

Minutes of the  
**NIU Board of Trustees**  
**ACADEMIC AFFAIRS, STUDENT AFFAIRS AND PERSONNEL**  
**COMMITTEE MEETING**  
February 26, 2015

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Chair Robert Marshall at 11 a.m. in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Liz Wright conducted a roll call of Trustees. Members present were Trustees Robert Boey, Wheeler Coleman, Cherilyn Murer, Marc Strauss, Student Trustee Paul Julion, Committee Chair Robert Marshall, and BOT Chair John Butler. Also present were President Douglas Baker, Committee Liaison Lisa Freeman, Board Liaison Mike Mann, General Counsel Jerry Blakemore, and UAC Representative Bill Pitney. With a quorum present, the meeting proceeded.

**VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING**

Chair Marshall asked Mr. Blakemore to verify that there is a quorum and that the appropriate notice of this meeting has been posted.

Board Parliamentarian Blakemore confirmed that a quorum was reached and appropriate notice pursuant to the Open Meetings Act has been made.

**MEETING AGENDA APPROVAL**

Chair Marshall asked for a motion to approve the agenda. Trustee Strauss made a motion to approve the agenda, seconded by Student Trustee Julion. The motion was approved.

**REVIEW AND APPROVAL OF MINUTES**

Chair Marshall asked for a motion to approve the minutes of the AASAP meeting of November 6, 2014. Trustee Strauss made a motion to approve the minutes, seconded by Trustee Murer. The motion was approved.

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

Chair Marshall welcomed the people present and noted the full agenda that reflects NIU's focus on all the dimensions of academic excellence. He expressed excitement regarding some of the things that are happening at NIU that are being done in a short period of time in a proactive manner. There are three agenda items that request or enhance degree programs and thereby support NIU's promise to prepare students for success at different stages of their lives and their careers. The discussion will also include items related to sabbatical leave, which demonstrate the university's long standing to commitment to faculty and staff professional development. Some time ago, Trustee Marshall was fortunate enough to earn a sabbatical and it really enhanced his professional development and allowed him to help more students. He continued, to note two additional agenda items that speak to his personal passion for multi-cultural education as well as to NIU's continued efforts to encourage a community of diverse people, ideas, services and scholarly endeavors and to instill students with global self-perspective and to also instill them with a knowledge through cultural self-awareness. Trustee Marshall emphasized that our university is progressing

in its efforts to provide opportunities for NIU students, faculty and staff to have a growing cross-cultural experience. Further noting that as a graduate of the college of education he is very proud of their success in bringing international students to campus to enrich our educational environment. It is exciting that NIU and DeKalb are currently co-hosting a cohort of approximately 45 teachers from Ecuador under a collaborative agreement with the Ecuadorian government and Kansas State University. These teachers are interacting with NIU students, who are teaching bilingual students and practicing their English instruction and tutoring skills in local middle schools and high schools. We also have some very important emerging partnerships with China. Vice President Ray Alden will be discussing a tremendous opportunity to collaborate with Nankai University. Finally, Trustee Marshall asked Provost Freeman to organize a presentation about diversity, the undergraduate curriculum and how NIU is seeking to give all of our students the skills that they'll need to career and life success and that includes listening, empathy and fairness. Included in that dialog are intercultural communication, conflict resolution, and collaborative problem solving. We are looking forward to learning more about NIU Plus and the Association for Black Culture Centers (ABCC).

## **PUBLIC COMMENT**

Chair Marshall asked Mr. Blakemore whether there were any public comment requests.

Parliamentarian Blakemore replied that no requests for public comment have been made.

Chair Marshall recognized the University Advisory Committee representation, Dan Gebo and Bill Pitney and asked them if they would like to make comments.

Professor Pitney noted that the agenda includes recommendations for faculty and staff sabbatical leaves as well as a faculty presentation about the value of a sabbatical, and a report on the outcomes of previous sabbaticals. He said that sabbatical leaves are widely used in higher education and they are largely viewed from the standpoint of how it benefits a faculty or faculty member. He continued to clarify the benefit to not only the faculty member, but also serves to benefit the institution and ultimately our students. Sabbaticals allow faculty members time to conduct research, write, get a depth of understanding in a particular area, develop a research focus, or even modify a research agenda, pursue grants, learn new techniques, conduct reviews, and even engage in creative activity. Sabbatical leaves also serve to allow for rejuvenation, reflection, fresh perspectives, opportunity for development of new professional relationships, and staying current in one's discipline. For the institution these opportunities offer increased faculty efficiency, versatility, productivity, strengthen programs, enhanced learning environments, higher morale, increase institutional loyalty, enhance faculty recruitment and retention, and enhance overall academic climate and reputation. These benefits, combined between the faculty and the institution, ultimately benefit the students by having a knowledgeable, well-prepared faculty member in the classroom. Pitney noted that he shares these perspectives, the benefits of such activities, because in the current fiscal environment one might ask whether there is an adequate return on investment. Thank you for taking time to hear the presentations today. I hope these comments serve to demonstrate the general view of sabbaticals by our faculty and staff here at NIU.

Chair Marshall thanked Professor Pitney and emphasized strongly that sabbaticals do end up benefiting students and he supports the action of NIU to continue to provide these.

## **UNIVERSITY RECOMMENDATIONS/REPORTS**

### **Agenda Item 7.a. Nankai-Northern Illinois University International College**

Chair Marshall asked Dr. Freeman to begin the university report.

Provost Freeman thanked Trustee Marshall. She noted the full agenda that includes four action items and four information items. We will proceed through these in sequence starting with Item 7.a Nankai-Northern Illinois University International College. The University recommends that the 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 the March 12<sup>th</sup> meeting. Vice President Alden is here to provide some background and answer questions on this item and at this point I would like to call him to the microphone.

Vice President Alden thanked Provost Freeman, Committee Chair Marshall, and board members: I am very happy to bring to you an opportunity that is very exciting and perhaps unique. About a year ago a small delegation from NIU visited Nankai University in China. This visit allowed us to present the qualifications of NIU and our programs and a little over a month later, we had a Nankai delegation come to visit us with a proposal to create a Nankai-NIU International College. The last eight or nine months have been dedicated to negotiating and developing concepts regarding academic, operational, financial, even political foci. During that time I visited Nankai an additional time and we connected via multiple conference calls. I am comfortable in saying that our portion of the concept has been completed. Yesterday the Chinese Consulate General sent three representatives, including the Director of Education, from that consulate to visit our campus and meet with our people.

