

Minutes of the  
NIU Board of Trustees  
**ACADEMIC AFFAIRS, STUDENT AFFAIRS  
AND PERSONNEL COMMITTEE**  
March 3, 2011

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Chair John Butler at 8:33 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, Barbara Giorgi Vella, Student Trustee Matthew Venaas, Committee Chair John Butler and BOT Chair Marc Strauss. Trustee Robert Boey entered the meeting in progress. Not present was Trustee Myron Siegel. Also present were Committee Liaison Ray Alden, President John Peters and Acting Board Parliamentarian Gregory Brady. With a quorum present, the meeting proceeded.

**VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING**

Confirmation of Open Meetings Act public notice compliance was provided by Acting Board Parliamentarian Gregory Brady.

**MEETING AGENDA APPROVAL**

Trustee Strauss made a motion to approve the meeting agenda. Trustee Murer seconded the motion. The motion was approved.

**REVIEW AND APPROVAL OF MINUTES**

It was moved by Trustee Strauss and seconded by Student Trustee Sorsby to approve the minutes of the November 11, 2010 committee meeting. The motion was approved.

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

Under University Reports, Chair Butler said, we have five action items and three information items. The March meeting of this committee is of particular importance for the faculty because this is the time of year that the Board acts on recommendations for faculty and supportive professional staff sabbatical leaves for 2011 and 2012. In conjunction with this item, a faculty member who has recently completed his sabbatical will provide the committee with a summary of his research. We will also hear an annual report on the outcomes of sabbatical leaves for 2007 through 2008 and a report on outreach and engagement developments. There are several programmatic issues on the agenda, including a request for new emphases; a request for new minors; a request to delete a specialization; and the Annual Report on Oral English Proficiency for the 2009-2010 Academic Year, which provides information on NIU's procedures for insuring that those who teach in classrooms are proficient in spoken English.

The Chair recognize University Advisory Committee Representatives Ferald Bryan and Kerry Freedman. Dr. Bryan stated that, as a UAC member, he would especially like to thank the committee for its continued support of faculty sabbaticals.

I would like to acknowledge the hard work everybody is doing at this particular stage of the academic term, the Chair said. Spring break and midterm examinations are coming, and there is a good deal of activity on the campus. The Board appreciates all the hard work that the faculty, staff and students are engaged in at this particular time of the year.

## **PUBLIC COMMENT**

The Chair asked Acting Board Parliamentarian Gregory Brady if any members of the public had registered a written request to address the Board in accordance with state law and Board of Trustees *Bylaws*. Mr. Brady noted that he had received no timely requests to address this Board committee meeting.

## **UNIVERSITY REPORT**

### **Agenda Item 7.a – Faculty Report on Sabbatical Leaves**

During the presentation of the sabbatical productivity and the requests for new sabbaticals, Provost Alden said, we have a presentation by a faculty member who discusses what they were able to accomplish during their sabbaticals. This year's presenter is Professor J. D. Bowers, an associate professor in the Department of History. He is also Director of NIU's Genocide and Human Rights Institute, and the coordinator of the Secondary History and Social Sciences Teacher Education Program. He received his B.A. degree in Government from the College of William and Mary, and his M.A. and Ph.D. in History from Indiana University. Professor Bowers is a former high school history teacher with international experience. He is the recipient of several collegiate teaching awards, including a Fulbright and NIU's Excellence in Undergraduate Teaching Award and Outstanding International Educator Award. He has served as the Lead Historian or Historian in Residence for four Teaching American History Grants and has participated in four others, working with 20 different high school districts and nearly 300 teachers. He is the author of numerous publications on religion, genocide, human rights and the United States in a global context. Dr. Bowers' courses at NIU include history of genocide, religious history, human rights, United States and the World, history and social studies. He also teaches a summer study abroad program in Turkey and Cyprus and works with the U.S. State Department and Mideast through a grant to bring peace in Cyprus among high school students. Professor Bowers has served as mentor for numerous NIU undergraduate students' research projects through initiatives including USOAR, URAP and Research Rookies.

