

Minutes of the  
**NIU Board of Trustees**  
**Academic Affairs, Student Affairs and Personnel Committee**  
May 9, 2019

**1. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 11:16 AM by Chair Wasowicz in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Parrish conducted a roll call. Members present were Rita Athas, John Butler, Veronica Herrero, Robert Pritchard, Nathan Hays, Dennis Barsema and Eric Wasowicz. Montel Gayles was not present at roll call but entered the room at 11:18 am.

Also present were President Lisa Freeman; Acting General Counsel and Board Parliamentarian Greg Brady; Board Liaison Matt Streb; Acting Executive Vice President and Provost Chris McCord; Vice President for Administration and Finance Sarah McGill; Vice President for Research and Innovation Partnerships Jerry Blazey; Vice President for EMMC Sol Jensen; Vice President for Diversity, Equity and Inclusion Vernese Edghill-Walden; Associate Vice President for Student Affairs and Dean of Students Kelly Wesener-Michael; Vice Provost Carolinda Douglass; and UAC Representatives Alex Gelman, Sarah Marsh, Kendall Thu, Therese Arado, Cathy Doederlein and Holly Nicholson.

**2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING**

Acting General Counsel Greg Brady indicated the appropriate notification of the meeting had been provided pursuant to the Illinois Open Meetings Act and advised that a quorum was present. He also advised that Trustee Gayles was present but out of the room.

**3. MEETING AGENDA APPROVAL**

Committee Chair Wasowicz asked for a motion to approve the agenda. Trustee Pritchard moved approval of the meeting agenda and Trustee Barsema seconded the motion. The motion passed.

**4. REVIEW AND APPROVAL OF MINUTES OF NOVEMBER 15, 2018**

Committee Chair Wasowicz asked for a motion to approve the minutes of February 7, 2019. Trustee Pritchard moved and Trustee Barsema seconded. The motion passed.

**5. CHAIR'S COMMENTS/ANNOUNCEMENTS**

Committee Chair Wasowicz: First of all, I'd like to welcome everyone here today. Recruiting and retention are a big here, I had a great experience to go out again this year to talk with some of the high school counselors and the people that really drive the Illinois students to come to Northern Illinois University. This is my second year doing this, and I think we had some really positive and good feedback, we have a really long agenda today and we're using up most of the alphabet in terms of the amount of items. We'll have presentations on onboarding and the Employee Assistance Program; an overview from the College of Business. There are 25 approval items, including fiscal year 2020 SPS and Civil Service staff salary increment allocation guidelines; recommendations for faculty tenure and/or promotion; request for authorization to retain executive search firms for the appointment of specific dean level positions. Before we go into the agenda though, at this time, I'd like to recognize the University Advisory Committee liaisons for the Academic Affairs, Student Affairs and Personnel Committee, Professor Alex Gelman and Professor Sarah Marsh. Other representatives of the University Advisory Committee are Professor Kendall Thu and Faculty Senate President Terese Arado, Operating Staff President Holly

Nicholson and Supportive Professional Staff President Cathy Doederlein. Do any of you have any comments?

Holly Nicholson: Good morning. Thank you. I just wanted to say that my constituents and I are very excited and supportive of the presentation that will be at the end about onboarding and employee assistance program. I know HR has been wanting a long time to bring the employee onboarding to the next level and take it from something that's just a day of paperwork and becoming an expanding learning about the branding and become brand advocates and having all the resources available, so we're looking forward to that rolling out and finally being prioritized. Also, the Employee Assistance Program is a wealth of resources for the campus community and the new job assistance programming that you'll hear about here I think is so beneficial for our staff here to understand how they can use their education benefits and how they can explore their careers here. I think that will do a lot for retention for our staff. Thank you.

Chair Wasowicz: Thank you Holly. Anyone else?

Sarah Marsh: Hi. I'm Sarah Marsh. I'm just very gratified to see on the agenda so many outstanding items, not outstanding but extraordinary items of curricular enhancement. You know it's interesting when you get to this level there have been years of discussion and planning around how to make the programs at NIU the very best, and so at this meeting, you'll have a chance to approve those items, and so I'm very gratified to all the people that have done all that work to end here with you.

Chair Wasowicz: Thank you Sarah.

## **6. PUBLIC COMMENT**

Committee Chair Wasowicz: Mr. Brady, have any members of the public registered a written request to address the board in accordance with state law and Board of Trustees bylaws?

Acting General Counsel Brady: One that was withdrawn.

## **7. UNIVERSITY RECOMMENDATIONS**

### **Agenda Item 7.a. Fiscal Year 2020 SPS and Civil Service Staff Salary Increment Allocation Guidelines**

Committee Chair Wasowicz: At this point, I'd like to ask Acting Vice President and Provost to present the university report.

Acting EVPP McCord: Thank you Chair Wasowicz. As you said we have a number of items. We are leading with a very important item, the Fiscal Year 2020 SPS and Civil Service staff salary increment allocation guidelines. Board of Trustees regulations call for annual salary increment and guidelines to be approved by the Board of Trustees. The approval of the annual salary increment guidelines authorizes the university's distribution of fiscal year increments to eligible employees. Following the completion of the fiscal year salary adjustment process, increment totals are verified and provided to the Board of Trustees in a summary form. The FY20 increment guidelines incorporate a three percent across the board salary increase for eligible supportive professional staff and Civil Service employees along with other employee groups as described below. The FY20 salary increment guidelines pertain to non-negotiated staff, that is, those who are not covered by a collective bargaining agreement. Specifically, non-negotiated staff on regular contract appointments employed by the university on or before December 31, 2018, and who remain employed on the effective date of the increment program will be eligible for the increment. Graduate students are eligible for the increment subject to university procedures. SPS employees on temporary contract who have been continually reappointed for three or more years and are reappointed during FY20 are also eligible. Employees who are represented by a union or other legally recognized collective bargaining representative will receive a negotiated increment

pursuant to the specific provisions of applicable existing collective bargaining or other future negotiated agreements. Any negotiated final agreement may be retroactive to July 1, 2019, based on the authority stated in the State of Illinois Finance Act. Recommendations pertaining to faculty will be brought forward at future meetings of the NIU Board of Trustees. The university recommends that Academic Affairs, Student Affairs and Personnel Committee endorse this request and ask that the president forward it by means of the president's report to the Board of Trustees for approval at its meeting on June 13, 2019. I believe President Freeman would like to add a comment before we proceed.

President Freeman: For those of you who were here for the previous meeting and were able to listen to the discussion of our multi-year budgeting strategy and the request from the Board for the leadership of the university to work more aggressively to close the gap between what we need to do and the resources available to do it. I want to be very clear that we are not going to be pulling back on investment in our employees. So as we look to aggressively close that gap and invest less cash than we stated today, I just want to be very clear to everyone here that that was not a call to alter our commitment to this salary increment and to investment in our employees. We are fully committed to that.

Chair Wasowicz: Do we have a motion to approve?

Trustee Herrero: So move.

Chair Wasowicz: Is there a second?

Trustee Athas: Second.

Chair Wasowicz: Discussion?

Trustee Herrero: I have a question. How many people fall into this or are impacted by this to get the increase?

Acting EVPP McCord: There are – unrepresented staff of approximately 700. That's a quick calculation in my head. I may be off, but it's unrepresented Civil Service and essentially all SPS.

Trustee Herrero: Who aren't in an...

Acting EVPP McCord: Essentially no SPS are in unions, so all SPS are covered by this and then those Civil Service staff who are not covered by a union.

Trustee Butler: But if a collective bargaining agreement currently in force has provisions to pass through the increase then they'll also receive the increase?

Acting EVPP McCord: That is correct. So we have a number of agreements that have as we say pass through language that specifies an amount, but also specifies that if there is an across the board formula that is higher, that the union would then receive the higher amount. There will be some nuances to that, but essentially that's correct.

Chair Wasowicz: Any other discussion?

Trustee Gayles: I'd just like to commend the president in saying that she's committed to seeing how she can level the playing field here and that's commendable.

Chair Wasowicz: Any other comments or questions? We have a motion on the table, all those in favor signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

Acting EVPP McCord: Thank you.

## **Agenda Item 7.b. Request for New Degree Program in Doctor of Philosophy in Electrical Engineering**

Acting EVPP McCord: We now have 22 curricular items to bring forward. And before I begin those, I'd like to say a few overarching words about the curricular process. Our 22 curricular proposals include creation of new degree programs, adjustments to existing programs, packaging existing courses to create credentials such as minors or certificates, and deleting offerings that are no longer in demand. These curricular proposals have all gone through an extensive internal evaluation at the local, college and university levels. New degree proposals, which will be bringing forward three, go to the Illinois Board of Higher Education for their approval. All of the other items go to the IBHE for notification only. IBHE approval is not required. We'll be working through these proposals college by college and we will be beginning with three proposals from the College of Engineering. Again I'd like to say a few overarching words about all three before we then bring them forward individually. The College of Engineering grew out of a very applied undergraduate orientation. It has matured over the years. It has grown its research portfolio and to really take the next step in growth in its research portfolio, the college is looking to create three Ph.D. programs in Mechanical Engineering, Electrical Engineering, and Industrial and Systems Engineering. Those of you who were on the board last year may recall then Vice President for Research and Innovations Partnerships, Jerry Blazey, presented the research plan for the university. These Ph.D. programs were featured prominently among the plans for growing the university's research profile. There's a close, close synergy between Ph.D. programs and research. Ph.D. students provide the stability, the maturity if you will to really be junior partners with faculty in pursuing research and can then serve as mentors to students below them. This will provide really exciting opportunities for our faculty, but more importantly it will provide really novel, important, new opportunities for our students. One of the features of these Ph.D. programs will be an industry fellowship program that places the Ph.D. students into industry settings and we think that this is a valuable and novel approach. Dean Peterson is available as well as his team if you have further questions that you'd like to discuss globally before we begin the individual proposals.

Trustee Barsema: I'm thrilled to see this and great job and congratulations to Dean and to yourself Provost. Where does this put us relative to other universities in Illinois that are offering Ph.D.s in Engineering?

Dean Peterson: It puts us right there with them.

Trustee Barsema: But how many others are doing it?

Dean Peterson: I don't have the exact number, but you know there's the public and private, the University of Illinois, the IIT's for example, the Illinois Institute of Technology. They're able to compete for grants. When institutions go for grants one of the things that's strongly considered especially in Engineering and Science is the capacity to be able to sustain those grants. So those institutes have done quite well in terms of being able to bring in that level of funding. Where when we apply for a major grant, we're kind of held at a lower standard because we don't have the continuance that's needed in terms of what the Provost mentioned, a junior partnership between the Ph.D. students and the faculty; that longevity of impact for the research. So this will put us right in the field to be able to actually go after the grants that they go after.

Acting EVPP McCord: Chair Barsema there are three public universities in Illinois that currently offer Ph.D.'s: University of Illinois Chicago, University of Illinois Urbana-Champaign, and Southern Illinois Carbondale.

Trustee Barsema: Okay, thank you.

President Freeman: Dean Peterson, I know that all three of the proposed programs have the distinguishing feature of the industrial fellows program. If you could speak to that for the Board and just mention briefly also the changing role and demand for doctoral engineers outside of

academic sector. That's probably an also useful piece of information in response to Chair Barsema's question.