The original plan was to start with one degree in this college, but they liked several of our degrees, so within the new school of public and global affairs, we have three departments involved; Political Science, Public Administration, and Economics each offering three different degrees or emphases. Work has been done to develop written operations of the college and shared responsibilities. Both academic and financial decisions will be made jointly regardless of what campus will be hosting students at the time. This is an opportunity to bring students to our campus who are recruited from all over China by their Gaokao process, which is their national entrance exam. Nankai being a top university in China and indeed one of the top in the world, attracts the best students from all over China. These particular degrees will be taught in English from day one and they will be following our curriculum. They asked us to provide the curriculum and they will be awarded a degree by Nankai and a degree by NIU, somewhere between 270 and 540 students will be on our campus at any time once the pipeline is full. We are guaranteed that at least half of the students will come here because of the requirements to the Chinese Ministry of Education. The requirement that we send faculty to teach students who cannot afford to come. Students declare upon entrance to the joint college whether they will be coming to NIU or studying at Nankai. If less than fifty percent declare they are coming to our university for the last two years, we have the opportunity to renegotiate the whole financial deal. They pay us the cost for our faculty salaries, benefits, travel, and living expenses. So it appears to have minimal financial risk if any. I would highly encourage the Board to support this effort and I am happy to answer any questions.

Trustee Murer congratulated Vice President Alden for a job well done. She noted the remarkable job in a very short time in bringing a concept to reality and this is extraordinarily exciting. The description of the academic model and the control that NIU will have on the content seems very desirable. The financial model we have spoken of is full tuition. Is that correct? Vice President Alden responded that the last two years will be full out of state tuition. Trustee Murer responded that this is exceptional. She was really pleased that there are multiple degrees coming out of this. It is good to start with three and they seem very appropriate. A singular congratulations should really go to you for your efforts in spearheading this and we thank also Trustee Boey for really the personal connection. Trustee Boey also thanked Vice President Alden for a job well done. This opens up a frontier for us that usually does not happen this quickly and I am delighted with the quality of the program and the future of the program.

Trustee Coleman asked to see the financials associated with this. NIU will likely incur some expenses and have a revenue stream. It would be good to see the projections here. What is it going to do for us and our institution financially? Vice President Alden offered a 30,000 foot view. The minimum of having at least 50 percent of the students produced at the current tuition rate and fee structure would be about \$6,000,000

a year and if 90 percent come, which Nankai's projection, that is closer to \$11,000,000 a year. Then of course any costs that we incur for sending faculty over there are paid for by the college. Trustee Coleman asked what the raw number of faculty members NIU would commit would be. Vice President Alden replied that this has been complex negotiation, of the three majors we agreed to offer two in China. One of the political science and one of the economics would be offered there and I know that Dean McCord has worked out some pricing. I believe it would involve up to four faculty per year. There may be a mix of instructors and faculty and we may have to hire faculty to specifically teach in this program. They may not be tenure track, but it provides an opportunity for our tenure track faculty to lead study abroad opportunities for our students when they are teaching there, as well as research with one of the top research universities in the world; particularly in the social sciences.

Trustee Murer clarified that the assumptions sound good from a financial perspective. You are saying that full out of state tuition will be paid and if not, when NIU professors go to China, total cost will be paid. Is that correct? Vice President Alden replied yes, the discussion has been the average salary in the department plus the average fringe benefits, plus the travel, plus the living expenses. Trustee Murer responded that whatever the mathematical equation is for the cost of faculty in relation to the full out of state tuition would be appropriate measure. Hopefully the methodology is we have more revenue than the expense. Vice President Alden noted that this should happen unless the guarantees are not met. In that case, we have an out and renegotiate.

Trustee Murer asked what the timeframe for implementation of this is. Vice President Alden noted that this is a two plus two program and gave the example of a September start date. If this started in September of this year, then it would be two years after this fall. I suspect the start is more likely it will be 2016, in which case, it would be two years after that. Trustee Murer asked whether we get any revenue in the two years that the program is in Nankai. Vice President Alden replied that yes, we are proposing that some of our instructors go over there and help teach some of the communication and English composition courses as well as the political science 100 courses. Trustee Murer asked whether we received tuition for those years? Vice President Alden replied no, we get paid for flat rate. We get faculty release; it is like a buyout model. Trustee Murer summarized that in the first two years we get pass through costs, two years following we will should see a revenue stream. So this is a strategic long term plan, which is valid, it just is not going to bring revenue immediately or a deficit as there is limited cost for NIU. Who usually pays the tuition of the Chinese student? Is that self-pay, individually paid, or does the government pay for that? Vice President Alden said that the government will pay a little bit for the development of the college infrastructure, but it is largely self-pay and yet Nankai believes they will get a significantly higher tuition than the average tuition in China because they have that kind of clout being a top ten university.

Committee Chair Marshall asked whether there are future proposals to expand the Division of International Affairs.

Vice President Alden responded that Nankai will be interested in expanding programs and there will be additional opportunities.

Trustee Murer noted the Vice President for Marketing and Communications in the audience and asked whether there is a plan for the roll out of this and how big a roll out are we going to have on something which seems very newsworthy. Vice President Alden interjected that he would like President Baker to actually have a joint rollout where the presidents of the two institutions get together and formally announce it. Trustee Murer noted that we should be preparing the marketing plan. It should be a massive marketing communication plan to move forward once approval has been received and the plan is finalized.

Committee Chair Marshall asked for a motion to approve the recommendation. Trustee Coleman motioned approval, Trustee Murer seconded and the motion passed.

