



Board of Trustees

Academic Affairs, Student Affairs
and Personnel Committee

February 7, 2019

BOARD OF TRUSTEES OF NORTHERN ILLINOIS UNIVERSITY
Academic Affairs, Student Affairs and Personnel Committee
8:30 a.m. – Thursday – February 7, 2019
Board of Trustees Room
315 Altgeld Hall

AGENDA

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11. Next Meeting Date
12. Adjournment

*Individuals wishing to make an appearance before the Board should consult the [Bylaws of the Board of Trustees of Northern Illinois University](#), Article II, Section 4 – *Appearances before the Board*. Appearance request forms can be completed [online](#) in advance of the meeting or will be available in the Board Room the day of the meeting. For more information contact Chelsea Duis, cfrost1@niu.edu, Recording Secretary to the Board of Trustees, Altgeld Hall 300, DeKalb, IL 60115, 815-753-1273.

Anyone needing special accommodations to participate in the NIU Board of Trustees meetings should contact Chelsea Duis, cfrost1@niu.edu or (815) 753-1273, as soon as possible.

Minutes of the
NIU Board of Trustees
Academic Affairs, Student Affairs and Personnel Committee
November 15, 2018

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 8:30 a.m. by Chair Wasowicz in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Parrish conducted a roll call. Members present were Trustees Dennis Barsema, Wheeler Coleman, Timothy Struthers, Nathan Hays and Committee Chair Eric Wasowicz. Trustee Robert Pritchard was in the building, but not at roll call. Trustee John Butler arrived at 8:44 a.m. Trustee Veronica Herrero was absent. Also present were Lisa Freeman, Matt Streb and Gregory Brady.

2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

General Counsel Brady indicated the appropriate notification of the meeting had been provided pursuant to the Illinois Open Meetings Act. Mr. Brady also advised that Trustee Pritchard was in the building and would be joining the meeting soon and a quorum was present.

3. MEETING AGENDA APPROVAL

Committee Chair Wasowicz asked for a motion to approve the agenda. Trustee Coleman moved and Trustee Barsema seconded the motion. The motion passed.

4. REVIEW AND APPROVAL OF MINUTES

Committee Chair Wasowicz asked for a motion to approve the minutes of August 16, 2018. Trustee Barsema moved and Trustee Coleman seconded. The motion passed.

5. CHAIR'S COMMENTS/ANNOUNCEMENTS

Committee Chair Wasowicz: Welcome those in attendance, we have a brief but important agenda and are looking forward to recognizing the excellence as well as receiving a presentation from the Education Systems Center.

6. PUBLIC COMMENT

General Counsel Brady indicated that there was one request for public comment. The requester was not in attendance.

(UAC Members Alex Gelman, Kendall Thu, Therese Arado, Holly Nicholson, Cathy Doederlein)

Committee Chair Wasowicz: At this time I'd like to recognize the members representing the University Advisory Committee that are in attendance; Professor Alex Gelman, and Professor Kendall Thu. I would also like to recognize Faculty Senate President Professor Therese Arado, Operating Staff President Holly Nicholson. Do you have any comments for the board?

Alex Gelman: I do not.

7. UNIVERSITY REPORTS

Agenda Item 7.a. Professional Excellence Awards for Faculty and Staff

Committee Chair Wasowicz: At this point I'd like to ask President Freeman to present the University Report.

President Lisa Freeman: Thank you Trustee Wasowicz. It is fun to be here as the liaison to the Student Affairs, Academic Affairs and Personnel Committee. Our first agenda item 8.a. is an information item regarding professional excellence awards for faculty and staff. The University sponsors a number of programs that are designated to recognize excellence in faculty and staff performance. These include Board of Trustees professorships, presidential professorships that recognize excellence in teaching research scholarship and artistry, and engagement excellence in teaching awards as well as recognition awards for outstanding staff members from both our operating staff and our supportive professional staff. These awards are recognized at a ceremony in the spring, but it's rare that we can have all of our trustees there and so we have been trying for a number of cycles to have the recipients of these awards recognized and able to communicate a little bit with our trustees. Sometimes our schedule gets behind because of public comment or overruns of committees but we got smart this time and we made this the very first item of the day so that we could give people a reasonable time to be here and I'm going to ask that anyone who is a recipient of one of these awards who is listed in the board item to please form a line at the mike. We'll start with Professor Gebo, please say who you are, how long you've been at NIU, and part of how you contribute to the university and what excellence you were recognized for. And I know everyone is very humble but...

Dan Gebo: Well my name is Dan Gebo. I've been at NIU for 32 years. We've done a lot in terms of research. I work with bones and fossils. We've made top publications in top journals like *Nature and Science*. We've made the front page of the *New York Times* and *Time* magazine. We've had a pretty long and distinguished career. I am a Board of Trustees Professor for the third time. I'm an inaugural winner. One of the first three when it was first recognized. I guess I was the first two time winner and now the first three time winner. I hold a presidential teaching professorship, a presidential research professorship. I've won the outstanding faculty award for the college this past month. I am the US professor for the State of Illinois in 2014. So I've had a pretty long and distinguished career, so at least six major awards at NIU and one outside of NIU. We've spent a lot of time of course doing research. We work with students. I've worked a lot with artists even. Even though I'm a scientist we do a lot with illustrations of the fossils we work with. So we had a very great time with one art student who actually illustrated everything in a book I published. We've had taking students to the field. We've done, I lose count, but probably well over one hundred twenty-five or thirty master's thesis or PhD committees in terms of NIU plus outside NIU. I've sat on several PhD committees outside. Anthropology does not have a PhD arrangement there at this time. And so anyhow it's been a long history. I've taught seven and a half thousand students over my 32 years. So I've taught undergraduate classes, well into the hundreds of students. I've taught graduate seminars and of course for fewer numbers of students and gone and done all these types of activities. So we've been a good department. I've had a good run I will say. And as Lisa knows I'm retiring in May. So this is it. So this is the final year.