Dean Peterson: Yes, thank you. I do want to state that we will have, in addition to this exciting IFP pathway, we will have the ability to support the traditional, the students that want to be in a research environment and then go on to the academic. But I think even more impactful is we do envision having this industrial fellows program where students can come in as we partner with industry to be able to place them within industry where their dissertation work will be done with the company, for the company, and on the company's work site. This has been in high demand nationally by companies. It's seen in national academies reports since the late nineties, yet no institution has moved forth to try to capitalize on such a partnership with industry. So we're making a bold move here to work with industry partners to be able to actually align a Ph.D. program for training, for industry practice. Decades of training and Ph.D. engineering education remains esoteric, you know entrenched in preparing for academia essentially. Yet research shows that seventy percent of Ph.D.s in Engineering go into industry and want to go into industry and not academia. And it's getting worse. We see seventy-five percent, eighty percent for more recent figures, yet other institutions aren't really taking the headway on changing the curricular paradigm or the educational paradigm so we're taking a step in that direction. I've actually made a presentation on this to all the engineering deans in the country, various levels of institutions, and said that you know we need to pay attention to where we go with our graduate education because as we are upon the fourth industrial revolution, we need to meet the needs of society, the integrated technology needs of society. Unfortunately, the US lags behind other countries or regions like Asia and Europe in terms of how it implements and trains and uses Ph.D. trained individuals. So if successful, this IFP program will be a cutting-edge program and will represent a national model at all levels no matter what the institution that grants the Ph.D.s. The other part I want to mention about the industry fellows program is in a couple aspects in supporting NIU's mission. In terms of having deep impact in the region and partnerships with the communities and industry is certainly a partner with us and part of the community. But also the residents; for example, this part of Illinois and this region will have access to a Ph.D. program. The Industry Fellows Program is unique in a number of ways. It will allow a student to be identified as an undergraduate student, maybe working with a company through some time of design project or research or internship where the company identifies these individuals as potential future leaders. By the way, I should say that in talks with companies we held a focus group with about twelve companies from the region just outside Chicago, and each one of them announced that they would love to be able to take in Ph.D.s.; but again, if how they're trained ends up being too narrowly focused, as well as costly in terms of retention, as well as training, they'd rather spend the money right now on the master's or bachelor's trained students. However, they would really like the Ph.D. students. They see the Ph.D. students as becoming the individuals who not only can focus narrowly on very complex technical challenges, but also provide leadership. So we do see aspects of training including commercialization, entrepreneurship, business leadership, and various advanced soft skills in this. So students can be identified by a company based on their work to essentially be recruited into this IFP program. We envision the partnership with the industry. The industry actually completely supporting the student and sponsoring them, which is where the funding would come from to support the student as a Ph.D. grad assistant. Another pathway could be where students rotate through internships at each of the companies and while they're there, maybe they do four companies or three companies in one year, given the same months respectively. They would provide a white paper as to what, in working with the company, what the dissertation, what the research needs, what is the technological impact, where's the leadership that's needed for the dissertation. And at the end of that year of rotation, the company will have a pile of these proposals and they'll hand select few that they want to sponsor and keep sponsoring, to go through to do the onsite work for the company. The third, which is really going to be cutting edge and we've proven success, not only of our great undergraduate program at RVC, but also with our onsite master's. I don't know if

many people understand we offer a complete onsite master's at Navistar in Naperville where that company is partnered with us and we have three cohorts that have gone through the process, the fourth we're working on currently. This is completely onsite. This is extremely attractive to companies for retention because you can go and work at your company and then in the evening, where our faculty go the Navistar campus to teach courses. To not have to drive all the way to NIU, not have to log on, still get the face-to-face interaction, still gain the master's, the full-blown master's degree in Mechanical Engineering. We see this as, well our undergraduate programs of a deeper commitment to the communities, where again the third pathway for the IFP would allow current employees at companies to continue on for a Ph.D. Looking at whether it be some sort of hybrid offering, we've had companies in the focus groups that would be willing to support the classes even if it's three companies breaking it into a third over the semester or at least the courses rotating, so it's somewhat hybrid for that can attend in face-to-face but also be at those companies. This is going to open up a Ph.D. degree to those who never even thought or dreamed they could do it. So it's really building off of our commitment to partnerships with communities. In addition, from a diversity standpoint, this is also going to open up degrees to workers. Again, folks that couldn't do this, as well as minority populations that are very important to us, that we want to be able to provide these opportunities. I can stop here for some questions.

Trustee Herrero: The industry partners, are they – how does this work? Is it us seeking the partners or the partners are seeking us or is it a combination of both?

Dean Peterson: It'll be both. After the presentation and this is the American Society of Engineering Education, throws a conference once a year with all the Engineering Deans. It's only Deans, not Associate Deans, not substitutes. After engaging in the presentation there I had major companies like Texas Instruments and Johnson and Johnson come to me and say how do we do this. We need this. We were at a company last week, Omron, who partners with us and facilitates a named laboratory within Engineering, Mechatronics Engineering, which is a new degree program; had a meeting with their North American President and CEO, and he turned to his staff during this meeting as I provided him a review of where we currently are, and he said I want to be the first company to sign on to this. I want to do this right away. So we're very excited by that. They see this and maybe quite selfishly on their part, they see this as a recruitment and retention tool. They do this again in Asia, they do it in Europe quite well. We don't do it in the US, and like I said, I think NIU we do this successfully, and we're on the path for success. We're going to make a national impact with this.

Trustee Herrero: That's great.

Dean Peterson: So both. We're going to be soliciting, as well I think there's going to be somewhere...

Trustee Herrero: It sounds like (no microphone) in the pipeline.

Dean Peterson: Yeah, we're quite excited.

Trustee Pritchard: It's exciting to hear how you're moving into areas that are changing the paradigm, so to speak, on education and responding to the needs of the marketplace and students. A couple of questions, as I looked at these three proposals, your projecting a few Ph.D.s to go through here. Is that a startup process or do you expect this to be more popular and how many do you expect to go through the program?

Dean Peterson: Precisely, we see the launching of this program, we want to do it right. We want to make sure we handle all the bugs and kinks from the get-go. We want to make sure faculty are mentored and prepared. We want to make sure the college is mentored and prepared, and the university and so forth, all properly. We only envision three to five students per program. If industry steps up, and for example, Omron says we want to take on five students next year, we're going to work with them on providing those five students and mentoring those students. A key

component is going to be that relationship with industry. So that may grow organically and that will attract more students, but this will be industry supported if that does occur.

Trustee Pritchard: That's kind of my second question because all three of these programs can be added with the capacity that we have, but you made a caveat that you may need additional funds in the future. Is that the partnership funding or are you expecting university funding is going to be needed in future?

Dean Peterson: Minimal university funding. You know what I've seen in the college, I'm not quite two years old here, is the capacity, and we have external reviewers come in, they were blown away by the capabilities, the pedigree of the faculty, the abilities of the facilities and so forth, to be able to be doing this now, without much investment from the university standpoint. We currently fund a lot of, out of the college and provost's office, a lot of teaching assistants, graduate assistants that are in the master's level. We have a flood of them. With three or five in each program, we're going to re-steer some of that funding so that what we would like to do, and companies want this as well, is to see these Ph.D.'s, obviously the non-industry based ones, the full-time employees, to be able to do teaching assistants in their first, possible second year. And the companies want that to be able to gauge, train, mentor, handle critical things on the fly. So we want to steer some of that existing money and resources towards supporting the program. The IFP is envisioned to be completely and one hundred percent supported by industries, with a little bit extra for programmatic support.

Acting EVPP McCord: Thank you.

Dean Peterson: Grants coming in, as we're able to apply now for a higher level, higher quality grant because we do have a Ph.D. program, we'll have support coming in for those as well.

Trustee Athas: Do you anticipate that most of these candidates will be from existing programs at Northern or are you going to be heavily recruiting outside also?

Dean Peterson: Yes. We have phenomenal students in Engineering, phenomenal, in capabilities and qualities I would put them against the best institutions in this country. Period. We have students that are going to a very highly selective, almost more selective than MIT. For example, for a Ph.D. program in Penn State for Additive Manufacturing. Very, very selective, very hard to get into, and we're placing students in these types of programs. It would be nice for them to go there, I want them to stay here. We have a lot of interest from our current students to continue on. They get very excited by the hands-on experience, which is what makes us different. This is why we have a good placement rate. This is why employers love our students. I don't know if you know, about eighty percent of our graduates since 1986 live and work in Illinois, which is a big deal, and we are a primary provider for engineering workforce. They have such a good experience here. They want to stay here, and we don't want to lose them, and this will give them an opportunity to be mentored through a Ph.D. program. And students can do the traditional based Ph.D. program, or they could select to work with a company, be an employee, work and do their dissertation for that company and end up probably growing with that company, becoming more of an advanced leader. So, we want to keep our students. I think with this model of industry, if we look at the stats, one of the deans reported that amongst his region they were doing – looking at where Ph.D.s were going and said eighty percent were going to industry, he confirmed too that they're still doing more esoteric based approach. So the engineering educational paradigm in the doctoral level needs to change, especially if we're going to maintain ourselves in our society and our global competitiveness as a country. I think that's going to attract students from elsewhere, they are going to say I want a Ph.D., I can go into an industry, and we're going to have a great – third largest metro is nearby, we have a bulk of the manufacturing in the Unites States here. I think we can do some great things with that and I think students will know that as well, coming from outside the region.

Trustee Athas: You did a great marketing job on that.

Chair Wasowicz: John?

Trustee Butler: I think this is outstanding, and I'm particularly wanting to point out that we have, as a board, been on a journey to explain, promote and encourage research and innovation, as a university priority and to integrate it into the structure of the board, actually through its dialog and its committee structure, so this comes to us in that context, and I'm really pleased that we've been able to structure that kind of discussion. Of course, it has a lot to do with who our president is and what she did before she became president and also the work of Dr. Blazey and his staff. So thank you everyone for the work that you are doing. I guess I have a curiosity about the actual structure of the Ph.D. program, so in the Humanities, for example, let's say you're done with your master's, you go off, you have four more years; so you've got about two years of course work and then you write your dissertation. Is it different in this structure?

Dean Peterson: No, very similar. What's different at the Ph.D. level, if you're coming in post bachelor's, there's going to be a bulk of credits, because you've got to satisfy essentially almost a master's and a Ph.D., that credit lumped together. So, there will be some lab-based courses, more theoretical, more higher ed stuff for Engineering, but also leadership. So, roughly two years post bachelor's, and one-year post master's, of course work. I want to emphasize that we're not just embedding engineering principles into that, but also, the leadership of the companies are going to want to see that, we're going to want to produce, even if somebody chooses the traditional pathway, they're probably going to go into industry as well. So, they'll have the opportunity for those leadership of overlaps.

Trustee Butler: So it's structured in such a way that it wouldn't be such a, how do I say this without appearing to be insensitive to course work, the cohort that's involved in this will not find themselves sort of buried in the classroom as opposed to the kind of dissertation research work with the companies that they're partnering with. I guess that's a loaded question, but...

Dean Peterson: No, it's very relevant.

Trustee Butler: Yeah, so it's...

Dean Peterson: So after those couple years of course – by the way being part of other institutions with major Ph.D. programs, one of the biggest complaints with partnerships whether it be with industry or with the federal agencies or faculty, if a student has too much course work at the Ph.D. level, they're spending less time in the lab, and they're spending less time practicing in the case of the IFP. We want to follow best practices. We will follow the best practices, and we will align it so that they're getting the deepest impact possible by being at those whether it's in our labs doing the work being innovators, or at the companies being leaders. We will facilitate that and align our curriculum accordingly. So it's minimizing, and that's actually what other institutions are doing and upping their game on the impactful hands on experience, and that's what we're going to be.

Trustee Butler: Great, thank you. That's exactly what I was hoping to hear. Something like that and I greatly appreciate the work that you and your team did to produce this.

Dean Peterson: Thank you.

Chair Wasowicz: Any other questions? I did have one thought. I was at a track meet and one of our 800-meter runners, Nora Finnegan, is in your program and her father is at Northrup. Are we doing anything with Northrup?

Dean Peterson: Maybe later today we will be. Put me in touch, and we will be.

Chair Wasowicz: Because we're dealing with the Omron we should – Northrup I think would be really interested as well.

Dean Peterson: Omron were very interested in what we could offer, an on-site master's in either mechatronics, electrical. Then those students could be selected to continue on for an on-site Ph.D.



We're starting to see then the marriage of starting with our bachelor's training even in the communities and outside of this campus, to then being more impactful with our partnerships with the communities. This will be a great way to do it, plus set a national standard. It's about time.

Chair Wasowicz: I wish I had his email address. I would just connect you right now with him. I know that's something he's interested in.

Dean Peterson: If nobody has any questions, I do want to thank President Freeman and Provost McCord for their support in these programs and then more so, my associate deans Dr. Tahernezehadi and Dr. Azad as well as the department chairs and the New Degree Task Force. Everybody has been a part of this. This hasn't been just us. It's really been a collective effort in the college and we're really excited and proud to be part of this and with the great leadership support that we have.

Acting EVPP McCord: At this point, let's move to agenda item 7.b, the University seeks approval for a Doctor of Philosophy in Electrical Degree Program to be offered on campus. The program will be housed in the Department of Electrical Engineering within the College of Engineering and Engineering Technology. You've heard a description of the program, so I'll move to the recommendation which is the University recommends that 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion to approve?

Trustee Pritchard: So moved.

Chair Wasowicz: And a second?

Trustee Herrero: Second.

Chair Wasowicz: And a second as well, any discussion? Hearing none, all those in favor signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.c. Request for New Degree Program in Doctor of Philosophy in Industrial and Systems Engineering**

Acting EVPP McCord: Agenda item 7.c. The university seeks approval for a Doctor of Philosophy in Industrial and Systems Engineering degree program to be offered on campus. This program will be housed in the Department of Industrial and Systems Engineering within the College of Engineering and Engineering Technology. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for approval?