### **Agenda Item 7.b. Request for a New Degree Program: B.S. in Hospitality and Tourism Management**

Provost Freeman said that the next two action items are related to academic programs. The first request is from the College of Health and Human Sciences for approval of a bachelor's degree that will allow our Hospitality and Tourism curriculum to evolve into a degree that will be more attractive to students and more responsive to industry trends. Associate Dean Beverly Henry and Department Chair Tom Pavkov from the College of Health and Human Sciences are here to answer any questions. The university recommends that the Academic Affairs Student Affairs and Personnel Committee endorse this request for a bachelor's in Hospitality and Tourism Management and ask that the trustees forward it to the Board of Trustees for approval at the next full board meeting.

Trustee Murer asked what the motivation was in bringing this degree forward for approval. Associate Dean Henry replied that for the last ten to twelve years, hospitality has been a growing emphasis within the Nutrition, Dietetics and Hospitality major, it was a comprehensive major that included two emphases, one with hospitality and one with nutrition and dietetics. Over time hospitality has risen to enough student demand and different curricular needs to be a distinct and separate major within itself. The change from being an emphasis to its own major where it stands alone offers more visibility for students, for faculty and for certainly outside audiences. Within hospitality there are several special areas of study. One of which is tourism, there is also lodging, there is also restaurants. Nationally many programs have included tourism within the major. The curriculum exists, the courses have been offered in the past and some new courses have been developed and will be offered this year. This is merely separating this degree out from the comprehensive major to becoming a separate major. Chair Pavkov continued that much of what the department has done over the last year and a half two years has been in response to the input of our industry partners. We have a very active hospitality advisory board and comprised of significant people within the industry. They have suggested that the program would do well establishing its own identity apart from Nutrition and Dietetics.

Student Trustee Julion asked for an estimate of the number of students that will enroll in the program. Associate Dean Henry said that the major varies plus/minus 100 students and they anticipate that it could increase to double that size partly because the emphasis with Hospitality and Tourism. Committee Chair Marshall asked whether there would be internships. Associate Dean Henry replied that internships have been active towards the end of the hospitality major in the past. Sites have included companies locally, regionally and nationally. Committee Chair Marshall asked whether they have connected with the NIU Alumni Association. Associate Dean Henry said that a mentoring program exists within the hospitality emphasis.

Committee Chair Marshall asked for a motion to approve this recommendation. Trustee Strauss moved approval of the recommendation, Trustee Murer seconded and the motion passed.

### **Agenda Item 7.c. Request for a New Degree Programs Responding to ISBE Changes in Middle School Level Educator Licensure**

Provost Freeman stated that the second academic program request is necessitated by needed compliance with new mandates from the Illinois State Board of Education whereby teacher licensure programs are now required to have separate middle level teaching and learning degrees. To address questions that the Board of Trustees may have we have three colleagues here from the College of Education, Associate Professor Donna Wierderich, Associate Vice Provost Jenny Parker and Associate Dean Marc VanOverbeke. The university recommends that the Academic Affairs Student Affairs and Personnel Committee endorse the request for a new degree program Bachelors of Science and Education in middle level teaching and learning and forward it through means of the president's report to the Board of Trustees at the next full meeting.

Associate Vice Provost Parker stated that the State Board of Education is changing its licensure requirements and the grade levels for licensure. Any candidates that graduate after January 31, 2018 must have gone through a separate, stand-alone middle grade program if they choose to teach middle grades

education. Due to the changing requirement, we have a committee over the last couple of years that has been putting together this program. We would like to ask for your approval in order for NIU to maintain our status and an institution that produces exemplary teachers.

Committee Chair Marshall asked for a motion to approve the recommendation. Trustee Murer moved to approve the recommendation, Trustee Strauss seconded and the motion passed.

#### **Agenda Item 7.d. Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2015-2016**

Provost Freeman said the final action item and the first two information items on the university report are related to the sabbatical leave process and as noted by both Committee Chair Marshall and Professor Pitney, this is a privilege that supports the professional development throughout the lifecycle for NIU faculty and professional staff and enables them to bring contemporary experience and knowledge into the classroom and outside the classroom as they engage students. The recommendations listed in items 7d have gone through the proper vetting and approval processes at the level of the departments, the colleges and the University Council Personnel Committee and are brought forward to you for approval on that basis.

Trustee Murer noted that Provost Freeman's comment was appropriate in saying that it is a privilege not a right, and under the current scrutiny by the state and given that there continues to be discussion as to viability of continuation of this. She encouraged us to be very, very diligent about our accountability in regards to sabbatical. This Board of Trustees has been very supportive over many, many years as to this concept and I am sure that we will continue to be, but I also want to caution us that as a privilege we should be very diligent in being accountable for not only the vetting which comes at the beginning, but more concerning, the accountability once the sabbatical is completed in terms of relevance to the teaching posts or any demonstrable outcomes such as publications. It would be really helpful to continue to bring that to the attention of this committee and also have the data readily available as a listing of the outcomes. Those outcomes may not be as tangible as publications in some instances, but it would be good to document how a course may be slightly altered based on the experiences of that professor during the sabbatical. I do believe that it's important that this board be extremely attentive when we vote on this that we be very attentive to the responsibilities of accountability and outcome delivery.

Trustee Coleman stated his support of sabbatical leaves for NIU faculty. He counted about 55/56 individuals here and asked how that compares to prior years. Are we trending up or are we trending down?

Provost Freeman replied that there is a formula that we use to calculate at the level of each college. This determines the number of faculty who are eligible to fill for sabbatical each year. It is based on the number of faculty and professional staff that are in the colleges and each year we generally have enough applications to fill all of those slots, although in many recent years the number of applications has been less than the total number of slots. This year you will notice that in the final line of item 7d we actually have somebody listed as an alternate because the number of requests for slots exceeded the number of allowable slots by one. Although we have a formula that provides a number of slots that can be filled, we certainly do not assume that all of those will automatically be filled. The committee diligently reviews each of the sabbatical proposals to make sure that they have the integrity that Trustee Murer just spoke of in terms of informing, teaching and learning, scholarship, research, artistry, and engagement; and on that basis only are the sabbaticals approved. Part of the vetting process that happens below the level of the university is an understanding that is developed at the level of the college that releasing these faculty from their on-campus responsibilities will not endanger our students for a longer time to degree, prevent critical classes from being canceled and that basically the benefit equation will be positive.

