TRANSCRIPT

FACULTY SENATE
Wednesday, April 24, 2019, 3 p.m.
Holmes Student Center Sky Room

VOTING MEMBERS PRESENT: Arado, Bateni, Boughton, Buck, Burton, Chakraborty, J. Chen, Chomentowski, Collins, Demir, Duffin, Ezell, Fredericks, Hanna, Jaekel, Johnson, Johnston-Rodriguez, Jong, Kim, Koss, Lampi, Littauer, Liu, Macdonald, McCarthy (for Duffrin), McKee, McGowan, Millhorn, Millis, Montana, Naples, Nejdl, Nelson, Newman, Novak, Riley, Ryu, Saborio, Schoenbachler, Schraufnagel, Shi, Siegesmund, Slotsve, Staikidis, Subramony, Surjadi, Takai (for Tatara), Than, Thu, Vazquez, Whedbee, J. Wilson, M. Wilson, C. Zheng

VOTING MEMBERS ABSENT: Beamer, Briscoe, Bujarski, G. Chen, Chitwood, Chmaissem, Chung, Creed, Docking, Duffrin, Grund, Konen, Mogren, Moraga, Penrod, Powell, Scherer, Shibata, Sirotkin, Tatara

OTHERS PRESENT: Adzovic, Bryan, Doederlein, Falkoff, Klaper, Johnson, Miller, Underwood, Wallace

OTHERS ABSENT: Ferguson, Gelman, Groza, Kortegast, Marsh, Pietrowski

I.   CALL TO ORDER

T. Arado: I'll call us to order today. We have a pretty packed agenda today.

Meeting called to order at 3:02 p.m.

II.   ADOPTION OF THE AGENDA

T. Arado: I need a motion to adopt our agenda.

G. Slotsve: So moved.

T. Arado: George. Do I have a second?

J. Wilson: Second.

T. Arado: Jim Wilson seconds. Any discussion? I actually have a point for discussion on here. I would like to make a motion to amend the agenda to remove VIII. D. 3. May I have a second for that? George seconds. It is election of candidates who are running opposed, and we have nobody running opposed, so we do not need to do that. Everybody in there is unopposed. Therefore, we have no need for that section under the Rules, Governance part of the agenda. Any other discussion on that? All those in favor of adopting that amendment to the agenda, say aye.

Members: Aye.

T. Arado: Anybody opposed? Anybody abstaining? Okay, the ayes have it. Now do we have any further discussion on the agenda? Okay, now we need to vote on the agenda as we amended it. All those in favor of adopting the agenda as we amended it, say aye.

Members: Aye.

T. Arado: Any opposed? Abstentions? Excellent, we have an agenda.

III.   APPROVAL OF THE MARCH 27, 2019 FACULTY SENATE MINUTES

T. Arado: Next is the approval of the March 27 Faculty Senate minutes. May I have a motion to approve the minutes? Kendall moved. May I have a second? I heard second. Thank you. Any discussion on the minutes? All those in favor of adopting the minutes, say aye?

Members: Aye.

T. Arado: Anybody opposed? Abstentions? Okay, excellent.

IV.   PRESIDENT'S ANNOUNCEMENTS

T. Arado: In President's Announcements, I just wanted to highlight a request that came in to us to share some information. The Presidential Commission on Persons With Disabilities is holding a student focus group on April 30 in Wirtz Hall, Room 222, at 1 o'clock. And they are just looking to get the word out to your students if this is something that they would like to be involved in, participate in. And is Amanda in the room? And if your students would like to participate, they would contact Dr. Amanda McCarthy, and her email is amccarthy@niu.edu. And she's right over here. They're just trying to get information out so that students are aware that the focus group is taking place and participate in it.

V.   EXECUTIVE SESSION

T. Arado: Now we go to executive session. May I have a motion to go into executive session? John Novak. A second? Kendall has seconded. All those in favor of executive session.

Members: Aye.