Professor Bowers began by thanking Provost Alden and Board members for inviting him to speak on behalf of the faculty. I want to give a quick summary of my sabbatical plan, Dr. Bowers said, and then discuss how the research of my sabbatical period has enriched my teaching and my engagement with students and outreach for the university. My original sabbatical plan called for full time research and writing on a book project on the relationship between religion and the U.S. Human Rights Policy. During my sabbatical in the spring of 2009, I accomplished a substantial amount of research, including visiting five archives and finalizing two chapters of a planned seven. Since that time, two more chapters have been completed with a prospect of actually completing the book by the end of this summer. Out of those chapters and that research, I was able to draw more than ten different conference papers where my ideas were presented and vetted by colleagues in the profession. Since I can never work on just one project, I did a lot of work on a second project which was to develop my programs in Cyprus and Turkey, including a study abroad; a divided societies project, out of which I have been working with the embassy and AMED East; as well as applying for a new Fulbright Grant to bring more Cypriot students into our program. I also developed many new materials for my courses on genocide studies in the United States and the Middle East.

I firmly believe that the research time provided me the ability to do intensive research for both service and teaching, something that we often overlook, and the research enriched my teaching in many ways. I have new units of study in each of the five courses in my normal course rotation, including U.S. History since 1865, U.S. Religious History since 1865, and History of Genocide. I have even incorporated new units on genocide and human rights into my secondary teaching methods course in which I am teaching the student teachers how to teach, and both my graduate level and honors courses. Some of these units include Islam, U.S. human rights development, American imperialism, U.S. responses to genocide and, even through the support of the new environmental studies program I received a mini-grant to work on a unit on oil and the United States. I have created two new courses of study as a result of my sabbatical, including U.S. in the Middle East and the Cyprus Problem, a course I'm currently teaching to 15 honors students this semester. I have brought guests to campus as a result of my work in outreach where we have been able to engage our students in the issues I am studying, including Ambassador Kakouris from

the Republic of Cyprus; Representative Hilmi Akil from the Turkish Cypriot community; Ambassador David Scheffer, U.S. Ambassador-at-Large to the U.N.; as well as other guests of international governments. I have brought survivors from genocides and human rights atrocities to campus. And I have brought students from Cyprus to our campus so that our students could engage in understanding the intractable problems of the Middle East and Europe.

My students benefit through teaching about conflict and conflict resolution and problem solving, issues that we all need to confront in the world. It exposes them to a larger world. As you know, most NIU students come from a six county area, and only two percent of our students study abroad. If they are not all able to go abroad, I am hopeful that I can continue to bring the world to them. It has given many other students the foundation for their own projects through URAPs (Undergraduate Research Apprenticeship Program). I have sent two students to Cambodia to work on a genocide studies project through USOAR (Undergraduate Special Opportunities in Artistry and Research), and I currently have a Research Rookie looking into business practices in Cyprus as a result of the conflict.

My sabbatical has given me renewed drive and determination. It has rejuvenated me. It has reaffirmed my work. The semester I came back from my sabbatical was an adjustment period mostly because I needed to take everything that I had amassed – all the contacts I had made, all the documents and materials and connections – and fit it into what I was doing. I am still not through all of the materials, which is a good thing in that I expect to have continued dividends from the time I spent on my sabbatical: more enhanced units, more enhanced courses and different programs that are yet to come, which to me is both the short- and the long-term value of my sabbatical.

Given what is happening in the Middle East, Trustee Boey said, I presume you are going to make a trip back there to renew what you have seen, and I am curious what your general statement would be on genocide in the United States. I firmly believe that the United States perpetrated genocide against Native Americans, Dr. Bowers stated. We have the research and the documentation to establish that. The United States has participated in actions that have led to genocide or been complicit in some of those actions. That is the reality of the modern state. There are few nations that can absolve themselves of that. It does not make that nation any less of a nation. We are fortunate in the United States that we can come to terms with these things far better than Turkey, which is a nation that I study. Turkey has continued to not address and not deal with its genocide, and Turkey has suffered for that.