Trustee Coleman clarified whether about 55 slots a year is typical. Provost Freeman said that it fluctuates slightly based on the number of faculty on campus and asked Vice Provost Douglass to respond. Vice Provost Douglass said that there have roughly been 40-55 requests per year, so some years are below the

allotted number. Of course, the allotted number also varies slightly as well. The Sabbatical Leaves Outcome report that has been distributed today, provides for 41 sabbaticals. Trustee Coleman said that it appears we are on the upper end. During the current fiscal climate, how much do financial costs come into consideration when we are looking at sabbaticals and what is it going to cost our institution not having those professors available? There is probably some cost to filling the course loads of faculty on sabbatical. This is a good thing as we want to do the right thing for our faculty and yet, the financial side needs to be considered.

Provost Freeman stated that in her experience, everything that gets approved at this meeting does not necessarily go forward. For example, last year we had an unprecedented number of retirements and that gave us a large number of vacancies in very resource lean times with the structural deficit facing us at that time- in this circumstance, and without being asked, faculty members and department chairs voluntarily relinquish their sabbaticals to make sure that their departments ran, that their students were taught and graduated. She expects the same to happen as we go forward, given our very robust shared governance system and the collegial relationships between the faculty and the administration that will enable NIU to face the challenges going forward. Everyone here- in the Provost's Office and across our faculty- understand that this approval is not a guarantee as we face the fiscal challenges.

Committee Chair Marshall asked about a pool of adjunct faculty. Provost Freeman said the university has rosters of instructors who belong to the collective bargaining unit who have vast experience teaching classes at NIU. In addition, at the department level beyond the instructors who are employed full time teaching as 4/4 load of courses, there are professors of practice, there are adjunct faculty who come from the community and business who we know that we can call upon. Some of them, not all of them, but some of them are alumni.

Trustee Murer said given the questions that Trustee Coleman had asked and given my comments, we may be entering into a new period of time where we have a more rigorous determination of eligibility and scholarship is really one of the critical outcome. We need to be aware that scholarship is at the essence of what we do and so we need to be able to define what that means. Publications is an easy definition but there are other definitions, but we really need to work together to define what the outcomes are and how that may translate also into more students. In regards to adjunct faculty, there is a ratio that if not mandated is generally used as a benchmark to define the quality of the university, it may be tenure-track at 70 percent with 30 percent adjunct is a benchmark. We do need to keep that in mind, but also that sabbaticals afford our newest, youngest professors a positive opportunity. We need to be more rigorous, we need to be more attentive, we need to be more accountable and we need to be more definable in outcome.

Committee Chair Marshall asked for a motion to approve the recommendation. Trustee Strauss moved to approve the recommendation, Student Trustee Julion seconded and the motion passed.

### **Agenda Item 8.a. Faculty Presentation on Sabbatical Leave**

Provost Freeman noted that the first two information items today, agenda items 8a and 8b speak to some extent to what the Trustees have just said very clearly is the importance of being accountable for the amount of scholarship generated by faculty during their sabbatical leaves. It has become a tradition within this committee not only to provide the required report on outcomes that list publications, presentations, contributions, etc. after two years have elapsed which allows faculty to report on build on the experience gained during leave, but we also ask someone with a recent sabbatical leave to make a presentation closer in time to the experience so that we can capture the enthusiasm with which that faculty member and any students who are engaged also experience the leave, the rejuvenation and what they brought back. Provost Freeman introduced Professor Jeanette Rossetti from the School of Nursing and Health Studies to give a presentation about her sabbatical leave in Galway, Ireland.

Professor Rossetti said that it is an honor to present to the Board and share the presentation with my colleague Abby Knur. Knur is a graduate of NIU's Nursing and Health Studies program in May of 2012. She started working immediately after at Linden Oaks Psychiatric Hospital in Naperville, IL. She is a staff nurse recently promoted to a charge nurse and as of last Tuesday, she is a board certified psychiatric nurse in the United States. Professor Rossetti's and Knur's presentation followed.

Provost Freeman when you speak about enthusiasm, we have so much enthusiasm about our time spent in Ireland. I was granted a Lillian Cobb Fellowship from our study abroad international department here. My colleague Dr. Kathy Musker, myself and a student by the name of Ferline Salvador went to Ireland to plan and prepare a future study abroad trip. We went, we as we say cold call, we cold e-mailed several facilities, hospitals, universities and we were invited to spend time at St. Patrick's Hospital in Dublin which is one of the oldest hospitals from the 1800's still running today and the National University of Ireland in Galway, the School of Nursing and Midwifery. When we went there, they shared with us some very innovative simulation practices that they were utilizing where they simulated an entire psychiatric unit using actors from their theater department and their nursing students because this is one area in the clinical setting that is very challenging for students to get hands on experience due to patients being suicidal, homicidal, aggressive. I had just done a simulation with two students and was excited about that at NIU and they were telling me that they run through 80 students through this mock mental health ward. I came back from that trip very excited, applied for a sabbatical, received it, and also got an Illinois Board of Higher Education fellowship to supplement the funding for the project. In the spring of 2012, I arrived at the School of Nursing and Midwifery at NUIG as their first faculty member on sabbatical. I was appointed as a guest lecturer and was able to spend time in the classroom at the undergraduate and the graduate level teaching as well as being mentored through the entire process from planning to evaluation in the mental health ward in that semester. During that time, Abby Knur came and joined me. She was an honor student; she was doing her honors project with me at the time. She was learning about Irish nursing, the education and the preparation of the psychiatric nurses and you take it from there.

Knur continued the presentation. I was this honors student and really took a liking to Jeanette and I wanted to go with her on the study abroad that summer that she was planning. Unfortunately, my brother got engaged and was to be married during that time so I could not go. I asked Jeanette about coming to visit over Spring Break during my final semester. Shortly after, we were in the dean's office and she was giving us approval. So that is how this all began, so in my final semester, we actually spent three semesters planning. I was a summer intern with Jeanette at Linden Oaks Hospital where I now currently work. After the planning, I went and helped her with her research. I conducted focus groups with the psychiatric nursing students and I reviewed their perceptions of their education particularly on the use of simulation. Since then we have disseminated our research for the PCSW here at Northern. We have also done it at Linden Oaks Hospital as well as at the American Psychiatric Nurses Association state conference and their annual conference twice. We have also gone back to Ireland for a second time to disseminate our research at NUIG of Galway where the research was conducted. It has really come full circle for me and I just have to say thank you to Jeanette. I really don't think I'd be where I am without her support and guidance and I have to say that going with her on her sabbatical was the highlight of my undergraduate experience.

