

Minutes of the
NIU Board of Trustees
**ACADEMIC AFFAIRS, STUDENT AFFAIRS
AND PERSONNEL COMMITTEE**
February 28, 2013

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Vice Chair John Butler at 9:06 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, John Butler, Anthony Iosco, Robert Marshall, Marc Strauss and Student Trustee Elliott Echols. Not present were Committee Chair Wheeler Coleman and BOT Chair Cheryl Murer. Also present were Committee Liaison Ray Alden, President John Peters and Board General Counsel Jerry Blakemore. 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 Board General Counsel Jerry Blakemore.

MEETING AGENDA APPROVAL

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

REVIEW AND APPROVAL OF MINUTES

It was moved by Trustee Strauss and seconded by Trustee Marshall to approve the minutes of November 8, 2012. Trustee Butler then asked for clarification on who was speaking in the fourth paragraph on page 6. It has been determined that the speaker was Provost Alden. An amendment to the motion to accept the minutes of the meeting of November 8, 2012, pending the addition of who was actually speaking at that point, was made by Trustee Strauss and seconded by Trustee Marshall. The motion was approved.

CHAIR'S COMMENTS/ANNOUNCEMENTS

The Vice Chair noted that on the agenda under the University Report were five action items and five information items. The February meeting of this committee is of particular importance for the faculty, he said. This is the time of the year that the Board acts on recommendations for faculty and Supportive Professional Staff sabbatical leaves for 2013-2014 Academic Year. In conjunction with this item, two faculty members who have recently completed their sabbaticals will provide the committee with a summary of their research. Other action items include a request for new minors in the College of Liberal Arts and Sciences and the College of Business, a request for a new emphasis in the College of Liberal Arts and Sciences, a request to delete an emphasis and a general program of study, and approval of the annual report on oral English proficiency for the 2011-2012 Academic Year. Other information items include an annual report of the outcomes of sabbaticals for 2009 and 2010, the progress of distributed learning initiatives, funding for courses associated with online learning and an update on preparations for the Higher Learning Commission Reaccreditation.

Vice Chair Butler recognized and welcomed the representatives of the University Advisory Committee to this committee, Kerry Freedman and Andy Small.

PUBLIC COMMENT

The Vice Chair asked General Counsel Blakemore 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. Blakemore noted that he had received no requests to address this meeting.

UNIVERSITY RECOMMENDATIONS/REPORTS

Agenda Item 7.a. – Faculty Report on Sabbatical Leave

Each year we ask two of our faculty who have taken their sabbaticals in a previous year to come and report on the value of that experience to their own scholarship as well as to the student enrichment back on campus, Provost Alden stated. The first speaker was Professor Todd Buck, who is an associate professor in the School of Art where he has been teaching illustration since 2004. Since 1986, he has been developing and creating custom medical and scientific illustrations for medical and consumer publishing, pharmaceutical and biotech advertising and web-based patient education media. He earned his master's degree in medical illustration from the University of Illinois at Chicago, Department of Biomedical Visualization in 1990 and holds a B.A. in Biological Premedical Illustration from Iowa State. Professor Buck is a fellow of the Association of Medical Illustrators and is currently serving on the AMI Board of Governors. His illustrations have been published worldwide and have been displayed at Chicago's International Museum of Surgical Sciences; the American Museum of Natural History in New York; the National Library of Medicine in Maryland; the Universidad Andrés Bello in Santiago, Chile; and the Hong Kong Science Museum. Professor Buck's illustrations have won numerous rewards of excellence and of merit in the Association of Medical Illustrators Annual Salon, including the Ralph Sweet Member's Choice Award. Professor Buck presented on his sabbatical work entitled "Patient Education for Chiropractic Care."

As a medical illustrator for many years in a row, Professor Buck began, you can imagine how much time I spend sitting in a chair at a drawing table, a desk or at a computer. To counteract that, I took up bicycle racing. Exactly one week before I started teaching here in 2004, I was in a bike race, had a bad accident and suffered a severe neck injury. So in my first couple of months here, I learned a lot about chiropractic care. Years of recovery and working with a really special chiropractor are actually what sparked this project. An MRI of my neck kind of looked like a s'mores where that beautiful soft marshmallow gushes out the sides when you squish the crackers down. That was the disk in my neck, the cervical, about C6-C7, was pushed out pressing on nerves. The only information the chiropractor had in the office and all the information I researched, had nice illustrations of anatomy, but not functional anatomy. They showed anatomical structures in anatomical poses like your cervical vertebrae and the affected nerve. But they did not show what happens when you press on that nerve. When I had my bicycle accident, I thought I had broken my arm at the elbow. I did not realize I had a neck injury. I was putting ice on my elbow, but there was no injury there, it was all referred pain from the neck.