T. Arado: Any opposed? No? Abstentions? Okay. Anybody who is not a voting member of Faculty Senate can leave.

> A.   Report from the Committee to Evaluate the President of Faculty Senate/Executive Secretary of University Council, Therese Arado – Kirk Duffin

B.   Report from the Committee to Evaluate the Faculty Personnel Advisor, Sarah
      McHone-Chase – Mike Konen

VI.   CONSENT AGENDA

A.   Approve list of faculty candidates running unopposed to serve on committees of the
      university – walk-in

T. Arado: Next item on our agenda is the consent agenda. Can I have a motion to adopt our consent agenda, which is the approval of the list of faculty candidates running unopposed to serve on committees of the university? Hamid has made the motion. May I have a second? I'm getting a second in the back, thank you. All those in favor of adopting the consent agenda, say aye.

Members: Aye.

T. Arado: Any opposed? Abstentions? No, okay.

VII.   REPORTS FROM ADVISORY COMMITTEES

A.   Faculty Advisory council to the IBHE – Linda Saborío – report

      Higher Education Benefits All of Us

      Recommendations by the IBHE Faculty Advisory Council
      on Program Prioritization and Consolidation

T. Arado: Next thing we have are our reports from our advisory committees. We only have one today since the UAC to the BOT hasn't met yet. So that will be Linda Saborio and the Faculty Advisory Council to the IBHE report.

L. Saborio: Good afternoon. The FAC met at Bradley University last Friday in Peoria. We started with a talk by the provost of Bradley University. And apparently, they are going through Program Prioritization there, and have looked at NIU as a model for establishing their criteria and being inclusive. Something I found interesting is that at Bradley University, they have a central committee that's the strategic planning committee. I don't believe that we have such a committee at NIU. I know there was some concern raised at our last meeting regarding the bylaw and constitution changes, which eliminated the president's staff. And so we may want to look into the idea of a strategic planning committee. But at the same time, I do recognize that we are all overloaded with other commitments. Something just to consider.

We also met with Illinois State Senator Kohler, and he discussed the importance of contacting your local reps directly, letting them know where you stand on particular issues [inaudible]. We talked a great deal about the budget and the state pension, and also the fair tax amendment [inaudible].

We put for the three names for candidates to serve as faculty rep on the IBHE. As you all know, this is a statutorily vetted role. It was filled by our previous governor by adjunct faculty. And the role

has currently not been filled [inaudible] and we are waiting for the governor to name his choice. So what the FAC has decided to do is forward three names of individuals from our committee who are interested in serving as our faculty rep on the IBHE. These three committee members are specifically from public universities.

For the working groups, there's an update. I have two more items I've decided to include on the web page that we created – the FAC to the IBHE information items – that you might want to take a look at if you have time. I know it's the end of the semester, though. One is the Higher Education Benefits All of Us. It's a white paper that was produced by our [inaudible] working group. And this is something that we will be sharing with legislators on May 16 when we are down in Springfield. It talks about the benefits and the need for support in general.

And then the second item is a white paper that came out of our Program Prioritization group. And it's a lit of recommendations by the council on Program Prioritization and consolidation. And this also will be shared with legislators next month.

For my P20 group, we continue to collect data. And we have contacted all degree-granting higher education institutions in the state of Illinois asking for input regarding P20 initiatives on their campuses that are specifically faculty-led. Here at NIU, I know that Therese contacted Amy Jo Clemens who's the director for P20 Engagement. She sent me a nice list, an excel sheet, with 300 different programs. That will be fun for the GAs to go through that one. We're still looking for, in case this list, it's not inclusive, so we're still looking for any of you out there who are involved in the communities, in some type of partnership, or it could be applied research or service initiative. And we would like to have that information so we can include it in our preliminary report to the IBHE. So if you would like to be included, please send me contact information – maybe if you have a website, that would help too – by May 13, because the board meeting is [inaudible] so we need to [inaudible].

And I believe that is it. For next month, we'll be down in Springfield. This is the meeting where we meet with legislators Thursday and Friday, we spend all day with the board. Any questions?