Professor Rossetti noted that she did not help me with the research, she led the focus groups. When we talked about it I was like well I'm just going to take note, you're going to lead the focus groups student to student. I just thought that was very exciting. You were trained in how to do that.

Knur said she was very nervous and had never done anything like that before and obviously since then I have gotten better at my public speaking skills but I was sick so nervous and it was really fun because the nursing students were in the same area of the program. Their final semester, ready to graduate, doing their internships and they were so excited to hear about my experiences and here I'm thinking that they're not going to have anything to say and I'm going to have to pull questions out of them and really they were so welcoming. It was so exciting to hear about their experiences as psych nursing in Ireland.

Professor Rossetti stated that Knur also received a scholarship from Sigma Theta Tau International to help fund the trip. We did a lot in those 19 days. We did our research study, we went to probably about five different hospitals meeting with the student nurses because they were in their final semester of which the whole semester is out in the clinical environment.

There are a variety of outcomes and I've highlighted them here. The student engagement is the first. That was a priority for me. I've had several honors students and they've all had a piece of what I've learned in Ireland. We had Abby of course, Aline Scarum and Faith Stosserball. We did the mental health ward where over 40 students participated in that day. There was great support from my chair, the dean, and the clinical agency in Ireland we simulated, we used their regular kind of medical nursing lab that they have and we simulated in the environment. When I came back here talking to my colleagues at Linden Oaks, we were chatting and they're like why couldn't we use a real unit? They shut down an entire unit for the day to give to us at NIU and so we were able to have the real nursing station, the real rooms, it was the hospital, so that was really exciting. Students have joined me as Abby has talked, so has Faith and Aline in regards to presentation and then career success. Why don't you tell them what happened after our presentation at Linden Oaks.

Knur said she got an interview and is still working there today. We've also published our research that so I'm an undergraduate nurse who has publications which is a big deal. I won outstanding student woman of the year because Jeanette nominated me for all the hard work and collaboration that we've done.

Professor Rossetti continued that they literally sat down from the presentation at Linden Oaks and everyone they love hearing about Ireland and just something different, something unique, and introduced Abby Knur who had just applied for a job. They set up the interview that afternoon. Also on sabbatical, I learned about something called the title model which is a psychiatric nursing model of care focused on recovery which we really don't have one in the US – it was developed in the UK. Linden Oaks Director of Nursing, particularly Trish Jones Bendel, was so excited by it and asked me to develop a curriculum, we did. Now all the nurses have to spend an eight hour day following this new curriculum and implementing it in their level of care at Linden Oaks. That was really exciting outcome as well because it came from Ireland in the sabbatical time. From St. Patrick's, the hospital that I mentioned that I first visited, we've become great colleagues and they came to Chicago last summer. I was telling them about Linden Oaks. They were so excited to hear what they were doing particularly in the business end of the hospital, they came here to see Linden Oaks. These were the presentations that I've done with students, with faculty, with clinical agency staff. Posters, a couple with Aline and Abby of course and the same. Publications, we've had three really exciting publications in our hallmark journal of Psycho, Social Nursing and Mental Health Services. I'm on the review panel there. I was able to share a bit about what I was doing in Ireland. They asked me to lead a special edition on simulation and we had the cover of that journal just this last October. So that was very thrilling for all of us and they have pictures of NIU students in the journal. Ongoing international relationships, right with the school of nursing and midwifery, I'll be presenting there over March and April next month at their international research conference with they have every two years. So we continue our collaboration to this day. I'm on their mental health research cluster that they have there so I continue with that. And we have a summer study abroad this coming summer and as of today we have ten applications. Very exciting. Thank you.

Knur stated that she has to first thank the CHANCE program. I was admitted to NIU through the CHANCE program and they really helped a strong foundation to get where I am today. Also PCSW, Sigma Theta Tau for the grant and funds for me to go to Ireland and conduct my research; and then of course the honors program to really get this whole thing started and push me to succeed.

Professor Rossetti said thank you to NIU for giving me this amazing opportunity, our college, Nursing and Health Studies, my chair Jan Strom who even came today to hear us; Dean Block, the Student Study Abroad and International Studies, they continue to be a support to us. The Illinois Board of Higher Ed, Sigma Theta Tau and my friends at the National University of Ireland. Thank you. And Abby and the students who

participated. They were like call them and they will come. They were so excited about the mental health ward and working with Abby, this is what it's all about. Thank you.

Trustee Murer congratulated Professor Rossetti and Knur. She asked whether this is more psychiatric oriented diagnostic related psychiatry or behavioral mental health orientation. Professor Rossetti said it is behavioral mental health and psychiatric nursing. Trustee Murer asked whether it would be a good idea to offer an emphasis in psychiatric mental health or a certificate program in that regard. Professor Rossetti said that has not been discussed that but she would be very excited to pursue an opportunity like that. Particularly because in nursing we specialize of course, however patients with mental health, behavioral health issues are everywhere. They are just not in a psychiatric hospital. So to be able to have some sort of certificate to prepare nurses on top of what they get as an undergrad would be fabulous.

Trustee Murer commented to the provost that this may be something to think about in terms of viable opportunities and maybe the certificate is really where we are going as we continue to define the difference between physical and mental health. That is why she asked you about the bifurcation of really diagnostically oriented psychiatry which is a little bit different than mental and behavioral health. Maybe even as we do that, we can define the differences and having a certification that relates to that because we are seeing a lot more in the United States, a lot more privately funded through private equity of privately owned substance abuse or behavioral health clinics or that type of thing and it would seem that this might be a job opportunity, a market for job opportunity so perhaps you might to at least explore that and it might be very interesting. You responded in the way that we were talking about, what were the tangible outcomes and the presentations were scholarship, the publication certainly was scholarship, but also when you look at defining a niche to attract students and that is why I come to the certification too, what we have to do in the next five years is defining niches that attract students to NIU because we have this major or program or certification whatever it is that we have. So congratulations and thank you for sharing with the board.

