

**FACULTY SENATE MEETING TRANSCRIPT**  
**Wednesday, February 21, 2018, 3 p.m.**  
**Holmes Student Center Sky Room**

**VOTING MEMBERS PRESENT:** Arado, Baker, Beamer, Bishop, Boughton, Carlson, G. Chen, J. Chen, Chomentowski, Chung, Creed, Crowley, Duffin, Fredericks, Glatz, Gray, Grund, Guo, Haji-Sheikh, Hanna, Hathaway, Irwin, Jaekel, Johnson, Johnston-Rodriguez, Liu, Maddali, McHone-Chase, Millhorn, Millis, Montana, Mooney, Naples, Nejd, Newman, Novak, Pluim, Powell, Rheineck, Riley, Rodgers, Ryu, Saborío, Schatteman, Schraufnagel, Siegesmund, Slotsve, Surjadi, Than, Thu, Whedbee, Zheng

**VOTING MEMBERS ABSENT:** Bateni, Briscoe, Bujarski, Chitwood, Chmaissem, Hanley, Hunt, Konen, Krmeneč, Lampi, Li, Luo, Mogren, Moraga, Patro, Penrod, Scherer, Shi, Sirotkin, Song, Staikidis, Stephen

**OTHERS PRESENT:** Barnhart, Bryan, Click, Doederlein, Groza, Heckmann, Kassel, Klaper, Phares, Torres

**OTHERS ABSENT:** Andree, Gelman, Kortegast, Falkoff

**I. CALL TO ORDER**

**L. Saborío:** Let's call the meeting to order. Good afternoon everyone.

Faculty Senate President L. Saborío called the meeting to order at 3 p.m.

**II. ADOPTION OF AGENDA**

**L. Saborío:** First up is a motion to adopt the agenda. Can I get a motion, please? So moved? Thank you, **Laura [Beamer]**. And a second? Second, **Richard [Siegesmund]**, thank you. Any discussion? All in favor, say aye.

**Members:** Aye.

**L. Saborío:** Opposed? Abstention? Okay, fantastic.

**III. APPROVAL OF THE MINUTES OF THE JANUARY 24, 2018 FS MEETING**

**L. Saborío:** And next up is approval of the minutes of the January 24, 2018 Faculty Senate meeting. Can I get a motion to approve the minutes from the last meeting.

**G. Slotsve:** So moved.

**L. Saborío:** Thank you, George. And a second? Thank you, that was Therese Arado. Any changes to the minutes, suggestions? Okay, all in favor of approving the minutes, say aye.

**Members:** Aye.

**L. Saborío:** Opposed? And any abstentions? No. Okay, minutes have been approved. Thank you.

#### **IV. PRESIDENT'S ANNOUNCEMENTS**

**L. Saborío:** For President's Announcements, first I have an update on the Faculty Senate resolution. After sending out the resolution that this body endorsed last month – if you remember, that was regarding the HLC accreditation and higher education funding – I was contacted by State Representative Bob Pritchard and invited to speak with him about our Faculty Senate's position regarding higher education funding, sustainability and any strategies to reverse and/or respond to continued declines in enrollment. So I have invited one of our Faculty Senate members, Katy Jaekel, to attend the meeting with me, which is going to take place later this week. So at our next Faculty Senate meeting, I will provide you with a summary of our discussion with Bob Pritchard.

Second up for my announcements, an update on searches. The policy librarian search: The committee is finalizing its initial review of the applicants, and we are in the process of lining up interviews with the candidates, so that is moving forward nicely. The second search is the ethics and compliance officer search. Applicants are in the process of being vetted, and we will soon schedule some Skype interviews with potential candidates for that one. The general counsel search: George, are you here? Can you give us an update on the general counsel search. I know you're our rep on that.

**G. Slotsve:** The applications close on the 26<sup>th</sup> of this month, and we're meeting the 27<sup>th</sup>. So next Tuesday we have our first meeting after closing.

**L. Saborío:** Okay, so in process then.

**G. Slotsve:** Yep.

**L. Saborío:** And then the presidential search preparation committee: We met once in January, and we are scheduled to meet again on February 22, which is tomorrow, at 2 p.m. It's an open meeting so you're all welcome to attend. The three working groups have started benchmarking presidential contracts and searches, and we are in the process of collecting data and information to include in the leadership profile document. The committee will meet tomorrow to share an update from the working groups with the entire committee. Anything else you want to share on that – we've got Kendall on the committee, and George is on the committee, and Katy, anything else?

**K. Thu:** Yes, just real briefly, we're having our second full committee meeting tomorrow. We're breaking out into three subgroups, of course. And we're working on looking at benchmarks from other institutions. We're using the IPEDS data set to look at how other institutions have done presidential searches within the last five years. And I have some students working on compiling that

data. And we're going to be contacting a number of those institutions directly to see how they conducted the searches. And then we'll make a recommendation to the board.

**L. Saborío:** Okay, so you may want to talk with my G.A., David [Vogt], because he's also contacted some universities regarding their searches.

**K. Thu:** Yep, let's do that so we don't trip over each other.

**L. Saborío:** We can figure that out tomorrow so we're not duplicating efforts, okay.

And then one final comment from me is the public comment protocol. I want to remind everyone about the protocol for making public comments during our meetings. Please be sure to use the microphone the entire time you are speaking as we are recording this session. Also I ask that all individuals identify themselves in the microphone for the official record before speaking. For transparency, we do post online a verbatim transcript of our meetings, and this information will help us to continue to comply with our protocol. So please remember to do that. Thank you very much.

Now, let's move on. Are there any questions for me before we move on?

## **V. ITEMS FOR FACULTY SENATE CONSIDERATION**

- A. The Bob Lane Faculty Advocacy [Award](#) – Page 4  
**Faculty Senate will vote on the recipient during the February 21 meeting.**  
Recipient will be honored at the March 28 Faculty Senate meeting.

1. Nomination – [Kendall Thu](#) – Page 5
2. Nomination – [Michael Haji-Sheikh](#) – Page 6-8

**L. Saborío:** Item V, then, Items For Faculty Senate Consideration. We have V. A., the Bob Lane Faculty Advocacy Award on page 4. Just a reminder that it's an award that recognizes an NIU faculty member for special service to the faculty. Past recipients, we've got Buck Stephens on here. And George Slotsve is a past recipient. Therese Arado. And Donna Munroe last year.

There are two nominations: Kendal Thu, and his nomination can be found on page 5. And the second nomination is Michael Haji-Sheikh, and pages 6 to 8 is where you can find his nomination.

We're going to need to vote, so I think we will need the clickers. If you don't have a clicker, please, I don't have one either, so that includes me.

So we have two nominations again. 1 will be for Kendall Thu, and 2 for Michael Haji-Sheikh. And I think that Pat is setting this up right now, so let's give her a minute. Should we click in first – no we don't need to do that, do we? Okay 1/A will be your vote for Kendall Thu, and 2/B will be for Michael Haji-Sheikh. And everybody can go ahead and vote now. Thank you.

Okay, did everybody get a chance to vote? Did it work, because mine was not working. Smiley face at the end, right? Everybody get a chance to vote? Let's close it. It was close, right? 25 to 13.

Congratulations, Kendall, there you go. [applause] So you will be honored at the March 28 Faculty Senate meeting.

**K. Thu:** Will we have cookies?

**L. Saborío:** No, you want cookies, don't you. No we're going to have those little catnip things they had at the last meeting, remember those? We don't know what those were. Okay. Congratulation again.

1/A – Kendall Thu – 25 votes

2/B – Michael Haji-Sheikh – 13 votes

B. Art Annex Update

Paul Kassel, Dean, College of Visual and Performing Arts

John Heckmann, AVP, Facilities Management and Campus Services

**L. Saborío:** Okay, let's move on. V.B., are you ready, Dean Kassel? So for V.B., we have an art annex update and with us today is Dean Kassel from the College of Visual and Performing Arts, along with John Heckmann, in case you have any questions regarding facilities for him. So, go right ahead.

**P. Kassel:** Good afternoon, everybody. Dean Kassel, College of Visual and Performing Arts. We were asked to respond or to update everyone about the state of the annex. If you're not aware of the building, count yourself lucky. The water, mold and general cleanliness of the annex was addressed and mitigated in early 2017. And anecdotally, Professor Michael Barnes, our printmaker, has noted that the annex has been in the best shape it's been in for probably over ten years. That doesn't mean it's in perfect shape, or lovely shape, but it's in acceptable and safe state.