My experience in the Middle East is obviously more limited than yours, Trustee Boey said, but looking at what is happening in Libya today, there are going to be more elements for you to go back and take a look at. Absolutely, Dr. Bowers replied, and almost immediately accusations of genocide have been put forth from Libya. As you know, in Libya, Kadhafi has been referred to the international criminal court for hearings on crimes against humanity at the very least if not genocide. Right now, genocide scholars are actively debating what the realities are through our LISTSERV and through communications, whether or not genocide should be pushed forward, and whether or not the United States should be involving itself in preventing further development of atrocities.

Chair Butler asked Dr. Bowers to talk a little bit about the challenges he has found in the classroom when attempting to get students to connect with and appreciate their nation's involvement or just understanding the situations he talks about in these other nations. It is a matter of discussing with them that there is not always a right and there is not always a wrong – there are always gray areas. The eventual outcomes of the things that various nations do sometimes are not the intended purposes, so you discuss with the students the various historical developments that take place and the fact that these things did not have to happen. Some of these things are not always clear cut. Many genocides lack the documentation that students would like. They want to have the documents that say this is exactly what we are going to do. They do not always develop that way by any stretch of the imagination. I always point to Rwanda, for example, as a society where there is very little disagreement about what happened and that it was genocide; and it is a society that is in full, but flawed, healing today. And I can point to other examples that the students can then identify with.

In reply to a question from Chair Butler on the process of developing conference papers and then what happens at these conferences, Dr. Bowers stated that usually conference papers are called for depending upon the organization – how large it is, how many people attend the conference – anywhere

from a year and a half to six months prior to the conference. They are always vetted by professional colleagues who sit on the conference panel. It is a lengthy process. I just finished serving for the American Historical Association's annual conference where we chose close to 350 panels, Professor Bowers said, so that would be almost 1,500 scholars participating. Then you usually have to submit the papers to the panel chair prior to the conference so that the panel chair can read them and prepare their comments. Increasingly, in history at least, we are precirculating our papers so that colleagues who wish to attend your session can actually read them and come to the session. Usually that results in follow-up where I will send people who were in the audience a copy of the paper and get feedback from them as well.

#### **Agenda Item 7.b. – Second Annual Report on the Outcomes of Sabbatical Leaves**

Two years ago, Provost Alden said, then-Chair Murer asked for a synopsis, not just of what one or two of our faculty had done, but kind of an overview of what all the faculty who had been granted sabbaticals had accomplished.

Vice Provost Virginia Cassidy gave an overview of the report. As the Provost has indicated, we are presenting our Second Annual Report on the Outcomes of Sabbatical Leaves for faculty and staff who were on leave in the 2007-2008 Academic Year, Dr. Cassidy said. Of those who were awarded sabbaticals, 42 accepted, and all of them reported on the outcomes of their work. As you can see from the items enumerated in the summary, they were very productive in generating scholarly works that included written publications, journal articles, books, book chapters, reports and other documents. They were also presenters at almost a hundred conferences. They presented in venues that ranged from Canada to China, from Eastern Europe to Central America, as well as at national and regional meetings. Our artists presented art exhibitions and had several one-person shows, which is one of the major venues for their scholarly work. In addition, they were successful in bringing external grant funding that totaled close to \$5 million to support their ongoing work.

Amidst all that activity, they were also involved, as Professor Bowers reported, in integrating their work into their graduate and undergraduate courses by either creating new courses or enriching existing courses to which they were assigned. While all the faculty did not report on the number of students who had enrolled in those courses, those who did indicated that more than 200 students annually were affected by the outcomes of the sabbatical research that had been presented. That work is ongoing, so it is not just work that was accomplished during the sabbatical leave during a single semester, but that work continues as conferences are scheduled, post-sabbatical, as writing continues and publications are submitted for peer review and then appear in journals and other publication venues. This is not a one time or isolated event in the life of a faculty. It is part of their overall program of scholarship.

The last section of the report gives some reflections of the sabbatical from our faculty. Not only are they appreciative of this time, but they believe that it helps them to be both productive scholars and teachers and helps to engage them in other aspects of the university community and their interactions with students.