Trustee Gayles: So moved.

Chair Wasowicz: Second?

Trustee Pritchard: Second.

Chair Wasowicz: Any discussion? Hearing none we'll have the vote. All those in favor signify by saying aye.

Members: Aye.

Chair Eric Wasowicz: Opposed? Motion carries.

### **Agenda Item 7.d. Request for New Degree Program in Doctor of Philosophy in Mechanical Engineering**

Acting EVPP McCord: And then last, but not least, among this group, the University seeks approval for a Doctor of Philosophy in Mechanical Engineering degree program to be offered on campus. This program will be housed in the Department of Mechanical Engineering within the College of Engineering and Engineering Technology. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for approval?

Trustee Gayles: So moved.

Chair Wasowicz: Is there a second?

Trustee Herrero: Second.

Chair Wasowicz: Any discussion? Hearing none we'll call the question. All those in favor signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries. Congratulations. Go get 'em.

Acting EVPP McCord: The items we move to now, we'll move college by college through a number of proposals. I'd like to take a moment to cover a bit of common ground. You'll see upcoming, seven new certificates proposed across three colleges. Some of these are rebranding of existing programs, sorry across four colleges, my mistake. Some of these are packaging of existing courses. These certificate programs do not require new resources, and they serve a variety of purposes. We have people who are looking for an identifiable credential, sometimes referred to as a badge, that is identifiable, that signifies a competency in a focus topic. They may be degree seeking, they may not be degree seeking. They may be seeking a credential that is specific to their degree or it may cut across. Certificates give an opportunity for such individuals to take a group of courses and identify them in a transcribed fashion as an identifiable accomplishment. These are often things that our faculty and leaders identify as trends that employers are looking for. They may come back from a conference and say, "this seems to be the area that everybody is trying to identify a credential in". Very typically, they will take existing courses and package existing courses into an identifiable certificate. They are also, dare I say, a gateway drug to many of our degree programs. Students will find they can enter a certificate program as a low barrier to entry. It's easily accessible. They can get a taste of the program. If they find the certificate to their liking, they can then progress into the full degree program. So it serves, not only to complement existing degree programs, it can also be a point of entry into degree programs. And I think these general comments apply to many of the degree certificate programs that we'll now take up item by item.

### **Agenda Item 7.e. Request for New Certificate of Graduate Study in Financial Risk Management**

Acting EVPP McCord: Item 7.e. is a request for a new certificate of Graduate Study in Financial Risk Management. The university proposes a Certificate of Graduate Study in Financial Risk Management offered by the Department of Finance within the College of Business. The certificate provides graduate students with a set of courses focused on financial risk management for careers and risk management in banks, investment firms, and other financial institutions. This certificate introduces the latest advances in hedging and risk mitigation techniques incorporating the use of complex financial instruments, including swaps, futures, forwards, and options. This package is existing courses. No new resources are needed to implement the proposed certificate of graduate

study. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion to approve the recommendation?

Trustee Herrero: So moved.

Trustee Butler: Second.

Chair Wasowicz: Discussion? Montel.

Trustee Gayles: The only thing I was going to ask is marketing. It seems like we can market the heck out of these kinds of programs even in the last motion that we passed. Those are great things that we could put out in front of the public, to say we're offering those kinds of programs for you. Is there a campaign around these sorts of things?

Acting EVPP McCord: We have a variety of campaigns. It is to that purpose that a few years ago we brought Enrollment Management, Marketing, and Communications together so that our enrollment teams and our marketing teams could be aligned and this particular program for example, the College of Business, has a very aggressive marketing campaign, but the College of Engineering will most certainly have one now.

President Freeman: I guess if I could just add one thing, we spoke in the earlier meeting about the \$28 million difference between our ambitions, what we know we have to do to be financially sustainable in the long run, the resources available. We talked about investment in people and programs and within that number, is a strategic investment fund that has targeted not only advertising for undergraduate students, but program specific advertising.

Trustee Gayles: Sure.

Trustee Athas: I just want to make sure I understand. These programs are open to graduate students or to all levels?

Acting EVPP McCord: It varies program by program, but in general a program of graduate – a graduate certificate in general is targeted at graduate students because it's offering graduate level courses.

Trustee Pritchard: Is this going to expand the marketplace if you will? The number of students that may be seeking certificates and what is that demand?

Acting EVPP McCord: Let me answer the first part first. Each of these certificate programs has two opportunities. It has an opportunity to give a more valuable transcript, if you will, to existing students. It also has the opportunity to attract new students because they will be particularly drawn to that opportunity. We do not always drive certificate offerings by demand. They are often the way we test demand because they're putting together packages of existing courses, they're often a way we'll put the courses together, we'll put the label on them and we'll see if that draws people, and then that often becomes the way we can measure whether or not there is demand in an area. And we have often used that then to bootstrap up to say, okay we've tested this at the certificate level. Sometimes we'll then say maybe it's time to mature this to grow this further into something larger.

Trustee Athas: Is there heavy industrial input into designing these or how does that...?

Acting EVPP McCord: There is, generally speaking, across all of these certificate programs, there may or may not be direct input into it, but there's almost always a market evaluation that goes into it. People are reading the market. People are looking at their professional networks, they're looking at employer feedback, and detecting where there's an opportunity and where there's an ask. Frequently, they will look at things like burning glass and look at what are employers looking for

as competencies, and how can we badge that competency with an identifiable credential. Then a certificate may be a way to – students be able to identify I have that competency that you’re looking for.

Trustee Gayles: Are these in person classes or do these certificates go online?

Acting EVPP McCord: Certificates can vary as with any of our offerings. Some are face-to-face, some are online, some are hybrid.

Trustee Herrero: So you said it’s online and in person?

Acting EVPP McCord: It varies program by program.

Trustee Butler: But a certificate is a compilation of course work?

Acting EVPP McCord: Correct. A certificate is a compilation of course work. Students who take the requisite set of course then are identified on their transcript that they have earned the certificate.

Trustee Butler: So they might even have some of the courses already taken as part of their graduate degree?

Acting EVPP McCord: Indeed. Yes.

President Freeman: (no mic) is a great example

Acting EVPP McCord: Yes. And so we will have programs that will sometimes do a scan of existing students and reach out to students and say you know...

Trustee Butler: You’re really close...

Acting EVPP McCord: You’re really close, you ought to think about taking one more course and then you’ll complete the certificate, you’ll have this identifiable credential.

Trustee Butler: The one question that I had was, so we know that minors at the undergraduate level are available to all students regardless of where they’re placed within the university, what their major is and so forth, so they’re, if I understand correctly, designed to be available to any student if I’m correct about this. Is a certificate available to any student regardless of where they’re studying?

Acting EVPP McCord: Yes. In fact we’ll have one item coming up in a little bit where they’ll be a transition from what is currently labeled as a graduate concentration, to become a graduate certificate, to make it accessible to a broader audience.

Trustee Butler: So someone could be getting a master’s degree in Sociology could theoretically seek a certificate in another college, such as financial risk management, but now that would require that they would probably have to take an original slate of courses, that would really significantly take some time. But they could do that if they wanted to.

Acting EVPP McCord: That is correct and many of our students do, subject only to the restrictions on those individual courses. A specific course may have a prerequisite. But the certificate programs are available to all students, including a category at the graduate level, a category of students we refer to as students at large. And students at large are not free-range students, they are students who are not enrolled in a formal degree program; and they may be students entering in a certificate program as a prelude to joining a degree program. As President Freeman was noting to me, our Master’s in Public Administration recently created a certificate as an entry point. You could take a few courses and earn the public administration certificate, then decide whether or not you wanted to go on to the full MPA. If I may on a personal note, a staff member here, who was my business manager for many years, I’m very proud of, Tammy Stevens, entered the certificate program in the MPA, took that as the entry point to go on to the full MPA and then took that on to a new career.

Trustee Butler: That's great.

Trustee Herrero: Which makes me almost think of it as like a stackable credential.

President Freeman: I just want to say that in graduate education, stackable certificates are really important for allowing adult students, who are in the workplace, to seek graduate credentials within incentives along the way and opportunities to find their path while getting credit for what they've accomplished along the way.

Trustee Herrero: Which makes me also think of – so I had the same question about what programs are available online, what's in person, because if we know that there's a particular credential that has particular value in industry, to me seems like something we would want to put almost, where the whole program is online so they could do it remotely and then maybe that becomes the gateway to the full graduate program.

Acting EVPP McCord: Correct.

Trustee Herrero: Okay, so that is the idea?

Acting EVPP McCord: It varies program by program, but there certainly are programs where the certificate program is available completely online and there certainly are – not every certificate is, but many are available in that modality, because that is a discipline that's attractive for that modality.

Trustee Herrero: I think it would be great to, I don't know how we would go about doing this, is to figure out from industry, what will get their employees on some sort of a career track to a promotion? Because that's something that I think is really marketable.

Acting EVPP McCord: Our current partnership with Wiley Educational Services, they look at our online environment. We engage in these discussions with them about "What are the online opportunities? Where should we be focusing our efforts?" They bring a lot of market expertise to which areas are attractive and which are not.

Trustee Barsema: But there's also, to some extent, there's going to be some resistance to the development of certificate programs that might then compete for the existing graduate programs themselves. Like, I would think that there would be some interest on the part of the faculty to retain the integrity of the larger master's program and not want to necessarily create a light version of that, which could then become all that the employer is looking for, as opposed to the more heavier of substance version of that program. I don't like these words I'm using but is there some level of resistance at some point to create these certificate programs because they might be viewed as a substitute?

Acting EVPP McCord: I will give you a couple of answers. I will note that there are seven new certificates coming forward today, which suggest that there is not widespread resistance to this, but also note that, can I say, you can engage in passive resistance. You simply don't bring forward a proposal to create a certificate and if you don't bring forward a proposal one doesn't...

Trustee Barsema: But, it could be well thought out. It could be the view that this particular credential really requires the full weight of a master's program.

Acting EVPP McCord: And I think, if I may say so, in traditional disciplines, I think that is often the case. I think certificates, as you look at the titles of the certificates that are coming forward today, they represent focused areas and they represent interdisciplinary areas, they represent opportunities. They generally are not competing directly. And those disciplines, that see this as an opportunity, will bring these forward. You will also notice we're bringing forward one or two that we're deleting because they were offered, they were found not to be of value, and their time has passed and so they're being disestablished.

President Freeman: I guess I would say, is that I've been at NIU in various roles and I've really seen our faculty become a lot smarter through experience about certificates. When I first came here, there was sort of a, if we can just put these courses together in a certificate, if we build it and title it, they will come. I think we saw through program prioritization, the deletion of a large number of certificates where we built them, and they didn't come. I think we've also learned that a certificate, that didn't have good synergy with an existing program, is doomed to fail because it's not worth the effort or time of a student. But as we've been making these realizations, as a faculty and a university, many of our disciplines have become more interdisciplinary, more analytics dependent, and the number of skills that cross disciplinary boundaries, project management, analytics capability, is also growing. So I think as we see some of the certificates come forward, they're because you may have one degree major within the realm of Business or Health and Human Sciences or Education, but you know that the number of skills that cross departmental boundaries or program boundaries is growing, so it makes more sense to have a certificate that's attainable, because almost everybody who's going to seek it has some credit towards it, but it gives everybody who seeks it a 21<sup>st</sup> century skill that will be useful to them.

Chair Wasowicz: Dennis?

Trustee Barsema: Yeah, I had a couple of questions. You mentioned Dr. McCord, which I hope you're right, and you're like "well of course I am, because I've been wrong all these years". You mentioned that a certificate is on a student's transcript. Is that true?

Acting EVPP McCord: That is certainly my understanding, and I'm looking to Carolinda Douglass.

Trustee Barsema Oh really? Oh, that's awesome. I was always, the first time I've ever been misinformed. I was always under the understanding that it wasn't, so that's great news. Second question, and maybe this was mentioned and I missed it. Do we currently have a graduate program in financial risk?

Acting EVPP McCord: Gina?

Gina Nicolosi: Specifically for this certificate, I can't speak for the other certificates that are on the docket, the Finance Department had a master's program in Financial Risk Management, but we found that it was a little too niche for the market, and by the way, the master's program in Financial Risk Management, to address a question one of you gentlemen had earlier, it was created with industry input from our advisory board, it aligns to the financial risk management, which is the leading designation standards given out by the Global Association of Risk Professionals and these particular classes are in the last semester of the Finance program, the graduate program. Now, like I said, our Risk Management degree at the master's level, was a little too niche, so we decided to broaden it, but we still wanted to keep the risk management flavor, especially for the students that were still in the program or who were in the process of applying to the program, we didn't want to say "nope, no risk management for you", so instead we have this certificate now that will appear on their degree and includes the most risk management the classes in the program.