Safety and maintenance inspections were regularly performed throughout the year with the space being found to be in compliance with federal and state guidelines. The budget impasse in the state halted construction on Stevens, as you know, setting back the timetable for moving out of the annex. With Stevens set to finally reopen sometime this spring – the rumor is May 1, but don't hold us to that – it is anticipated that the student studios can be moved after classes end in May. And that is currently the plan. And the annex will be emptied of occupants and most of its contents. But like last year, this is contingent on many factors.

There was a letter from a student to the Board of Trustees sent in late November/early December. On December 5, Director John Siblik, Professor Barnes, and myself met with John Heckmann and Tom Viel, who is the director of the Physical Plant, to discuss the matter. By that time, the student who had complained, their studio had been moved to the facility on 215 North Fourth Street, and that was dealt with immediately.

Plans were made and then executed to mitigate the roof leaks and move equipment and individuals to spaces that complied with all safety regulations. At the meeting, some alternative spaces were discussed. If it was determined that the annex had to be vacated immediately, it was concluded and agreed to by all that, rather than disrupt students in mid-year, we could safely wait until the end of

classes to finally vacate the annex. In the meantime, more regular maintenance checks were scheduled. Professor Barnes and the School of Art and Design liaisons to facilities, Justin Bitner, have reviewed the procedures and were calling in issues. On February 2, it was reported by Justin that there was a safety meeting with all the students. They all signed a document acknowledging the training. And this week with the rains, we had people out there immediately responding, text messages flying, people getting up on roofs and repairing leaks. It is a moving target, and we're doing all that we can to mitigate and keep the damage down and get out of there as soon as is humanly possible.

To date, we have received no additional complaints from students that I'm aware of. I've been directly informed by graduate students who have studios in the annex that there is general satisfaction with the spaces, while acknowledging the challenges this space presents. I've been working on this since actually the day before I was under contract, schlepping bags of costumes out of the annex. We've been working very hard to try to deal with this situation, and I'm very hopeful – and John Heckmann will now give you some additional information – that we will be out of there this summer and moving the students into a much safer, cleaner and, we think, better facility, that actually repurposes facilities here on campus. John.

**J. Heckmann:** Thank you for that, and I will also add from my perspective that Day 1, when I came on campus, this was one of the first issues I had to deal with as well, with Paul's predecessor. So it's been an aggravating issues from Day 1. From my perspective, it's not a great facility. And in an environment where budgets are tight and limited, it's frustrating not to be able to do what I know should be done. And we're trying to come up with a very reasonable cost-conscious way to resolve the issue.

So with the completion of the Stevens Building on the horizon here, not too far away, we're anticipating that we'll have an opportunity as the occupants that are awaiting Stevens completion, come out of Grant South, that we'll be able to reconfigure some of the spaces that we have in the Grant South residential hall, and reconfigure some of the residential rooms into studio spaces for the students. And I think that's going to be a nice complement for the students to be on central campus. It will make them a lot more accessible to their studios. And it will be a nice re-purposing of an otherwise vacant residential hall that we have currently at this time. So the timing is all going to be hinging on as we finish up the Stevens Building, come the May/June timeframe as we finalize the outfitting of the building as the construction gets done, and then move in the occupants, at least the faculty and other staff into Stevens. That will allow us the opportunity to reconfigure some of the spaces in Grant South and prepare for an August move for the studios to be occupied when the students return for the fall semester. So that, in a nutshell, is what our plan is, and I'm excited that we're finally getting to a point where we can get ourselves out of that decrepit building.

**L. Saborío:** Are there any questions? If not, I have one. Okay, go ahead.

**R. Siegesmund:** I would first of all like to thank Dean Kassel and Vice President Heckmann for coming here today and giving us this update. And one question that I would like to ask is: As we look at that summer move, how will the faculty from the School of Art and Design be involved with getting out of the annex and into Grant Tower?

**P. Kassel:** Well I think that is a great question, and we haven't addressed that yet, but I think that we should absolutely include the faculty on that. I think we have been so focused on just finding a space that making the transition – and because of the uncertainty of the date – but absolutely we should start that conversation immediately, as far as I'm concerned. And, as far as I'm concerned, they should lead that discussion, along with the students, of course.

**L. Saborío:** Thank you. Other questions? I actually have one. So you talked about re-purposing Grant South. Is that going to be a permanent solution, then? Or if enrollments start to increase again, will you once again need to occupy that space as a residence hall.

**J. Heckmann:** Yeah, if we get to a point where enrollment is increasing to that point, that would be a great problem to have. So recognizing that, I'm looking forward to that challenge when it presents itself, frankly. But at the current time, I'm not resting on edge to anticipate that problem quite yet. But if it comes, we'll deal with it, and we'll find another solution. And, hopefully, as more enrollment comes, that might mean more funding could be available to find other solutions. But right now we've got quite a bit of residential capacity, so I'm not quite overly concerned, even if we have a reasonable bump in enrollment in the future.

**L. Saborío:** And we all know that spring is a relative term, so do you have an idea in spring when the Stevens Building will open? Will it be when we're actually on campus here, when they open Stevens, or is it going to happen in the summer.

**J. Heckmann:** The general timeframe – and I'm going to leave it to the colleges involved here to orchestrate the ribbon-cutting and all of the ceremonial aspect to it. But in general, what's going to happen with Stevens is we'll finish up the construction so we can take beneficial occupancy at the end of April/early May timeframe. That will give us the month of May to do the outfitting with furniture and other fixtures. And that will then lead to June being the prime opportunity to move faculty and staff into the building. Now, will it all happen in June. If some faculty aren't around for the summer, whatever, we'll deal with that. But for the most part, we're going to be ready for the fall semester and be able to operate that building come fall semester.

**L. Saborío:** That's nice. Okay, go ahead.

**J. Novak:** I just had a question about the annex. To me, that means storage, but you're saying it's actually a workplace. And if so, how do you use a dorm as an art studio? I don't understand.

**P. Kassel:** Well, if you've been in the annex, you would see that dorm rooms are luxury accoutrements compared to what. Essentially, it's a raw warehouse space that has been subdivided with packing crates and ingenuity of the students, which is why they love it so much. It's a really raw space. You can't break it. And so that's why students really like it. Now a dorm room has some limitations. But, for example, there's very little natural light in the annex, itself, in these spaces. But in the dorm room, there's windows. So we, both in terms of ventilation – and I've gone through this before at my previous institution – in terms of ventilation, natural light and safety and access to, let's say restrooms and running water, it's a much – I'm serious – it's a much better space. So we think it actually is a step up, a big step up. And the fact is that I think with Grant, let's say, we think it's a recruiting tool as well. To provide students with their own studio, we're thinking two rooms

each, actually, that's a pretty nice and attractive offer. Believe it or not, students now like when they go in the annex, they like it because they see potential to really play in that space.

**J. Novak:** Okay, thank you for that explanation.

**L. Saborío:** Do you have any plans for the annex other than wanting to just tear it down?

**J. Kassel:** Legal counsel has advised me not to answer that.

**L. Saborío:** Okay.

**J. Kassel:** I'm joking. I mean, it's not our space, it's university space, and I believe that there are some plans, but those discussions are taking place at a different level.

**M. Haji-Sheikh:** Now one of the things, since you brought up Grant, I would think you would also want to think about some more, I would say, predatory pricing since we have empty space in those dorms. You know, there's a thing in business called opportunity cost and lost opportunity cost. And you have a chance to use the dorm costs as a way to recruit students also, in general, not just for art students, but for students in general, because right now when the most expensive thing students have to go through is dorm costs and food costs, even worse than tuition. So it's just a thought once you start going in that direction, start thinking about some other things.

**L. Saborío:** Go ahead.

**K. Thu:** I just want to comment on the notion that Grant Towers is a step up. That's a complete paradigm shift for us. But you have a standing invitation from Anthropology if you want to come out and see what it's like out there. Actually some of the space isn't bad, and the windows are nice. You get to see the storm fronts coming in.