Committee Chair Marshall thanked Professor Rossetti and Knur.

### **Agenda Item 8.b. Sixth Annual Report on the Outcomes of Sabbatical Leaves**

Provost Freeman said that agenda item 8b is no less inspiring and is the compilation of sabbatical outcomes. We give a report as Vice Provost Douglass mentioned earlier, this years is the 2011/12 sabbatical outcomes. The Trustees have a copy of the full report. An abridged version appears in the agenda today. Please give your attention to the third paragraph where we talk about our faculty and staff work products that resulted from the sabbatical leaves included 15 books and book chapters, 78 journal articles, 25 contributions to conference proceedings, 7 music recordings, 7 contributions to public media, 8 reports presented at 180 international, national and regional meetings, 63 works of arts, national and international music performances, exhibitions and illustrations, and 36 applications for grants and projects that produced 25 initiatives in excess of 2 million dollars. Faculty also reported revising or creating a total of 36 graduate and undergraduate courses as a result of their sabbatical leaves and benefiting more than 860 students annually.

We are trying to be as mindful as we can of the importance of showing that our faculty produce and are accountable for the time they spend on sabbatical leave, and yet I am sure that everybody's mind was spinning here as we saw Dr. Rossetti's marvelous presentation, heard about all the connections that were made, listened to Trustee Murer's reflection. Maybe as we prepare our outcomes report for the future, we could include more inspirational questions regarding new academic programs that might result in an area where we could document more carefully or more explicitly the positive effects of the sabbatical experience on not only student engagement, student recruitment and enrollment, but also faculty recruitment and enrollment. Nursing faculty are hard to attract and hard to keep. One aspect of Dr. Rossetti's presentation that we should not lose, is the fact that when she or Knur go out to these conferences and they make presentations, they are communicating to a group of people who have their choice of jobs around

Chicagoland and around the nation that NIU values the nursing faculty that NIU offers them professional development experiences, encourages them to make those types of connections, and we need to capture that more explicitly than we have.

Trustee Murer suggested publicizing the results of Sabbaticals. This should be a lead article in our magazine. This is what the alumni are looking for. This really helps to define NIU and what we are doing again from a scholastic perspective. We need to continue to emphasize that more. You have great statistics it should be in more than a report. It should really be a communication tool. Provost Freeman identified Vice President Teller in the audience and stated that they can start working on that immediately after the trustees meeting today. Committee Chair Marshall said in addition to Trustee Murer's comments, with all of the accomplishments that were in paragraph three is there a possibility of setting up a resource center so that even outside of our own university walls some of this information could be shared with other institutions or other scholars. It does not seem that we should file this on a shelf. Provost Freeman replied that some of that may be done through our digital archives and repositories, the journals and the types of connections, but I think that we will come back to you with suggestions of how we could be more intentional about that and again use it to highlight the wonderful work that's done at NIU and the work that connects us, students, faculty and the world, through the triangle framework.

### **Agenda Item 8.c. Curricular Diversity**

Provost Freeman stated that agenda item 8c is a requested presentation on curricular diversity. When Committee Chair Marshall discussed this information item, he really increased Provost Freeman's knowledge of the history of multicultural education at colleges and universities in Illinois. He spoke at length about the important work that was done by former state and federal legislators included Miguel del Valle and Carol Mosely Braun along with his guidance. There are an excellent number of references regarding strategies used in Illinois to implement multicultural curricular transformation and many of these were supported by state funding that was available in the early nineties from the Illinois Board of Higher Education's HECA or Higher Education Cooperation Act grant. There are many parallels between the present news headlines and the campus dialogs related to diversity and inclusion in multicultural education to those that occurred in the early nineties. The Rodney King incident occurred in 1991. In 1994 Nelson Mandela was elected president of South Africa and OJ Simpson was arrested and charged with the murders of his ex-wife Nicole Brown Simpson and Ronald Goldman. Many of the teens of 1994 are now parents of teenagers in 2014. In 1991, the Illinois State Legislature enacted a bill that provided a strong mandate for curricular revision of public institutions of higher education focusing on requiring coursework on improving human relations to include race, ethnicity, gender, and other issues related to improving human relations to address racism and sexual harassment. In 1994, the steering panel of the Illinois Articulation Initiative stated that the knowledge, wisdom and creativity of diverse student groups should be embedded throughout general education core curriculum courses and that no one should graduate without such understanding. The same year there were a series of reports from the IBHE related to student success, preparation for, and access to undergraduate education, as well as retention, graduation, and time to degree. 1994 was also the year when NIU dedicated the facility that is now home to the Center for Black Studies and launched the Multicultural Transformation Institute (MCTI). The presentation will start with the review of the ongoing work of the Committee on Multicultural Curriculum Transformation. The Committee Chair, Professor Kristen Myers, a professor of Sociology and the director of Women's Studies program to take us through a few slides related to multicultural transformation at NIU.

Professor Myers gave a brief overview of MCTI. MCTI began 1994 in response to questions and some concerns raised by students, one of whom was Trustee Butler at the time, that there was not enough diversity in the curriculum at NIU. The dean pulled together the directors of Women's Studies, Black Studies and Latino and Latin American Studies and asked them to create a task force. The task force then created this committee on multicultural curriculum transformation which then sponsored the annual institute. The institute at first was every summer, May or June, faculty would register to participate in it and about 20

each time, it was competitive and they would participate in a series of small group discussions; there were presentations on every major issue that we thought faculty needed to transform their courses which would then transform the institution. They learned about race, class, gender, sexuality, disability, religion; they also work on syllabi. Faculty brought a syllabus for a course they intended to transform and then in the following fall they come back and present what they have done. I am going to give you a couple of examples from this past institute which was 2013 in order to have a better understanding of the diversity of courses that participate.