> B.   University Advisory Committee to the Board of Trustees – no report
>   Holly Nicholson, Cathy Doederlein, Therese Arado,
>   Alex Gelman, Sarah Marsh, Kendall Thu

VIII.   REPORTS FROM STANDING COMMITTEES

> A.   Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – no report

> B.   Academic Affairs Committee – Sarah Johnston-Rodriguez, Chair – no report

> C.   Committee on the Economic Status of the Profession – no report

> D.   Rules, Governance and Elections Committee – Clanitra Stewart Nejdl,
>   Liaison/Spokesperson – report

1. Nomination of the 2019-20 Executive Secretary of University Council, who shall also serve as President of Faculty Senate per NIU Bylaws Article 14.5

   a. Therese Arado
   b. Kendall Thu

T. Arado: The next area on the agenda are the reports from standing committees. And, Clanitra, it looks like you are up.

C. Stewart Nejdl: It's time to elect our Faculty Senate president/University Council executive secretary. There are two candidates, Therese Arado and Kendall Thu. Their letters of acceptance are included in the agenda packet. If you're a voting member, please make sure you have your clicker, because we will be using clickers for this election.

You can vote for Therese Arado by clicking 1 or A. You can vote for Kendall Thu by clicking 2 or B. Or click 3 or C for abstain.

T. Arado: Pat said that, if you need help with a clicker, raise your hand and she will come to you.

C. Stewart Nejdl: Has everyone had a chance to vote? So again, we are electing the Faculty Senate president/University Council executive secretary. The two candidates are Therese Arado and Kendall Thu. Click 1 or A on your clicker for Therese Arado, 2 or B on your clicker for Kendall Thu, and 3 or C for abstain. Okay, everybody have a chance to vote? Okay, let's close the poll.

Therese Arado – 24 votes
Kendall Thu – 26 votes
Abstain – 1 vote

T. Arado: Well congratulations, Kendall.

K. Thu: Thanks.

T. Arado: You're welcome. I hope you have a fabulous year next year, like I've had this year. You're still up, Clanitra.

2. Election of University Council Personnel Committee representatives for terms to begin in fall 2019. Ballots will be distributed at Faculty Senate meeting. Voting will be by college: BUS, HHS and LAS have vacancies to fill. Votes will be counted following the meeting and newly-elected UCPC members will be notified – walk-in

C. Stewart Nejdl: Next is the election of the University Council Personnel Committee representatives for terms to begin in the fall. When I call your college name, please raise your hand and you will receive a ballot. Complete your ballot and leave it at your place. Ballots will be collected and tallied after the meeting. The first is College of Business. All right, does everyone from College of Business have their ballot? All right the next is from the College of Health and

Human Sciences. Everybody from Health and Human Sciences have theirs? Then the last one is College of Liberal Arts and Sciences. Please complete your ballot and leave it at your place. And they will be collected and tallied after the meeting. Thank you.

      E.   Resources, Space and Budget Committee – Kirk Duffin, Liaison/Spokesperson – no report

T. Arado: We do not have a Resources, Space and Budget Committee report this month.

IX.   ITEMS FOR FACULTY SENATE CONSIDERATION

      A.   Presentation of the Bob Lane Faculty Advocacy Award to Jim Wilson

T. Arado: So on to our items for Faculty Senate consideration. Our first one is the presentation of the Bob Lane Faculty Advocacy Award. Jim, will you come up? As you all know, the Bob Lane Faculty Advocacy Award is an award to recognize an NIU faculty member for special service to the faculty. And Jim has really done an exceptional amount of work for us this year through RSB and the senate, as well as the faculty in general. So here is the award. Would you like to say anything?