Seeing those connections, seeing how this injury affects other parts of your body, I wondered, why is that, how is this all connected? The functional anatomy is more valuable when working with patients to show this is what happened, this is why you are having pain here, even though your injury is there. No, you do not have carpal tunnel syndrome, you actually have a bulging disc. I wanted to develop my project based on my experience and a perceived need. As a medical illustrator, I was highly qualified to develop the material and identify when any information was missing. So I am taking on the role of content author, project manager, artist, art director, editor and publisher. It is my project, instead of waiting for the phone to ring with someone else calling to have me develop their vision or their product. Taking on those roles is important, as I am teaching my students, because if the phone is not ringing for them, they need to develop their own projects and use self-promotion to show what they can do, which is how they are going to be hired. Some of my other objectives were also to create effective patient education materials for the health science community, focus on functional anatomy and make a contribution I feel needs to be made. I began with chiropractors, but the outcome can be relevant to all practitioners of neuromuscular medicine, so we started to think about who actually studies

neuromuscular medicine. That list included neurologists, orthopedic surgeons, neurosurgeons, and physical therapists, in particular ergonomic injury prevention specialists. Even many paramedics I have spoken with find this information helpful when they are trying to determine where an injury really is.

Professor Buck showed an illustration of a bulging disc in a lower vertebra, pressing on a nerve that he did for his chiropractor in 2006. But there was a need to show that the nerves are not just there in the back. You might not have any pain in the back, he explained, but you might have this pain in your abdomen, you might have weakening of the muscles in the core anatomy, so I am trying to show the core anatomy. Muscles in the back start to atrophy, which then begins a chain reaction, and all of a sudden I have a problem further up and now I have sciatica. All these things are connected. This illustration was done for my chiropractor basically as a thank you for all the help he had given me. He put it in his brochures, on his website and uses it when he is speaking with patients.

For the scope of the project, to do the whole body would be overwhelming, so I had to start with one part, the neck and the cervical vertebrae in the upper torso. If I had time, I would develop a posterior view as well as a lower view to see how it works. If this is a beneficial and effective tool, why not continue through the whole spine and all the anatomy that goes with it. So now I have to determine how to do as few illustrations as I can to show as much information as possible. I tried to find a pose that would reveal as much anatomy as possible along this whole neural pathway leading from the neck to the upper torso. I studied a lot of models, did quite a few sketches and developed this pose, then started developing the anatomy within the pose. It seems there is no way to show the nerves without showing everything and that meant everything had to be lined up perfectly. All of the skeletal structure had to be there, then all the muscles on that structure. Each muscle is going to be illustrated on some layer, so the origin and insertion had to be accurate. If I removed part of the muscle, the other muscle attaches to the lumbar hatch, so everything is lined up exactly right in this position. Now I finally get in the nerves so that they all line up with the muscles and the skeletal system. Then some of the deeper anatomy could be shown, like the nerves going through this brachial plexus or tunnel, and it all had to line up with the anatomy. This chiropractor is writing a couple of chapters on migraine headaches. The trigeminal nerve has been implicated in migraine headaches. Why is a cervical injury messing with nerves in the brain? The nucleus that feeds the trigeminal nerve extends down into the vertebrate column to cervical C2-C3. I was not planning on doing anything on migraines, but it is fascinating to me, so that was included as well.

Online, now, with these overlays, the anatomy can be shown or taken away to reveal what information you want to show. We have added an inset to show maybe a close-up of the injury, and then we can show over here where it affects the body. We can have an animation to click on, drag and it shows the whole injury and effect.

When all layers of the sketches are sandwiched on top of each other, everything lines up perfectly. Rendering it in color shows the nerves and the pathways, etc. Each layer is its own separate layer and then you can phantom them as much as you want to reveal the anatomy below. Different systems can be separated out – just the nerves, part of the nerve system, just the skeleton, remove some of the skeleton if you want to talk only about the spine, or maybe you just want to have a discussion about how those discs push out in different people. It is a customizable patient education piece that can be used with the patient by a physician, whether it is a doctor or a chiropractor.