One of the courses was Introduction to Green Engineering. In this course the professor changed the course to include sustainable technologies that are informed by different cultures. He brought in Native American technologies to deal with clean water, clean air, and he's Balinese himself and in Bali dealing with water cleanliness is a significant issue. There is a course called Nurse Care the Childbearing Family that teaches nurses how to teach parents who have newborns how to best take care of their families while recognizing that families come to childbearing and families from different cultural perspectives. The last example course is an art course that teaches art teachers how to teach students. The professor uses stereotypes about American culture with images to try to get the students to see their own culture differently and then they can teach differently. That was one of my favorites. We know that the curriculum is being transformed and we also know that the participants are being transformed. Their own self-reports post-institute are that they have learned a great deal about gender, race, ethnicity, and disability. We know that we are transforming people and courses, but there are some limitations. Faculty self-select to participate in the institute which means they already kind of get it. They already think it is important. Another limitation is that very few people who can participate. Twenty every other year is not a lot of people and overall it affects few courses. This year we are hoping to take advantage of all these wonderful changes that are happening at the university and we are going to transform the way we do our transformation. We hope to work with the new AVP for Academic Diversity when he or she arrives in the fall to try to figure out a better way to approach the curriculum more holistically. We also plan to include Dr. Hoard who Provost Freeman will talk in detail about later.

Provost Freeman thanked Professor Myers and noted the Baker report that came out at the end of January with information on the Diversity and Inclusion Task Force report. From that report, you know that President Baker and Provost Freeman charged a Diversity and Inclusion Task Force with exploring issues that pertain to diversity and inclusion at NIU in preparation for the hiring of NIU's first Chief Diversity Officer who will also carry the title of Senior Associate Vice President for Academic Diversity. They looked at procedures such as internal programming for students and faculty, faculty hiring and diversification, curricular changes, as well as diversity statements and strategies at peer institutions. The task force itself had 16 members, but each of those headed sub-committees so there were 53 people who contributed in a substantive way to the 70 plus page report. What we see here is the timeline for the search that is actually in progress. We have hired Witt/Kieffer to assist us with as they are considered the national authority on the qualifications and the life cycle of CDOs. We were able to accelerate the search timeline because of the great work that was done by the Diversity and Inclusion Task Force and the bottom line is we will have preferred candidates identified in late in the spring semester in order to have candidates identified in the fall. We know that these are challenging fiscal times and there may be questions articulated or unarticulated about why we are going forward with this search during this time. As Committee Chair Marshall said at the beginning, diversity is a dimension of excellence. Our student body diversity and the diversity of our region in all forms are a competitive advantage that NIU has not been able to leverage fully because there has been no conductor in the orchestra. We have an opportunity to take this aspect of our community to the next level and to really work closely with the city of DeKalb and Sycamore and our region in a more intentional way around diversity issues.

Professor Myers referred to Dr. Fred Hord and in his opening remarks, Trustee Marshall referred to ABCC. ABCC is the Association for Black Cultural Centers and it is a membership organization that serves African American, Latino, Native American and Asian American campus culture centers, resource centers, and academic centers and focuses on connecting the centers to student activities, academic programs,

surrounding communities, and retention initiatives. NIU has been in conversations for over 15 months about moving the association to NIU from Knox College and we are pleased to announce that we will be bringing three members of the ABCC staff to NIU. Dr. Hord is pictured he and will have an appointment both as a tenured faculty member, once the department votes on tenure, in the Department of Counselling Adult in Higher Education. He is an imminent scholar of Africana studies, history, and philosophy. We have also been fortunate enough to bring Terry Duffy, the Executive Assistant to the association, who is very familiar with all of the member centers at places like Yale, Indiana University, and the University of Minnesota. Finally, Mr. Donald Forti, who is the web master for the association and who will be also having a part time appointment in our Marketing and Communications Department doing not only web activity but other types of culturally competent communication. He has a degree in journalism and a background in broadcasting journalism.

We will finish this presentation by talking about the current and emerging curricular diversity initiatives at NIU and there are two people here to contribute to the presentation or to answer questions, Associate Vice Provost Klonoski and Vice Provost Birberick are here to talk a little bit about the new general education baccalaureate curricula at NIU and how it intersects with diversity initiatives.

Vice Provost Birberick said that currently there are 20 courses within the general education program that identify as diversity courses. Each of these courses will automatically roll over into the new PLUS general education system. PLUS is an acronym and it stands for progressive learning in undergraduate studies. This fits very well with what we are trying to accomplish here at NIU, which is that the undergraduate program of study is integrated, it is connected and it goes from the very first moment that the student walks on campus to the moment that that student walks across the stage and receives his or her diploma. This also fits within Professor Myers talk with the multicultural transformation institute and all of the initiatives that are here. One of the things that will happen under the PLUS model is that it will present the opportunity and the space for greater diversity courses to enter into the undergraduate program through general education. Right now courses are primarily at the 100 and 200 level and what PLUS will do will allow 300 and 400 level courses to enter into the program and count towards general education requirements. This really opens up the door for a greater array of courses across all spectrums to address diversity issues. We are also having conversations about a diversity as a graduation requirement. My colleague who can talk a little bit more about the PLUS model and at this point we are going to talk primarily about general education, so Ed.

Associate Vice Provost Klonoski gave an overview of the PLUS curriculum and its intent is to integrate general education with the major area studies and the co-curricular activities. We want to increase opportunities for students to get a chance to achieve the student learning outcomes including those focused on diversity such as intercultural competencies. The curriculum, as Vice Provost Birberick mentioned allows for an expanded course offering low division and upper division courses. Many of which have been outside of general education and would make really good general education courses. Some of those courses are diversity focused themselves and we have been encouraging the inclusion of such courses to expand diversity offerings not only at the lower division levels but at the upper divisions so that diversity is infused throughout the four year experience here. PLUS will create greater curricular flexibility for our students.

There are three large components to the PLUS model. The first is the foundational studies, which replaces our core competency studies. The second, is the knowledge domains which are broad categories that replace the current distributional categories. The final portion is the signature element which is the general education pathways. A pathway is a set of courses that coalesce around a central theme. On the previous slide there were some possible pathway themes that are under consideration at the moment including social justice and diversity, origins and influences, each of these pathways will have as many as 25 courses and you could imagine that social justice pathway will have a number of diversity offerings both existing and newly proposed courses as well as those in the upper division that have heretofore not participated in the general education studies. With the pathways there are going to be many more diversity offerings at all levels of study. These are optional and students can participate in them. We have had a number of

opportunities to speak with students in the development of this model as well as hearing feedback from them as we move forward. Earlier one of the trustees mentioned collaborative learning. That is going to be a requirement of each of the new pathway courses. In order to participate there has to be a collaborative learning opportunity and we are going to infuse that with diversity wherever we can throughout the curriculum. Integration is another key component to the pathway courses.