Trustee Barsema: One thing I've observed, when I was on the faculty, was that a certificate program can also be a good way to kind of dip your toe in the water and see what the demand is for this area of study and a certificate program can later lead to a minor or a major in that field. There's a great use for that and clearly you found another use, you know, which is to get it back to the focus that you want or need.

Gina Nicolosi: And like you alluded to and Dr. McCord alluded to earlier, we have an existing certificate that's just like a general finance one that we're hoping – so it's not up for approval, it's already there. That's the first couple of classes in this program, with the idea that maybe some folks from MBA or from other programs, they might say "oh I want a Finance certificate" and then

while they're here, they're like, "oh Finance isn't so scary, maybe I'll start pursuing some of these other certificates" and, boom, I now have a degree too.

Chair Wasowicz: That's a gateway drug.

Trustee Barsema: Thank you Gina.

Chair Wasowicz: Any other questions? We'll call the question then. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.f. Request for New Certificate of Graduate Study in Advanced Study in Accounting Analytics**

Acting EVPP McCord: Agenda item 7.f. The university proposes a certificate of Graduate Study in Advanced Study in Accounting Analytics offered by the Department of Accountancy within the College of Business. Certificate of Advanced Study in Accounting Analytics is designed for graduate level students interested in increasing data analysis and program skills in accountancy. Business and public accounting firms are increasingly relying on analysis and technology skills to improve decision making. Many organizations have created analytic specialist positions to concentrate in this area. The program also provides a path to students to complete the 150 hours needed to sit for the CPA exam. No new resources are needed to implement the proposed certificate of graduate study. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for approval of the recommendation?

Trustee Butler: So moved.

Trustee Gayles: Second.

Chair Wasowicz: Discussion? Okay, then we'll call the question. All those in favor signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.g. Request for New Certificate of Undergraduate Study in International Marketing**

Acting EVPP McCord: Agenda item 7.g. This is slightly different. The university proposes a certificate of Undergraduate Study in International Marketing offered by the Department of Marketing within the College of Business. Certificate is designed to help students understand the role of global business within a marketing framework and develop competencies in the use of marketing strategies and methods in the global environment. This, through a variety of courses including a requirement to participate in a study abroad experience, students can gain firsthand knowledge of other cultures and learn how companies are marketing to consumers and business-to-business customers around the world. No new resources are needed to implement the proposed certificate of undergraduate study. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion to approve the recommendation?

Trustee Herrero: So moved.

Trustee Butler: Second.

Chair Wasowicz: Discussion?

Trustee Gayles: Just one question. On the certificate program, what is viewed as being a successful program? So are you looking at 12 people in the program, 20? And then are you looking at it over a sustained period of time before you delete a program?

Acting EVPP McCord: That's a fair question, and I think that because certificates are not resource intensive, the threshold can be lower. It's very different than a degree seeking program where you were standing up faculty, staff, resources for the purpose of that program and low enrollment signals. None the less, we do look at enrollment trends and low enrolled programs. Again, we will see later, well now this afternoon, we'll see some programs that are being deleted because of low enrollment. But unlike degree programs we don't have a firm threshold for that.

Trustee Athas: On this one, just a little more clarification. I understand, certainly, on the graduate programs, but on the undergraduate program if you're getting an undergraduate degree in Marketing, couldn't you just have an emphasis in international? Isn't that part of a marketing program at this point?

Acting EVPP McCord: Yes, that's a fair question. And so one of the things we touched on earlier is that certificates allow somebody who is not a marketing student, but who has a little bit of interest in marketing to put together a package of course that signals that competency for them. And that's at the undergraduate level, in particular, even more so than at the graduate level. That's a very valuable vehicle that certificates and minors can fulfill. They can give a student an opportunity to say I have a concentration of interest outside of my degree that I want to be badged in.

Trustee Athas: Okay I understand that, because if you were getting a marketing degree, I would think one of the strengths of the program would be that it had an international emphasis as we go into this global economy that that would already be there.

Acting EVPP McCord: Right.

Trustee Athas: And you're saying it would probably be someone who that wasn't their major component.

Acting EVPP McCord: Correct.

Trustee Herrero: How are advisors talking to students about this? Because then if it's not within their major, then we're potentially getting them to stay longer for an additional certificate right?

Acting EVPP McCord: That can happen. Many degree programs, however, have two opportunities. First of all, students have a general education requirement which often has a breadth of knowledge component which calls upon them to take courses outside of their major. The fulfilling of those general education requirements often provides an opportunity to focus, we're working on pathways within our general education curriculum for example. So general education offers a vehicle.

Trustee Herrero: Which is like the NIU Plus right?

Acting EVPP McCord: Yes. exactly. But the other vehicle is even when you take the general education requirements and overlap them with the major requirements, there's still 120 hour requirement that students have to get to and so it's often the case that they can do that within those 120 hours.

Trustee Herrero: I just would say we should be careful with – I mean you've been doing this for a long time with the certificates, but I just think of...

Acting EVPP McCord: There's a cost benefit analysis.



Trustee Herrero: Exactly. Like keeping students here longer and then not completing... Because I did this. I had three majors and they should never have allowed me to do that. and I was in school for too long, right, so that is what my concern would be.

Acting EVPP McCord: Yes, I think it's fair to say our advising teams are very sensitive to those issues of affordability, and as we talk more and more about the guided pathways approach to advising, making sure that students are very intentional. We don't want to discourage the polymath student who has the interest and ability to take a broad approach. But at the same time, we want to make sure that students are doing so purposefully, consciously, or are being purposefully, consciously guided towards staying on a path that takes them promptly to graduation.

Trustee Herrero: Okay, thank you.

Trustee Butler: If I can, this would also, I would assume, prevent the student from necessarily needing to double major or triple major because they would see an opportunity for specialization that doesn't require all the components of a major.

Acting EVPP McCord: That's correct.

Trustee Herrero: So a student like me would have five certificates.

Trustee Butler: Yes.

Acting EVPP McCord: And we have graduated students with.

President Freeman: And for students who are graduating where they know that the job market will be very competitive or the liberal education skills that they're acquiring may not be immediately apparent to their employer or distinguish them from others, sometimes a certificate can really distinguish them in the job market, or give them, depending on the HR rules of their next employer, actual added salary. So, I think students and advisors are becoming more and more savvy, and as they walk that fine line, are making better decisions about not retaining students to create excess time to degree, but helping them to be more employable immediately and in the long run.

Chair Wasowicz: Any other discussion? We'll call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.h. Request for New Certificate of Graduate Study in Latin American Studies**

Acting EVPP McCord: Items 7.h. and 7.i. are linked. The net of the two proposals will be to take a current graduate concentration in Latino and Latin American Studies and reconfigure it as a certificate in Latino and Latin American Studies. And the purpose for the transition is that as we've touched on, certificate programs are available to students both within degree programs and as we refer to them, students at large, students who are seeking the certificate as a standalone credential. That's the essential difference between a graduate concentration, also certificates are becoming more common, more if you will, the coin of the realm and so we're moving a concentration that the university has offered for many years into a slightly newer format. So with that explanation of the two items together, if I may read into the record the first item. The university proposes a certificate of graduate study in Latin American Studies offered by the center for Latino and Latin American Studies within the College of Liberal Arts and Sciences. The graduate certificate is designed to enhance student's knowledge of Latin American history, literature and culture. Graduate certificate is recommended to students who want to demonstrate whether scholarly or professional audience in advanced interdisciplinary study of Latin America. Interdisciplinary approach exposes them to diverse texts, different ways of analyzing evidence and comparative perspectives. No new resources are needed to implement the proposed certificate of graduate study.

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 June 13, 2019.

Chair Wasowicz: Do I hear a motion on this recommendation?

Trustee Herrero: So moved.

Trustee Butler: Second.

Chair Wasowicz: We have a motion and we have a second, discussion? Yes?

Trustee Herrero: You said something, but what is the real difference then, between the certificate and the concentration?

Acting EVPP McCord: The essential difference is that a concentration is a credential that is only available to students enrolled in a degree seeking program whereas a certificate doesn't require that.

Trustee Herrero: Right. So if I'm a student that is currently doing the concentration, is there going to be any change to the classes that I will need to take to get the certificate?

Acting EVPP McCord: I'm going to invite Dean Ledgerwood and Christina Abreu, the Director for the Center for Latino and Latin American Studies, to comment.

Christina Abreu: Hi, thank you. Thanks for that question. So, there are currently no students seeking the graduate concentration in Latin American Studies. The last time that a student earned that notation was in 2010.

Trustee Herrero: Do you think it will have more pull?

Christina Abreu: Absolutely, yes. The graduate certificate is part of a revamping of curricular offerings from the Center for Latino and Latin American Studies. I think previously the concentration, because it was so tied to a specific degree program, wasn't advertised or introduced to students beyond a varied set of departments. And so now, we're purposely seeking out to align ourselves with degree programs, beyond just history. For example, we're looking at History, Sociology, Anthropology, Political Science, and Spanish. We do think that we're going to have many more students who are interested. In fact, I've met with three or four students already who are like, "Yes, we want to do the certificate."

Trustee Herrero: Thank you for that context. That's helpful.

Chair Wasowicz: Any other discussion? Thank you. We'll call the question then, all those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.i. Request for Deletion of Graduate Concentration in Latino and Latin American Studies**

Acting EVPP McCord: Thank you. Agenda item 7.i. The university proposes to delete the graduate concentration in Latino and Latin American Studies offered by the Graduate School in the College of Liberal Arts and Sciences. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Pritchard: So moved.

Trustee Gayles: Second.

Chair Wasowicz: We have a motion and a second, discussion?

Trustee Barsema: So if I heard you correctly, we haven't had a student in this concentration for nine years. Why did it take us so long to...

Acting EVPP McCord: I would venture to say that Christina came on-board and gave her program a good hard look, looked at what were the things that needed to be done to revamp the program and her good hard look resulted in this, as part of a new face forward for the program.

Trustee Barsema: Good, great.

Trustee Gayles: So before, we said there were no new resources needed in these sorts of things. Is there some sort of savings as we begin to delete some of these programs?

Acting EVPP McCord: There is not necessarily an overt savings to deleting a concentration. There is, however, an importance in the sense that we may not be, say, ceasing to offer a class that we once offered, but it's always important to keep our offerings up to date to be authentic with students. We don't want perspective students to look our program of study and say, "Oh I'm interested in that, and oh well, it doesn't actually exist." It's important, and there is always just an infinitesimal but real institutional cost to maintaining things on the books that aren't real. So it's important for us to be authentic with ourselves as President Freeman alluded to and program prioritization a few years ago, we did a significant cleaning out of the attic. But it's important to always keep the attic cleaned out on an ongoing basis.

President Freeman: I always say basement, but it's the same principle.

Chair Wasowicz: Spring cleaning. Any other discussion? We'll call the question, all those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

**Agenda Item 7.j. Request for Deletion of Master of Science in Teaching (M.S.T.) with a specialization in GeoScience Education**

Acting EVPP McCord: Agenda item 7.j. and this is much in the same vein. The Master of Science in Teaching is a university wide degree program that is utilized in many colleges. The university proposes to delete the Master of Science of Teaching with a specialization in GeoScience Education program, offered by the Department of Geology and Environmental GeoSciences within the College of Liberal Arts and Sciences. This specialization in GeoSciences Education has never enrolled a student. The program was created by a faculty member who left the university shortly after the program was created, and since then, the program has never been properly staffed by faculty or subscribed to by the in-service teachers by whom it was designed. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Butler: So moved.

Trustee Athas: Second.

Chair Wasowicz: We have a motion and a second. Is there any discussion?

Trustee Gayles: It begs the question why would we create a program when we had no students?

Acting EVPP McCord: At the time that the individual who created this program had a vision for what they were hoping to accomplish in GeoScience Education, but by the time they were ready to launch the program, they moved on and so it never launched. So the individual who was designing it, had a vision for it, but their departure meant that vision was never realized.

Trustee Gayles: So, I take it that we do no sort of polling or market analysis to say, you know, this seems like a good program to start, I think we're going to have...

Acting EVPP McCord: We certainly do, but I will acknowledge that we have, in our history, often offered programs that seemed like a good idea at the time.

Chair Wasowicz: Any other discussions? Any other thoughts? Okay, we'll call the question then. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? Motion carries.