President Lisa Freeman: Thank you. Do we have other award winners?

Trustee Barsema: Can I just add one comment to Professor Gebo that about 16 or so years ago he and I played basketball together a lot and his excellence in the classroom is matched only by his excellence on the court. So he's also a very good athlete.

Dan Gebo: I'd like to say one other thing and you may laugh at this, but I actually spend more time mentoring students at the rec center than I do in my office.

Committee Chair Wasowicz: I did learn a lot at the Stevens opening, when we were there looking at all the bones laid out there. It was just amazing.

Dan Gebo: (not speaking in front of microphone) NIU is actually a very unusual institution. We actually have an incredibly large selection of bones and cast. Way better than the University of Illinois (inaudible) institutions. (Inaudible) on that type of material.

Amanda Littauer: I'm Amanda Littauer. I have no equivalent athletic prowess so let's get that off the table. I'm an Associate Professor in the Department of History and in the Center for the Study of Women, Gender and Sexuality and I won the Excellence in Undergraduate Teaching award in the spring. I also won a different slightly lower profile award, the Eychaner award from the Presidential Commission on the Status of Gender Identity and Sexual Orientation. We took the status out of that. The Presidential Commission on Gender Identity and Sexual Orientation, and that's for advocacy on behalf of LGBTQ communities here at NIU. I do – my own research focuses on history of sexuality, gender, women, girls, LGBTQ people in the 20th Century in the United States. I have recently moved into oral history methods, so interviewing historian style. It's a little different. Life history interviewing, open-ended interviewing which I've been really gratified by and I have involved students in. So I've had an undergraduate research – I had two undergrads do research with me through a grant that I got through the research and artistry fund here at NIU and they observed interviews and transcribed interviews, analyzed interviews, did some archival research and have really assisted me in the last you know two years at this point in different iterations of independence studies and paid and unpaid research assistantships and internships with my own research agenda. So that's something that's been particularly satisfying and meaningful to me here at NIU. I, let's see, I teach you know all the way from first year, lots of first years. I'm teaching WGST 101 right now with 78 students and I think about 80% of them are new to NIU. So we've been doing a lot of work around just adjustment to college, to NIU, to finding their voice, connecting them with the resources that they need, handling mental health challenges and there are more than I've ever seen and it's a real concern to me that many students at this point feel that they don't have the support in terms of counselling on campus that they need or access to it on the timeframe that they need. So as long as I'm here I thought I'd mention that. But overwhelmingly, so then I teach all the way up to PhD students in History and Master students across many disciplines through the Center for the Study of Women, Gender and Sexuality. So I've served on master's committees for sports administration students and anthro and art history and it's really a pleasure and challenging and invigorating to work with students across a range of disciplines and doing research, very original research, using a wide variety of methods. So that's something I particularly appreciate about the joint appointment with the center.

President Lisa Freeman: Thank you Amanda. Do we have other award winners? Professor Chen.

Jie Chen: Thank you for recognizing me. Hi everyone. Good morning. My name is Jie Chen sorry I was not quite prepared for having a short speech this morning.

President Lisa Freeman: It can be very short.

Jie Chen: Thank you. I'm Associate Professor from School of Nursing. I have been working at NIU for about nine years. So I want to say it took me a long way to be where I am now. You know as a teacher whose native language is not English and the culture is different between Eastern and Western, I conquer a lot of barriers to become a teacher who have accomplished something by today. I would say I enjoy what I'm doing, no matter teaching, research, or service. In the past I have been teaching medical, surgical nursing in didactic and clinical courses, and I also have been mentoring students from other students with other students and I enjoy working with them to help them to achieve whatever they'd like and their research interests filled. I have been serving curriculum evaluation committee in my school and I (inaudible) so we have been through some difficult time and under pressure for researching the target passing grade for registered nurse, the NCLEX exam. And I was the chair for about three years so we accomplished some process in achieving excellence in nursing education. And for my research, my background is about occupational health and nursing, so my interest is I would do anything for nurses. My research projects have been around nursing work conditions. In the past I have done some study about evaluating nurses with stress, interruptive situations during their work, and also collaborate with some researchers from College of Engineering for evaluation a series of patients handling devices.

I'm in the laboratory setting for now, but we're moving forward to the clinical setting to help with the implementation for ergonomic devices. I guess that's what I have achieved so far, thank you so much and it's a great honor for me, this UTA award. It's a great honor. Thank you everyone.

President Lisa Freeman: Did anybody else come in or is anybody still hiding behind a piece of furniture or someone else's head? I think you can really see the excellence of our faculty when we do the tenure approvals here and when we have the recognition ceremonies. I think that we don't always appreciate that even when faculty are recognized for excellence in one facet of our university's mission be it teaching or research or engagement or service, all of our faculty are good teachers and good scholars and engaged with the community and with their students and committed to serving NIU and although we only had three wonderful individuals speak here this morning, let's give a round of applause for everyone who was recognized faculty and staff.

Agenda Item 7.b. Education Systems Center Presentation

President Lisa Freeman: Our next agenda item 8.b. is also an information item. We have a presentation from the Education Systems Center.

Jon Furr: Thank you President Freeman and members of the Board. We are very appreciative of the opportunity that we have this morning to provide you with some information about our center and the work that we do. First of all, I want to introduce the folks who are here. I'm Jon Furr; I am the Executive Director at Education Systems Center.

Edith Njuguna: And I'm Edith Njuguna, Director of Programs and Policy Implementation.

Emily Rusca: Hi everyone. I'm Emily Rusca, Policy and Programs Manager.