Trustee Strauss asked what outcomes we are attempting to achieve through PLUS and how we intend to measure those outcomes. Associate Vice Provost Klonoski stated that one of the primary intents of PLUS is to integrate the curriculum. Currently, we have a curriculum where we have the majors and the general education curriculum are divided. The PLUS task force, of which I was a member, worked very hard to try to find ways to integrate the curriculum. The second large guiding principle was to guide the curriculum toward opportunities for students to achieve the baccalaureate learning outcomes, which leads to the third component which is that the assessment plan moving forward is to assess how well students are achieving those student learning outcomes. Trustee Strauss said that he would like to see over time, whether we been able to accomplish what we intended here. We need to monitor the effectiveness of this approach would really be instrumental in many different ways to advancing the institution.

President Baker stated that the university is on front end of this. We are still moving this forward through Faculty Senate and identifying the measurement tools and learning outcomes to measure. It is a continuous improvement process for our student leaning outcome. I really appreciate the efforts of this Task Force.

Board Chair Butler identified two subjects here that are both of interest to this committee. One, are the curricular diversity efforts and the other is PLUS in and of itself as an effort. We are patiently awaiting the outcome of the campus level discussion on the PLUS and look forward to hearing more on it. There is a moment in the presentation where you are bringing the two together, so the MCTI, which is 21 some years old and just a little bit of history – there were at that time in 1994, sort of two general approaches to this – if you were a student who believed the curriculum needed more curricular diversity or a curriculum discussing diverse issues, you either were favoring a mandatory course or you were favoring what, at the time we called the Texas A&M approach. This was to transform a number of existing courses both upper and lower level course; major courses and general ed courses and then code them somehow within the university's curricular system. Then there would be a requirement, by the time you graduated, you would take at least one of these codes classes, and for many that would be within their major, such as the nursing course that Professor Meyer mentioned. When you say there are 20 courses on diversity, are those MCTI courses? Are they coded based on the fact that they were transformed or are they courses that deal specifically with such as racism and American culture and courses of that nature? Has the future of those courses and how they could be integrated been discussed?

Professor Myers said that Professor Janice Hamlet has a list of all the courses that have been transformed. I have not seen that list. I do not think most of them are gen eds, but we can have this conversation as we have not had it yet.

Provost Freeman asked Associate Vice Provost Klonoski to talk about the PLUS framework and how courses can count multiple ways to really benefit students. Associate Vice Provost Klonoski said that under the current gen ed model, no approved gen ed course that is offered in a major department could count for gen eds. Students could count it as part of their major but not as part of gen ed. Moving forward, students will be able to claim up to six credits and use them for both gen ed and major requirements.

Trustee Butler commented that PLUS effort has some really exciting dynamics. In discussing the multicultural aspect of it and whether we can make better use of these transformed courses. Not that we need to because when going through the MCTI as a faculty member it is truly transformative and in an organic manner. Most people in thinking about how a curriculum becomes more suitable for a multicultural student body, they focus on training teachers on how to teach a multicultural student body.

The MCTI is not doing that. It may have that effect, but it is actually having the faculty member reflect on the curriculum as a production of themselves and they bring to that production their own cultural background and privilege and the background and privilege issues that are inherent to their discipline. For example my discipline of argumentation goes back to ancient Greece and so forth and how does that manifest itself today in the way in which we are teaching argumentation, does that really make sense to a multicultural audience that may think of argumentation very differently based on their cultural backgrounds. There is a transformative thing happening here that is good in and of itself. My question is whether there is a plan to take these transformed courses and make them more interval to reforms of the gen ed.

Associate Vice Provost Klonoski said that one of the things that the PLUS model, the pathways in particular, offers is 25 faculty teaching in a pathway which means they are going to be looking at a particular theme from different disciplinary perspectives which gets at a little bit at what you are suggesting. If you have 25 different disciplines or 20 different disciplines looking at the issue of social justice and diversity, not only the disciplinary differences are going to immerge but the differences of the faculty and their own experiences and cultural experiences are going to immerge. I am hoping that will have a faculty development impact on its own. And of course the courses from the MCTI, they can certainly participate in PLUS and we would encourage that. We are really urging everyone to relook at how general education is relevant on this campus and to participate to a greater extent. Professor Myers noted that she did not want make more work for PLUS, but with this revisioning of MCTI it is possible that we could partner with the people in the pathways and provide institutes for the instructors in the pathways because the pathway courses are tied to specific instructors just like the MCTI course are. It could be a good pairing. Vice Provost Birberick added that this is a really wonderful moment for the collaboration to go across campuses. The push with PLUS is to get faculty out of their offices and departments to have those conversations. This is similar to what MCTI is about as well. The idea is to infuse diversity throughout all the pathways, infuse it throughout everything because that is in the fabric and the DNA of our society and our lives. A PLUS in collaboration with the multicultural transformation initiative and institute provides us the opportunity to do that.

Board Chair Butler said that MCTI is a treasure for Northern Illinois University. It is a really unique and dynamic aspect of what we do and the kind of professional development opportunities we offer our faculty. There is a natural collaboration between MCTI and PLUS and as Vice Provost Birbeick said, this is a transformative moment for both of those efforts.

Provost Freeman said that this concludes the university report.

#### **OTHER MATTERS**

Committee Chair Marshall asked if there were other matters to come before the Board. Hearing none he announced the upcoming meeting date.

#### **NEXT MEETING DATE**

The next Committee meeting is May 28, 2015.

#### **ADJOURNMENT**

Committee Chair Marshall asked for a motion to adjourn the meeting. Trustee Strauss motioned, Trustee Murer seconded and the motion passed.

Meeting adjourned at 12:46 p.m.

Respectfully submitted,

Liz Wright  
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.*