I am delighted that we continue to look at this from a macro perspective, Trustee Murer commented. What really strikes me here is that if we enforce it, a sabbatical is not just singular in nature, it is not for the individual alone. It really has contribution to the university, not only internally, but also with that external dimension of the conferences and the thought process of identifying new funding. Asked whether or not there is a predetermination of the topic for sabbatical and whether it is vetted through the deans or some other process, Dr. Alden stated that the sabbatical process is quite a lengthy process normally starting well in advance of a year of a faculty member making connections, usually away from campus, often in other countries, with a host institution, making arrangements or maybe even getting a Fulbright Scholarship. They then put together their application which is vetted through the department and the college and eventually comes to the University Council Personnel Committee where they are ranked. After the person takes the sabbatical, they produce a report within 60 days. That report is reviewed by their personnel committee. Both the chair of the department and the chair of the personnel committee and the dean sign off that they basically have accomplished what they said they were going to accomplish in their proposals. Obviously, that is just the starting point. As Professor Bowers indicated, sometimes it takes months to years before even the first presentations are accepted for conferences, and

books and journal articles may take much longer. The impact the sabbatical can go on thereafter, not only in the professional life of the professor but also in the academic impact of the students who will be involved in these courses.

In reply to a query from Trustee Boey regarding eligibility for sabbatical, Provost Alden stated that the faculty member has to be tenured. There are one-semester or yearlong lengths of two consecutive semesters for sabbatical. There is generally a six- or seven-year period before someone can be considered again. If someone gets an award, such as a Fulbright Scholarship, oftentimes that involves at least a full year because their time and expenses are being paid.

#### **Agenda Item 7.c. – Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2011-2012 Academic Year**

This year, Provost Alden stated, 40 faculty and one Supportive Professional Staff (SPS) member from 23 departments and six colleges have been recommended to the Board for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2011-2012 Academic Year. Dr. Alden explained that the sabbatical professional staff leave was a professional development leave. SPS have to go through a process similar to faculty taking the leave to enrich their professional skills and then come back and share those skills with the university. Dean of the College of Liberal Arts and Sciences, Chris McCord, explained that the SPS applicant, Greg Ross oversees the Foreign Language Undergraduate Residence Program (FLURP), which provides a language immersion experience for students in a residential setting. As Dr. Bowers noted, we have many students who cannot go abroad to practice their foreign language experience, Dean McCord said, so they try to create such an opportunity here, so professional staff have ongoing professional development needs. Professional staff often fulfill roles that fit very closely alongside the instructional mission. While Greg Ross's work is not direct student instruction, he is fulfilling a mission that is closely allied with instructional mission of the Foreign Language program in providing a language immersion experience that allows these students to refine their skills. His professional development opportunities are directed towards improving the experience he is providing. Support staff here does not imply people who have a behind the scenes role; these are people who have direct contact with students and are developing those skills in order to enhance their connection with the students.

This is the only exception to the tenure rule, Dr. Alden explained. These individuals often have advanced degrees and, as the dean indicated, oftentimes are not directly involved in teaching, but they clearly have an impact on engaged learning. They are professional staff simply because they are not a tenure track faculty member.

Each year when we hit this subject, Trustee Boey said, it always comes back to remind me that sabbatical leave is probably one of the most misunderstood terms in the community. It is always associated with a free vacation. I do not know what we can do as a university, and maybe the media here can help us, but somehow, some way, we have to better communicate to the general community what sabbatical is all about and the good it does for a given university.

You can see by Professor Bowers' presentation as well as the summary report, Provost Alden said, that faculty are working in some cases much more extended hours during sabbatical than they may be while they are on campus, simply because it is a very concentrated effort and they recognize the value of being able to focus their concentration on their sabbatical projects. It is not a vacation by any means. Quite the opposite, it is more like a boot camp of scholarship in some ways.

Chair Butler asked for a motion to approve the Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2011-2012 Academic Year. Trustee Murer so moved, seconded by Trustee Vella. The motion was approved.