### **Agenda Item 7.k. Request for New Certificate of Graduate Study in Health Professions Education**

Acting EVPP McCord: Thank you. Agenda item 7.k. The University proposes a Certificate of Graduate Study in Health Professions Education offered by the School of Interdisciplinary Health Professions within the College of Health and Human Sciences. This interdisciplinary certificate prepares students to teach for college level and clinic-based education programs in the health professions. Course work supports student understanding of and competencies in the areas of communication, research methods, teaching, curriculum development, and assessment and leadership. Coursework and internship experiences will help students develop knowledge and skills focused on the theory, research, and practice of education as it applies to the health professions. Students completing this certificate will be eligible for positions in academic or healthcare settings such as residency directors, professional preceptors, and college instructors. No new resources are needed to implement the proposed certificate of graduate study. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Herrero: So moved.

Chair Wasowicz: Is there a second?

Trustee Athas: Second.

Chair Wasowicz: Discussion?

Trustee Barsema: I'm not quite getting, you know, I've dealt with directors of health organizations and such, and they have a much broader degree than a certificate. This is going to be in combination of other degrees of other learning that they have in order to be a director of...

Acting EVPP McCord: I would think so, but I'm going to invite Dean Derryl Block to the podium.

Dean Block: I concur with what you said, that in general, a director of an organization would have another credential. There are academics, there are people within organizations that need this kind of credential, and there are preceptors that all over I mean just in our own university, we have over 700 affiliated sites and those preceptors often want more background in teaching and learning in the health professions.

Trustee Barsema: So, can you share with us Dean Block, you know, clearly your college and this program have a wonderful reputation in the marketplace. What was the process that you went

through to determine the need for this? What kind of caused this discussion to happen in the first place?

Dean Block: We've had some demand, but mainly, we've been keeping our eye on what's going on in the industry, and that is both degree programs in this area and certificates in this area are booming, and we saw that we could do this without additional resources and thought we should get on the train.

President Freeman: I guess I'd like to add that as we start thinking about our current employees or affiliated employees taking advantage of educational benefits for their own professional development, this is a college where I think we all know it's in an area where there's more demand for qualified preceptors, program directors, etc. then there are people, and I see this as a great way, and I'm sure Dean Block does also, to help our own workforce get credit along with experience so that we can grow our own.

Trustee Barsema: Okay, thank you.

Chair Wasowicz: Any other discussions? Hearing none, we'll call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

#### **Agenda Item 7.l. Request for New Minor in Addiction Studies**

Acting EVPP McCord: Thank you. Agenda item 7.l. This is a minor variation on the theme. The university proposes to offer a minor in Addiction Studies in the School of Interdisciplinary Health Professions within the College of Health and Human Sciences. The minor is designed for students interested in examining the impact of drugs and alcohol on the psychological, social, cultural, and vocational well-being of individuals. The minor coursework is designed to provide students with a basic set of knowledge and skills required to practice in human service settings that work with drug and alcohol concerns. No resources are required to offer this program. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Pritchard: So moved.

Trustee Athas: Second.

Chair Wasowicz: We have a motion and a second. Discussion?

Trustee Barsema: So this minor is open to all students?

Dean Block: Yes, it would be open to students outside of the college.

Trustee Barsema: Okay, great.

Chair Wasowicz: Any other questions for Dean Block? Any other discussion? Hearing none, we'll call the questions. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

#### **Agenda Item 7.m. Request for New Certificate of Undergraduate Study in Illinois Early Childhood Education (ECE) Credential Certificate-Levels 2-5**

Acting EVPP McCord: Our last item from the College of Health and Human Sciences, agenda item 7.m. The University proposes a Certificate of Undergraduate Study allowing students to obtain the Illinois Early Childhood Education Credential Certificate Levels 2 through 5 through the Gateway to Opportunity Illinois Professional Development System. The Human Development and Family Sciences program at NIU exists as an entitled academic program through the Gateways to Opportunity Illinois Professional Development System as offered by the School of Family and Consumer Sciences within the College of Health and Human Sciences. This offers preparation for the Illinois Gateways Early Childhood Education Credential Certificate Levels 2 through 5. It enables students to obtain credentials required for early childhood professionals seeking employment in state licensed childcare facilities. No new resources are needed to implement the proposed certificate. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Pritchard: So moved.

Chair Wasowicz: I need a second.

Trustee Barsema: Second.

Chair Wasowicz: We have a motion and a second, is there discussion?

Trustee Pritchard: So Dean could you explain a little bit more, why this program is offered when we do have normal certificate requirements for someone going into early childhood education?

Dean Block: Can you repeat the question?

Trustee Pritchard: Why do we need this program when College of Education for example has had early childhood K-2 types of degree programs?

Dean Block: Our Human Development and Family Science program has been offering Early Childhood Education for many years. It's the largest program of its kind in the state and it prepares people for positions that are not going to get teacher licensure, but they are going to be in early childcare centers, Head Start, pre-school for all, other not-for-profits that offer daycare so we have this already. We've had it for many years. The College and this program are also involved in the Child Development and Family Center, which you might remember from program prioritization, merged the two childcare centers on campus. So we've been in this, we've been doing this for a long time. This certificate will give our graduates a badge as Provost McCord mentioned that gives them entry into certain jobs. It's merging together certain courses that they're already taking, and they will get the certificate.

Trustee Herrero: The question was asked earlier about another certificate, but will this potentially deter students from completing their degree because they can get a job with this certificate?

Dean Block: It's my understanding that they'll be getting this certificate on completing their degree.

Trustee Herrero: Okay, so they can't get it separate from?

Dean Block: I don't have in my mind exactly the order, but it's my understanding that they would be getting this on completing the degree and we're not really anticipating that there are a lot of people outside of our own students that are going to come to us because of this certificate. It's kind of a value added for our students.

Trustee Pritchard: Is it true then that this certificate would be an option for the student that doesn't pass the teaching certificate tests that are necessary to get a certificate or a teaching license?

Dean Block: I think if they've taken all of the courses needed for this certificate, that's possible. But I would need somebody from the College of Education to speak to that.

Acting EVPP McCord: The Early Childhood Education program is not a licensure program. So these are not students who are seeking teacher licensure.

Trustee Pritchard: I thought the State Board of Education has licenses for early childhood.

Acting EVPP McCord: I don't know if we have anybody...

Dean Block: There is a similar way that people in teacher licensure programs can achieve this certificate. I'm not sure if they're planning to do that or whatever, but this certificate is for – we're asking for our program.

Greg Conderman: I'm Greg Conderman from the College of Ed – Special and Early Education. We also offer the same of system, the badges so to speak, but again the difference is that our candidates are teacher licensure candidates. These candidates are not – so we're really not duplicating the end product, but they are getting the same badges. We've been offering that for a while.

Trustee Herrero: Are you able to clarify whether these certificates are...

Greg Conderman: They're on completion of program.

President Freeman: Let me see if I can maybe try to de-convolute this. I think what I'm hearing is we have an early childhood teacher licensure program and an early childhood non-teacher licensure program; different job markets. Both sets of students could enhance their employability with this credential, but there might be separate course pathways...

Greg Conderman: Exactly.

President Freeman: ...depending on which major you're in and by allowing the duplication of a certificate we're actually letting students make the certificate with course they're already taking for their major rather than asking them to go outside of program. Is that right?

Chair Wasowicz: Is there any other discussion? Any other questions? Then we will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.n. Request for New Emphasis in Vision Rehabilitation Therapy within the B.S.Ed. in Special Education**

Acting EVPP McCord: So we now turn to the remaining curricular items, all within the College of Education. Agenda item 7.n. is – oh I should explain. We will now hear the language of emphasis in specialization come up several times. Let me take just a moment. Within a degree program, if a degree program has formally established distinguished tracks, they are typically at the undergraduate level referred to as emphases. At the graduate level, they are referred to as specializations. And there's a rule that sort of says if you have one specialization, you must have two. If you only have one specialization, that's just the degree, and this will come up because we have places where whenever you want to create a second specialization, you have to go back and actually turn what was just your degree program into a specialization. So you'll see several proposals to either create or eliminate emphases or specializations. These are either creating more nuance within an existing degree program or eliminating tracks within a degree program because those tracks are found to no longer be in demand. So with that as preface, agenda item 7.n. is the University proposes an emphasis in Vision Rehabilitation Therapy within the Bachelor of Science in Education in Special Education offered by the Department of Special and Early Education with the College of Education. The emphasis in Vision Rehabilitation Therapy within the Bachelor of

Science in Education program creates a new pathway to graduation for undergraduate students wanting to work with individuals with vision impairments. Students in the Vision Rehabilitation Therapy program emphasis would focus on life skills, communication skills, and educational needs of individuals with visual impairments. Students would be prepared for employment in rehabilitation centers, veterans' hospitals, group homes, private schools, non-profit organizations, advocacy groups, agencies that represent and/or provide services to individuals with a range of disabilities including vision impairments. The Department of Special and Early Education already offers the vision rehabilitation therapy program at the graduate level. Courses in the undergraduate emphasis can be offered as combined graduate/undergraduate sections. Because the course is already offered, no new funding is required to implement the emphasis. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Gayles: So moved.

Chair Wasowicz: Is there a second?

Trustee Athas: Second.

Chair Wasowicz: Discussion? Hearing none, I will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

#### **Agenda Item 7.o. Request for New Emphasis in Special Populations within the B.S.Ed. in Special Education**

Acting EVPP McCord: Agenda item 7.o. is the University proposes an emphasis in Special Populations within the Bachelor of Science in Education in Special Education offered by the Department of Special and Early Education within the College of Education. The emphasis in special populations creates a new pathway to graduation for undergraduate students wanting to work with individuals with disabilities. This emphasis does not lead to professional educator licensure but prepares students to work with individuals with disabilities across their entire lifespan. The emphasis also creates a platform for stackable degrees meaning that undergraduates completing this emphasis within the Bachelor of Science in Education in Special Education can return for graduate course work that leads to teacher licensure. All the courses in this emphasis are currently being taught, so no new funding is required to implement the emphasis. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Herrero: So moved.

Chair Wasowicz: Is there a second?

Trustee Gayles: Second.

Chair Wasowicz: We have a motion on the table, is there any discussion? Hearing none we will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.



## **Agenda Item 7.p. Request for New Specializations in Behavior Analysis and in Assistive Technology Used by Persons with Visual Impairments within the M.S.Ed. in Special Education**

Acting EVPP McCord: Agenda item 7.p. - we now wish we had unpacked this item into two so we could have gotten to Z in the alphabet - is actually bringing together the creation in a single item two specializations. The University proposes a specialization in behavior analysis within the M.S.Ed. in Special Education offered by the Department of Special and Early Education. Let me go through that completely and then I'll touch on the others specialization. The specialization in behavior analysis is designed for educators and other professionals who wish to gain expertise in behavior analysis. Students who complete this specialization will gain the necessary skills to solve problems and address concerns related to individuals with learning and behavioral challenges in school and community settings in combination with a master's degree. After completing the approved course sequence, candidates are eligible to take the board-certified behavior analyst examination required for certification as a board-certified behavior analyst. No new resources are needed to implement the proposed specialization. Also as part of this proposal, the university proposes a specialization in assistive technology used by persons with visual impairments within the M.S.Ed. in Special Education offered by the Department of Special and Early Education. This specialization prepares students to instruct individuals with visual impairments in the concepts and skills related to assistive technology for persons with visual impairments and obtain national certification as certified assistive technology instructional specialists for people with visual impairments from the certification body of the Academy for Certification of Vision Rehabilitation in Educational Professionals. Again, no new resources are required to implement the proposed specialization. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Gayles: So moved.

Trustee Hayes: Second.

Chair Wasowicz: We have a motion and a second, discussion?

Trustee Athas: Just for my own clarity, what's the difference between a new specialization and a new emphasis?

Acting EVPP McCord: Only the level. We use the label emphasis at the undergraduate level. We use the label specialization at the graduate level. Conceptually, they are the same thing.

Trustee Herrero: I think it would really be helpful for all of us, maybe, if we had a chart of just the concentration and emphasis credential minor and because I think they also mean different things, well maybe not, I won't actually go that far to say with certainty; but what it means at the graduate level, undergraduate level, and then Ph.D. level even just so we know how...

Chair Wasowicz: A glossary of terms?

Trustee Herrero: Yeah.

Acting EVPP McCord: Yes, fair enough.

Trustee Herrero: Thank you.