**L. Saborío:** So this is why I always see you in the Grind.

**K. Thu:** That's right.

**L. Saborío:** Okay, any other questions? Thank you very much.

- C. Textbook Affordability – [presentation](#)  
Fred Barnhart, Dean, University Libraries  
DeeAnna Phares, Library Assistant and  
Chair of the University Libraries' Textbook Task Force  
Ian Crone, Director, Holmes Student Center  
Stephanie Torres, Director, Academic Affairs, Student Association

**L. Saborío:** So the next group is the textbook affordability team. We have with us Dean Barnhart from the University Libraries and DeeAnna, is that how you say your name? And Stephanie. So please go ahead with your report.

**F. Barnhart:** So I'm Fred Barnhart, dean of the University Libraries. I just started in July, so I'm very happy to be here. And we're only part of the team. This is actually a response to the problem of textbook affordability that has sprung up all around campus in a number of different groups. So the library had an interest in seeing what we could do to improve accessibility for students to textbooks. I know Stephanie also, as a student, is very interested in this. The bookstore, obviously, is interested in this. There are other groups on campus that are interested as well. So we're representative. And now I'll hand it off to Stephanie, and she's going to start the presentation.

**S. Torres:** So I'm actually going to come up front so I can see everyone a little bit better. As Dean Barnhart mentioned, this is an issue that has been arising. I've been part of the Illinois Board of Higher Education, the Illinois Community College Board, and every single time that as students we discuss what are the issues going on at our institutions, textbook is always an issue. And I think we come to find that no one disagrees that there is an issue with textbook affordability, but we haven't really done anything proactive to address it on the student side, but as a whole, as a community.

So just some background research, there is some data that collaborates with what we're trying to do in terms of what the issues are with textbooks. But the last point, it was interesting, and I pulled from my Management 311 class, that there's this thing called the bubble theory. And we find that there's all these different groups on campus that were actually trying to address textbook affordability, but we weren't necessarily communicating or collaborating with one another. So in part of trying to understand the issue a little bit better, that's when we were in conversations with the library, with the bookstore, with the Holmes Student Center. And again, trying to just understand what the issues are, because the issues that we have at Northern are not the same as the issues at other institutions.

So with that in mind, I worked closely with a couple of other students to create a student survey to understand again what is the needs assessment? What are the issues that students specifically are dealing with in our institutions? So one of the first questions I asked is: What is your year in school? As you can tell mostly – and I know it's a little hard to read, but seniors were the largest group that answered the question. And I also wanted to include graduate students just to have a little bit more of a variety in that I was inclusive as a whole.

Beyond that, it's not on here, but about 84 percent of students mention that they were taking between 12 and 17 credit hours. So this reflects full-time students most of the time. This question really relates to a former question that I didn't include on here, but I asked: Do you purchase textbook for courses, just in general, if they do or do not. Forty-four percent said they almost always. Twenty-one percent said that they never or almost never purchase their books for courses. And if you can see a little bit, the biggest reason why students hesitate to purchase textbooks is because they want to be sure the book will be used by the professor in their classroom. Oftentimes, I've had this experience as well, there's a common section in the survey and students were very blunt about course or books that are required or mandatory, but they're not necessarily used in the course. So I found that very interesting.

Apart from that, the second one is: Cost is too high. So around 30-32 percent said cost is too high, and that is an issue. A student specifically mentioned, "I honestly sometimes do not have my books on time, because I cannot afford them, and I miss points." I also found the first one, they wait for



disbursement from the Financial Aid Office. And I found this interesting, because in conversations with the Financial Aid Office, they say that you can still charge your bursar's account, even if financial aid is not disbursed yet. I didn't know that, and I think this kind of tells us that a lot of students may not be aware of that as well. So that was pretty interesting.

I asked: When do you typically acquire your textbooks? Again the majority I think 56 percent, mentioned that they purchase textbooks after the first day of class. And again, you have to connect that with the previous question. That is because students want to wait and see if the books will be used, in fact, by the professor. About 30 percent said they purchase their books before the first day of class, so they tend to be a little bit more prepared. A lot of them wait, again, for that financial aid disbursement, but resoundingly that's why students wait until they purchase their textbooks.

On average, how much do you spend on textbooks per semester in dollars? The majority said between \$400 and \$499. When I talked to students about this question specifically, they mentioned that it doesn't really reflect how much they actually would spend on textbooks, because they try to navigate around the bookstore, around VCB, and go on Chegg or go on Amazon and try to find books with other resources, or at least borrow them from classmates. And I will also mention that about 60 percent obtain four to six books per semester. That's in another question, but it goes along with the idea that these are full-time students, so it makes sense.

Where do you get your textbooks? And I found the results a little bit interesting, because 40 percent combined obtain their books from VCB and the bookstore. And I didn't think this was going to be the case, because the majority of the respondents are seniors. And by the time you get to your junior and senior year, you know of other alternates and other resources apart from the bookstore and apart from VCB. However, 40 percent still obtain their books from campus or at least in the surrounding areas, which tells us that there is still a market for books. Again, you have to keep in mind that some students have to purchase their books from the bookstore because of the way their financial package is. But I found this, nonetheless, very interesting. About four percent of students rent their textbooks from the NIU library, and this question is not really encompassing of all the different resources the library has to offer. And I'm sure you will expand on that a little bit later. But I would be interested to know how this figure changes, just because there's more talk about the different initiatives the library has undertaken. So I think this four percent might change a little bit.

And something interesting as well, about 72 percent of students decide not to keep their textbooks at the end. So that's a lot of time and a lot of money that is not being fully useful for the students in the long run.

So in terms of alternates: Open source textbooks, that is definitely one. And I know some faculty make use of those, and the library will expand on that in a little bit. The rental book program – and this is interesting – I spoke with the University of Wisconsin-Eau Claire, and all these institutions, Lakeland, which is a community college here in the state, and Eastern Illinois University – they have a very similar program. So basically, they have students come with their class schedule. The students verify that, yes, this is, in fact, the books that I need. And they check them out, like in a library as you would, except you return them at the end of the semester, and then the other students for the remainder of the semesters get to use them as well.

And this is really helpful, especially because it relates to long-term adoptions, so not just using one textbook for one semester or two semesters. You use the same textbook for more than those two semesters. Eau Claire, actually they have an interdisciplinary committee, so each department decides for how long the textbook will be used. So some of them decide to use the textbook for eight semesters. Some of them decide to use it for a little bit longer, for a little bit shorter. But nonetheless, it just helps with the idea of that continuous usage and recycling of the textbooks.

Eastern Illinois, they have an entire rental building, which I didn't know. And actually one of the students in the survey expanded on that a little bit. They did their undergrad there.

The book swap – this is with Heartland Community College. The premise is: If I give a book, I get a book. So if I come in to the student government – it's run by them and the bookstore – and I would like to give two books, I get a voucher for two books in return, and I can use that whenever I want to, as long as I show that I do need the books, in fact. I actually started speaking with the Student Association and identifying: Is this even possible to implement here on campus? What are the obstacles that we would run into? How many students we would actually need to run this program? Who do we need to work with? Is it the bookstore, the library, who else? So we are in communication as a whole to identify if this is something that possibly could be implemented.

And then Cengage and Odigia. I was in conversations with representatives from them, from these learning platforms. Cengage has an interesting program. It's called Cengage Unlimited. For \$120, you have access to all of the textbooks and all of the online resources they offer. I believe MindTap and WebAssign is one of those too. But that's their premise of affordability.

Odigia, they encourage faculty to create their own textbooks, which is uploaded to this cloud where it's shared with other faculty in other states, or whoever is part of the platform. But they also encourage faculty to use OER [open educational resources] to create their courses. And they facilitate that process, which I found really interesting. But again, these are just other resources to use.

Some take-aways from the common section in the students. A lot of them, they would like to buy books. They would like to keep their books, but they rely a lot on online resources, just because, again, they're not able to afford them.

Undocumented students specifically on the survey, they mentioned how it was a little bit difficult for them to purchase those textbooks, because they weren't able to receive financial aid from the federal government or state financial aid, or institution financial aid.

Access codes are a huge issue, just because we don't always get to keep the work that we do. So for example, Mastering Physics and Mastering Chemistry, the quizzes, the homework assignments that I did, it's all gone. So I can't really reference those at the end once my time is up with the access code. And sometimes they tend to be a little bit more expensive than the books, themselves. So if I have to purchase an access code and a book, it just raises the cost significantly.