There are many potential presentation formats that were exciting to me. At first, I was thinking small, posters, things on the wall that you would normally see in a chiropractor's office. There are ways to do the printed posters, customizable imagery, print on demand. But so much in information now is digital and on computer screens. What it will not do in 3-D models of anatomy can be done in 2-D animation, which is just as popular. The 2-D animation could be on a website, could be something my chiropractor can share with all chiropractors to use if they like through an interactive writing tool, or patients themselves can click on different areas of the body and it will show the problem.

Staying current with ways to visualize information is important for me at this stage so that my students understand how they can start to use their illustrations. Learning how to add motion to my illustrations is something I can pass on to my illustration students. There are potential collaboration and internship opportunities for students entering animation as well. I went to Iowa State as an undergraduate, and they require scientific illustration students to do an internship. To do this whole project by myself would take years, so we have had discussions on having their students do some of the animations as their internship.

During my sabbatical time, I worked on many other research projects. I submitted a few illustrations for a new textbook *Scientific American* is putting out on psychology. Having been chosen by them to complete that project, I am now in the process of creating a total of 50 color illustrations for their textbook. Another project I am working on is 34 illustrations of major reconstruction procedures for a surgical atlas. This atlas is a project I have been working on, literally, since I began teaching here, during summer and winter breaks. The surgeon, who is the best nasal reconstruction surgeon in the world, is getting up in age, and this is his opus. After an illness or injury, he will make that bone in your face look like a nose. I was able to finish that project with him, and it was published last fall.

I want to thank the university for giving me the sabbatical time. A lot of time was spent in my studio working hard. I felt like I accomplished quite a lot, and I could not have done that while working full time as a teacher. What was really valuable is I was able to take that time to kind of get a jump in my research. Now that I am going back into teaching, I feel like I have much more to share.

In response to an inquiry from Trustee Boey, Professor Buck said that this project is a work in progress that will be developed over a period of time. However, it has huge potential because they can begin applying surgical plates, surgical procedures and approaches to this same imagery.

In response to a statement from President Peters, Professor Buck replied that there are many undergraduates who are interested in medical illustration. One of our students is working on a book with someone in the anthropology department doing hundreds of different bone illustrations for publication. We do not have a degree in medical illustration here, he said, so they get a contract major on scientific illustration and do some research with faculty on campus and do illustrations. Our goal is to get these medical illustration students into graduate school.

Provost Alden introduced the next speaker, Kristen Myers, an associate professor in the Department of Sociology and the new Director of the Women's Studies Program. Her Ph.D. is from North Carolina University, he said, and she has been at NIU for 16 years. Dr. Myers research has ranged from the ways that black and white women overcome racism to the way that gay and lesbian police officers negotiate gender expectations at work. The common theme in all of her research is a focus on the intersecting forms of inequality. Inequality results from complex paradoxical sets of social processes and her work focuses on these contradictions. Dr. Myers involves undergraduate and graduate students in her research projects in order to mentor them in data collection, analytical writing and publishing processes. In 2004, she was the recipient of the NIU Excellence in Teaching Award, and in 2011, she was a recipient of the Outstanding Mentor Award given by the Presidential Commission on the Status of Women. Dr. Myers will be presenting on her sabbatical work entitled "Objectification Among Preadolescent Girls."

As Provost Alden said, my work, is quite different from the work you have just seen, Dr. Myers began, and as a sociologist, I dabble in all sorts of different kinds of projects. I started what I called The Girl Project, which was a study of preadolescent girls. There has been a great deal of research on adolescent girls and the hyperheterosexualization of them. There are books such as "Too Sexy Too Soon" and there is a notion that we are in a crisis of adolescent girls becoming these kind of scary sexual actors.

I began my research in 2008 looking at my assumption that this phenomenon did not happen overnight. Girls do not just go through puberty and become these sexual agents. In fact, we live in this world where girls are receiving mixed messages about their bodies and about sexuality right away. Why not look at how elementary school girls are doing with these messages and kind of creating their own culture

about girlhood? NIU has a partnership with an elementary school in DeKalb. I began doing focus groups with elementary schoolgirls at Wright Elementary, which is now called Founders Elementary. I had undergraduate and graduate students who worked with me as apprentices, and the principal was very helpful and allowed us to come in. The students did this because they wanted to learn how to do focus groups, not because they were getting course credit. We did focus groups with elementary school girls for several weeks. I have done lots of focus groups with adults, and adults are very obedient, they sit in a circle and they answer your questions and they take turns so you can actually tape record it. When you do focus groups with children, it is very different. So, it took us a while to figure out how to do it. We knew we could not tape record because the girls would sing into the tape recorder I passed around. We also learned that tape recorders disrupt their everyday behavior because they perform and they censor. At first, we decided to sit in a circle on the floor with our researchers spread out among them and just take notes and ask questions. We realized immediately that we were not in charge. The girls got up, ran around, danced, did cartwheels and left the room. It changed the project in a really cool way because we realized these girls were making culture right in front of us and they were negotiating it together, so we decided to capture what they were interested in. That turned out to be very interesting and I was very surprised about how media focused they were.