Trustee Butler: You've been attempting to do that in the way that this is sorted. I think there is some confusion perhaps in the distinction between a minor and a certificate which could get flushed out a little bit, I think for the committee, and then in terms of I think the issue of emphasis versus specialization is clear. But I think what is the – if there's a simple answer to this – what is

the distinction between a minor and a certificate and if I'm correct, isn't a certificate easier to move through the process and create than a minor?

Acting EVPP McCord: Minors, generally speaking, have a higher threshold than a certificate.

Trustee Butler: So more credit hours?

Acting EVPP McCord: Minors exist only at the undergraduate level. That's one distinction; whereas certificates can be either graduate or undergraduate. But at the undergraduate level certificates are generally the credential that has the least amount of credit hours associated with it, next minor, next full degree.

Trustee Barsema: I know in the College of Business a lot of the certificates require nine hours.

Acting EVPP McCord: Right, so nine to twelve hours.

Trustee Barsema: Right, where a minor is whatever – more than nine hours.

Acting EVPP McCord: Eighteen to twenty-four hours is not uncommon for a minor. At that is really what distinguishes them.

Trustee Herrero: (No microphone)

President Freeman: I'm actually going to echo that because if the Board of Trustees who hear these items over and over again are begging for a chart, thinking of our first generation students who are trying to figure out how to navigate the systems, it probably would benefit them if we had a great graphic as well. So we will take that assignment to heart and report back to the Board.

Trustee Herrero: The credits it takes for each and is it beyond their major or within, lots of things.

Acting EVPP McCord: Right.

Trustee Wasowicz: Any other discussion?

Trustee Butler: I guess I wanted to know the answer to my question on the is a certificate relatively within our realm or purview to create or does it go through the IBHE?

Acting EVPP McCord: I beg your pardon. Certificates and minors are similar in that they only require your action. They do not require Illinois Board of Education action. So the only things that require IBHE action are approval of new complete degree programs. Emphasis in specializations likewise within an existing degree program if we create a new emphasis or specialization, that does not go to the IBHE. We notify them, but we do not need their approval.

Trustee Butler: But if we create a new emphasis or specialization, we do need their approval?

Acting EVPP McCord: No, we only need notification.

Trustee Butler: Only notification.

Acting EVPP McCord: So again, the only thing that requires IBHE approval is creating a new degree program.

Trustee Butler: Such as the Ph.D. program.

Acting EVPP McCord: Exactly. So the three Ph.D. programs in Engineering will go to the IBHE for their approval and are not valid until they are approved by the IBHE. Whereas, all the other curricular actions today upon ratification of the full board in the June meeting, all of those will become valid at that point.

Trustee Butler: Thank you.

Chair Wasowicz: Any other discussion?

Trustee Gayles: We can take this off-line at the next meeting, but I'm curious about when we look at a certificate program and you create a program and I see it goes to a number of different levels within the university structure; do each one of those structures look at the same thing in terms of, I think like a lawyer burden of proof, are they looking at it has to meet this level? Are they all looking at the same standard of approval or do each one of them have their own individual pre-requisites before they would approve the program?

Acting EVPP McCord: For approval through the curricular process before they reach the Board?

Trustee Gayles: I'm an instructor and I want to create a certificate program. I'm assuming there's a process I submit and it goes through the various steps...

Acting EVPP McCord: Yes, and so all of these come through a curricular approval process. Each department has, if they're emanating from it, a department or unit, each department or unit has its own internal process. They go to a college curriculum committee where all curricular items are reviewed at the college level. They go to either the Baccalaureate Council, if it's an undergraduate program, or to the Graduate Council, if it's a graduate program, and seek approval there. So yes, there is a tiered system and everybody moves through the system in comparable fashion. They only begin to differentiate in the discussion we've just had about what has to go to the Illinois Board of Higher Education and what does not.

Trustee Gayles: Okay.

Chair Wasowicz: Any other discussion? Hearing none, we'll call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

#### **Agenda Item 7.q. Request for the Deletion of the Bachelor of Science in Athletic Training**

Acting EVPP McCord: Agenda item 7.q. The University proposes to delete the Bachelor of Science in Athletic Training program offered by the Department of Kinesiology and Physical Education within the College of Education. The accrediting body in Athletic Training, the Commission on Accreditation of Athletic Training of Education, has mandated that by 2022 the Master's Degree will become the entry level credential required to work in the field and that Baccalaureate training programs may no longer enroll or matriculate students after that date. Following this accreditation requirement, NIU is preparing to launch a new Master of Science in Athletic Training program in 2020 and is phasing out the Bachelor of Science in Athletic Training program. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Athas: So moved.

Chair Wasowicz: Is there a second?

Trustee Butler: Second.

Chair Wasowicz: We have a motion and a second. Is there any discussion? Hearing none, we will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? Motion carries.

## **Agenda Item 7.r. Request for New Certificate of Graduate Study in User Experience (UX) and Learning Analytics**

Acting EVPP McCord: Agenda item 8.r. is a new Certificate of Graduate Study in User Experience and Learning Analytics. The University proposes a certificate of graduate study in User Experience and Learning Analytics offered by the Department of Educational Technology, Research, and Assessment within the College of Education. This certificate prepares graduate level students in educational data mining and user modeling for conducting or evaluating research and programs in areas such as online learning systems and adaptive learning environments. Students completing the certificate will gain the necessary skills for conducting research on usability and effectiveness of data displays and communicating about where data comes from and how data is used to promote effective learning. No new resources are needed to implement the proposed certificate of graduate study. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the approval of the recommendation?

Trustee Pritchard: So moved.

Trustee Athas: Second.

Chair Wasowicz: We have a motion and a second, is there any discussion?

Trustee Barsema: With this certificate, is this a knowledge base that somebody is going to use to actually get a different job, or is this to help them do their job better? Does that make sense?

Acting EVPP McCord: I'm going to invite Associate Dean David Walker to comment.

President Freeman: And I just want to remind everybody the reason Dean Elish-Piper isn't here is because she's representing me in Springfield.

David Walker: She just texted me and asked me how's it going? We're all a little hungry. Back to Provost McCord and President Freeman's comment, this is really part of our college, in all of our departments, we've been very active in credential stacking, badging if you will, and this is really a premier example of that. So the anticipation is that we have a really robust Ph.D. and instructional technology. We get a lot of international students in that. We also have a robust M.S.Ed. in Instructional Technology and a Master of Science in Educational Research and Evaluation in this particular department, and this would also be an add-on, if you will. These are existing courses, and you know you come for the Ph.D. in IT, let's say from Saudi Arabia we have about 70 students from Saudi Arabia in this particular program in our college, and you also roll into this credential which can help you get a job in that industry, but also enhance your credentials. Also one of our faculty members who is here is a national expert in this. He many want to speak. Dr. Fatid Amir who's been recognized nationally on this and has been a great hire for us and has really helped conceptualize this credential.

Fatid Amir: Thank you. User experience and data learning analytics certificates enhance our students to get a better job. This is the basic answer to your question.

Trustee Barsema: Thank you.

Trustee Pritchard: (no microphone at the beginning of the sentence) completed a longitudinal data task force that reported the P20 council and one of the concerns and recommendations they had was people that were qualified to analyze data and help average citizens, if you will, or teachers understand what the data is saying. Is this going to help speak to that degree of qualification?

Fatid Amir: I can say yes, and this certificate is mainly focusing on where data comes from and how we can help the teachers and the education professors. So on the other hand, if our teachers

or our students design something, they'll learn the expectations and the needs of the target audience by obtaining the certificate in this program.

Trustee Pritchard: Thank you.

Chair Wasowicz: Any other questions. Thank you. We will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.s. Request for New Minor in Counseling**

Acting EVPP McCord: Agenda item 7.s. The University proposes to offer a minor in Counseling in the Department of Counseling in Higher Education within the College of Education. The Counseling minor will provide students with the opportunity to develop fundamental knowledge, skills, and competencies for effective communication in a multi-cultural society. Additionally, students will acquire introductory helping skills to promote mental health and wellness and empower diverse individuals to enhance their lives in a variety of settings. The Counseling minor offers unique focus on helping relations that can complement a variety of disciplines. Undergraduate students from a variety of disciplines including psychology, sociology, philosophy, and business have taken the Exploration in Counseling Professions course and might be interested in the Counseling minor. Moreover, the minor provides a pathway for student's interest into mental health professions, which could potentially enhance recruitment in NIU's M.S.Ed. in Counseling program. No new resources are needed to implement the proposed minor. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the approval of the recommendation.

Trustee Gayles: So moved.

Chair Wasowicz: Is there a second?

Trustee Herrero: Second.

Chair Wasowicz: We have a motion and a second. Discussion? Hearing none we will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.t. Request for New Specializations in Higher Education Administration and College Teaching within the Ed.D. in Higher Education**

Acting EVPP McCord: Thank you. The last four curricular items, items t, u, v, and w are all linked. These are part of a refocusing of the programs in what has been called Adult and Higher Education. Our Department of Counseling in Adult and Higher Education is now the Department of Counseling in Higher Education and all of these curricular changes reflect that alignment away from Adult Education and towards Higher Education. They're deleting the components that appear to no longer be relevant to an evolving educational landscape and creating new credentials that do appear to be valid for that evolving landscape. With that framing, first item, item 7.t. is another pair of items. The university proposes a specialization in Higher Education Administration within the Ed.D. in Higher Education offered by the Department of Counseling in Higher Education within the College of Education. To better meet the needs of students who desire to earn their Ed.D. in Higher Education with career goals relating to higher education administration, it was determined that a specialization in Higher Education Administration would be beneficial. Through

the creation of this specialization, students will be able to select their track, complete relevant and appropriate coursework, have their area of specialization appear on their transcripts indicating their area of study. No new resources are needed to implement the proposed specialization. The University also proposes a specialization in college teaching within the Ed.D. in Higher Education. To better meet the needs of students who are seeking their Ed.D. in Higher Education degree with career goals related to college teaching, it was determined the specialization in college teaching would be beneficial. Through the creation of this specialization, students will be able to select their track, complete relevant and appropriate coursework and have their area of specialization aligned with college teaching appear on their transcript indicating their area of study. Again, no new resources are needed to implement the proposed specialization. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Athas: So moved.

Trustee Herrero: Second.

Chair Wasowicz: We have a motion and a second. Discussion? Hearing none we'll call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

#### **Agenda Item 7.u. Request for Deletion of the Certificate of Graduate Study in Adult Education**

Acting EVPP McCord: Agenda item 7.u. The University proposes to delete the Certificate of Graduate Study in Adult Education offered by the Department of Counseling in Higher Education within the College of Education. The deletion of the Certificate of Graduate Study in Adult Education aligns with the change in the program focus to Higher Education and Student Affairs. The Department of Counseling in Higher Education has seen a lack of interest by students and faculty in maintaining this focus area. Courses in this area have not been regularly offered because of a lack of interest and insufficient enrollment. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Gayles: So moved.

Trustee Athas: Second.

Chair Wasowicz: We have a motion and a second. Discussion?

Trustee Gayles: I'm curious, did we ever have anybody in this program?

Carrie Cortegast: Good afternoon. I'm Carrie Cortegast. I'm one of the faculty members in the program. This is going along the lines with some intentional looking at our program. The interest is really in looking at Higher Education Administration and post-secondary contacts. The movement away from adult education, we haven't had anybody in our certificate and our master's I think that's coming up next maybe. A couple of years ago, we split a master's into a specialization in Higher Ed and a specialization in Adult Education. We have had maybe a handful of people over the last three years interested in the Master of Adult Education and conversely had cohorts of about 25 to 27 students interested in the Master of Higher Education Administration. And that also

aligns with at the doctoral level. Our cohorts have increased with the focus on Higher Education, Community College Leadership, and College Teaching. And so the Adult Education has really moved into other areas. Traditional areas around Adult Education have sort of evolved into other programs areas. Looking at our staffing and our faculty, our interest really is in sort of Higher Education Administration postsecondary context.

Trustee Gayles: So this is another house cleaning kind of...

Carrie Cortegast: It's very much house cleaning. And it's aligning, we get calls, and I think Provost McCord talked about this earlier, we'll get calls about students interested in this program, but we really haven't had enough student interest to maintain it. So it's not fair to keep it on the curriculum for students who think that this might be a potential when it's really not.

Trustee Herrero: I had the immediate concern of I think there are a lot of really important principles in adult education that – I mean I can see why one would choose to do the higher ed administration versus the adult education, but it sounds like you're not losing the pedagogy or those core principles of adult ed, other areas are absorbing it?