Jon Furr: Great, and we wanted to provide you, as I had said, a brief review of who we are. I know we have some more detailed information within the Board packet as well and we look forward to answering your questions. Our center is a unit of the Office of Engagement of Outreach Engagement and Regional Development. We like to describe ourselves as a mission driven, policy development and program implementation center. You can see that our mission here, fairly modest of course, to shape and strengthen education and workforce systems that prepare more young people for productive careers and lives in a global economy. We were founded in 2012 and since that time we've been able to have a strong focus on stakeholder engagement and successful execution of a number of project and policy areas which has helped us to take on a number of leadership roles and state level initiatives that we'll be able to describe to you over the course of this morning. Just to let you know a little bit more about who our team is, there's three of us that are here today. We have seven fulltime staff and one part-time staff. The center has grown since 2012 when it was just me and we've been able to evolve overtime to add additional team members which have reflected the scope of work and the projects we've been managing. As a self-funded unit we've been able to bring in resources to be able to grow the team and also to drive the work that we're doing

Emily Rusca: And the work that we do, we think about it in a number of different ways. One, we're always driven by that mission that Jon just described earlier. We are constantly working in service of young people and trying to improve outcomes for them. But in order to do that effectively we recognize that data is an essential piece of informing our policy, work and informing our practice and programs, and in order to continuously improve. We are equity focused in that we are focused on eliminating disparities amongst underserved populations and underrepresented populations in both educational and employment outcomes. We are collaborative. In order to make systems transformation happen, systems is in our name. In order to make that systems transformation happen we have to be collaborating across multiple sectors and we find that to be essential to our work. And in those processes we seek to be inclusive, making sure that we have a wide range of stakeholders in order to really best inform our practice in order to serve those ~~different stakeholders and serve the youth that we're trying to improve the outcomes for. And~~

finally, we're execution oriented. We like to get things done. We're constantly holding our vision, but we really are oriented towards delivering on what we have promised to do and executing on our goals.

Edith Njuguna: And we think about our work on three levels. So the first level is statewide and at this level we form and lead key interagency and public, private collaborations that drive policy priorities, deepen public system integration, grow public and private financial support, and enable integrated data. So examples of this include the Illinois Longitudinal Data System which is comprised of seven state education and workforce agencies and governor's office. And another example is the Illinois P20 Council which is comprised of several stakeholders that are working to advance outcomes for students across the state. So we staff both of those boards and provide guidance on the goals and make sure that those goals are met. At the community networks level, we build networks that connect policy to communities leading implementation. So within these certain networks we provide deeper technical assistance and support to a set of communities that are poised to serve as statewide and national exemplars. An example of this is the Illinois 60 by 25 network which is comprised of 14 communities across the state that are working to increase meaningful and equitable post-secondary attainment. And the 60 by 25 goal is linked to the P20 Council's goal that 60% of Illinois adults have a college degree or career credential by the year 2025. And finally, we work on strategic partnerships. And here we spearhead new policy and program opportunities that are mission aligned and can lead to broader network and statewide implementation. So our funding model as you can see on the slide. When we started in 2012 about 80% of our funds came from the state. Over the last six years we've worked hard to diversify this funding so that we now have a healthy mix from foundations, state agencies and contracts. Our revenues cover all of our expenses including rent and administrative costs. And I'd just like to comment on the expenses. You will see the pass through funding that's on there, which this is funding that we seek from public and private funders, and then we pass on to other departments at NIU that are working on projects with us, or to communities that are implementing the statewide policies we develop.

Jon Furr: Certainly we would think that to understand the nature of our work it's important to talk about our project areas and the impact that we're having and we certainly can have provided within the board packet materials more detailed information on three representative project areas. The first being the postsecondary and workforce readiness act. Our center was instrumental in driving really a four year process that led to the passage of that act and are now leading the statewide efforts to be able to implement it. Edith spoke about the 60 by 25 network already which we cofounded in 2013 and now we're working to manage and to organize that network which really helps to connect state policy down to community level action. And lastly again we've also touched on the Illinois longitudinal data system governing board which we were – we drove the process to establish that in 2013 and are now working to be able to lead those efforts with other units at NIU and the state agencies. But we'd like to get deeper just in one of these projects in the postsecondary and workforce readiness act which is a significant part of the scope of work that we're doing along with other partners.

Edith Njuguna: So the goal of the postsecondary and workforce readiness act is to strengthen the transition from high school into postsecondary. And as Jon said, this came about as a result of four years of work with hundreds of stakeholders from across the state to define the specific parameters of the legislation. We drafted the legislation and collaborated with stakeholders to obtain consensus on amendments for unanimous passage and it was signed into law in 2016. So the act has four far reaching strategies. The first one is the postsecondary and career expectations framework. This lays out what's students should know and be supported to do from 8th through 12th grade in order to prepare for life after high school as it relates to postsecondary choices, career exploration and financial aid and literacy. The second piece is college and career pathway

endorsements. This enables high schools to award college and career pathway endorsements on high school diplomas when students meet certain criteria. The third one is transitional math to avoid remediation. This establishes a structure for students to take math during their senior year of high school which if they successfully complete enables them to enter into credit bearing math courses in any Illinois community college. And the fourth one is a pilot of competency based high school graduation. So as Jon mentioned, we're driving implementation of the act across interagency bodies and through the 60 by 25 network and we are attracting public and private resources for communities on the leading edge of implementation. We're also aligning the acts to other state and federal policies to support its long term sustainability.

Emily Rusca: And I won't read through all the numbers here on this slide, but what we're hoping to convey here is that in a very short period of time since 2016 we're already accomplishing actually a great deal of scale and all of these numbers we would expect to increase over time. But really what you're seeing here is that across the state in 16 communities covering almost 100 high schools, schools are working on curriculum and work based learning experiences that enable – that equip students with the technical and essential employability skills that have been identified by employers in a number of fields including finance and business services, manufacturing engineering, and health sciences. The high schools that are implementing competency based pilots are also transforming the way that they're delivering school to their young people in order to think differently about how they are preparing them for what comes after high school. And what I'd really love to highlight here is these two bottom numbers which indicate the scale of transitional math happening. We have almost 100% coverage across the state in terms of the community college districts. There are many high schools, as you can see, participating in transitional math. We know that remediation is something that slows students down and frankly stops students out of completing postsecondary degrees and credentials. We're already trending in the right direction with the four percentage point reduction over 2013 to 2016 or the graduating classes of 2013 to 2016, and we think that that number will continue to accelerate given the high number of schools that are implementing transitional math in their high schools.