Overall, an interdisciplinary approach should be taken. And that is making sure that you have all the stakeholders in the conversation. So it's not just a student issue. It's not just a faculty issue. And

there's no bad guy. And I think a lot of times, as students, we like to see it as "Oh, well just choose a different book." Faculty should choose a different book or the university should lower the price. But it's not that simple. So it has to be different key players that have a different perspective of the issue to be able to understand how complex the system really is.

The survey by no means is complete. Like I mentioned, it's more like a needs assessment. It's more of a framework that we can build upon to understand more of what the issues are. And students are innovative. They will find alternate ways. So if I see that you will not use the book really, or there is very little use of the book for my course, I will return it, because there's a difference – okay, should I spend my \$100 on buying this book that I could not necessarily need to pass the class, or should I spend it on my rent or on food or on whatever other expenses students have. So it's important to keep that in mind.

Some students mentioned that professors writing their own textbooks and requiring them in their classes also tends to be an issue for a couple of them. The buy-back process is not very transparent, and students also have an issue with that. They did mention that some of the faculty or some of the initiatives faculty have implemented is allowing students to use older versions of that same book. So a lot of times, the difference between the ninth edition and the tenth edition is that the figures have changed or they rearranged the chapters or the pages are different. So students don't really understand how it justifies the price at the end. It's not an entirely new book, it's just adjusted a little bit. So, again, another issue to keep in mind.

Students mentioned that they are willing to spend money on books as long as they are useful, as long as they use them during class, and as long as they need them to pass the class. Most of the times, if you come to class and you have your professor and you ask questions and you have the PowerPoint slides, you don't always need the book.

Again, some students suggested long-term adoptions from faculty. They specifically stated avoiding buying from the bookstore and the VCB store. And apart from that, there was a lot of anecdotal evidence of being close to failing course because they didn't have the materials, or being on the Rahman noodle diet because they wanted to be able to afford the books. And I found interesting this one statement from a student. They mentioned, "Yes, I feel that many students are not able to afford textbooks, which keeps them from getting materials they need for classes. Frankly, I feel that many students are under the impression they are ripped off, which has a negative impression on the university. If they work to make them more affordable, I think this would help retention and graduation rates." And I completely agree with her or him. I think that, if Northern Illinois University was able to save you \$500 your first semester, second semester, first two years, I think it would be an incentive for students to attend.

But with that, I'll move on to the next part. There you go.

**L. Saborío:** I'm going to interrupt for just a moment. Can I just say, let's take a moment to recognize all the time and effort that Stephanie put into this presentation and the survey. [applause]

**D. Phares:** During the fall semester, we were tasked with putting together a task force that dealt with the issue of textbook affordability. And there had, obviously, already been a kind of push

toward thinking about this and thinking about how this is a barrier to student success, and how it actually does affect recruitment and retention here at the university. And as someone who works in the Circulation Department at the library, I see on a first-hand basis everyday students who come in and in a desperate plea, "Tell me that you have my textbook." And it cost \$800, it's sold out at the bookstore, and I don't have the money for that. And having to send people away, have you tried iShare? Have you tried these other options? And when those aren't available, having to send them away, which is something we do not like to do at the library.

And so the dean sort of tasked us with putting together this task force and dealing with these issues that we have up here: Increasing textbooks on reserve at the library; purchasing high-use high-impact textbooks so the highest enrollment classes with the most expensive textbooks; developing a LibGuide for students and faculty; and researching additional options and then sort of looking toward the future, what we can do to make this better in the long run as opposed to just in the short term; and then assessing the value to students.

And so we sort of formed this task force in November and immediately tried to put things into place so they would be in place by the beginning of the spring term. There had already been a push from the College of Liberal Arts and Sciences to dramatically increase the number of items that were placed on print reserve as well as electronic reserve. And so between the spring of 2017 and fall of 2017, there had been a 30 percent increase in the amount of items that were put on reserve at the library. Since that time, we have had a 192 percent increase in the amount of items that have been put on reserve. So we're pretty happy with that number. We would like to see that continue to go up.

So as part of this initiative, we immediately worked on getting a LibGuide up on to the library website. And so if you go on to the library's website, there's a banner that has a link to our LibGuide. And so it has information for faculty about how to find resources that are free or inexpensive. And so whether that's in terms of open educational resources, textbooks online, or whether that's a place to find videos that you might show in your classes, various kinds of resources. There's also information for students about how to sort of do comparison shopping for various textbooks, places where you might find your text if your professor is not bothered about what particular edition. So if you're reading *Mansfield Park*, here's a place where you can go and find it in 47 different places for free. So that is up there now and is constantly being revised as we find additional information.

There's also information on there about the task force, itself. And that's also where we put a survey, which allowed faculty members to make requests for textbooks to be purchased by the library and then put on reserve. We sort of put that into place at the end of the fall term and ordered those texts for this term. We had \$5,000 that we set aside. We have used about \$4,900 of that. We had 27 requests from faculty across campus, and we purchased 33 texts. That doesn't sound like a lot for \$4,900, which does tell you how much textbooks do cost. Mostly we invested in print materials. We only selected electronic texts when they had unlimited numbers of users. Many e-books will only allow, say three simultaneous users, which might be a problem if everybody is using that same book the day before an exam, for instance. So certainly as part of this kind of pilot program, we wanted to mostly focus on print texts. And so, as I said, we have 33.

We have items from across campus. We were not able to purchase all of the books that were requested, and most of the reason for that was access codes. We cannot purchase library copies of books that have an access code if you are going to use that access code, because they're individualized. It can only be used by one user. So many of the ones that we weren't able to purchase, that was the issue.

Also if things were modified specifically for an instructor and so was made specifically, say, for the NIU bookstore, those were also not able to purchase. But about 95 percent of the requests we were able to honor.

The rest of the books that we purchased, we worked in collaboration with our bookstore as well as the Village Commons Bookstore. And they gave us a list of the highest enrollment classes, as well as the highest dollar textbooks. And so we went down the list and anything that was expensive, anything that had lots and lots of students in those classes, many sections, we tried to purchase. We were limited, of course, by again access codes, but most all of the textbooks that we ordered were on the shelf by the second week, a few took longer. We anecdotally have seen a lot of use. We won't be able to really get numbers on how much increased use we've had on them until the end of the term where we can kind of run the numbers.

We're also going to be contacting the instructors from the various courses and putting out a survey and asking their students like: Did you know that your textbook was on reserve? And did you use it? We would love to be able to have information about how many unique users were checking out items. Unfortunately, for privacy reasons, we can't tell that. But we can tell how many times an item was checked out. One of the things that we have noticed, though, is that people come to the desk, they ask for a text, and they know that it's there, that their professors are doing a very good job about letting students know that it's available. And that's part of the battle. Not everyone knows about the resources the library has, even though we try very hard to get the information out. But we do seem to be seeing increased usage of that service.

So just some numbers: Right now as of week 5, we had 169 personal copies on reserve, that's going to be on reserve at least through this term, but possibly longer. We're also encouraging people to put items up for many terms if they're going to keep using it. And 175 library items, for 109 classes. And so, as I said, this is a 192 percent increase from the previous term, and we already had a 30 percent increase from the term before that. So it's pretty steep, and so we're quite pleased with that, which means we're helping to get books into students' hands, which makes them much better off and makes them better students in your classes, which I think we can all get behind.

So that's the basic kind of information that we have at this point. We're also putting together a white paper so that we're kind of looking at what we could do in the future. In the fall, we are going to be continuing this program during this semester, purchasing books for the fall. We have additional money that we've been given by the College of Liberal Arts and Sciences that we believe is not limited to only classes in the College of Liberal Arts and Sciences. And so we will be purchasing more textbooks for the fall as well. So that is kind of what's on the horizon. I'll turn it over to the dean.

**F. Barnhart:** And I'd just like to note that DeeAnna is chairing the Textbook Task Force, and it's been wildly successful, so thank you very much. So just to talk a little – yes?

**K. Chung:** Before we go on, I just want to ask: If you buy the access code, is it per semester or is it just done, because if someone uses a book continuously and then do they just assume that the book is available already and then just inform you? Or do they have to do another request?