Carrie Cortegast: I think other areas are absorbing. Some of the areas around adult education like work-place learning, literacy education, developmental education, those have moved out into other areas of disciplines and fields and in our faculty, we haven't maintained faculty with expertise in that area. So we've maintained the college teaching and the pedagogy part as a commitment, and we have students who are interested in the college teaching and learning. So we've really become more specific around our focus on postsecondary context rather than learning in other different contexts such as like workplace learning, community organization learning. So I think, yes, they're important, and I think that those have sort of evolved into other places.

Trustee Herrero: Okay. That's good to hear.

Chair Wasowicz: Any other discussion? Thank you by the way. Thank you for coming up. Hearing no other discussion, we will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.v. Request for Deletion of the Certificate of Graduate Study in Career Development**

Acting EVPP McCord: Agenda item 7.v. is the University proposes to delete the Certificate of Graduate Study in Career Development offered by the Department of Counseling in Higher Education with the College of Education. The deletion of the Certificate of Graduate Study in Career Development aligns with changes in student interest. We have seen a consistent lack of interest by students in maintaining this focus area as evidenced by insufficient enrollment in the courses required for the certificate. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Herrero: So moved.

Trustee Athas: Second.

Chair Wasowicz: So we have a motion and a second. Discussion? Hearing none we'll call the question.

Trustee Herrero: I just want to make sure – the same question I guess I had with the other agenda item of is are the core parts of this – are they absorbed in other areas?

Suzanne Degges-White: The career development specialization was an area of interest for faculty twenty years ago and it was when first career development was kind of all across communities. And in our counselor ed program, we have a required course in career development. And so we still deliver the content where it's appropriate, and there are opportunities for students who might be interested in in-depth work to do internships and programing in that area. And then we're still teaching career development in our programs, and it's in the counseling not the higher ed program.

Trustee Herrero: Okay, the courses aren't going, it's just the certificate?

Suzanne Degges-White: The courses that went along with it weren't getting enrolled. They'd have one or two people, and in the past ten years, I think there's been maybe three or four people that pursued certificates, and a lot of those course were subbed out because we couldn't run those courses.

Trustee Herrero: Thank you.

Chair Wasowicz: Any other questions? Any other discussion? Thank you. Hearing none, we will call the question. All those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

#### **Agenda Item 7.w. Request for Deletion of the Specializations in Adult Education and Higher Education in the M.S.Ed. in Higher Education and Student Affairs**

Acting EVPP McCord: Curricular item, item 7.w., I'd like to clarify, this is going to collapse, it appears to be eliminating the specializations within Adult Higher Education in the Master of Science in Higher Education and Student Affairs. What I'd like to clarify is, one of the tracks is being eliminated. The other track is becoming the entirety of the degree because it's the entirety of the degree, it is no longer called a specialization. We are formally deleting two specializations. One of them is truly going away, the other is simply no longer called a specialization. It's the degree. With that as preface, the University proposes to delete the specialization in Adult Education in the M.S.Ed. in Higher Education and Student Affairs offered by the Department of Counseling and Higher Education. This specialization was initially added as a way to provide students specifically interested in adult education with relevant course work needed to pursue this area of academic interest. Since introducing the specialization, there have been too few students interested in this area of study to support the courses needed. So concurrent with the renaming and refocusing of the master's program, this specialization will no longer be supported. The University also proposes to delete the specialization in Higher Education in the M.S.Ed. in Higher Education and Student Affairs. This specialization again will simply become the Master of Science in Education in Higher Education and Student Affairs. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation?

Trustee Athas: So moved.

Chair Wasowicz: Is there a second?

Trustee Gayles: Second.

Chair Wasowicz: We have a motion and a second. Any discussion? Hearing none, we will call the question. All those in favor of the recommendation signify by saying aye.



Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

### **Agenda Item 7.x. Recommendations for Faculty Tenure and/or Promotion**

Acting EVPP McCord: Agenda item 7.x. is a recommendation for Faculty Tenure and/or Promotion. You see in the materials you have before you, you have the individual faculty who are being brought forward. I'd like to say just a few overarching words. Tenure is of course one of the distinctive features of higher education. Tenure allows faculty to take risks to explore, to innovate. NIU takes this distinctive element very seriously. There are careful multi-tiered evaluations that evaluate faculty towards promotion and tenure against clearly articulated criteria actually over a multi-year period. This culminates in the recommendations you see before you. NIU celebrates the accomplishments of its distinguished faculty and is proud to recommend the appropriate rank and tenure to the individuals described here. There are 23 individuals being recommended for promotion from Associate Professor to Full Professor; 19 individuals being recommended for promotion from Assistant to Associate Professor and to be concurrently awarded with tenure. There are four individuals who are already at advanced rank who are being proposed for tenure; and there are two senior leaders who are being hired with tenure. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for the recommendation on tenure?

Trustee Herrero: So moved.

Trustee Butler: Second.

Chair Wasowicz: We have a motion and a second. Is there discussion? Any questions?

Trustee Herrero: I always have questions about tenure recommendations, but I'm not going to ask about the tenure recommendations, I promise. I do have a question about how many of the new ones are faculty of color?

Acting EVPP McCord: By new ones you mean...

Trustee Herrero: The new tenured faculty, the first group you mentioned.

Acting McCord: I will have to get that for you. I do not have that number with me. As President Freeman has reminded me, we have been very intentional this year about our hiring and at least half of our new hires coming in this year are faculty of color, but I would have to go back and do some research to determine of those coming up through the ranks where we are on that.

Trustee Herrero: Great, thank you.

Trustee Gayles: I'd like to take it a step further, too, if we could see what the population of tenured instructors looks like from the demographics of race and gender.

Acting EVPP McCord: We absolutely have that. I do not have that with me, but those are certainly numbers we look at carefully.

Trustee Gayles: It would be great to see. Thank you.

Chair Wasowicz: Any other discussion?

Trustee Barsema: I just wanted to say great job and congratulations to all of the professors and the faculty that are on this list. That's outstanding.

Trustee Wasowicz: We need a vote first. Any other discussion? We need to do a roll call vote on this.

Trustee Rita Athas: Yes

Trustee John Butler: Yes

Trustee Montel Gates: Yes

Trustee Veronica Herrero: Yes

Trustee Robert Pritchard: Yes

Trustee Nathan Hayes: Abstain

Board Chair Dennis Barsema: Yes

Committee Chair Eric Wasowicz: Yes

Chair Wasowicz: So motion carries. Greg, you have some comment on that?

Acting General Counsel Greg Brady: Yes, thank you Mr. Committee Chair. I just want to explain why the roll call vote on this. The student trustee, under the law, has almost all the rights and responsibilities of every other trustee at this table, but they cannot approve tenure and promotion for faculty and so thus the roll call vote.

### **Agenda Item 7.y. Request for Authorization to Retain Executive Search Firms for the Appointment of Specific Dean Level Positions**

Acting EVPP McCord: Thank you. Our final action item agenda item 7.y. In fiscal year 2020, searches may be initiated for the deans of the College of Law and the College of Liberal Arts and Sciences. Pursuant to the provisions of Public Act 97-0814 and the Northern Illinois University policy on the use of external search firms approved by the Board of Trustees on May 29, 2014, it's recommended that the Board authorize the president to retain such executive search services to assist with these searches with the provision that the president report such plans to the Board when practicable. Due to the critical roles and functions that deans fulfill at the university and the further expansion of the dean role in fundraising and enrollment management, there's justifiable need to use search firms for such positions per paragraph two of the university's policy. Participants in previous searches have found the support provided by executive search firms to be very valuable, particularly their assistance with aspects of the search process, constructing the position profile, active and passive candidate recruitment, confidential management of applications and references prior to the public announcement of finalists. 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 June 13, 2019.

Chair Wasowicz: Do I hear a motion for this recommendation?

Trustee Butler: So moved.

Trustee Herrero: Second.

Chair Wasowicz: We have a motion and a second, any discussion? Yes, Bob?

Trustee Pritchard: When I was in the legislature, we always had a lot of discussion around the high cost of search firms for a lot of different positions. My question is why do we need a search firm rather than the normal publication search for the deanships that you've mentioned?

Acting EVPP McCord: There are at least a couple of answers. One is that leadership positions at the level of dean and above involve a level of dialogue and often confidential dialogue. These are often people in leadership positions at other institutions, and they are looking for a level of engagement that the normal process does not regularly afford. There are also important networks that need to be accessed nationally, and search firms offer distinctive opportunities to access those networks to be able to know who's, not just who's on the market, but importantly who's not on

the market but should be. And a passive advertising campaign does not provide those kinds of opportunity to positively, actively build a profile. There's also the opportunity, you know we are certainly, leadership is very sensitive about the needs and concerns for building diverse applicant pools. A search firm provides opportunities to be aggressive and active in that area that a passive process does not.

Trustee Pritchard: What kind of parameters do we put on the cost of these search firms?

Acting EVPP McCord: There are, generally speaking, industry standards about, I think it's fair to say that the national search firms all have very comparable pricing structures. We have looked at opportunities for, may I say, ala carte search firms that provide targeted services rather than full-service search firms, our efforts so far have not suggested those efforts have been particularly effective and have not proven to be more value for money.

Trustee Pritchard: But I mean is there a general rule that the search firm would have a percent of the salary of the person you're hiring?

President Freeman: It depends. There is a list of search firms that are approved by the state; they have gone through the procurement process, and in those cases, there is a standard rate and often that is a percentage of the salary, sometimes it has a "not to exceed it". Sometimes, our procurement negotiates directly with a search firm because we're looking at a different model, we've run an RFP process, and in the case of doing targeted services, sort of the unbundled model then we have much tighter control on processes. Sometimes we look at professional services as an hourly rate to get search services particularly if we're interested in a specific set of core expertise from a search firm, and then procurement works with the negotiating process to negotiate an hourly rate, and usually caps it with a "not to exceed". I'd be happy to provide the board with some examples of recent searches so that you can see the different models. That might be more helpful than us trying to explain them.

Trustee Pritchard: Okay. Thank you. Please do.

Chair Wasowicz: Any other discussion? I'm not real big on using headhunters either, but sometimes it's a necessary evil, something we have to do to get the right people in. Hearing no other discussion, all those in favor of the recommendation signify by saying aye.

Members: Aye.

Chair Wasowicz: Opposed? The motion carries.

## **8. UNIVERSITY REPORTS**

### **Agenda Item 8.a. Presentation on Onboarding and Employee Assistance Program**

Acting EVPP McCord: We now have two presentations. One, our Onboarding and Employee Assistance Program, I will note that was commented earlier the reviving, improving our onboarding process has been something of interest to the campus community for some time. This was reinforced by recent work that a human resources processes task force has been looking at. One of the messages that came through that channel was a strong interest in improving our onboarding, so there's a lot of signals that this is a welcome direction the university be going in, and we're happy to have some very good work to present to you today.

Celeste Latham: Good afternoon. Thank you for the opportunity to share with you a couple of exciting initiatives that we've been working on in HR. My name is Celeste Latham, and I am the Associate Vice President for HR Operations; and joining me in presenting today is Jennice O'Brien, Senior Director of Internal and Web Communications; and Brian Smith, Director of Employee Assistance. The onboarding initiative that we'll be sharing with you today is a great example of cross-department collaboration. The success of this initiative would not be possible without that collaboration. So, the onboarding initiative started as a result of a 2017 process

reengineering effort on brand management. The onboarding and brand education working group, which was a cross-functional, cross-divisional group led by Jennice O'Brien, made three recommendations for improvement. The first being to transform the orientation from a one-day event to a six-month long process; the second being revamp the in-person event that employees attend on their first day; and three, provide brand education opportunities for all employees. To start this initiative, we surveyed new employees on their orientation experience, and we received about 75 responses. Ninety percent of those indicated that they would use an onboarding portal and give examples of information that they thought would be helpful. Eighty-six percent said that they would like to receive ongoing communication during their first six months at NIU. And as Dr. McCord mentioned, our HR Process Review Survey indicated that campus really would like an onboarding improvement. In looking at the first recommendation, we established goals and actions. The first goal being to foster better engagement and support of new employees; the second being make employee onboarding an extension of the hiring process; and three, empower departments to own part of the onboarding experience by defining responsibilities and setting expectations. The action steps out of this particular improvement were to create an onboarding portal, website, which we're going to show to you today, and create content that can be shared over the first six months. Working together, HR and Enrollment Management, Marketing and Communications, developed a new portal. And in the fall of 2018, we enlisted our colleagues in Health and Human Sciences and Intercollegiate Athletics to help us pilot this program. We are excited to say that as of May 1, we had 228 employees utilize the portal to complete their new hire paperwork. And the average time for completion for those hiring documents was under ten minutes. We also solicited feedback from key campus stakeholders during this process, specifically the Chief Diversity Officer, Academic Diversity, Equity, and Inclusion, the General Counsel, and many others. One of the key components of this system is the employee's ability to complete all hiring documents electronically with the exception of the I9. Once HR received confirmation that the employee has accepted their employment opportunity, they receive an email from their HR contact linking them to the site. When they log in to the site, they get the first NIU experience which is very personalized. As you can see in the upper corner it says welcome to Jennice because we're going to hire her today. It also outlines the key steps that the employee needs to take to complete their employment forms. This is fully customizable based on the type of employee that we're hiring and the employment documents that we need. The site then takes the new employee through the necessary steps to complete the hiring documents. Some key features are that the forms are pre-populated to assist with the ease of completion. The forms are interactive so that the employee only needs to complete the information necessary based on the responses to their questions. It provides an HR contact as you can see in the corner for questions so that we can assist them through the process; and eliminates all paper forms that were previously mailed to new employees by departments. And it also eliminates the need for paperwork to shift between HR and hiring departments. Once all of the steps are completed, the new employee receives an email from their HR contact providing them with a link to the portal and pointing out additional features that will assist them as they transition. I'm going to ask Jennice to talk about the features of the portal.