Jon Furr: So we're a pretty small team and we work on pretty large stuff, and so for us to be able to do that we have to have strong partnerships within Northern Illinois University. We work closely across a number of different units. For the postsecondary workforce readiness act we're working with the center for P20 engagement both in supporting the implementation and delivery of the transitional math work in connection to the Northern Illinois P20 network. We're also coordinating closely with the Provost offices and colleges around how college and career pathway endorsements and this transitional math work can be addressed as students are moving to NIU into various programs and we've been having a number of great conversations about that alignment work as well as the engagement of deans within the processes to be able to define the competencies that students need within these various areas. Within the 60 by 25 network, again there's a close overlap, although this is a statewide network, working closely with the Northern Illinois regional P20 network run by the center for P20 engagement. Also working with the center for governmental studies who has brought together data from 12 different data sets that are informing the work of our community. So we've worked with that team who has data expertise to be able to provide data along the cradle to career continuum which is informing the work of these communities. And certainly with the Illinois longitudinal data system work again while we are leading much the leadership in governance aspects of that, on the technical work there's a strong role for the NIU teams and the center for governmental studies at the Illinois report card and at the College of Education as well with the researchers there. We're working with them on how they're accessing that data to support the work that they are looking to undertake moving forward.

Emily Rusca: In addition to these great partners on NIU's campus, we also do a lot of work with state agencies and boards that are listed here amongst others. And as Jon alluded to earlier, this is

how we get some systems change done. And these are what we get called on to do as serve as a trusted partner and an execution oriented partner to help facilitate the spaces in which these agencies are trying to collaborate with one another. And we help maintain those relationships. We help continue to hold the vision and drive the work forward as they seek to collaborate on a number of cross cutting issues. And finally, we also rely heavily on our external partners. These are both state wide partners as well as some national partners. We rely on such partners and we work closely with them to both help inform our policy development and implementation work at a state level as well as at a local level and we also work closely with them in a number of different ways within our communities. And finally, our national partners also help us elevate the great work that's happening in Illinois to a national level and as part of that national conversation.

Edith Njuguna: So our key priorities for the next three years fall in these three categories. The first one, and these priorities are driving our various project activities and how we pursue funding. So in the college and career pathways we will continue to scale and strengthen college and career pathway endorsements and align apprenticeship systems. We will define and implement pathway competencies that articulate into postsecondary, and we'll establish a comprehensive and supportive state policy environment integrating across education and workforce legislation. And bridges to prosperity, we will steer the scaling of transitional math that we mentioned earlier and launch transitional English. We will foster dual credit partnerships under the dual credit quality act and we'll build the information systems needed to inform youth on postsecondary choices and for youth to communicate the learning attainment.

Jon Furr: And for the last area for data impact and leadership, we will continue to play the statewide rule that we have been in terms of coordinating data integration across state agencies. We've had the pleasure of working with board member Pritchard on the P20 education workforce data task force which we think will make some strong recommendations for how we can move our state's data system moving forward to support stakeholders. But we're also planning on doing much more extensive work on how we can get data out to community stakeholders and we've been working on developing systems and processes to be able to engage with our community partners, particularly on data around the secondary to postsecondary transition and the workforce needs within their communities. And so that's also a skill set in some capacity that we intend to build out to support those community level efforts. Again, we just wanted to thank you for the opportunity to give you a brief snapshot of the work that we're doing. We're very appreciative of the NIU home that we have and the partnerships that we have throughout the university and we welcome any questions you might have. Thank you.

President Lisa Freeman: Thank you. I'll ask the board members to address questions to you themselves.

Trustee Barsema: Two questions for you. Thank you by the way for a great job. About 40% of your funding is coming from foundations?

Jon Furr: Yes.

Trustee Barsema: Can you give us an idea of who – what type of foundation is supporting your work.

Jon Furr: Sure. Sure. So two of our major funders Joyce Foundation and Grand Victoria Foundation make a number of investments within the state on education and workforce related issues and happen to have a statewide focus. Often times you know there are some foundations that support programmatic activities which is not as much what we do, and others that have more of a lens for systems and for policy related work, which is more in the space that we inhabit. So we have been able, through the years, we've had national funders such as Lumina and Gates as well as many state level funders and the occasional community foundations as well that are supporting our work in connection to (inaudible.)

Trustee Barsema: My second question, on the 60 by 25 program, so if I understand that correctly would you say the goal is by 2025 to have 60% of Illinois students either with college and/or career accreditation. How do we know it that is the right percentage?

Jon Furr: Right, so the state level goal adopted by the P20 Council was for 60% of Illinois adults ages 25 to 64 to have a postsecondary credential or degree. And that was based on identifying the workforce needs and 2025 the time that goal was set in 2009 to estimate that at that period in time we would need that level of educated workforce to be able to support the employment needs within our state. Obviously, 2025 isn't too far away, so part of the state level conversation over the next several years will be how do we need to adjust and already we're seeing that number needed to trend up to more 65% and beyond. But that's sort of been the north star for a lot of state level policy on postsecondary attainment and our work has been to be able to connect that down to the community level.

Trustee Barsema: Okay, thank you.

Jon Furr: Thank you.

Trustee Pritchard: If I could follow up on that with either Jon or Edith, where are we right now on that progress to 60%?