**D. Phares:** You mean for textbooks that have an access code involved? Usually it's only good for that semester and then it disappears and cannot be reused. That's one of the reasons why we can't purchase books that have codes attached to them. Or we can buy them as long as the professor says, I don't actually the codes. There is a sort of strange thing that's happened. Publishers are now required to sell books without codes, where you can buy the two separately, but it's cheaper to buy a book with a code. So if you're teaching a course where the book comes with the code, but you're not using it, then we can go ahead and buy it. But if we did buy it, it would only be good for a single user and then would be useless. Depending on the publisher and depending on the text, sometimes it actually has a year. Often it's six months, but sometimes you have an entire year to use that. It really depends on the book. So if you're in Nursing and you have a code, it might last longer.

**M. Riley:** It pays sometimes to work with your book rep or the publisher too, because I know we have a Wiley book that we use, and we're able to make the access codes last two semesters, because the students need the book for two semesters. Sometimes, especially if you have a large enough student population, that probably helps, but they are sometimes willing to work with you on that. It wouldn't help with the library being able to purchase them, but it might help some of the students.

**L. Saborío:** Could you purchase the text and then the students purchase the access codes separately? Would that save them money?

**D. Phares:** They could, but often it's more expensive to buy just the code on its own.

**F. Barnhart:** So profit is the motive here, I think we can agree. So I just want to talk a little bit about some of the other things that the library is doing. And, again, there are a lot of different models that are on the table out there. All kinds of libraries in academic institutions are looking at ways to resolve this.

One of the things that we've done is joined, as part of our consortium, which is the College and Academic Research Libraries of Illinois – that's what CARLI stands for – we joined something called the Open Textbook Network, which is out of University of Minnesota, but it's also a consortial group of libraries that have pulled together open access textbooks. So it's more than 600 of these that are available. They have reviews by faculty, for faculty, to just kind of give you an idea of how valuable the textbook would be. But these are completely open access, and they're available right now. So these are available through our website. It's this type of thing that I think we're also looking at is whether there's some open access textbooks that we could encourage faculty to use, or students to use, where possible.

The other thing about the OTN is that it comes with a platform, so you as faculty can also develop your own textbooks or text-like materials, if you'd like, that would be completely online, could

have quizzes, assessment tools, things like that. So we're starting to learn more about this in the library so that we can actually provide workshops and training for faculty going forward. So this is one of the other things that we're looking into doing.

We're also looking at other open educational resources that we could purchase or subscribe to that would be available so that you could actually look through perhaps a list of textbooks, see which ones you feel suit you or your students, and then we could make those available. So, not the perfect solution, but a solution that we want to work with.

And then at the library we also have a number of e-books. So perhaps not textbooks, but in a number of classes, there might be regular monographs that are being used that we have an e-book version of that would have unlimited access. So we want to encourage faculty to perhaps look at our catalog first before you assign a text, or when you assign a text, to see if it's available. And then note in the syllabus if it's available through our collection.

And then as Stephanie and DeeAnna talked about, we are looking to cooperate with other groups on campus for this. The bookstore has been incredibly cooperative, probably to their detriment in some ways, but giving us lists of the books and the prices so that we could go through and make some calculations about which would be the highest impact materials.

**G. Slotsve:** I just grabbed the numbers that were posted originally at \$1300, roughly, a year, was that on textbooks? If I take at a 12-credit hour max per semester, that's 24 credit hours per year. So what the student per credit hour is spending on average \$54 per credit hour, at the mean, for textbooks. If one textbook for every 10 students could be made available, that would lower their fee to \$130 per year, or \$5.40 per credit hour would be spend on textbooks, if you could make them available that way. That breaks down to \$65 per semester per student. If the textbooks would last, say a two-year cycle, that would then lower that price down to \$32.50 per student, that would hit the mean. If it lasted, say five years, which my guess is too long a period, that would actually move down to \$13 per semester. What I was going to say is that it doesn't have to cover everything, but if we had a student fee that was, say \$32, a semester or \$20 a semester, we could have – and it wouldn't even be that high, because it wouldn't cover all the books, you'd be covering some of them other ways where it would be donated copies – but I'm just pulling this off, for roughly \$20 a semester per student, we could have at the library one copy of every textbook in the library on reserve for every class in the university, working at \$1300 a year as a.

**S. Torres:** So I do want to clarify that statistic. It's from the College Board, so it doesn't necessarily reflect NIU as a whole, but it's an average what they calculate the average student will invest. But it's interesting you bring that up. That's actually what Wisconsin-Eau Claire, Lakeland and Eastern, they include a fee in their student tuition and fees. I believe Wisconsin[-Eau Claire] includes \$89 in addition to their tuition and fees so students, again, don't have to worry about their textbooks. But when you break it down, it doesn't have to be \$89. It could be much, much lower than that. But that's what they have done.

**G. Slotsve:** And it depends upon that \$1300 per year figure. I just used that as a base. It also depends on, I'm not quite sure, is one in ten the right number or is one in 15. You may want to do this, maybe if you're trying to do the required books maybe slightly different, because students

might want a copy of that themselves. But maybe for recommended books this works. It really depends on what you want to go after, we could probably bring it into a fairly reasonable figure on a per-student basis is the only point I want to make. Roll it up that way and we've got some funding for the library to actually buy these books.

**M. Haji-Sheikh:** I have some direct anecdotal data for you. My son's a student at SIUE, and he's actually paying a per-hour fee for rental. It's \$16.30 a credit hour. So he's paying per average – he's taking between 18 and 20 credits a semester but – he's paying, generally, because some of the classes don't books, he's been about under \$300 a semester.

**F. Barnhart:** Actually, SIUE has, I think, an interesting system too. From what I understand, the students are automatically given online access to their texts at the beginning of the semester, and if they stay with the class, they maintain the access. But it's based on that fee that they pay.

**M. Haji-Sheikh:** And it's a very affordable campus, so I mean that's one of the things we ought to be looking at. I think it's a best practice, personally.

**F. Barnhart:** It's a really interesting model, I agree, we should look at that.

**J. Novak:** I have three questions, maybe for Stephanie. You mention something about certain students with financial packages are required to purchase textbooks from the bookstores. Why do we punish them this way? And why do we punish the taxpayers this way?

**S. Torres:** That's a good question. I do think – and I've had to do this before, and I actually did this in my community college – I signed a waiver stating that: No, I do not want to use my financial aid for my textbooks. I'm not entirely sure, and that's something that I have to bring up to financial aid, how that system works entirely. But there is an opt-out version of not necessarily having to do so. But again, it's just a matter of communication, are students aware that it is possible or not.

**D. Phares:** One of the reasons that they're required is because they're basically borrowing against their financial aid. And so that's why they have to do it here. I think they can use it at VCB or here in the building. But what they're basically given is a loan against the money that they're going to get from their financial aid. And so that's why it's tied in to the institution, itself.

**S. Torres:** Yes, there's a \$700 limit if I'm not mistaken.

**J. Novak:** Other two questions, you talked about this heinous way of making new editions when there's no need and there's almost no changes. Sometimes it's done so quickly that there's more mistakes than in the previous edition. Can I as a professor require an earlier edition? Can I do that? I didn't know if I could, but gee I'd save my students a lot of money and those books have got to be floating around there.

**D. Phares:** As long as that edition is still available for purchase, there are copies available to buy out there, absolutely you can. And one of the things that we have in reserves is a lot of faculty members will put up older editions that are acceptable. So a student can use any of them from say the last four years.



**J. Novak:** Okay, that's very good news. Finally, I'd like to point out that, once you really know what your book and your publishers offers, for instance, I teach out of this for four semesters, and it cost \$69, and they get four semesters out of it. Because they're coming straight from high school, they don't realize what a deal that is. It actually comes with two other books, an anthology and a workbook. And the whole thing is less than \$200 for four semesters. But on top of that, they get all the music electronically, flash cards electronically, practice tests. It's a terrific deal, so it's always good to see what's there beyond the print. And I don't know when you did your statistics, Stephanie, if whether they go across the four semesters or if they just say, no, this is the semester I bought the book and I paid this much. Or whether they are actually considering how much they are paying per semester. I don't know if it's that important of a detail, but statistics show what you pay per semester, but they don't pay out for this book any more for three semesters. The statistics kind of get messed up.

**S. Torres:** I agree, they do. And that's why I mentioned that there is still a lot of work to be done in terms of the research. The survey really consisted of 12 questions, and I wanted to avoid fatigue of the respondents. They're students, you don't always want to answer survey questions on your free time, but that is certainly an area to explore a little bit further.