ALL they wanted to talk about was TV and movies and actors and who is in love with whom. They would quote entire TV shows, so I had to go there. That is why you do focus groups so that you can see where to go next. I thought we would be studying soccer programs, but instead, we had to study television. This was new for me and I had to train myself in a new method of this qualitative content analysis of television programming, and I learned this new method during my sabbatical. I also learned, the hard way, that there are lots of different ways to talk about it so you can do this very quantitatively or qualitatively and it affects which journals will read your work. I ended up coding the top four television programs that the girls watched. The programs at the time were: *Hannah Montana*, *Sweet Life on Deck* and *Wizards of Waverly Place*, all three of those are Disney shows, and *I Carly*, which is a Nickelodeon show. I have children, so I would watch these shows casually. But when you do them as a research project, you have to watch systematically. I watched 45 episodes total, and you have to watch each one multiple times so you can code everything, including the laugh track, what they are wearing, etc. If you are looking down, you will miss these things. A lot of things are physical comedy, and I just saw this happen yesterday on TV again and it seems to be a common comedy idea. A little boy is walking through a hallway, the boy will fall into a stack of clothing, then he stands up and he has women's clothing on, like he is in drag all of a sudden. The laugh track breaks out and then, suddenly, it is off. It is these little moments that are inserted throughout the television program. Some of it is physical, a lot of it is dialogue, and we have to keep stopping, starting, stopping, starting. This method is very useful for finding out what messages are being communicated by the media. We know nowadays that everybody lives in media rich worlds. When I was a kid, the only TV program on was like *Scooby Doo*. Nowadays, we have whole television networks that are geared towards providing programming for little children, seven days a week, 24 hours a day. Most of the time, they will show the same program again and again. From research, we know that when kids watch things over and over, they absorb messages very easily. So these messages are intentionally communicated and these kids are completely receiving them.

A typical episode was about 22 minutes long. That does not sound like a lot, but it ended up being quite a bit, and a couple of papers grew out of this project. The one I am going to briefly talk about today is one about antifeminist messages for children. There are lots of feminisms, but two recent feminisms that have come about in recent society are girly feminism" which some people call "third-wave feminism" – I can dress sexy and still be a feminist, or I do not have to call myself a feminist and I still expect to be treated fairly and get a good job. There is another feminism for young people called girl power feminism, which is kind of like rejecting traditional notions of femininity. I was looking to see if they were communicating these sorts of things to girls, and they were not. A very common example I will give you is from the show *Sweet Life on Deck*. On this show, the kids go to school on a cruise ship and their teacher, Miss Tutwiler, is lecturing to them about fairy tales. They are on their way to Germany and she wants to prepare them for all these German stories they are going to learn about. She says, "Before we read the fairy tales, we need to understand the context of the patriarchal society in which they

originated." She starts to use this kind of traditional feminist language to talk about fairy tales, and we all probably have heard feminist critiques of fairy tales. She made a timeline on the blackboard illustrating how "women were systematically disenfranchised for hundreds of years." She has her back turned, and as she is writing, the kids all start to fall asleep. As they are falling asleep, Miss Tutwiler is saying, "Now, by the end of the 18th Century, after years of women being treated like cattle, we finally saw the birth of feminism." They are all sound asleep now and they start dreaming about fairy tales. So, you are getting this promise that there is going to be a feminist critique here. What are they dreaming? One girl is dreaming of the wicked witch and doing the whole Snow White thing. Snow White wanders through the woods and finds the dwarves cabin. Their cabin is filled with pizza boxes, sort of looks like a frat house. They are so happy to see her and they say, "Oh, our lives are going to be so much better now that you're here to cook and clean." She says, "What do I look like, the maid?" So, again, she is protesting, and the dwarves hold up a little French maid costume and say, "You'll look like a maid after you put the uniform on." Later, she has the uniform on. Throughout their dreams, the kids are actually undermining every feminist lesson the teacher is trying to teach. Then, once she realizes they are all asleep, she leaves to go get a pedicure. So, again and again and again – this happened about every two to three minutes in a 22 minute show – there would be a message like this. This is what one scholar calls post-femniism, when you acknowledge feminism exists and you actually use the rhetoric of it but then say, "silly feminism, all right, we don't really need that." The takeaway message then for these young girls is that feminism exists, but it is kind of a joke and it is kind of embarrassing.