Jon Furr: We're at 50.1%. So that's obviously for us to be able to make the 60 by 25 goal, we've actually got to increase our rate somewhat from where we have been in recent years. So that number includes about approximately 44% of associate and bachelor degree completers and approximately 6% of credential completers which is a little bit of fuzzy math for how that's been estimated through national partners, but that's how they've determined that. The work we're also doing though at the state level through the P20 Council is not just looking at that overall number, but breaking it down by different subgroups and categories to understand that as we look at our low income population, our black population, our Latino population, that there are significant disparities across our state in terms of those attainment goals, and the state is developing both goals for targets that are based on the different demographic subgroups in our state and also will be looking at strategies to support that work as well. So I think that's been an exciting shift in the conversation. While we need to have the overall goals set, we also need to be looking at all the different groups in our state and how well we're meeting the future population trends.

Trustee Pritchard: And I think that's going to be key to reaching that 60%. We've got to look beyond high school students.

Jon Furr: Yes, absolutely.

Trustee Pritchard: And your focus is on degrees or credentials, so what role does NIU play in that? Do we provide credentials too?

Jon Furr: Certainly I know that from the degree standpoint, as you look at the employer needs, we have – well sometimes the messaging that you hear is that you know there's not as much need for bachelor's degrees. That's not all the case, we look at the data, we look where jobs are growing. So we have a strong need for our state economy to support bachelor degree attainment in a number of key areas that are critical for our state's growth. We also think that from a credentialing standpoint, I'm not exactly sure to what extent there would be credentials that NIU would be offering, but NIU certainly plays a key role as we talk about pathways, it's always about looking at grades 9 through 16 plus, so serving in that role as a partner with community college partners and with other organizations, so even as students are maybe completing sub-baccalaureate credentials that there is a clear pathway on through NIU degree programs into the workforce.

Committee Chair Wasowicz: Yes, Tim?

Trustee Struthers: A question and then a comment. In a subsequent committee today we are seeking an approval for the Iowa JAG subcontract. So you are the recipient of that correct?

Jon Furr: Yes we are the administrator of that agreement which will be providing the funding to the Iowa JAG.

Trustee Struthers: Which seems pretty substantial. I realize it's money in and out but there will be a residual piece that we'll retain?

Jon Furr: Yes.

Trustee Struthers: My guess is that the good work that you've done and earned over time kind of has led you guys to land this?

Jon Furr: Exactly.

Trustee Struthers: So maybe while you're here, maybe just talk a little bit about that contract.

Jon Furr: Certainly. Well this was an opportunity that was brought to us by the Illinois Department of Employment Security which has been one of our key state partners through the years in supporting work around education and work force. And while there was a, just to pause quickly, Jobs for America's Graduates is a national program which was in Illinois before and it's now coming back with the support of the Illinois Department of Employment security. The program really targets students who are in high school and are most at risk of dropping out and not making a successful transition to college, careers, the military, etc. They have a focus on preparing strong career skills and engaging with employers to support that most at risk population. And so the Illinois Department of Employment Security has certain federal funds through the Wagner-Peyser funding stream which is targeting those at risk populations. They wanted to be able to use it to support those programs and wanted to work with us because they knew a, that we would be

successful in helping to execute and launch this program; and b, because they also knew that we would align it with these other state strategies, and part of the work is that not just to make this one program for one discrete population, but make sure we're supporting it as part of a broader pathway effort within those communities and that it's connected to that. So that's why they were able to come to us as a partner knowing that we would be able to support this program launch and be able to incubate it until it can grow on its own and be sustained moving forward.

Trustee Struthers: Thank you.

Committee Chair Wasowicz: Anything else? I have a comment. I've been on the board for nearly two years now and I've heard your name and your department more than any other name. It's great to finally meet you. I've heard about you and thinking about people from the IBHE, I've meet people at District 211, high school level, Dan Cates, he loves you guys. I've heard about you at the community college level, if Veronica was here today, Veronica Herrero would love to be here. She loves you guys and all the work that you're doing, so I'll channel Veronica right now. She's very thankful for you and all the work that you're doing. It's really great to hear all this today, now I can piece it all together, but there is also a lot of people outside of here that really think the work that you're doing is amazing.

Jon Furr: Thank you.

Committee Chair Wasowicz: Thank you for that. I do have one question and it might be a dumb question, but I'm trying to guess on what transitional math is. So could you explain transitional math to me?

Jon Furr: Yes. So this is really – the term transitional math refers to instruction that's delivered to seniors in high school which when they successfully complete that math instruction, they can be guaranteed placement in college level math courses. And so it's somewhat like the equivalent of

moving developmental education course work that might happen at a community college level down to the high school level, but this is addressing the fact that when we first and Emily had touched on these trends, you know that when we first started to integrate data <this is where these projects connect> and we saw that half of Illinois students going out of the community college system were going to remedial course work, that really led to a strategy to say that we need to think about how we were working with students while they're still in high school, and making sure that rather than letting get to community college where they take a placement test where they don't know what it means and getting into a developmental education course sequence where again the data shows that students are not being successful progressing through that. We need to be addressing those needs while still in high school. And so transitional math, because it's not remedial because they're not in college yet, we wanted to use the term transitional to refer to it supporting those successful transitions. And I wanted to say the Provost Office we've had some really exciting conversations recently, even though four year universities are not required to accept the transitional math placement under the legislation, we've had some really great conversations in the Provost's office about how NIU can also partner directly with high schools to recognize that that placement and transitional math and how that can support transitions and pathways into the university as well.

Committee Chair Wasowicz: Thank you.

Trustee Pritchard: I think a footnote to that is very few of the students that take remedial courses in community colleges ever graduate.

Jon Furr: Yes, it's true.

Trustee Pritchard: So it's important to drive it down to the high school and get the students prepared for higher ed.

President Lisa Freeman: It's a really good use of the senior year which you know those of us who are my age remember not a lot of work maybe got done senior year and so you know some students can use the senior year to accelerate their baccalaureate with a peer IB courses others can use it to catch up and we all know from a lot of data from NIU and elsewhere that if you take math your senior year you're already really positioning yourself for success.

Jon Furr: Yes, absolutely.