**J. Novak:** Okay, thank you.

**K. Thu:** I just wanted to go back to something you said, Stephanie, about faculty assigning their own authored books in class. I believe that we have a policy, maybe my colleague can help me out here, that you are not allowed to assign/require your own authored books to your students. Now I've done a quick search while we're talking here. I can't find that rule. But since I'm a chair of a department, I scolded one of my faculty for doing that, because we should, at the very least, not be profiting – not that we profit a lot from our publications anyway – but we shouldn't be profiting from these published books based upon what students are paying.

**V. Naples:** I know the practice has decreased dramatically in recent years, but I still get desk copies from various publishers. Could we institute the knowledge to faculty on campus that, if they intend to use a textbook in a course in the future, that they could make that as a resource available, donate it to the library or reserve something of that sort? Program putting that together so people knew, might enlist some materials in the library wouldn't even have to pay for.

**D. Phares:** Well this is one of the reasons we actually have had an increase. The LibGuide that we put up has information about how to actually get desk copies from your publishers. And what many faculty members maybe don't know is that you can often get more than one, depending on how large your course is or how many sections you're teaching. So you may need a copy yourself, but you can potentially get one for your teaching assistant, as well as an extra one to put on reserve. Several departments have brought in multiple copies. So for instance, Psychology, we have, I believe, five or six copies of the text. And those are all desk copies that came from the publisher. So a lot of it is tied to enrollment. If you're teaching a class with 15, you're probably not going to be able to talk the publisher into giving you a second desk copy. But you might, especially if you say, I'm going to be teaching this in the future. Probably not if they know it's going to go on reserve in the library, so might want to keep that on the down low. But yes, absolutely, and many of the copies

we have are not ones that have been purchased by faculty members, although we do have that as well, where they buy a copy for the purpose of putting it on reserve. But you can certainly make use of that, and we're happy to find space on the shelves for it.

**M. Haji-Sheikh:** Do you have a process for donors for those type of things, like a charitable donations for books like this?

**D. Phares:** We've actually started to talk about this as a task force, because as more people have found out about this, more people are interested in donating. And so we're still working through it. But if you come and you just hand us a book and say, we'd like to give this to you, we certainly catalog it and put it in our collection. But we're trying to work out a process to make this easier for the people who do want to donate. One of the things we also had is a student who graduated – I think in the fall – wanted to donate all of her old textbooks. And so we had to go through and check to see if they were still being used. But the ones that were being used, we cataloged and now are on reserve. And so we'd like to make good use of that. So if someone who didn't sell their books back but aren't really sure that they want to keep them, and if they're useful to our students, we want to make them available. So we're looking into ways to do that so that we have more of a plan than dealing with it on an ad hoc basis.

**K. Millis:** So I found a pdf, an older version of the textbook online. I called the bookstore to see if this is legal to give to the students. They said it was fine. The publisher found out and they said that I couldn't do it, even though they're not publishing that edition. So who's right?

**D. Phares:** Well I don't want to get into a legal discussion since I do not have a law degree. But normally in terms of putting items on reserve, if it's like a photocopy, it's usually fair use is ten percent of a total item. And so if the students are actually buying that edition of the book, then you can put one on reserve. It's a bit iffier, and I don't know what you know about this?

**F. Barnhart:** I would say the publisher is probably right in this instance just because they own the copyright on that text.

**K. Millis:** And I stopped.

**F. Barnhart:** Yes, so where it probably got illegal was sending it to all the students and then they could send it to friends. When it's an electronic copy, it's hard to control where it goes. We won't tell on you, though.

**C. Carlson:** Are you going to let us know if we can require students to use a book where we are the author? Can you let us know if you find that policy? And then I want to talk a little bit – I guess he kind of got on the edge of it – was students here have a very elite process or extensive process on obtaining these textbooks illegally. And in cohorts that are very strong, one person gets the books, and they put it on a USB drive, and it's just passed from person to person to person. And in that cohort, one of the faculty members requires their own book. And she has, in her policies, that if she finds an illegal copy of her book on your computer, you get an F for the course. So that's why I'm curious – is that legal too?

**L. Saborío:** Are there any other questions? Did you have another question or quick comment? Oh wait, we have one right back here. You haven't spoken yet, go ahead.

**J. Hanna:** I just had a quick question about fair use. So I often try to use articles. Sometimes they're from journals that the library stopped subscribing to, and they might have four articles per issue. If I get that through inter-library loan, could I put it on electronic reserve, or is that not allowed under fair use?

**F. Barnhart:** I'll defer to Sarah.

**S. McHone-Chase:** If we're talking about a textbook that you bought through inter-library loan.

**J. Hanna:** No, it would be a single journal article from an issue that has four articles.

**S. McHone-Chase:** No, that would be fine. I'm sorry, I misunderstood. A book that you bought through inter-library loan cannot go on.

**J. Hanna:** But a single article could be.

**S. McHone-Chase:** Yes, that would probably be fine. Like a copy of an article? There's a lot of articles that we get through like e-reserve that we put on – we have a server that we just use for reserves and it's something that would not be accessible outside of reserves, the way that we set it up, so that would probably be fine, because it's very secure, so you can't really, like an outsider who's not in that course can't make unlimited copies of it. That's really the concern is that it's not open. Yea, that would be okay, a journal article is not a problem, but if you're like, here's a textbook I just borrowed from SIU, that would never, I would never allow it. That's not.

**J. Hanna:** To the practice too, and while I have a captive audience, when faculty actually download a pdf and put that on their Blackboard themselves, that actually is kind of a copyright infringement and causes some problems. What we'd prefer is if you would link directly to the article, because that gives us an accurate stat or count on when the students are using it. So we may see a journal get no use, but you might be using it intensively. But if you have a pdf on your Blackboard site, we have no idea, so I would encourage you to use links wherever possible. It's just legal, it's cleaner. Thank you.

**L. Saborío:** One more in the back.

**I. Montana:** Well I'm just wondering about the ten percent. Does it apply to a journal article or just a book?

**Unidentified:** Just a book.

**S. McHone-Chase:** Can I jump in right there too? There's nothing in the copyright law that says that ten percent is copyright law. It's what we use in Reserves as our safety zone, basically, so that we have a policy to fall back on, because it's just easier for us if we say ten percent of this book is

where we're going to fall back. It's just a nice, safe place for us to be. So I hope that's a little clearer.

**L. Saborío:** One more, okay, go ahead Sarah.

**S. Klaper:** My understanding of the whole rule about using your own textbook that you authored was that it's a departmental decision and that we don't have a policy on it, because I did research that once for a student a long time ago. But I will look into it again, and then I will let Pat and Linda know what I find so they can pass that on to you. But the last time I looked into this, because I could not find a policy like you indicated, I was told that it was a departmental decision about what books were permitted and not for particular courses.

**L. Saborío:** Oh, that's why we couldn't find anything. Okay and one more, and then we're going to move on here. Go ahead, Virginia.

**V. Naples:** For classes that have laboratories, [inaudible]

**D. Phares:** Yes. Basically, any text that's required for a class can be put on reserve. We actually do have a few manuals that were purchased as part of the pilot program. Sometimes there are specific aspects of that lab manual that might make it inaccessible, but there isn't anything hard and fast in the rules that it shouldn't be. So we certainly have, we actually have solutions manuals for various courses that we do have on reserve.

**L. Saborío:** Okay, great. Thank you very much to the Textbook Affordability Team for coming today. [applause]

## **VI. CONSENT AGENDA**

## **VII. REPORTS FROM STANDING COMMITTEES**

A. Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – report

**L. Saborío:** Okay, we're going to move through this now. Everybody ready? Reports From Standing Committees, Katy Jaekel, do you have a quick comment that you want to make? Go right ahead.

**K. Jaekel:** Yes I do. The Faculty Rights and Responsibilities Committee met regarding HB4103, the House bill that we discussed a few months ago. It's the one that is about the three things, but it sort of talks about two. One is the common app. Two is that everybody would get into one of the public institutions within Illinois. And then three what we're understanding is essential program prioritization at a university level.

The committee met. We shared concern, grave concern on a variety of things, everything from in regard to the common app – Would that affect revenue? Don't we receive money? And would that cut admissions? We don't know. Where would the money go to? We did see on the website that the common app would be on the board's web page and nowhere else, so we just need some more

information. So, ultimately, we've decided and recommended that we have somebody come in and talk to us about this. How does administration feel? How are they looking into this to collect some more information? In the meantime, I literally monitor it every day. It's currently in the Rules Committee, and so every day I check to see if it's moved. In the event that it's moved, we'll reconvene and possibly act sooner.