How do I use this in my teaching? This new method that I now know exists, and has existed for years, has been very useful to me because I teach qualitative research methods in sociology, and my students have learned to code. This is what they consume every day, so it is very easy for them to use the data, to code it and to learn the coding process and become analysts. Of course, then they say they can never watch TV again because they cannot enjoy it anymore. But, it is a great tool for what I have been trying to teach for many years, and this has made it much more tactile to them. I published with my students on this, and am always looking for ways to involve my students in the work that I do.

Chair Butler inquired whether Professor Myers found herself somewhat undermining the whole concept of there being an appropriate methodology for these kinds of subjects.

I teach methods as a tool kit, Professor Myers replied, but it is almost never going to work the way you think it is. You will always have something go wrong. For instance, if you are in an interview, someone will cry and leave. What do you do? It is not because you did anything wrong. I think these little mistakes or serendipitous opportunities that happen when you do real research make good teaching moments because methods are boring to read about and when you hear about real life examples, the students actually find that they like it. It probably ends up being a class that they get a lot out of because I have them do it themselves. I can tell them every day what could and could not happen, but if they do not do it themselves, it does not mean anything to them.

How do you reconcile this question of whether or not these media images are actually structuring behavior? Obviously, when you are just studying the content of a program, you do not know the extent to which people are shaping their lives around it. In a kind of reverse way, I started with knowing this was shaping the girls' discourse and that it shaped the ways they saw boys. Other researchers have shown that this shapes not only what children do but how their parents see their children. There is a new article out about Disney programming and how mothers treat their sons differently based on these narratives. But, certainly, there is always a criticism. So what, this is just television. But the idea that these media images are shaping the ways that we talk and see girls will indirectly affect them.

On whether television reflects reality or reality is reflecting what they see on television, Professor Myers said that in the nineties, Nickelodeon had some award winning TV shows, girl power shows, that portrayed girl characters in very autonomous, intellectual, heroic characters, and those shows are gone, they are not even on in reruns anymore.

Agenda Item 7.b. – Fourth Annual Report on the Outcomes of Sabbatical Leaves

This came from a request by Trustee Murer a few years ago to summarize what the faculty had done in their sabbatical periods, Dr. Alden said. To summarize it, the amount of productivity reported for these 49 faculty members is about seven scholarly activities, publications, presentations, exhibits, etc. per faculty that were attributed directly to sabbaticals. Equally or perhaps more important, 22 courses were reinvented, impacting hundreds of students a year as a direct result of these sabbaticals. Vice Provost Douglass assembles this report and managed to contact a hundred percent of the faculty who had taken sabbaticals two years ago, to participate, which is a major achievement. So, I would like to give her kudos and thank her as well.

Agenda Item 7.c. – Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2013-2014 Academic Year

This year we have 46 faculty and professional staff from 32 departments who have been recommended for sabbatical leaves for the next academic year, the Provost stated. This is a very rigorous process with reviews at the department, college and university levels, so these are the best of the best in terms of the proposals or applications that came forward. One must have a minimum of six years of service to be eligible for sabbatical and then compete with others by producing a proposal for projects such as the ones you have seen, which include what the expected outcomes are. After they come back, the faculty produce an extensive report on what they did, then their Department Personnel Committee, their chair and the dean submit those to my office with indications that they have achieved either what they proposed to do or largely equivalent to what they proposed to do. As Dr. Myers indicated, sometimes you do not know where research is going to lead you, but they are evaluated both before, during the proposal stage, and after, during the report stage.

I have often said that the sabbatical leave is one of the most misunderstood activities by people not associated with universities, Trustee Boey remarked. Sometimes I wish there was a mechanism we could use to get reports like today's out to the right people to be sure they understand what sabbaticals really are. In my years, President Peters commented, the Board has been very supportive of this development activity. These are not classical sabbatical leaves; there are no guarantees that you get one because of your service. They are really professional development leaves based on merit and proposals. I have to defend sabbaticals every year in appropriation committee hearings and explain to public officials that it is a good use of State and university monies.