Committee Chair Wasowicz: I had this discussion, I've been working with the school in District 211 for a while on their entrepreneur program. I was talking with one of the teachers the other day and we were figuring that from about January 20th the seniors are done, they're gone, their mind is completely out of high school.

Jon Furr: Yeah and that makes it really tough. And within districts 211 and 214 their partnership with Harper College, they're remedial math rates have dropped from 35% of their students to around 12% over the last – I mean it's remarkable through these strategies.

Committee Chair Wasowicz: Wow.

Jon Furr: That's the type of work that these efforts can really scale up state wide and I think we'll see some long standing impacts from them.

Committee Chair Wasowicz: Great. Any other comments? Thank you very much.

Jon Furr: Thank you, thank you so much.

Committee Chair Wasowicz: Appreciate it. Thank you for your work.

President Lisa Freeman: That concludes the university report.

8. OTHER MATTERS

Committee Chair Wasowicz: Are there other matters to come before the committee?

9. NEXT MEETING DATE

The next meeting of the Academic Affairs, Student Affairs, and Personnel Committee will be Thursday February 7, 2019.

10. ADJOURNMENT

Committee Chair Wasowicz asked for a motion to adjourn. Trustee Coleman moved and Trustee Struthers seconded. The motion was approved. Meeting adjourned at 9:14 a.m.

Respectfully submitted,

Joan Parrish
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.

ANNUAL REPORT ON THE OUTCOMES OF SABBATICAL LEAVES

In response to inquiries about the outcomes of sabbaticals from the board, the university developed a timeline and process for collecting information from faculty who have been awarded sabbatical leaves. The information presented below serves as the most recent annual report on the scholarly work, curriculum development, and other outcomes achieved by faculty who were awarded sabbatical leaves during the 2015-2016 academic year.

For the 2015-2016 academic year, 49 sabbaticals were awarded and 1 faculty applicant was placed in the alternate list. 46 applicants (46 faculty members and 0 SPS personnel) actually took sabbatical leave. Sabbaticals were accepted by faculty and staff from six colleges: 27 (59 percent) were from the College of Liberal Arts and Sciences, 6 (13 percent) were from the College of Education, 4 (9 percent) were from the College of Visual and Performing Arts, 3 (7 percent) were from the College of Business, 3 (7 percent) were from the College of Health and Human Sciences, 2 (4 percent) were from the College of Engineering and Engineering Technology, and 1 (2 percent) was from the College of Law. Reports of sabbatical outcomes were requested and received from 43 faculty recipients and are included in this report. Of the three sabbatical recipients who are not included, 1 individual is on leave, 1 has retired and 1 is retiring this semester.

These sabbatical recipients have been actively engaged in scholarly and artistic endeavors, which have produced a number of different outcomes. Sabbatical leaves were associated with a total of 679 outcomes: 247 publications, 241 presentations, 40 grant submissions, 16 artistic works, 23 curricular development projects, 15 awards and honors, 33 outreach activities, 18 other significant contributions, and 46 submitted works in progress. Of the 40 internal and external grant applications submitted, 24 initiatives were funded for nearly \$1.86 million. These results are consistent with previous years' productivity.

The full report contains a summary of the outcomes and the individual reflections of the 2015-2016 faculty and staff sabbatical leave recipients.

FACULTY PRESENTATION ON SABBATICAL LEAVE

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

Professor Michael Day, Director of the First-Year Composition Program, recently completed a sabbatical and will present a brief report on the scholarly work he completed during his leave.

**RECOMMENDATIONS FOR FACULTY AND SUPPORTIVE
PROFESSIONAL STAFF SABBATICAL LEAVES FOR THE
2019-2020 ACADEMIC YEAR**

<u>Name</u>	<u>Department/School/Unit</u>	<u>Time Period</u>
OFFICE OF THE EXECUTIVE VICE PRESIDENT & PROVOST		
Douglass, Carolinda		Summers 2019 and 2020
COLLEGE OF BUSINESS (in alphabetical order)		
Briscoe, Jon	Management	Spring 2020
Downing, Charles	Operations Management and Information Systems	Spring 2020
COLLEGE OF EDUCATION (in alphabetical order)		
Howell, Steven	Kinesiology and Physical Education	Spring 2020
Johnson, Laura	Educational Technology, Research and Assessment	Fall 2019
Kim, So-Yeun	Kinesiology and Physical Education	Spring 2020
Mayall, Hayley	Educational Technology, Research and Assessment	Fall 2019
Roberts, Patrick	Leadership, Educational Psychology and Foundations	Fall 2019
Strid, John Evar	Curriculum and Instruction	Fall 2019
COLLEGE OF ENGINEERING & ENGINEERING TECHNOLOGY		
Gau, Jenn-Terng	Mechanical Engineering	Fall 2019
COLLEGE OF HEALTH & HUMAN SCIENCES (in alphabetical order)		
Henry, Beverly	Interdisciplinary Health Professions	Fall 2019
Yao, Ping	Interdisciplinary Health Professions	Fall 2019
COLLEGE OF LAW		
None		
COLLEGE OF LIBERAL ARTS & SCIENCES (in alphabetical order)		
Ashley, Walker	Geographic and Atmospheric Geosciences	Fall 2019
Bennett, Alexandra	English	Fall 2019 – Spring 2020
Birner, Betty	English	Fall 2019 – Spring 2020
Bowman, Douglas	Mathematical Sciences	Fall 2019
Campbell III, Carl	Economics	Summers 2019 and 2020
Caspersen, Randall	Communication	Fall 2019
Einboden, Jeffrey	English	Fall 2019
Fehrenbach, Heide	History	Fall 2019
Gillett, Carl	Philosophy	Spring 2020
Heideman, Laura*	Sociology	Fall 2019 – Spring 2020
Jones, Holly	Biological Sciences	Fall 2019
Klumpp, Douglas	Chemistry	Fall 2019
Krislock, Nathan	Mathematical Sciences	Spring 2020
Kuby, Emma*	History	Spring 2020
Ledgerwood, Judy	Anthropology	Spring 2020
Lind, Vera	History	Fall 2019