**L. Saborío:** Thank you. I did want to let you know that I talked to Matt Streb, and he's going to come to the March meeting to about the current session, and he'll give us an update on that.

**K. Jaekel:** Thanks.

**L. Saborío:** Any questions for Katy?

B. Academic Affairs Committee – Clanitra Stewart Nejd, Chair – no report

C. Committee on the Economic Status of the Profession – Laura Beamer, Chair – report

**L. Saborío:** Okay next up we have Laura for the Committee on the Economic Status of the Profession. Go ahead, Laura.

**L. Beamer:** So we're finally going to get a report on the Faculty Survey [Salary] Study. We're going to meet as a group in early March. And then at the March Faculty Senate meeting, you will hear a report about that, and you should get some information in your agenda packet.

**L. Saborío:** Yes, it's the Faculty Salary Study, right? Yes. Any questions for Laura? And they're going to present at our March meeting, as well. It will be a busy meeting.

D. Rules, Governance and Elections Committee – Keith Millis, Liaison/Spokesperson

1. Nomination for Executive Secretary of University Council/  
President of Faculty Senate – 1-year term  
NIU Constitution and Faculty Senate Bylaws [citations](#) – Page 9  
[List](#) of University Council members eligible for election – Page 10  
**Nominations will be taken during the Feb. 21 Faculty Senate meeting.**

Letters of acceptance of nomination are due in the Office of University Council and Faculty Senate by **Friday, March 16**, and will be included in the March 28 and April 25 FS agenda packets. **Election of final nominee will take place at the April 25 FS meeting.**

**L. Saborío:** Item D., Rules, Governance and Elections Committee. We have Keith Millis here, who is going to walk us through this next section. Go ahead, Keith.

**K. Millis:** Okay, it's time to take nominations for the position of executive secretary of University Council and president of the Faculty Senate for the next academic year. On the screen, you'll see a

list of members who are eligible to be nominated. And so I will be now accepting nominations from the floor.

**K. Thu:** I'd like to nominate Jim Wilson.

**K. Millis:** Jim Willis. Do we have a second?

**S. McHone-Chase:** Second.

**G. Slotsve:** I'd like to nominate Anne Hanley.

**K. Millis:** Do we have a second?

**Unidentified:** Second.

**C. Nejd:** I'd like to nominate Therese Clarke Arado

**K. Millis:** Therese, and do we have a second?

**Unidentified:** Second.

**K. Millis:** Are there any others? Okay, hearing no more nominations, I now close the nominations. All nominees are – Oh.

**L. Guo:** I would like to allow nominate Michael Haji-Sheikh from Engineering and Engineering Technology.

**K. Millis:** Do we have a second?

**G. Chen:** Second.

**K. Millis:** Okay. Any others? Okay, so now I will close the nominations. All nominees are to submit a letter of acceptance noting your qualifications and desire to serve to the Office of University Council and Faculty Senate by noon Friday, March 16. These letters will be included in the March 28 and the April 25 Faculty Senate agenda packets. Election of the final nominee will take place at the April 25 Faculty Senate meeting. Thank you.

**L. Saborío:** Nice script, right?

**K. Millis:** Thanks for the script.

**L. Saborío:** That was Pat, right?

**K. Thu:** I think we need to have a fix for this process. I didn't know, Linda, that you were not in the pool until the beginning of this meeting. And so it didn't occur to me to contact potential nominees until during the middle of the meeting. So somehow we need to get the various college vote counts

in earlier so that we know whether the existing president is a potential nominee or going to take a second term. That's an issue.

**L. Saborío:** Yes, it is an issue, isn't it. Okay. Anybody else? Comments?

E. Resources, Space and Budget Committee – Sarah McHone-Chase,  
Liaison/Spokesperson – report

**L. Saborío:** All right, let's go on to Item E., Resources, Space and Budget Committee. Sarah, do you have a report for us?

**S. McHone-Chase:** I'll keep it brief. Monday was the day for the – I can't remember what we're calling it, it was the, yea, the collaborative budget development meeting that was for the university. And I went and George went and Holly Nicholson, all from RSB, went. And it was an all-day event, and it went really well. I think that it was a thoughtful process. There were certain elements that I didn't agree with necessarily, but I thought they were done in earnest, and I think that I was relatively pleased. And RSB was really pleased to have been there.

And our next meeting is next Friday [March 2], and that's all I have for a report.

**L. Saborío:** Okay, thank you. That was quick.

## **VIII. UNFINISHED BUSINESS**

### **IX. NEW BUSINESS**

### **X. REPORTS FROM ADVISORY COMMITTEES**

A. FAC to IBHE – Linda Saborío – [report](#) – Page 11

**L. Saborío:** Let's move on then to Reports From Advisory Committees. The FAC to IBHE, I do have a report on page 11. I attended the meeting – this is the report from the January meeting, I believe, that was in Jacksonville, Illinois, not Florida.

Of note is Item number 3 in the report. Marie Donovan, who is the chair of the Faculty Advisory Council, indicated that the IBHE is no longer going to have lunches with their constituency groups at their quarterly meetings. This was a chance for us to meet the IBHE board members and have discussions with them, and so the stated reason is so that the board members can have more time to interact with each other, yet we still want to have a yearly opportunity to make a substantial presentation to the board. So this kind of takes away the opportunity that we had in the past to meet with the board, discuss with them certain items that were on our agenda one-on-one with them. So it's a bit of a change. And so we are going to be attending the board meeting on June 5 at the College of Lake County and try to come up with a substantial presentation for them at that meeting. And then we're going to continue to encourage board members to be present at more of our advisory council meetings in the future. So that's where we are right now with that. Have to

somehow continue that collaboration and so it seems as if we are losing that opportunity at this point.

And also there was a presentation by Kathleen Almy from here on the remedial math impacts of the Illinois Postsecondary and Workforce Readiness Act. So you can read about that online too.

If there are any questions, just let me know.

- B. University Advisory Committee to the Board of Trustees – no report  
Barbara Andree, Cathy Doederlein, Alex Gelman,  
Mark Riley, Linda Saborío, Kendall Thu

**L. Saborío:** And then Item B., the UAC to the BOT, we don't really have a report, do we? I wasn't at the last BOT meeting. That's why I'm looking at Kendall. I know that the department change for Foreign Languages and Literatures went through, and it's now World Languages and Cultures. So this is a big move for my department. Anything else that you want to report on the UAC to the BOT? No, I can't think of anything either.

**K. Thu:** [inaudible]

**L. Saborío:** Computer Science. There we go, that was the other one.

**K. Jaekel:** Adult and Higher Education got a minor in social change leadership.

**L. Saborío:** Nice, okay. And did you get something in Engineering?

**M. Haji-Sheikh:** [inaudible]

**L. Saborío:** I don't know. Nice.

**Unidentified:** They approved \$1.25 million for a new scoreboard at the Convocation Center.

**L. Saborío:** Oh, don't go there. He did. Necessary item.

**Unidentified:** [inaudible]

**L. Saborío:** A necessary item, right?

## **XI. PUBLIC COMMENT**

**L. Saborío:** Now we are at the public comment section. Do we have any public comments – and actually, I was going to ask Virginia – would you mention the elections very briefly? And then we've got a hand up in the back.

**V. Naples:** Yes, we have elections for the United Faculty Alliance coming up. Everyone [inaudible]



member is eligible to vote. Rather than in the past where the ballots on campus, the voting procedure will be by paper sent to your home addresses. [inaudible] in March.

**L. Saborío:** Are you still taking names for individuals interested in serving as secretary?

**V. Naples:** Yes, we are still seeking names of individuals who are interested in serving on the executive board. We have a roster of candidates, but we are still looking for people for the vice presidential and the secretarial positions. And we would like to have all of the positions contested, so we're looking for more people to submit their names [inaudible] and for the liaison with the local union representatives [inaudible].