#### **Agenda Item 7.d. – Requests for New Emphases**

The Provost reminded the Board that an emphasis is a focus area within an undergraduate degree; a specialization is the same thing within the graduate degree. We make very strong use of this particular type of focus at this university because it allows us to be agile, he said, so that we do not have to go after a new degree and complete that whole process through the state every time a variation on the theme

occurs, to meet needs and opportunities in the area. Many of these, you will find, come right out of the strategic planning process as well as meeting needs of our external constituencies and student demands.

The Emphasis in Sustainable Energy within the Mechanical Engineering Department relates to one of the focal areas of the strategic plan of energy and alternate energies as well as the environment. It recognizes that energy generation and sustainable conservation are very strong interests in this country and globally, and that engineers need to have the sensitivity. There are entire new areas of sustainable engineering and marine energy that require a focus on this. It will be an area that has coursework in alternate and renewable energies, energy conservation, environmental sustainability and propulsion, as well as heating and cooling engineering. This is something the college and the department have been working on to meet this new need and new focus that we are seeing university-wide.

The Emphasis in Environment and Health within the B.S. in Public Health in the School of Nursing and Health Studies in the College of Health and Human Sciences is to prepare people in areas involving environmental health related issues. It will qualify for licensing within the state as well as at the national level. This emphasis is to prepare individuals to seek careers in education and enforcement activities to promote public health related to the environment, and it also has been developed as part of the strategic planning effort within the school, the college and the university.

The Emphasis in Health Promotion within the B.S. in Public Health is also from the School of Nursing and Health Studies in the College of Health and Human Sciences. This is to prepare people who will be in social assistance settings to promote wellness and to prevent diseases, injuries and other health issues that can be prevented by behavioral changes. It is clearly an important program when you are looking at people who may have health disparities because they are not knowledgeable about issues of health and wellness that perhaps they should be. This, we hope, eventually will lead to a certification or accreditation at the undergraduate level by the National Commission for Health Education Credentialing. Also, this will hopefully be very much of a value added to our students' resumes.

Oftentimes, a course is offered because students are interested and there is a demand, the Provost said. When the demand becomes apparent that they want more, we develop the concept of an emphasis, packaging courses together to give them a holistic view of that focal area.

Prior to development of an emphasis, many of these courses are offered as electives and people seek them out. When we see the focal area being developed because of demands, then we want to make sure it is packaged properly in a focused approach to put on their transcripts that says they have had an emphasis in that particular area. Looking at the degree does not tell a prospective employer that a person has expertise with an emphasis or a specialization in a particular area; only the transcript notes that distinction. Employers usually ask for a resume and a transcript. So, if someone is interviewing for a position, they will say on their resume they did this, and their transcripts will verify that this is what they focused on.

Dean of the College of Health and Human Sciences Shirley Richmond stated that when we package these courses in the various emphases, they are recognized by the accrediting agencies as having a track and an emphasis, so that it also benefits us with the packaging with our accrediting agencies, and also allows the students to have a formalized structure which will allow them more easily to sit for the various certifying exams that they take. If they just have elective courses or scattered courses, they can take those exams, but it is much harder because the students have to go through many more applications to prove that they have had the materials. However, when they have that emphasis, then they are automatically approved to be able to sit for those certifying exams, which definitely impacts on the job market for them.

Chair Butler asked for a motion to approve the Emphasis in Sustainable Energy within the Mechanical Engineering Department in the College of Engineering and Engineering Technology, the Emphasis in Environment and Health within the B.S. in Public Health in the School of Nursing and Health Studies in the College of Health and Human Sciences, and the Emphasis in Health Promotion within the B.S. in Public Health in the School of Nursing in the College of Health and Human Sciences. Trustee Vella so moved, seconded by Trustee Boey. The motion was approved.

#### **Agenda Item 7.e. – Requests for New Minors**

Provost Alden stated that an emphasis is within a major and a minor is offered outside of that major. The Minor in International Marketing will be offered through the Department of Marketing within the College of Business, the Provost said. This recognizes the importance of the global marketplace and the global economy through a number of different disciplines, particularly within the College of Business, that are interested in becoming more aware of this growing global economy that we hope to compete in. This particular minor will provide 18 semester hours in areas such as marketing, global marketing and marketing management; buyer behavior; principles of selling or marketing research and global selling or operations management. We would also provide the opportunity for study abroad experiences to blend in with this particular minor. That is something we have focused on in our strategic plan and President Peters has long talked about the global focus of our campus, so this is a very timely minor to offer for our various majors.

