Student Trustee Nelms voting Present.

Agenda Item 7.c. – Request for a New Minor

The Division of Statistics in the Department of Mathematical Sciences in the College of Liberal Arts and Sciences proposes a new minor in Actuarial Science, Dr. Alden said. The minor will require the completion of at least 29 hours designed to prepare non-math and statistics majors with the background needed to enter the actuarial profession. Specifically, it is designed to aid these minors in passing the standards of the Society of Actuaries and the Casualty Actuarial Society. The minor will be designed to serve the growing demand for actuarial professions in the region. This minor not only will prepare the students for disciplines outside of the math majors to pass the exams but also will prepare them to become certified actuarial scientists.

When asked how the degree would read, Dr. Alden stated that it would be a minor in whatever discipline they were in, such as a Business major or a Social Science major with a minor in Actuarial Sciences. This is strictly for those not majoring in math. It prepares them in probabilities and statistics which they will need to be able to pass that more mathematical component of the exam. UAC Representative Buck Stephen, an associate professor in Mathematical Sciences, stated that the minor is not intended to prepare students to pass the whole series of tests, but the first two examinations, which essentially cover a lot of financial material used by people not in the actuarial science profession. Chair Murer asked for a motion to approve the request for a new Minor in Actuarial Sciences within the Division of Statistics in the Department of Mathematical Sciences. Trustee Sanchez so moved, seconded by Trustee Boey. The motion was approved.

Agenda Item 7.d. – Request for Degree Authority at Regional Site

The university seeks approval from the Board of Trustees to offer the existing B.S. in Technology with an Emphasis in Industrial Technology degree in Region 3, the West Suburban Region, Provost Alden said. The requirements for the degree both off campus and on campus will be the same in course content. The off-campus degree, however, will be designed to serve the working safety and manufacturing professionals who want a local site for education. In other words, this is for full-time workers who would like to advance in their degrees on a part-time basis, particularly in the evenings. The degree is designed for individuals with a Technical Associate of Applied Science degree from Illinois community colleges. The degree emphasizes supervising and managerial skills and will be offered in NIU Naperville as well as through on-line and hybrid courses. No new resources will be required.

In reply to a query from Trustee Strauss, Dr. Cassidy stated that the Department of Technology began offering courses in Naperville to see if there was, in fact, a need. Currently they have had consistent enrollments of 15 students in the courses offered there. However, until we receive approval from the Board of Trustees and the Illinois Board of Higher Education, the university cannot advertise the degree program. Upon approval of this request from both boards, we can make an announcement that it will be a full degree program. After approval, an increase in enrollments is anticipated at that site. This is also part of the partnership that we developed with Waubensee and Elgin Community College to serve students in the western suburban area, she said, and Naperville is a good point for students to meet from both directions as part of those partnership degree programs. Chair Murer asked for a motion to endorse the request for off-campus degree authority for the B.S. in Technology in Region 3, the West Suburban Region. Student Trustee Nelms so moved, seconded by Trustee Strauss. The motion was approved.

Agenda Item 7.e. – Request for New Emphases and Specializations

Agenda Item 7.f. – Requests to Delete Emphases

Dr. Alden explained that specialized subdivisions of undergraduate degrees are called emphases, and subdivisions of graduate degrees are called specializations.

The Emphasis in Actuarial Science within the B.S. in Mathematical Sciences is complimentary to the Minor in Actuarial Sciences but is designed for Math and Statistics majors. It is, likewise, designed to provide a supply of actuarial science graduates in a heavy demand area for insurance, health, pension and retirement agencies. There are no new courses or funding required for this emphasis.

The Emphasis in Electrical and Computer Engineering within the B.S. in Electrical Engineering provides a strong focus on design, development and operations of systems that generate and use electronic signals, including computers. The emphasis provides the depth and breadth of knowledge in computer systems. Again, no new courses or funding will be required for this emphasis.

The Emphasis in Biomedical Engineering within the B.S. in Electrical Engineering is designed to supply workers in the regional biomedical engineering companies and in other medical, dental and pharmacological corporations, as well as for graduate programs. In addition to Electrical Engineering courses, various science, math, biomedical and health sciences courses will be included in this emphasis. No new courses beyond those existing in the College of Engineering and Engineering Technology and Liberal Arts and Sciences or additional funding will be required.

The Emphasis in Health and Systems Engineering is within the B.S. in Industrial and Systems Engineering. The courses are within the Industrial and Systems Engineering program with additional courses in public health, health planning, healthcare and economics, financial management and healthcare organizations. The health system design project will be a capstone in this emphasis. The focus will be on work scheduling, resource and risk management, safety, costs and operations. No new courses will be required because they are existing in the College of Engineering and Engineering Technology and the College of Health and Human Sciences.

