

Minutes of the
NIU Board of Trustees
**ACADEMIC AFFAIRS, STUDENT AFFAIRS
AND PERSONNEL COMMITTEE**
February 27, 2014

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Chair Robert Marshall at 12:38 p.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, Wheeler Coleman, Anthony Iosco, Cherilyn Murer, Marc Strauss, Student Trustee Elliott Echols, BOT Chair John Butler and Chair Marshall. Also present were Committee Liaison Lisa Freeman, President Douglas Baker and Acting Board General Counsel 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 General Counsel Gregory Brady.

MEETING AGENDA APPROVAL

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

REVIEW AND APPROVAL OF MINUTES

It was moved by Trustee Murer and seconded by Trustee Iosco to approve the minutes of the November 7, 2013 committee meeting. The motion was approved.

CHAIR'S COMMENTS/ANNOUNCEMENTS

Chair Marshall recognized University Advisory Committee members Andy Small and Dan Gebo. Mr. Small acknowledged the participation of Chair Marshall as the Board of Trustees representative to the Merit Board for the State of Illinois. For those who do not know, Mr. Small said, the Merit Board is an organization that rules and governs the civil service state statutes for the State of Illinois. We wanted to duly note Trustee Marshall's participation there and let him know that we truly appreciate his efforts.

Our agenda covers four information items and five action items, Chair Marshall said. The information items include the Higher Learning Commission Accreditation Update, an update regarding the Chief Diversity Officer/Associate Vice President for Academic Diversity, Faculty Presentations on Sabbatical Leaves, and the Fifth Annual Report on the Outcomes of Sabbatical Leaves. Action items include a Recommendation for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2014-2015 Academic Year; a Request to Delete a Concentration; a Request for a New Minor, New Emphases and a New Specialization; the Report on Oral English Proficiency for 2012-2013, and a Request for Transfer of Tenure and Tenure-Track Locations.

PUBLIC COMMENT

The Chair asked General Counsel 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 requests to address this meeting.

UNIVERSITY RECOMMENDATIONS/REPORTS

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

After months of preparation, Dr. Freeman said, the time is upon us for the HLC site visits. Doris Macdonald, the Chair of the HLC Steering Committee will be providing us with a brief update on what has transpired since the last meeting of this committee and what will be happening between the time the peer review team arrives on campus Sunday night and the post-departure thank you celebration that Dr. Baker and I have planned for the steering committee.

I know you have received regular updates, Dr. Macdonald said, so I am going to fill you in on where we are today. The team will arrive on Sunday. They have been in contact with each other, but Sunday night the 11-member team will meet together for the first time. They will begin their work Sunday night and on Monday morning will begin meetings with many constituents on campus. This team of 11 will be splitting up to cover the over 60 meetings that have been scheduled.

The HLC is very evidence and outcomes based, so they look for evidence of what we have done in the past ten years (our last comprehensive visit was in 2004). They are reorganizing their process, so we will be changing in the future to more of an annual updating procedure. Over the past ten years, we are looking at evidence of alignment of what we do with our mission. The commission is very interested in understanding how we meet our mission in all that we do in every operation on the campus. They also are looking for continuous improvement. They look for assessment evaluation and are especially concerned with student learning outcomes and strategic planning and priorities. We have created our self-study report based on the criteria the HLC has determined we will have to address. The Executive Summary is organized around these five criteria: mission, that the mission guides all our operations; mechanisms in place for ethical and responsible conduct; teaching and learning, the support we have for learning and the support we provide for teaching and learning; teaching and learning, how we assess and evaluate and improve teaching and learning; and strategic planning, how we plan and integrate our planning across campus. The executive summary, in fact, is a redaction of the conclusions in the report that outlines our successes, opportunities and challenges that have come out of the report.