The Minor in Deafness Rehabilitation is being offered by the School of Allied Health and Communicative Disorders in the College of Health and Human Sciences. It will provide students with skills in American Sign Language so they can bring that perspective and those skills into any number of professions, whether it is as a job coach, independent living specialist or various other social services positions, to serve that community with hearing issues. The 18 semester hours will be in elementary and intermediate sign language, rehabilitation services and various perspectives on disabilities. It goes without saying that this is an issue, especially with our veterans coming back with unfortunate war injuries involving various explosive devices and so forth. We feel it is a high demand area.

Chair Butler asked for a motion to approve the Minor in International Marketing to be offered by the Department of Marketing within the College of Business and the Minor in Deafness Rehabilitation to be offered by the School of Allied Health and Communicative Disorders within the College of Health and Human Sciences. Trustee Murer so moved, seconded by Trustee Boey. The motion was approved.

#### **Agenda Item 7.f. – Request to Delete a Specialization**

Specializations are in graduate programs, whereas emphases are in undergraduate programs, the Provost said. Occasionally an emphasis, a specialization or, in some cases, even an entire major needs to be revisited. It may have served its role in the past and is no longer attracting students, or perhaps not serving the original purpose. In this case, we are asking that the Specialization in Comparative and Developmental Administration within the Master of Public Administration be deleted. This particular specialization was aimed at international students from emerging nations to understand public administration from a perspective that they could take back to their countries. We still have major focal areas in international administration, but we have found that this particular specialization has not attracted a lot of interest. There have been only two students enrolled in it since the mid part of the last decade, one of which has now graduated, and we would allow the second person to graduate with this specialization. But the MPA program, which the Board knows is highly ranked nationally, is in the top ten in two different areas. They definitely are not abandoning the international aspect of that, but they are focusing it more on what the students and the external constituencies feel are important.

This is an issue that I had brought up quite a while ago, Trustee Murer said. It is very important that we are constantly reevaluating resource utilization and recalibrating the programs we are offering. As we continue to see the emphases in different programs, this is a confirmation to this Board of Trustees that we are very careful in the utilization of our resources. It is important that we are current, that we are relevant and that we assure the resources we are utilizing are optimized.

Chair Butler asked for a motion to approve the Request to Delete the Specialization in Comparative and Developmental Administration within the Master of Public Administration. Trustee Boey so moved, seconded by Trustee Vella. The motion was approved.

#### **Agenda Item 7.g. – Oral English Proficiency Annual Report 2009-2010**

We are required by state law to bring to the Board the results of the Oral English Proficiency program in the university, Provost Alden said. We take all issues regarding oral proficiency very seriously when it

comes to instructors and faculty. In the five years that I have been here, I have seen the number of cases drop. That has been the case since the beginning of this program because we have the English as a Second Language Clinic within the Department of English as a means of intervention. When some of these complaints from students are investigated, sometimes it may be that their ears are not attuned to accents, and not necessarily a lack of proficiency in the English language. Sometimes the complaints are anonymous, but still must be followed up. I believe we are where we need to be on this in that the program exists, the report exists, the Board is aware of it, and we take it seriously when we hear the students' issues with our instructors. Chair Butler asked for a motion to approve the annual report of the university on its compliance with Public Act 84-1434 regarding Oral English Proficiency for 2009-10. Trustee Murer so moved, seconded by Trustee Vella. The motion was approved.

#### **Agenda Item 7.h. – Outreach and Engagement Developments**

Provost Alden asked Vice President Anne Kaplan to make a presentation on Outreach and Engagement Developments within the university. This is a very quick update on some organizational developments that have been going on for the past ten years, Dr. Kaplan said. Many of the specific NIU initiatives that are in this development, you will have heard about in the Board letter. The point here is simply to show you how those initiatives have played out in the organizational context and then in the larger national context of which we are all a part.