Lurio, Laurence	Physics	Fall 2019 – Spring 2020
Markowitz, Fred	Sociology	Fall 2019
McKee, Emily*	Anthropology	Fall 2019 – Spring 2020
Ryan, Timothy	English	Spring 2020
Schmidt, James	History	Fall 2019
Swingley, Wesley	Biological Sciences	Fall 2019
Than, Tharaphi	World Languages and Cultures	Fall 2019
Thu, Kendall	Anthropology	Fall 2019
Valentiner, David	Psychology	Fall 2019
Winkler, Roland	Physics	Fall 2019 – Spring 2020
Xia, Michelle*	Statistics	Fall 2019
Xiao, Zhili	Physics	Fall 2019

*Pending approval of tenure by the Board of Trustees

COLLEGE OF VISUAL & PERFORMING ARTS (in alphabetical order)

Freedman, Kerry	Art and Design	Spring 2020
Giese, Billie	Art and Design	Fall 2019
Wardell, Brandon	Theatre and Dance	Fall 2019

UNIVERSITY LIBRARIES

None

ALTERNATES (in ranked order)

Naples, Virginia	Biological Sciences	Fall 2019 – Spring 2020
Atkins, E. Taylor	History	Fall 2019
Gorman, David	English	Spring 2020
Sandberg, Brian	History	Fall 2019 – Spring 2020
Bujarski, Jozef	Biological Sciences	Spring 2020
Pillow, Bradford	Psychology	Spring 2020

Recommendation: The University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and asks that the President forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 7, 2019.

REQUEST FOR DELETION OF THE CERTIFICATE OF UNDERGRADUATE STUDY IN ACTUARIAL SCIENCE

Summary: Public university governing boards have the final authority to delete certificates of undergraduate study. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2019. These requests are brought to the Academic Affairs, Students Affairs and Personnel Committee of the Board of Trustees after receiving approval from curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The University proposes to delete the Certificate of Undergraduate Study in Actuarial Science offered by the Department of Mathematical Sciences within the College of Liberal Arts and Sciences.

Rationale: The Certificate of Undergraduate Study in Actuarial Science is being discontinued for a lack of student interest. The prerequisites are too many for such a certificate, so a minor, which the Department of Statistics and Actuarial Science will offer, is more appropriate.

Recommendation: The University recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse this request and asks that the president forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 7, 2019.

REQUEST TO DELETE EMPHASIS IN PROBABILITY AND STATISTICS WITHIN THE B.S. IN MATHEMATICAL SCIENCES

Summary: Public university governing boards have the final authority to delete subdivisions of major programs, including emphases. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2019. These requests are brought to the Academic Affairs, Students Affairs and Personnel Committee of the Board of Trustees after receiving approval from curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The university proposes to delete emphasis (4) Probability and Statistics within the B.S. in Mathematical Sciences.

Rationale: The Division of Statistics is set to become a separate department starting Fall 2019. At that point, these degrees/emphases will be under their purview.

REQUEST TO DELETE EMPHASIS IN ACTUARIAL SCIENCE WITHIN THE B.S. IN MATHEMATICAL SCIENCES

Summary: Public university governing boards have the final authority to delete subdivisions of major programs, including emphases. If the board approves this deletion, the university will report it in the Annual Listing of Changes sent to the Illinois Board of Higher Education in June 2019. These requests are brought to the Academic Affairs, Students Affairs and Personnel Committee of the Board of Trustees after receiving approval from curriculum committees at the department, college and university levels and the concurrence of the provost.

Description: The university proposes to delete emphasis (6) Actuarial Science within the B.S. in Mathematical Sciences.

Rationale: The Division of Statistics is set to become a separate department starting Fall 2019. At that point, these degrees/emphases will be under their purview.

Recommendation: The University recommends that the Academic Affairs, Student Affairs and Personnel Committee endorse these requests and asks that the president forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 7, 2019.

REQUEST FOR NEW DEGREE PROGRAM IN B.S. IN ACTUARIAL SCIENCE

Summary: All new degree programs require the approval of the Board of Trustees and the approval of the Illinois Board of Higher Education. This new program request has received all of the required curricular approvals at the department, college, and university levels, with the exception of the Academic Planning Council which is scheduled to review the proposal for approval on February 11, 2019. This proposal also has the concurrence of the provost.

Description: The University seeks approval for a Bachelor of Science in Actuarial Science degree program to be offered on campus. This program will be housed in the Department of Statistics and Actuarial Science within the College of Liberal Arts and Sciences.

Rationale: With the creation of the new Department of Statistics and Actuarial Science, the current "Actuarial Science" emphasis in the Bachelor of Science in Mathematics is being removed, and the new Bachelor of Science in Actuarial Science is being created. We expect this change to allow for a more state of the art degree in Actuarial Science, following closely the recommendations of the Society of Actuaries and the Casualty Actuarial Society, which we expect will attract more students to it.

Funding: No additional funding is needed, since this degree is already being run as an emphasis.

Recommendation: The University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and asks that the president forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 7, 2019.

REQUEST FOR NEW DEGREE PROGRAM IN B.S. IN STATISTICS

Summary: All new degree programs require the approval of the Board of Trustees and the approval of the Illinois Board of Higher Education. This new program request has received all of the required curricular approvals at the department, college, and university levels, with the exception of the Academic Planning Council which is scheduled to review the proposal for approval on February 11, 2019. This proposal also has the concurrence of the provost.

Description: The University seeks approval for a Bachelor of Science in Statistics degree program to be offered on campus. This program will be housed in the Department of Statistics and Actuarial Science within the College of Liberal Arts and Sciences.