We received our final site team list of peer evaluators on the December 19, the last day of operations here before the holiday break. We submitted the report electronically, with an electronic resource room and other documentation, to the HLC and to the site team on January 4. Throughout January, we worked to create an executive summary and post both the executive summary and the self-study report on our web page. This past month, Carolinda Douglass and her staff have been developing a site team schedule. There are people that the site team chair wants to see and meetings they want to have, and there are people we can suggest they meet with. Through this iterative process, they have created a very comprehensive and incredibly detailed schedule for the two and a half days the peer evaluators will be here. Also, in February, we completed the electronic resource room and the physical resource room, which is housed in Holmes Student Center.

Faculty from across campus have participated as steering committee chairs. The largest committee was made up of these chairs, who broke up the task of addressing those five criteria into smaller tasks and gathered evidence, gave us data, analyzed the data, told us why they thought it was important to include in the report, and they have worked very hard for the past two and a half years. The Steering Committee has been really essential and key to the process, so if you see them, please thank them. Of course, Carolinda Douglass and all of the Provost's Office staff have been essential to this, as well as every other division on campus. The 11-member team will consist of the chair and 10 peer reviewers. They will look to our self-study report and will verify that what we have said in the report is accurate. They will judge compliance, largely federal compliance, and that we are meeting all federal regulations. They will consult with us and they will make recommendations. After they finish their visit here, within, 30 days they will produce a team report which will be submitted to us for verification of facts. In June or July, when the Higher Learning Commission has its board meeting, they make their decision for accreditation or accreditation with follow up.

A couple of ways that everyone can participate is to know the university's mission. The Division of Marketing and Communications has created these wonderful pocket cards that have the Mission Statement and our web address on the back. Pass those down. It is a very straightforward mission. It is excellence in engagement and all that we do – teaching and learning, research and scholarship, creativity and artistry, and outreach and service.

You can commit and prepare for the meeting by reading the self-study report, reading the executive summary, knowing what this Steering Committee has seen come out of two and a half years of self-study. Encourage participation in any forums. We also have these handy little door knob hangers which have Bold Futures on one side and on the other is one of the initiatives we have been engaging in fairly intensively, our General Education program, and NIU Plus, a revisioning of the undergraduate studies. Lastly, we have the website where the self-study report, the executive summary and minutes of our meetings are posted, along with our countdown clock that says, "3 days" until the team arrives.

You have been extraordinarily organized, Trustee Murer commented, and you have brought together this Steering Committee that has done an incredible job. I do a lot of work in accreditation and always like to see this viewed as something very positive. It is a time for self-examination and it really forces us to look introspectively. This self-examination has been wonderful, and I just wanted to express our appreciation for the incredible amount of work that you have put forth.

Let me add in capital letters, THANK YOU, Chair Marshall said. I was able to serve on a couple of the visiting teams back when it was North Central that did the accreditations. There is a tremendous amount of work, and it is a cooperative effort of the whole campus.

Agenda Item 7.b. – Update Regarding Chief Diversity Officer/Associate Vice President for Academic Diversity

On January 24, President Baker used his weekly message to the campus to announce that NIU will soon launch a national search for a Chief Diversity Officer who will also serve as Associate Vice President for Academic Diversity, Interim Provost Freeman stated. The new Chief Diversity Officer will serve on both the President's Cabinet and the Council of Deans and will report to the Executive Vice President and Provost. This is to emphasize that we expect this new colleague to be a vital member of NIU's senior leadership and to assume responsibilities such as, but not necessarily limited to, working collaboratively with the university leadership, the academic units and other appropriate offices to recruit and retain faculty, staff and students from underrepresented groups and diverse backgrounds; leading or facilitating standing and ad hoc committees that support and promote academic diversity, equity and inclusion; coordinating activities and initiatives focused on academic diversity and multiculturalism; developing and maintaining active partnerships with the external community and the alumni affinity groups in support of diversity, equity and inclusion at NIU. The search will be launched officially in August. Before that, the President and I will be appointing a task force representative of the university community, and they will spend the remainder of the spring semester seeking stakeholder feedback and examining best practices and organizational models at other universities. This task force will report their findings to the President, Provost and a to-be-named search committee.