In response to a query from Student Trustee Echols, Dr. Alden stated that student surveys regarding sabbaticals taken by their professors were not done. The reason, he said, is because it takes a while, anywhere from two and a half to three years, for the scholarly works such as publication dates, exhibit dates and so forth, to manifest. By that time, students have moved on to other classes or graduated.

Vice Chair Butler called for a motion to endorse the Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2013-2014 Academic Year. The motion was approved.

Agenda Item 7.d. – Update on Status of Distributed Learning Initiatives

We have done a large number of internal activities related to distributed learning, both before and after the last Board meeting, Provost Alden stated. I should mention that we had a distributed learning shared governance task force with a number of faculty and staff on it that worked on the kind of behind the scenes operational and curricular issues. That group met for almost 18 months and produced a report that was the basis for much of the development that has taken place this year. This year we have had a large university-wide discussion on issues dealing with curricular, operational and financial models that we needed for distributed learning. We developed a model, an internal MOU was developed and vetted by cabinet officers as well as the Deans Council. It was modified a number of times to address various concerns. That model has been finalized in terms of the campus programming activities. At a Deans Council retreat we looked at different programs that might be amendable for the working adult

professional student for online delivery. In an internal RFP, the colleges had the opportunity to express what those programs would be specifically and what kinds of infrastructure they thought those kinds of programs would need. Since the signing of the MOU, we have had conversations with the deans one-on-one and they have begun identifying the programs, over 30 of which have been brought forward. These are certificates and degrees largely at the graduate level with some degree completion programs at the undergraduate level. The biggest issue right now is the RFP process previously approved by the Board. The qualified vendors were reviewed by a committee and went out to the procurement process, where it is currently. The procurement process is multistep process with some deadlines of up to 30 days for comment. We cannot even begin to negotiate with any of these potential vendors because they have not been approved as a list of qualified vendors at the State level, which means we cannot start the process of identifying the business models, the market analysis and so forth. But we also have internal capabilities for some of these programs, so behind the scenes we are doing operational planning. The curricular issues associated with offering online programs are much different than the two semester, 15 credit hour type of load that we see for traditional on-campus students.

Agenda Item 7.e. – Fees for Courses Associated with Degrees and Certificates Offered Through Distributed Learning (Online)

As with most academic fees, Provost Alden said, they come forward as information items to this committee and then they become action items in the Finance, Facilities and Operations Committee. This is a mechanism to provide flexibility and funding for a completely different kind of curriculum that offers courses one course at a time and less than a semester in length. We are thinking about five academic terms per year right now, although much will depend on the market analysis of what exactly is needed. There are a lot of operational and financial issues that are not completely lined up with on-campus programs, so what we have proposed here is to have an online fee recognizing that some of the expenses are unique to online. There are other expenses such as student activity fees, athletic fees and those kinds of things involved in a residential population that are not necessarily part of the lives of an online population. We have asked for some flexibility in the ability to set some aspects of the price point depending on what the marketplace analysis suggests. Online is not a cheaper form of offering curriculum if done properly. The expectation is that you ought to be able to do it a lot cheaper on line, but with the technologies available right now, it takes a lot more engagement to make sure the students are well served. We are asking for the fee, but we would also like to have the current online fee and the technology fee be bundled into a single charge for online tuition. Many universities are doing this, and it recognizes that many programs will pay tuition but not fees.

Our effort to be able to engage in distributed learning is vitally important, Trustee Strauss remarked, and I understand that it is a very complex issue and we have many bureaucracies to surmount. So, my hope is that we will remain focused on being able, at some point, to offer something, but my interest in speed does not dominate the interest I have in seeing that we have a quality launch of a product that will enhance our brand. I have no objection to bundling fees with the charge for course content. We do have to consider what the quality of the student experience is going to be in determining which of the fees will be bundled with the charge for the course content, and I hope that is thoroughly vetted as part of the process. Finally, if there are any further impediments to being able to launch distributed learning initiatives that require Board involvement, I would hope they come back to the Board with all dispatch so that we have the ability to move forward as rapidly as possible.

My concern on fees would be to not frustrate the applicant in understanding how much it is going to cost, Trustee Boey commented. He also asked if there was a projected target date for implementation, We would like to launch a few of these programs in the fall, Provost Alden said. Again, if we go to what I am calling an academic term system, with five terms a year, rather than an academic semester system, the start date is not as relevant. That means we may be able to launch these programs any time of the year. The biggest problem right now is getting started and having the deans, chairs and faculty meet with various providers, both internal and external, to decide what they need to be able to launch a program, if not next year, within the next four to five years, in a sequence. We are waiting on that process while doing what we can behind the scenes. We need answers to many questions, and those are the kinds of discussions we are in now. In terms of starting the negotiations of a business model for any given

program, a group of vendors has come in to see which one is more appropriate or whether our own infrastructure is most appropriate for any given program.