**L. Saborío:** Excellent. Any questions for Virginia? Do you have a microphone?

**S. Kincaid:** Good afternoon. I'm Sid Kincaid, a former student. I served as president of the NIU Veterans Association in 2014 and a Student Association senator in 2015. I spoke at University Council last month stating that the reason I'm a former student is due to the secrecy of the watchlist and the Maxient software. I wanted to speak before Faculty Senate today, because I have always found faculty to be capable of bringing rational dialog to an issue, including in response to the administration.

Let me start by saying that Kelly [Wesener Michael] was not being completely honest in her answers last month and is omitting significant information. While it is true that the term, watchlist, is a misnomer for a feature of Maxient, this explanation disregards the fact that there is an actual watchlist and practice of monitoring students. I know this because I was one of its targets and probably the first student to discover it while it was monitoring me in 2016. It is called the Student of Concern Committee, sometimes referred to as the Student Threat Assessment Team.

Kelly also stated that administrators who use the Maxient software have access to student information on a need-to-know basis. This is false. Records on students created within Maxient by this team mix information from various sources and are accessible by several administrators at the associate director level and above. In my case, one of these sources of information was an administrator who purports to be a confidential resource. This individual did not have reason to believe that I was a danger to myself or others to justifiably break confidentiality. However, my record documents multiple conversations that I had had with them. It also documents that there was an effort to obtain my veteran medical records.

I feel personally violated by the actions of the administration and the betrayal of the trust that I had placed in them. I cannot give the benefit of the doubt over suspicions that I have of them rummaging through other information about my private affairs. NIU has become such a toxic environment, that I decided it was healthier for me to end my academic career. I know that I am not the only one being affected by unethical or unfair practices and that there are many who are concerned over student rights.

Someone at the last University Council meeting mentioned in loco parentis. The last time this concept was addressed at NIU was in 1968 by a presidential committee. Their final report made the recommendations against certain practices that are based upon the principle of the university

functioning in loco parentis. Yet some of these are currently being employed by the administration, particularly with respect to social events. Our society is different in many ways and more complex than what it was 50 years ago. Now there is social media, recordkeeping software, FERPA and HIPPA, and a greater diversity within the student body. The problems of today are not going to be resolved by the administration's efforts to simply develop a communication strategy.

I would like to speak on behalf of any students who have had similar experiences as mine and those whose voices have been diminished. Former students like myself currently have very little power to affect needed changes. So this is a call to action for faculty. We need accountability over the administration's powers, and we need better protections for student rights. I am suggesting that there be a second effort similar to this presidential committee of 1968 to review the policies and practices of the Division of Student Affairs. I can make myself available as a resource for whatever means you choose to meet these needs, and I will be around after the meeting to answer questions. Thank you for your time.

**L. Saborío:** Thank you. Do we have any comments or questions? I would like to say that there is a Student Conduct Advisory Board, and we have two Faculty Senate members who are representatives on that board. And I believe that this board is responsible for reviewing student conduct policies and procedures. Do we know who our reps are? It was Joe Flynn and Brian Glick maybe? Somebody in Law. And they are not present here today, are they? So that would be, I think, one avenue where we could potentially address these issues starting with the Student Conduct Advisory Board and having our reps on this board perhaps bring this forward for review. Go ahead, Michael. So uncharacteristic of you. I was just. That may be the best way to approach it, really, starting with the board. Any other comments?

**S. Johnston-Rodriguez:** I wasn't here at the last meeting so I'm kind of not quite sure of the history on this, but I guess what you're saying is that there would be some sort of a review? That maybe this is an issue? Or?

**L. Saborío:** I'm just saying that this is something that we could ask our faculty representatives on the Student Conduct Advisory Board to address. We would have to ask them. I don't think they're present here, but it could be something that we could ask them to do.

**S. Johnston-Rodriguez:** We could ask them, but would that be something that, if they decided not to, the issue would be dead. I guess I'm a little concerned when I hear, because I've been involved with some of the student conduct and just seeing what can happen with students, especially where is the line, in terms of privacy. So I think there's a bit of a red flag for me, so I would like to see some attention put to it, that we just don't say, "well, we hope that committee is going to address it." Thank you.

**L. Saborío:** Thank you. Go ahead, Kendall, and then Sarah.

**K. Thu:** Well I was just going to say that I probably neglected to mention this about the last board meeting, but it was the largest student turnout ever at the last Board of Trustees meeting on this issue. And I don't know how to adjudicate it, because the first I had heard of it was at the last board meeting. So I think it's a learning curve for a lot of us – what's going on here. So I think it's

completely appropriate for us to have faculty involvement in just getting the facts, what's going on, what are we doing, what aren't we doing.

And by the way, as a sidebar, I did find the policy that might apply to faculty authored textbooks. I'll forward that to Linda and we can circulate. It's the Conflict of Interest policy that may apply.

**L. Saborío:** Go ahead Sarah.

**S. Klaper:** For the advisory committee, the Student Conduct Advisory Committee, I sit on that as well so the process is that we bring up concerns, ask for information, review different policies, and then make recommendations. That recommendation then goes to formally the vice president, but the associate vice president of Student Affairs for determination. So the control over the policy still stays with Student Affairs and then, ultimately, the Provost's Office, because they report to the provost now.

**L. Saborío:** So that would be a place to start then. We could ask the board to.

**S. Klaper:** Yes.

**L. Saborío:** Okay.

**M. Haji-Sheikh:** As you know, I sat on the University Affairs Committee, and last year we, some of these issues came up in front of us. There's a big push-back from Student Affairs [inaudible] oversight [inaudible]. The question is, do we – I think we should – I'm saying I'm warning you that we're going to – and I believe we should – as Linda knows, I am 100 percent on this problem. And I think the recent also approach my committee University Council because it was university affairs. Why aren't, why is it the policy [inaudible] by University Council as a whole, just like every other policy?

**L. Saborío:** Well, not every other policy, but.

**S. Johnston-Rodriguez:** I guess I would agree.

**L. Saborío:** Anybody else? Somebody else was talking? Yes.

**S. Johnston-Rodriguez:** I would agree, and I would like to see somehow that it isn't just an internal review within and that we can get faculty, especially if there is so much concern on students' part that we somehow bring it out into the open for faculty review.

**L. Saborío:** Sure. Thank you. Anybody else? Sorry, Gary.

**G. Chen:** I'm fully in support of having discussion on this important issue. I do not agree that NIU is toxic environment, unless we do not have any open communication. So this is an important issue that student body has already identified it, and that we, as a faculty body, that we should also have an open discussion on this. Thank you.

**L. Saborío:** Thank you. Yes. Anything that involves, I think, student retention and recruitment, we need to be involved with at this point, right? Anybody else? Okay, one more, go ahead.

**V. Naples:** One of the things I just wanted to elaborate a little bit on what Kendall had to say [inaudible]. There were three speakers who spoke on various aspects of the [inaudible] Maxient software, and they were extremely passionate. One of them is a mother of one of the students who was in one of the Greek organizations, and she's also an attorney. And she was extremely irate around what had happened. Another of the people who spoke was saying that this was something that was inducing students potentially to choose to leave NIU. The students are taking this very seriously. I was sitting in that audience and to look at the body language the students were displaying, they are very passionately upset and very angry about it. And better we can investigate this and take this issue seriously, the far better it will be received by the students and everybody else involved.

**L. Saborío:** Okay, thank you. Yes, anybody else? Okay.

## **XII. INFORMATION ITEMS**

- A. [Minutes](#), Academic Planning Council
- B. [Minutes](#), Athletic Board
- C. [Minutes](#), Baccalaureate Council
- D. [Minutes](#), Board of Trustees
- E. [Minutes](#), Campus Security and Environmental Quality Committee
- F. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- G. [Minutes](#), General Education Committee
- H. [Minutes](#), Graduate Council
- I. [Minutes](#), Graduate Council Curriculum Committee
- J. [Minutes](#), Honors Committee
- K. [Minutes](#), Operating Staff Council
- L. [Minutes](#), Supportive Professional Staff Council
- M. [Minutes](#), University Assessment Panel
- N. [Minutes](#), University Benefits Committee
- O. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- P. [Minutes](#), University Committee on Initial Educator Licensure

## **XIII. ADJOURNMENT**

**L. Saborío:** I think it's getting late here, so can I get a motion to adjourn? Okay, **Laura [Beamer]**, thank you. And a second? Thank you very much [**J. Novak**]. So we are adjourned for today and we will follow up with everyone on this Maxient issue.

Meeting adjourned at 4:35 .m.