The Specialization in Applied Radio Frequency within the Master of Science in Electrical Engineering will allow students to focus on the technology of wireless devices which has diverse industrial applications. It is also extremely important in the national labs, such as FermiLab and Argonne, in the development of accelerator technology. This will be a collaboration with the Department of Physics and FermiLab. We have hired a new faculty member in this area, so between that human resource and a new grant that has provided equipment from the Illinois Department of Commerce and Economic Opportunity, we have the required resources. Faculty and scientists from FermiLab will work with the college faculty to supervise the theses. Thus, existing courses will be used, and no additional funding will be required.

The three Specializations within the Masters of Music – Music Education, Music Performance and Individualized Study – are a little different from the previous specializations in that they already exist as areas of study. We are suggesting that they be changed to specializations so that they appear on students' transcripts in acknowledgment of the area of specialization in their graduate program.

Occasionally we ask to delete emphases as well, Dr. Alden said. A department will review their degrees and propose to delete emphases that no longer serve their intended purpose or are not as important as they once were. In this case, the Department of Sociology within the College of Liberal Arts and Sciences has requested the elimination of four emphases in – General Sociology, Criminology, Sociology and Applied Sociology. The decision to make these requests was largely based on a recent national study by the American Sociological Association Task Force on the undergraduate major, which recognized that the degree needs to be strengthened and focused and that these emphases tended to dilute the focus of the degree. We actually are changing the curriculum, and this will allow us to increase upper-division courses in the curriculum. We did a survey of prospective employers who also agreed that they wanted stronger majors and that the topics of the emphases were not as relevant, because employees are provided training for these sorts of skills once they are hired into a profession. It also allows students a more flexible career path into various industries. Alumni and current majors who we surveyed agreed that this was a reasonable approach. Bill Minor, Associate Dean of the College of Liberal Arts and

Sciences, stated that all students currently enrolled in the four deleted emphases would be allowed to complete their studies in those areas.

Chair Murer asked for a motion to approve the requested new Emphases in Mathematical Sciences, Electrical Engineering, and Industrial and Systems Engineering; the Specializations in Electrical Engineering and Music; and the request to delete emphases in Sociology. Trustee Sanchez so moved, seconded by Trustee Strauss. The motion was approved.

Agenda Item 7.g. – Oral English Proficiency Annual Report 2005-2006

Public Act 84-1434 requires that governing boards take appropriate steps to insure the English language proficiency of all individuals who provide classroom instruction, Dr. Alden said. NIU has taken a series of steps to make sure that instruction is not affected by lack of English proficiency. For instance, graduate teaching assistants with native languages other than English must pass a test of spoken English at a proficient level. Assistance for instructors and faculty is available in two programs, the English As a Second Language program in the Department of English, and the Speech and Hearing Clinic in the Department of Communicative Disorders. Students are told about the English proficiency requirements in a number of venues, including the catalog, the class schedule, the graduate catalog, orientation sessions, and UNIV101, which is the college preparation course. Students are informed about the procedure to communicate complaints about English proficiency issues. This year's report actually shows that there was one individual who had two complaints. Those complaints were handled appropriately, and the issue has been resolved.

Agenda Item 7.h. – Fiscal Year 2007 Increment Summary Report

The Fiscal Year 2007 Increment Summary Report detailed the salary increment guidelines, approved by the Board of Trustees on June 15, 2006 to be effective July 1, 2006, and the midyear salary increment allocation approved at the December 7, 2006 Board meeting, which was effective January 1, 2007.

Agenda Item 7.i. – Annual IBHE Report on Underrepresented Groups 2005-2006

The Annual IBHE Report on Underrepresented Groups for the 2005-2006 Academic Year focused on individuals with disabilities. The report was organized into four sections: the best practice program or initiative that exemplifies this year's topic; services provided by the Division of Academic and Student Affairs to support underrepresented groups; tables that illustrate the personnel and funds budgeted to each program serving students, faculty, and staff members who have self-identified as minority, female, or disabled, with tables that also include enrollment data for underrepresented groups and freshman retention rates by racial/ethnic category.

NEXT MEETING DATE

Chair Murer announced that the next meeting of the Academic Affairs, Student Affairs and Personnel Committee is scheduled for Monday, June 11.

ADJOURNMENT

There being no Other Matters, Chair Murer asked for a motion to adjourn. Trustee Strauss so moved, seconded by Trustee Sanchez. The meeting was adjourned at 10:11 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins
Recording Secretary