Jennice O'Brien: Hello. I'm going to take you through a quick outline of the new onboarding website, and I just want to mention that this is the first time that a website has been created with a focus on employees using our brand voice and personality, so we've been very thoughtful about the content we've created for this site and the photography we've selected for it. The site is divided into five sections. The first one is before you arrive, that's the one that Celeste just took you through where you get through the online paperwork. There are also important resources about the NIU and the DeKalb communities, so they start to receive that information right away. The second one is for your first day, taking them through what the optional orientation session is that they can attend on campus, how to get here, the practical things like that. The third is for day two and beyond. I'll go into that in the next slide. The fourth is resources about training, compliance, and assistance. And the fifth is specifically for managers of the new employees. It has resources for

helping them prepare for the new employee's first day, first week, first month, and future actions. So I just wanted to go a little bit more in depth about day two and beyond. This is where we take a look at different services and resources, try to get new employees engaged and feeling supported. They can go through sections like "Stay Connected" for information on IT things that every employee uses like O365 and email, staying informed through things like the NIU announcements and NIU Today. "Stay Engaged" talks about our employee groups, the calendar and our social media channels that they can interact with. "Stay Enriched" talks about all the health, wellness, and professional development things they can access. And then "Stay Spirited" about Huskie pride, athletics and our "Applaud a Colleague" program. Since they're probably pretty overwhelmed that first week of employment, we have a campaign with an e-mail to reach out to these new employees every week for the first six months of their employment sending them back to the information on the website. So if it didn't quite soak in that first week, we'll keep reaching out to them and pointing them back to it, so they have a chance to absorb it and be familiar with it. Now I am going to introduce Brian who is going to talk about how the LETS program continues that work.

Brian Smith: Hi there. As an enhancement to the onboarding process, the Employee Assistance Program and Training Center has developed the LETS program, Leading Employees to Success. The concept behind LETS was to provide that personalized touch even further. So beginning the first day of orientation with a goal towards increasing employee retention, but also creating the environment that President Freeman has sought to create here in terms of investing in people. What we have done is dedicated Susan Swegle to this position, if you wouldn't mind standing up Susan, with the LETS program and what Susan will do is beginning at the first day of orientation, she attends orientation, she introduces herself to the employees, and she remains in contact with them every week by email, by phone, or in person to continue to be in contact with them to support them throughout that process. There are reminders along the way. There are tips that she offers along the way. Also, simultaneously, she will also work with the supervisors during this process in part for tips as well, but also reminders around processes or maybe even discussions around feedback that is being given to the employee. The entire process is meant to support the employee and the supervisor because we all know that the most critical aspect of retention really is the relationship, the relationship with the supervisor, employee, and in the environment. And so our goal is to create that environment where people want to be here, where we instill hope. That is what Susan's mission will be. She also becomes a link for other resources for the ombudsperson, for different advisors on campus, for any other resource that the employee may need to improve their opportunity to succeed including other employee assistance program services. We started this process in April of this past month with Civil Service employees and we're going to gradually transition in other groups, faculty and SPS, over the course of the next year. Our goal is that the new faculty forum will be used in August to introduce that to the new faculty and be able to engage them as well through this process, but we've started with Civil Service employees at this point. I want to take just a few minutes to talk a little bit about the Employee Assistance Program. Through Program Prioritization, over the past two years, EAP has undergone a transformation through a recommendation of an increase in resources. The well-being of employees on this campus has a lot of responsibility and it is actually the most comprehensive EAP program in the State of Illinois for any of the state universities. It's been an incredible commitment that President Freeman has made, and the prioritization made to this program. The core of what we first started to do; Savili Ngovo Williams is our primary counselor. We provide short-term, confidential, and free counseling services to all employees, retirees, and their dependents. There are no limitations, although counseling by nature should be short-term. We can also link these individuals to people within the community for a specific need that they may have that they would be away from campus. We also are always available for crisis response within different groups or for different individuals who experience crisis in their lives. Lesley Gilbert coordinates all of our training for EAP. It's really a neat initiative. We do a series of trainings throughout the year where people can come to us for different trainings or for different topics as you'll see. But we also specialize in doing

department specific trainings as well around change management or communication or team building, anything that a team identifies that they need. Also, through prioritization, we developed a supervisor training program that's a part of our coaching series. So it is a graduated program that we've offered to specific groups, but what we really have done is create a cohort of supervisors, especially new supervisors who go through this approximately three month process with us that is a combination of group trainings, individual one-on-one coaching sessions, but also we've created a group of mentors, so they are existing leaders on this campus who attend some of our trainings and also are ongoing mentors. And then each cohort then becomes an ongoing mentor for future cohorts trying to build again a culture at NIU where we're creating an environment of hope again of supporting one another. Susan also provides advisement services as was referenced by President Freeman earlier this afternoon. But the advisement is intended to work with employees to help them pursue career and education alternatives or opportunities. She's worked collaboratively with all the different career areas, education areas, for students on campus, and so it's a way of empowering people to be able to move forward and have a sense of hope. And Karen Smith in our office coordinates all wellness events and activities across campus that we do especially with other areas on campus. And before we open it up for questions, I was going to defer back to Jennice, she's going to talk about the next steps in this whole process.

Jennice O'Brien: Our next step is the official launch of the onboarding website on June 1<sup>st</sup> and take it out of pilot mode. We'll continue to build out the pages on that site with specific information to different employee classifications like SPS, Civil Service, extra help, student employment. And then the next thing we're collaborating on is revamping the in-person orientation experience. So if we've taken all of the paperwork online and put all of the transactional stuff into this website, what does that leave us with for that in person orientation session? And so we're hoping that we can address things there like customer service and meeting the strategy described in the strategic enrollment plan where we want to use NIU's brand and values to recruit, retain, engage employees as brand advocates. That's it. Any questions?

Trustee Athas: I just want to compliment you on a great presentation and obviously an outstanding program.

Jennice O'Brien: Thank you.

Chair Wasowicz: Great job by the way. I think our employees are the most important asset along with our students that we have, so great stuff. Yes, Bob?

Trustee Pritchard: Are you also going to be involved in some of the training that's involved in our student enrollment management plan dealing with cultural sensitivity, other issues in interpersonal relationships?

Jennice O'Brien: That's a good question. There are a lot of task forces devoted to those initiatives, and yeah, I'll be heading up one on brand education and brand advocacy, but yes there's other ones that we'll in particular address that.

Brian Smith: And our office has just recently we've been working with Kelly Wesener Michael around those types of initiative that cover both for the students and for the employees and faculty, and so we will be involved in those type of education training opportunities.

President Freeman: Dr. Edghill-Walden is here. Her division does a fair amount of that training as well. Is there anything you want to add?

Vernese Edghill-Walden: Good afternoon. I'll just also add just all the other work that is going on we are – my office is heading up all of the cultural competency training for faculty, staff, and students throughout the strategic enrollment management plan as well as when we're doing search committee implicit bias training and are really creating a comprehensive training for not just the work that we do, but also the other trainings that are happening on campus so that we all have an

understanding of all the trainings we offer around cultural competency training. Any other questions?

Trustee Pritchard: So are these in person? Are these online? What are you envisioning?

Vernese Edghill-Walden: I'm sure my staff would want me to say that right now they're online. They're not because they do a lot of in-person training. We are moving towards looking at the right types of modules and the right types of training that would be online, but right now all the training that we are doing is in person, face-to-face. Any other questions? Okay, thank you.

Chair Wasowicz: Thanks, Vernese.

Trustee Herrero: I have a question about the onboarding. We have the new values for the university, I forgot who I was hearing, it was some company, what they do now is they obviously do a lot of work with the values on onboarding, but then after several months, which six months sounds like the perfect time to do it, to get an understanding from these new employees like how these messages are trickling down. Are you doing anything like that?

Celeste Latham: Based on the feedback that we've received so far, we've been making continuous improvements to the process, and our intent is to continue to survey employees as they go through the process so that we can make additional improvements. We would be able to capture that through surveys as we move through.

Trustee Herrero: It would be great to hear from them, overall, how they thought the onboarding was.

Celeste Latham: Definitely, and that's our intent. We've been making improvements through the feedback that we've gotten from the 200 plus employees that have gone through, as well as the departments that have been piloting with us. They've given us some fantastic feedback.

Trustee Herrero: This is great. This is a lot of work. Thank you.

Trustee Butler: When it says here, Celeste, ethics training and Title IX training notification, are they actually doing the training before that checkmark can appear?

Celeste Latham: Yes. The ethics training they're doing completely through the onboarding site. Currently the notification – they receive a notification that they will be required to do the Title IX and affirmative action training within 30 days of getting to campus.

Trustee Butler: Within 30 days, okay.

Celeste Latham: And then we've already started conversations with members of Vernese's team to see if we can move that into the portal.

Trustee Butler: Thank you.

Chair Wasowicz: Any other questions?

### **Agenda Item 8.b. College of Business Overview**

Acting EVPP McCord: We have an agenda item 8.b. a presentation from the College of Business; however, given the lateness of the hour, we're going to pass on that presentation today.

Chair Wasowicz: Balaji you're off the hook for a short while. We will definitely have you back but thank you for deferring here.

## **9. OTHER MATTERS**

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

Trustee Pritchard: In case we've missed it, I think NIU is now accepting Star Scholars from Chicago, and I think that is a great addition, a way of getting transfers from the City College to

NIU, and they have to maintain certain qualifications, so it's another way of getting new students and encouraging them to come to Northern. Congratulations to all that's been involved in getting that designation.

Chair Wasowicz: Can you talk a little bit about Star Scholars and what that means?

Acting EVPP McCord: I'm going to invite Vice President for Enrollment Management, Marketing, and Communications Sol Jensen to the podium for that.

Sol Jensen: Yes, thanks for the question. The Star Scholars program is a really a partnership. I think it started in 2015 where higher achieving students from the Chicago Public Schools will go to any of the seven City Colleges. In their time at the City Colleges, they are receiving essentially tuition free school. And then with the Star Scholars program, they have now partnered, and they've been partnering, with higher ed institutions, four-year institutions, where these Star Scholars will complete a four-year degree. A question could be asked why we haven't been there before, but the good news is, we're there now and just recently we've made that commitment and our hope is that there is even a model there that we could work with other community colleges as well in creating those sort of developmental partnerships with the higher achieving students coming from high schools that are going to the community colleges that we want them to complete their four-year degrees here at NIU. So the agreement that we have with the City Colleges is that these students will be receiving \$3,000 per year for two years and that would be on top of any additional merit scholarships that they would be receiving.

Trustee Pritchard: Do they have to do anything, a certain GPA?

Sol Jensen: They needed to have a 3.0 GPA to become a Star Scholar in the first place from high school and the City Colleges require them to continue to maintain that GPA, and then they need to have a 3.0 GPA upon entry and then as a continuing student.

Trustee Pritchard: Good program.

Sol Jensen: Yes, thank you.

Chair Wasowicz: Any other questions for Sol? Thank you, Sol. Any other comments? Any other questions people have?

## **10. NEXT MEETING DATE**

The next meeting of the Academic Affairs, Student Affairs, and Personnel Committee will be Thursday, August 15, 2019.

## **11. ADJOURNMENT**

Committee Chair Wasowicz asked for a motion to adjourn. Trustee Pritchard moved and Trustee Gayles seconded. The motion was approved. Meeting adjourned at 1:51 p.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.*