I very much appreciate the leadership in this particular area, Trustee Butler remarked. President Baker and Interim Provost Freeman know that this is a very important issue for the Board and one that has been discussed extensively in this committee. The Board has taken up a number of sometimes controversial, complicated and difficult issues related to diversity. I am very pleased with your process and that we are going to take some time to work with the stakeholders and determine what they would expect out of a hire of this nature, because they need to have that input for this to become an improvement within the institution.

Agenda Item 7.c. – Faculty Presentations on Sabbatical Leaves

As the Board of Trustees knows, NIU awards sabbatical leaves to faculty and professional staff for the purpose of supporting and encouraging scholarship, research and artistry that strengthens our academic

programs, Dr. Freeman said. The next three agenda items are related to sabbatical leaves. The first of these provides the Board with a wonderful opportunity to see first-hand how two of our productive faculty members used their sabbatical opportunities. Our first presenter will be Professor Judy Ledgerwood, who received her Ph.D. from Cornell in 1990 in Anthropology and Southeast Asian Studies. She is Director of the Center for Southeast Asian Studies and a professor in the Department of Anthropology. Dr. Ledgerwood is a cultural anthropologist whose research interests include violence, memory, reconstruction of meaning in post-war and diaspora communities and gender. Her current research is focused on Cambodian Buddhism and ideas of cultural identity. Dr. Ledgerwood spent her sabbatical leave during the fall semester of 2010 in a rural village near Phnom Penh, Cambodia, where she has been engaged for a long-term research.

I am pleased to join you today to discuss my recent sabbatical, the research I conducted, the benefits to students of participating in that research, and subsequent teaching and outreach exercises, Dr. Ledgerwood began. As many of you probably know, between April 1975 and January 1979, a radical communist movement known as the Khmer Rouge, or Red Khmer, ruled Cambodia. In this brief timespan of less than four years, somewhere between 1.5 and 2 million Cambodians died. That is roughly between one in four and one in five people in the country, so no family was left unscathed. My academic career has focused on the lives of Cambodians in the aftermath of this tragedy. I have studied family structures, gender roles, social and political patterns, and, most recently, religion. My teacher, May Ebihara, was the only American anthropologist to conduct graphic research in Cambodia before the revolution. She lived in a village called Sabay in 1959-60. I was her research assistant when she returned to conduct follow up research in the same village in the mid-1990's. Since her passing in 2005, I have continued to conduct research there, including, most recently, my sabbatical in 2010. Our combined research documents the lives of people in one village across the war and the devastation of the Khmer Rouge years, the U.N. peacekeeping mission in the early 1990's and now, the integration of Cambodia into the world economy.

May Ebihara's original research was done in 1959 and is following the lives of those individual families who were resident in the village in 1959-60 all the way through today. What in 1960 was a rural rice growing village is today a suburb of Phnom Penh where most households have at least one member working as wage laborer in the city. Most of these are young women working in garment factories making clothing that have labels you would recognize, like Gap and Old Navy. I have documented these changes in journal articles and book chapters and plan to publish a book length manuscript on the history of this village.

While I would be happy to discuss my research more specifically, I wanted to discuss two other aspects of my work that directly involve students. First, in 2010, I took 12 students to Cambodia on an ethnographic field school, the third one I have run in the last 10 years. The students were paired with Cambodian students from the Royal University of Fine Arts and conducted research as teams in rural villages near the capitol. The topic of the research was The Rebirth of Cambodian Buddhism. Each team documented the history of rebuilding the local temple in a specific village, how they reprinted their books, how people were again ordaining as monks, how they were recreating works of Buddhist art. From these data gathered during the field schools, three students have gone on to write M.A. dissertations with those data and several students have done undergraduate research projects, including a few with USOAR funding. Second, during my sabbatical time in 2010, I contacted the Ministry of Culture and Fine Arts and the documentation center of Cambodia to obtain permission to use documents and photographs held by those institutions for a museum exhibit here in the United States. I serve on the board of the Cambodian-American Heritage Museum and Memorial in Chicago. With funding from the Henry Luce Foundation, I organized a project with the museum to record the life histories of genocide survivors who now live in the Chicago area. More than a dozen students worked on this project in the early days as interviewers when we conducted the life history interviews, then to help analyze the data in a class on analyzing life histories, and some worked as interns to design and actually stage the exhibit. The exhibit opened at the museum in September 2011 and is still on display there. Another student will intern there this summer.