Back up to the fifties and sixties when the size of the university's off-campus credit program prompted the administration at the time to develop a College of Continuing Education, which had in it all of the mechanisms that we use to take courses off campus plus an adult noncredit programming organization, a separate registration office for students-at-large, a conferencing unit, and a community service operation. The university continued with that college until we had an organizational upheaval in 1990, when the College of Continuing Education was eliminated, and the program staff in the college were dispersed back to the academic colleges, and the back office functions like registration and scheduling, marketing and on-line course development were placed under a Director of Continuing Education.

In the nineties, the La Tourette administration developed our three regional centers – one in Hoffman Estates, one in Rockford and one in Naperville. However, what went on in those centers went on fairly independently of what was going on in the colleges or in the central Continuing Education office, and the initiatives in those centers depended pretty much on the director of each facility. During this time, at the national level, there was a relook, particularly among the land grant institutions and the large public universities, on what public higher education meant to the public. That resulted in six reports called "The Kellogg Reports," all of which made reference to this notion of returning to our roots. National leadership in higher education thought we were losing contact with the general public, and we needed to get back to the kind of thinking that was originally behind the Land-Grant Act.

When President Peters arrived at NIU in 2000, he pulled back together the various units which had previously been distributed, bringing the support functions that had been in Continuing Education, the regional centers, the university's public radio station, and the applied research and development center called Governmental Studies all together in one unit called Outreach and Administration. That division had within it our central Information Technology operation, and we talked at the time about whether that was an odd combination. It was and is still an unusual combination; but it has served us very well as you will see as we go through this presentation. Nationally, we had the Kellogg Reports at the NASULGC (National Association of State Universities and Land-Grant Colleges) level. The smaller regional institutions, called AASCU (American Association of State Colleges and Universities), had a similar initiative in the state called Stewards of Place, which was also about how these regional institutions could better interact with their regions. The Carnegie Foundation established a discretionary designation in various forms of engagement for which institutions could apply. NASULGC changed its name to APLU (Association of Public and Land-Grant Universities), which was thought to be more explanatory. They developed a tool kit for institutions to use in partnering with collaborators external to the university.

That is the sort of national environment in which we did a number of things in response to the President's concern on how we were doing with the many issues of P-20 education. We established on campus a P-20 Center, which is operated jointly by my office and the Provost's Office. One of the four imperatives that came out of the strategic planning process in 2008 has to do with regional and global impact. In



2008, NIU applied for the Carnegie designation as an engaged institution and received that designation for partnerships. We served as a pilot institution in testing the APLU assessment tools. An Assistant Vice President for Engagement was appointed specifically for Rockford. We were invited to become the American node of an international organization called PASCAL (Place Management, Social Capital and Learning Regions), which is about the way institutions engage with their regions and the different ways this is done around the globe.

The President established a Presidential Engagement Professorship to parallel the professorships in research and instruction, and the first three awards will be announced in a few weeks. NIU applied for the Carnegie designation in curricular engagement and received that designation at the end of last semester. As affirmation that it really was a good idea to have interaction between our technology area and our outreach area, last year we received the university's largest ever grant plus other funds to extend broadband development across the region and downstate. Also, just a few weeks ago, we received a grant from the Illinois Campus Compact and the McCormick Foundation, which is designed to help the campus leadership of Outreach and Engagement, Academic Affairs, and Student Affairs get together our leadership team on civic engagement.

This brief summary is what has positioned us to serve the region much better on a range of issues – P-20 education, healthcare, government, business and telecommunication. It is positioning us for much better collaboration with the community on a whole range of engagement activities. We have received increased national and international visibility at a time when public universities are under a lot of pressure to prove that they are worth paying for, it has strengthened our claim to the northern Illinois region, and, as a result of that, we are dropping administration from the name of the division, which is now called Outreach, Engagement and Information Technologies. The point of this is to make more visible the role this unit plays in the university and to recognize the synergies we have developed between and among the outreach and engagement units and our technology area and function.