This is a long-term phase-in project, and it will probably be the next five to seven years before we actually see steady state with the programs potentially viable online. Even if we were to start tomorrow, it takes probably two years to build the steady state cohort model the way it is designed so that cohorts can continuously be added to new courses until you have all of the courses you need to complete a whole program. For instance, if you have a program with 30 credit hours, as in most of our masters degrees, that would be 10 courses over a span of two years. Steady state is achieved after two years unless there is additional interest, in which case it could continue to grow beyond that.

Our current off-campus students do not pay all the student activity fees or the athletic fees for those kinds of activities because they generally are not coming to our home campus. However, they have access to the library, which is becoming largely online. They have access to any of our student services such as financial aid, advising or the Bursar, essentially, those kinds of student services. Course advising would entail having someone who is available to answer probably 90 percent of their questions immediately and find the other 10 percent within a reasonable period of time. Provost Alden stated that the discussion on whether or not these online students would be eligible for admission to student activities has not occurred yet and it is not certain how much demand there would be. Trustee Marshall asked that information be developed on that as soon as possible after those discussions have been completed.

Agenda Item 7.f. – Request for New Minors

These are largely emerging minors that have come out of our strategic planning, the Provost said, looking at not only innovative ways of looking at student needs, but also what will provide them with value added in the marketplace in their chosen professions. First is a Minor in Community Leadership and Civic Engagement coming from the Center for Nongovernmental Organizations and Leadership Development (NGOLD), which is one of the programs that came out of the Great Journeys Plan, within the College of Liberal Arts and Sciences. This proposed minor will provide students with basic understanding of the background of the nonprofit sector, and will give people from a large number of potential majors that kind of value added view of the nonprofit sector. Since all of these courses are now available, there will be no new courses, but they will be bundled in a minor that someone could show on their transcripts and resumes.

The Minor in Social Entrepreneurship would be a minor allowing people to develop skills and analyze the socially significant issues facing the global environment, looking at opportunities, and creating sustainable and scalable enterprises. It comes from our Department of Management within the College of Business, but as a minor, it would be available to a number of majors. Again, no new resources are needed because the courses are offered by various departments.

Going back to my days as a chair of political science, President Peters observed, the title is a little confusing because civic engagement is very much a political science concept. I have wondered why we do not call it nongovernmental community leadership and civic engagement, because that is really what we are emphasizing here and students should know that.

Unfortunately, we are finding that our students do not know what NGO means, stated Dr. Nancy Castle, Director of NGOLD. Community leadership, civic engagement, those words resonate with students coming from high school or transferring in. I will be meeting with Political Science to talk about how we might work our minor and their major together, maybe even double majoring for our students because, clearly, there are numerous connections to political science and sociology for social movement. Right now, we have problems getting students to understand the name of our department vis-à-vis the name of the major. If we were to make it NGO related, they would not understand what it was.

In reply to a question from Student Trustee Echols, Dr. Castle said that the confusion mostly comes from the fact that the expression Nongovernmental Organizations, NGO's, tends to be an internationally used expression. People coming to our campus with limited international experience understand it as nonprofits, and not all nonprofits and NGO's are exactly the same thing. We try to help them understand

where that fine line of distinction is, but NGO is not something they are familiar with until we have a chance to teach them.

This area was established just before I graduated, Student Trustee Echols said. I really appreciated it for what it was and I wish more students knew about it. I wish we could develop some kind of plan for students to get more involved with this because I feel it has no limits or boundaries. We were included in the catalog last fall so students can find us, Dr. Castle said, and we have some marketing campaigns to draw attention on campus, off campus, at community colleges and high schools and by making visits. We are cutting edge. We are one of only two free-standing majors like this in the nation. Most of them are parts of the Department of Political Science or Sociology. I am very excited about this program with my background as a lawyer and a judge, Trustee Iosco commented, and cannot wait for it to be kicked off.

Vice Chair Butler asked for a motion to approve the requests for a Minor in Community Leadership and Civic Engagement within the College of Liberal Arts and Sciences and the Minor in Social Entrepreneurship within the College of Liberal Arts and Sciences. Trustee Strauss so moved, seconded by Trustee Boey. The motion was approved.