Finally, while I was in Cambodia in 2010, I was able to attend the verdict in the trial of Kaing Guek Eav, also known as Duch, the notorious commandant of a torture and execution center in Cambodia. Having spent half of my life studying this period and its aftermath, it was a very personally moving experience. I have since published two articles on the Khmer Rouge Tribunal, including one on that experience of seeing him convicted and sentenced to life in prison, called "The Other Day I Saw a Monster." Through my field schools in Cambodia and through my work with the Cambodian Museum in Chicago, I directly involve students in research and community service. My research also directly influences and stimulates my classroom teaching, including a new graduate seminar on the anthropology of violence, courses on Southeast Asian cultures, Asian American cultures, gender patterns and anthropological theory.

I want to thank NIU for the opportunity to have a sabbatical, dedicated time when I can undertake research and do teaching in the field, Dr. Ledgerwood concluded

Our next faculty presenter is Dr. Robert Sims, Professor of Voice at NIU, Dr. Freeman said. He has been highly praised for his moving interpretations of African-American spirituals and has given numerous recitals of them throughout the U.S., Cuba, Europe, Africa and Asia. Professor Sims made his recital debut at Carnegie Hall in 2005 and was subsequently invited by Jessye Norman to participate in a 2009 performance at the same venue. The purpose of Professor Sims' 2011 sabbatical leave was to complete the first scholarly biography of Roland Hayes, and the resultant book will be released in the fall of 2014. Recently, Dr. Sims has begun a recording project entitled "My Songs, African-American Spirituals Arranged by Roland Hayes" and he will be sharing his vocal interpretations with us this afternoon as part of his presentation, just as he shares this music with his students.

Roland Hayes, an American Legacy Restored, Dr. Sims began. Once known as the Black Caruso, Roland Hayes, born in 1887, was hailed as one of the greatest concert performers of the 20th Century. During his 60-year career, the gifted American singer packed concert halls across the globe. At the height of his career, along with Fritz Kreisler, Nellie Melba and Pablo Casals, he was one of the few artists who could sell out venues like Carnegie Hall and other major auditoriums throughout the United States and Europe. In 1923, he was the first African-American musician to perform with a major symphony orchestra, leading him to sing under the batons of celebrated conductors like Eugene Ormandy, Bruno Volta and Pierre Monteux, among others. Like other acclaimed artists, he sang for crown heads of Europe, prime ministers, presidents and other heads of state.

The Roland Hayes story brings from the shadows a portrait of a man as complex as the music he performed. His trail blazing career carved the paths for Paul Robeson, Marian Anderson, Todd Duncan, Dorothy Maynor, and a host of other African-American concert artists. He was one of the first concert artists to routinely program African-American spirituals, thereby beginning a tradition which continues among African-American classical singers today. He transcended cultural, geographical and musical boundaries with his mastery of genres and a repertoire from some of history's greatest composers. Between the 1920's and the 1970's, Hayes's life was peppered with relationships that would place him among some of the most influential thinkers and artists of the 20th Century. He counted among his friends, George Washington Carver, Eleanor Roosevelt, W.E.B. DuBois, Mary McCloud Bethune, Walter White, Dwight D. Eisenhower, Alain Locke, and Langston Hughes. He also crossed paths professionally with Booker T. Washington and Thurgood Marshall. At the same time, Roland Hayes was forced to confront the struggles of his era, such as whether to play the race man and challenge Jim Crow laws as his contemporary, Marcus Garvey, or to cater to this mostly European and White American audiences. He understood quite early the importance of placing his name before the public as a career building strategy and advertised in well-respected media outlets of his day. But, when he had multiple opportunities to be featured on radio broadcasts, perform at the White House during the presidency of Franklin D. Roosevelt, or record during his vocal zenith, all of which would have catapulted his career to yet a higher level, he declined them because he believed that doing so would compromise his art.