In reply to a query from Trustee Murer, Dr. Kaplan stated that NIUNET involves a grant dealing with infrastructure and installing fiber optics in the ground, which will be ongoing for two or three years. The collaborative aspect dealt with what we had to do to write those grants, Dr. Kaplan explained. If we had not had the kind of relationships with municipalities, the national labs, hospitals and clinics and schools around the state, we would never have been able to act together fast enough to respond to the federal government's request for proposals. We received one of the top grants in the country, and one of the very few that have a great deal of university involvement. Now that we have the money, we are putting the fiber in the ground, and back on campus we have started to bring a group of faculty together to advise what this is going to look like, where those connections will be and start thinking about the kinds of applications they might be able to develop over the next two or three years in order to be ready to use the fiber once it is lit up.

As a part of this \$67 million grant, Wally Czerniak, Associate Vice President for Information Technology Services said, there were about seven grants for the State of Illinois and all of them had to refer to NIUNet to be accepted; so it is over \$300 million of projects in building fiber and electronics throughout the entire state that we have actually pioneered. With coverage already available in the downtown areas, these grants cover the rural areas of Illinois. We will have coverage throughout all of Illinois coming back and connecting them with all of the major networks and Internet. We are in the first year of a three-year term for these grants. Before a shovel could be put in the ground for any of these grants, an environmental impact study had to be done. NIU was the first to complete that impact study for its grant and some of the others are still in process. Finance and Facilities has begun spending the build money and transferring funds to different organizations to build the fiber for the data grant. We are also in the process of getting the fiber in the ground on some of the Rural HealthNet and other grants. Once the fiber is in the ground, we have to connect it and light it up. Results of traffic on the lines should be seen at the end of this year on the early grants, and next year on the other grants. Now that we have this network infrastructure, we will connect over 500 institutions that were never on a big network before. We will have access to those and start working with them on other related grants. We worked with the four economic development organizations within northern Illinois to build brochures to help sell the region, thus selling the region and our local area.

While it will help us, the hospitals, the schools and the cities that are all members of NIUNet, when we put this fiber in the ground, it is also going to allow private business low cost access to that fiber so they can sell services in those communities. We continue to work with building technology parks and bringing new jobs and new facilities to this entire region.

As you know, Mr. Czerniak continued, the State has not given us any money, so how does this help NIU? We are building a 24x7 NOC Center with backup facilities that will be completed within about 30 days. This is all being paid for by the grant money and the ongoing funding we receive from fees to provide these services and monitor the operation of these 500 institutions and networks keeping them live. The advantage to NIU is that all of our facilities will also be monitored, backed up and supported by this money and by these fees.

You saw in the comprehensive presentation that the President did this, Dr. Peters said, but the fact of the matter is that we would not be where we are organizationally in our outreach activities if it were not for Anne Kaplan, who helped at the various phases to build this, and she really should get much of the credit. The real power of this now is the fact that we have integrated our academic, outreach and technology activity. There is a group now working on distributive learning under Provost Alden's direction. What that means is the university has to use the power of this distribution approach to produce more on-line offerings for students and community colleges in the region. That is going to be the real value of what we have built.

I do not want to arm wrestle the President for credit here, Dr. Kaplan said, but you do have to get the right people on the job. Somebody has to have a vision, and if that somebody will move aside and trust people to do their jobs, good things happen, and that is how we have done this.

#### **OTHER MATTERS**

We extend gratitude to Professor Bowers from the Department of History and Vice Provost Cassidy for presenting some of the information items to the committee, Chair Butler said. We also thank Vice President Anne Kaplan for her presentation on the university's engagement activities as well as Deans McCord and Richmond and Associate Vice President for Information Technology Services Wally Czerniak for their input. This committee also appreciates the leadership and participation of the Provost for presenting the University Report, as well as the participation of President Peters, Acting Parliamentarian Brady, and Recording Secretary Banks-Wilkins.

#### **NEXT MEETING DATE**

The Chair announced that the next meeting of the Academic Affairs, Student Affairs and Personnel Committee will be Thursday, May 12.

#### **ADJOURNMENT**

Chair Butler asked for a motion to adjourn. Trustee Strauss so moved, seconded by Trustee Boey. The meeting was adjourned at approximately 9:59 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins  
Recording Secretary