Agenda Item 7.g. – Request for a New Emphasis

As a reminder, Provost Alden explained that a minor is offered to students in another major and, an emphasis is a special track within a degree. Requested was the Emphasis in Justice and Democracy: The American Experiment. This is an emphasis coming from the Department of Political Science within the College of Liberal Arts and Sciences, the Provost said, and is designed to bring together theoretical and practical questions looking at justice and democracy in America. Students who pursue this emphasis will look at the nature of democracy, the philosophical justifications, the institutions and practices, and the behavior and relationship between law, democracy and justice. It attaches public law to larger intellectual and practical questions about political life, and has a senior seminar required as a capstone project. This is a program that builds on strengths in existing courses plus the seminar and will not significantly impact the costs.

The Political Science Department is a place where a number of prelaw students find a home, Vice Chair Butler said, and I am worried about the loss of the word “law” in the major emphases. In reply, Dr. Matt Streb, Chair of the Department of Political Science, stated that the political emphasis is still there. The Political Science Department is trying to move away from standalone courses and go to more thematic pedagogy to tie together subfields that do not get along very well in most political science departments. We have many people who become political science majors because they want to go to law school; but, we are not a training ground, necessarily, for future lawyers. Political Science majors can go to law school, English, Engineering or any other college. We want our students to think about law in a much broader way, not as a public law emphasis or a political science major with a political emphasis just because they want to go to law school. Because there are questions we need to explore, debate and discuss that deal with law and relate to our everyday lives, we are trying to include them with this emphasis.

You do not see theory and American talk to each other very much in many departments across the country, Dr. Streb remarked. This fall, for the first time, we are having our themed learning communities at the 100 level take a democratic theory course that is taught by a political theorist, and then have those same students take an American electoral democracy course that is taught by an American political behavioralist. Then we will be asking questions across those courses.

Vice Chair Butler asked for a motion to approve the request for an Emphasis in Justice and Democracy: The American Experiment. Trustee Boey so moved, seconded by Trustee Iosco. The motion was approved.

Agenda Item 7.h. – Request to Delete an Emphasis and a General Program of Study

The Department of Chemistry and Biochemistry within the College of Liberal Arts and Sciences made a request to delete the Emphasis in Environmental Science Teaching within the B.S. in Chemistry. We no

longer have chemists who are specializing in this area, the Provost stated, and currently only one student is enrolled in this program and that student can transfer into some of the other emphases in secondary education science.

The other requested deletion is the Specialization in M.S.Ed. in Kinesiology and Physical Education in the General Program of Study within the M.S.Ed., due largely to the fact that the demand is extremely low compared to the other Specializations in Adaptive Physical Education, Exercise Psychology and Fitness Pedagogy, and Curriculum Development in Physical Education and Sports and Exercise Psychology. Vice Chair Butler asked for a motion to endorse the requests to delete the Emphasis in Environmental Science Teaching within the B.S. in Chemistry and the Specialization in M.S.Ed. in Kinesiology and Physical Education. Trustee Strauss so moved, seconded by Trustee Iosco. The motion was approved.

Agenda Item 7.i. – Oral English Proficiency Annual Report 2011-2012

State law requires that the Board of Trustees review the results of our programs to look at oral proficiency complaints among instructors and graduate assistants and the sorts of professional development that has been offered to individuals who have been identified as having issues with English proficiency. I am proud to announce that this is the first year in my time here that we have had no student complaints from the 48 departments that report through this process. Trustee Strauss moved to endorse the Oral English Proficiency Annual Report for 2011-12, seconded by Trustee Boey. The motion was approved.

Agenda Item 7.j. – Higher Learning Commission Accreditation Update

The Provost stated that the Board was being updated on the Higher Learning Commission Accreditation at every Board meeting. Considering the time, Vice Chair Butler stated that a rather thorough discussion was had on this topic at the last meeting and asked the Trustees to confer with Vice Provost Douglass after the meeting if they had questions.

NEXT MEETING DATE

The next meeting of the Academic Affairs, Student Affairs and Personnel Committee is scheduled for Thursday, May 23.

ADJOURNMENT

Trustee Strauss moved to adjourn, seconded by Trustee Boey. The motion was approved. The meeting was adjourned by Vice Chair Butler at approximately 10:36 a.m.

Respectfully submitted,

Sharon M. Banks-Wilkins
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.