I embarked upon this work not only to restore the legacy of this great artist but to explore the complex issues surrounding this once famous personality in an era of segregation and censorship. Roland Hayes always intended that his story be told. To document his rich life, he left more than 100,000 personal

papers, photographs, correspondences, manuscripts and recordings, which are now available for research in the Detroit Public Library. However, this search for Roland Hayes went well beyond the Detroit Public Library. I examined additional documents and archival collections in Boston; New York; Washington, D.C.; Rome, Georgia; San Francisco; Memphis and Chattanooga, Tennessee; not to mention several collections in Europe. I interviewed many direct descendants and relatives along with others who were in some way connected to this historical figure. I discovered that while Hayes went through great pains to carefully construct and preserve his legacy, there were aspects of his life he was determined to keep private. Roland Hayes operated in an era when African-American men did not speak or display their feelings publicly, adding a layer of complexity to researching this book. I was interested in exploring how Hayes negotiated his way through the sometime volatile concert musical world.

Roland Hayes, *An American Legacy Restored*, published by Indiana University Press, offers an account of a long-forgotten musician and historical figure whom the world once recognized as great. There are several attributes that contributed to Hayes's success that I pass on to my students at NIU. A strong belief and confidence in one's abilities, talents and training are essential to reaching one's goals. Also, Hayes had an entrepreneurial spirit which served him as he created opportunities for himself as a performing artist. He started his own record company in 1918, selling his records at local churches and through mail order. He self-managed and promoted his solo concert tours from Boston to California. Often, I remind my students that Roland Hayes was a major success without the aid of television shows like American Idol. I have also shared Hayes's varied vocal repertoire of European, African and American music with my students. Hayes arranged and performed many African-American folk songs for his recitals. He proudly programmed songs that he heard sung by his enslaved ancestors next to Bach, Beethoven and Brahms. In the tradition of Roland Hayes, I offer this Underground Railroad spiritual.

Dr. Sims proceeded to sing a medley of spirituals that included Swing Low Sweet Chariot, I'm Goin' Home on Mornin' Train, and Get Right Church and Let's Go Home.

Agenda Item 7.d. – Fifth Annual Report on the Outcomes of Sabbatical Leaves

Our next item provides additional detail about the high level of productivity of the 53 faculty members who were awarded sabbaticals in the same timeframe as professors Ledgerwood and Sims, Dr. Freeman said. Collectively, this group published 27 books and book chapters, 197 journal articles, made 18 contributions to conference proceedings, 3 contributions to exhibit catalogs and 4 contributions to public media. They produced 43 works of art, and submitted 29 applications for external funding that produced \$7.5 million to support 22 initiatives. Faculty also reported that they revised or created a total of 29 graduate and undergraduate courses and a new doctoral program with direct benefit to 650 students annually. There is no question about the return on the investment our university makes in sabbaticals.

I really appreciate this report, Trustee Butler remarked. It originated with a question from Trustee Murer several years ago and has consistently been presented to this committee, and I hope it continues, because it is a worthwhile brief sketch of the return on investment and the outcomes of this important enterprise.

Both individuals were outstanding in their own right, Trustee Murer commented, and it continues to show us why we excel in various areas, in particular, Southeast Asian Studies and our music programs. These are examples, and it is very important to us.