Rationale: With the creation of the new Department of Statistics and Actuarial Science, the current "Probability and Statistics" emphasis in the Bachelor of Science in Mathematics is being removed, and the new Bachelor of Science in Statistics is being created. We expect this change to allow for a more state of the art degree in Statistics, which we expect will attract more students to it.

Funding: No additional funding is needed, since this degree is already being run as an emphasis.

Recommendation: The University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and asks that the president forward it by means of the President's Report to the Board of Trustees for approval at its meeting on March 7, 2019.

CAMPUS DINING STRATEGY UPDATE

NIU is working to increase our operation and financial strength by providing facilities, operations and services that are adaptable to the evolving demands in our environment while enhancing our competitive edge in recruiting and engaging student, faculty and staff. The Division of Student Affairs will provide a status report on the Campus Dining Strategy, one of the priority initiatives designed to enhance the student experience.

STRATEGIC ENROLLMENT MANAGEMENT PLAN

President Freeman will provide a presentation on NIU's Strategic Enrollment Management plan.

OVERSIGHT OF ACADEMIC PROGRAMS

Northern Illinois University engages in numerous processes to monitor the quality of its academic degree programs and to inform planning and decision making about the programs. Processes internal to the university include program review and the assessment of learning outcomes, which are required of all programs by our regional accreditor, the Higher Learning Commission, and by the Illinois Board of Higher Education. Processes that include external constituencies or external indicators include the reviews of doctoral departments by outside evaluators, external reviews of dissertations, accreditation, licensure and certification examinations and advisory committees.

Internal Processes

Program Review: NIU has a long-standing history of conducting thorough reviews of its academic programs and research and public service centers through the program review process. In the past, all programs were reviewed every eight years on a schedule determined by the university. As a result of a recommendation from the Program Review Process Improvement Task Force of 2013, this schedule was modified in 2015-2016 to better align with accreditation cycles for programs with disciplinary and/or college accreditation. The default review schedule for programs that do not have disciplinary and/or college accreditation remains every eight years. Departments scheduled for review prepare in-depth self-study documents, which incorporate information from the sources cited above as well as other data collected by the program and data provided by offices from across the university. The program review documents are appraised both by the provost's staff and then by a faculty committee, the Academic Planning Council. The council makes recommendations about the programs to the provost. The findings, recommendations and actions that result from the university's review of programs are reported to the departments and colleges as well as the NIU Board of Trustees and the Illinois Board of Higher Education.

The programs in the College of Liberal Arts and Sciences scheduled for review in 2017-2018 were the:

<i>B.A./B.S. in Nonprofit & NGO Studies</i>	<i>Ph.D. in Geography</i>
<i>B.A./B.S. in Environmental Studies</i>	<i>B.S. in Meteorology</i>
<i>B.S. in Computer Science</i>	<i>B.S. in Geology and Environmental Geosciences</i>
<i>M.S. in Computer Science</i>	<i>M.S. in Geology and Environmental Geosciences</i>
<i>B.A./B.S. in Geography</i>	<i>Ph.D. in Geology and Environmental Geosciences</i>
<i>M.S. in Geography</i>	

The program in the College of Education scheduled for review in 2017-2018 was the:

B.S. in Athletic Training

The programs in the College of Engineering and Engineering Technology scheduled for review in 2017-2018 were the:

<i>B.S. in Electrical Engineering</i>	<i>B.S. in Industrial and Systems Engineering</i>
<i>M.S. in Electrical Engineering</i>	<i>M.S. in Industrial and Systems Engineering</i>
<i>B.S. in Mechanical Engineering</i>	<i>B.S. in Technology</i>
<i>M.S. in Mechanical Engineering</i>	<i>M.S. in Industrial Management</i>

The programs in the College of Health and Human Sciences scheduled for review in 2017-2018 were the:

<i>B.S. in Medical Laboratory Sciences</i>	<i>Doctor of Physical Therapy (D.P.T.)</i>
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The following laboratory was also reviewed:

Microelectronic Research and Development Laboratory

The information submitted to the IBHE to meet its reporting requirement for 2018 has also been forwarded to the Board of Trustees under separate cover.

Assessment of Learning Outcomes: All NIU degree programs engage in the systematic assessment of student learning, and the overall assessment process is linked to program review. All degree programs have University Assessment Panel approved assessment plans that outline the methods, processes and time frames for the implementation of the plans. Each year, every program prepares an annual assessment update that provides a snapshot of the last 12 months' related assessment activities, the evidence gathered from the activities and the actions taken on the evidence. These updates are submitted to Accreditation, Assessment, and Evaluation that conducts a review of the updates using standardized rubrics, provides feedback to the individual programs and prepares a consolidated report on the extent to which the criteria for the updates were met. The assessment process also incorporates a review and/or revision of the overall plan to ensure that the plan reflects the programs' current practices. In year four of the program-review cycle, the whole assessment plan is submitted for review and (re)approval by the University Assessment Panel. The panel uses a standardized rubric and reporting form to provide feedback to the programs.

External Processes

Accreditation: Accreditation is a “process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement” (Overview of U.S. Accreditation, CHEA, 2009), and more than 26 specialized agencies accredit NIU programs across seven academic colleges. Accreditation is earned through a comprehensive process that involves self-study, peer review, site visits and action from the accrediting agency's commission affirming that threshold standards have been met. All of NIU's programs that have sought accreditation are fully accredited by their specialized accrediting agency.

Licensure and Certification Examinations: Graduates from NIU's accountancy, athletic training, clinical and school psychology, counseling, law, teacher education and health sciences programs take licensure or certification examinations that permit them to practice in their discipline. The results of these examinations give programs the means to benchmark NIU graduates' performance against state and/or national performance rates.

Advisory Committees: Many programs and departments engage in periodic discussion with alumni, employers and/or professionals in the discipline who comprise their advisory committees. These individuals provide feedback related to the performance and competencies of the program's alumni, curricular content and new trends in the discipline, which is used in numerous ways to ensure that programs are preparing students with contemporary knowledge and skills.