Agenda Item 7.e. – Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2014-2015 Academic Year

Dr. Freeman stated that the Faculty and Supportive Professional Staff Sabbatical Leaves for the 2014-15 Academic Year recommended to the President are listed in the Board Report. Chair Marshall asked for a motion to endorse the university's Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2014-15 Academic Year. Trustee Boey so moved, seconded by Trustee Murer. The motion was approved.

Agenda Item 7.f. – Request to Delete a Concentration

The Request to Delete a Concentration in Southeast Asian Studies is being made in order to offer a Certificate of Graduate Study. Dr. Judy Ledgerwood, Director of the Center for Southeast Asian Studies, stated that both requests to delete the Concentration and to add the Certificate, went through the curricular process at the same time. Dr. Carolinda Douglass stated that though both requests went through at the Curriculum Committee at the same time, the Certificate in Graduate Study has not come back to Academic Affairs as yet. Chair Marshall asked for a motion to approve the Request to Delete the Concentration in Southeast Asian Studies. Trustee Strauss so moved, seconded by Trustee Boey.

In view of the fact that they did not have an item for endorsement of the Certificate of Graduate Study, Trustee Strauss said that he was concerned about students who might possibly be caught in the middle of the two approvals. He then made a motion to postpone this item until the next Board meeting where both could possibly be approved together. Trustee Butler seconded that motion.

Per a query from Trustee Murer on the parliamentary dimension of not going through the committee for endorsement before being presented for approval by the full Board, General Counsel Blakemore stated that this Board would have the authority to have the Board take action without the committee recommendation. It is outside what the normal course of business would be, he said, but there are circumstances that merit that type of action.

Trustee Strauss then withdrew his original motion subject to the approval of the second to postpone this matter until the next regularly scheduled meeting of the full Board later today. Student Trustee Echols seconded the motion. The certificate approval process is a presidential one, President Baker said, so we should be able to complete that in time for the next Board meeting.

Chair Marshall asked that the motion be repeated. Trustee Strauss made the motion to continue this matter to the next regularly scheduled meeting of the full board later today. Trustee Butler seconded the motion. The motion was approved.

Agenda Item 7.g. – Request for a New Minor, New Emphases and a New Specialization

Dr. Freeman stated that this item contains requests for a New Minor in LGBT Studies that will be administered by the Women's Studies program within the College of Liberal Arts and Sciences; a new Specialization in Engineering Management within the Masters in Industrial and Systems Engineering; and two new Emphases, one in Applied Manufacturing Technology within the B.S. in Technology from the College of Engineering and Engineering Technology and one in Instructional Technology Training and Evaluation within the Bachelors of Science in Applied Management. Chair Marshall asked for a motion to approve the Requests for a New Minor, New Emphases and a New Specialization. Trustee Boey so moved, seconded by Trustee Butler. The motion as approved.

Agenda Item 7.h. – Oral English Proficiency Report 2012-2013

The 2012-13 Oral English Proficiency Report is an annual report required by the State of Illinois, Dr. Freeman said. Trustee Butler noted that the Board usually received an itemized report. Dr. Freeman stated that the itemized report would be forwarded per the Board's request. Chair Marshall asked for a motion to approve the Oral English Proficiency Report for 2012-2013. Trustee Murer seconded the motion. The motion was approved.

Agenda Item 7.i. – Transfer of Tenure and Tenure-Track Locations

This action is requested as the result of a departmental name change in December 2013. The request is for Transfer of Tenure and Tenure-Track positions from the Department of Literacy Education to the Department of Literacy and Elementary Education. Chair Marshall asked for a motion to approve the Transfer of Tenure and Tenure Track positions from the Department of Literacy Education to the

Department of Literacy and Elementary Education. Trustee Boey so moved, seconded by Trustee Butler. The motion was approved.

NEXT MEETING DATE

The next meeting of the Academic Affairs, Student Affairs and Personnel Committee is scheduled for Thursday, May 29.

ADJOURNMENT

Trustee Strauss moved to adjourn, seconded by Trustee Boey. The meeting was adjourned by Chair Marshall at approximately 1:43 p.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.