J. Wilson: Just thank you. It's quite a surprise. Thank you very much. [applause]

T. Arado: He really has put in a Herculean effort with RSB this year, so greatly appreciated.

      B.   Recognition of faculty members who have completed their terms

T. Arado: The next one is on the board – the recognition. It's on page 18 of the materials. We would like to recognize faculty members who have completed their service on the senate. So on page 18, you'll see a list of those who are completing service, those who have been re-elected, and some who have been newly elected. So thank you to everybody who is completing service and going off the senate. Remember there are still lots of opportunities out there where we would really appreciate your help in. So don't forget that. So thank you to all, and congratulations to those joining us.

      C.   Faculty Development and Instructional Design – Presentation
              Jason Underwood, Director of Instructional Design and Development
              Tracy Miller, Assistant Director of Operations, Quality Assurance and Compliance

T. Arado: Our item C under Items for Faculty Consideration, I'm going to turn it over to Jason Underwood and Tracy Miller from the Faculty Development and Instructional Design Center to give us some information about their division, as well as just about things regarding online programs as well.

J. Underwood: Thank you. We were asked to come to Faculty Senate and offer an update on our center and also answer any questions you have about the online course development process or any of the rest of our work in Faculty Development and Instructional Design Center. We've got a quick

couple of slides. If you'd like to stop me during the slide show, please do. Or you can ask questions at the end.

Some updates, we've had a lot of changes in the past year. We had an evolution that happened, or restructuring that happened officially in July. So I'll share some details about that. We're in a different spot, a different physical location. We're very happy about that. So I'll share some details about that. Then we'll talk about the online program for course development and design process. If you have questions about that, we can give you some more details. And then we'll share some quick announcements about some of our upcoming events that you might want to attend.

So the first thing is the evolution of Faculty Development and Instructional Design Center. Prior to July, the structure was as is on the left side of the slide there. [inaudible] group on campus called Outreach eLearning within the Division of Outreach. And the responsibilities of outreach and learning were: non-credit program, online design and online program credit course design. And beginning in July, as part of several restructurings, the online credit course design tasks were moved under the provost with Faculty Development and Instructional Design Center. Faculty Development and Instructional Design Center has always been the center's name, and so it's kind of the natural place. And the expertise chair across the team made it a natural move for us. Along with those tasks came several staff. But several staff stayed behind in the division or in the department that still exists called eLearning in NIU Outreach. That division is still responsible for those nine non-credit online programs.

Just to give you a sense of the structure, Jason Rhode, who was the director of the Faculty Development and Instructional Design Center before July, was promoted to the executive director of extended learning. And his role was broadened to deal with more than just the center. It deals with a lot of the other tasks that came over from Outreach to the Provost's Office. Jason coordinates a lot of that work. I am the director of instructional design and development, so I head up our design and development projects. There's a team of six instructional designers that do the online course design and development work.

Tracy is our assistant director of operations, quality assurance, and compliance. Stephanie Richter is not here today, was the assistant director previously, and is now the director of faculty development. Stephanie heads up all the faculty development portion of our mission. So all of the trainings and workshops, those fall under Stephanie.

We do have a new vision and mission. I invite you to check out our web page. We recently modified our vision and mission to align with the new university vision and mission.

We also have a new location, and I'm showing you the overhead map because it's kind of easy to miss our building, the former Academic Advising Center building, right smack between the library and the parking deck. It's a beautiful building. It used to be a – many of you probably remember it used to be a church. And so we've filled the building to the brim with our staff. It's really a lively place. We have an open house – I'll give you a date here in a few minutes. You're welcome to come by any time, of course. But you're especially welcome to visit us during the open house time.

A quick update on the numbers for 2017-2018, just to give you a sense of the kinds of things that we do. About 2,000 program attendees at that time. About 1,600 consultations. Those consultations could be anything from somebody popping or calling with a Blackboard question, or someone coming in for extended support to develop their own online course. So those consultations can be five-minute phone call; it could be a series of ten one-hour meetings.

T. Miller: We are focusing today on talking about our online course development, but you can also stop in with your face-to-face course needs.

J. Underwood: That's right. Okay, so on the online side over on the right, the sort of new mission part of faculty development is the online course design and development mission. We have 40 online courses currently in development this term in five separate programs and eight academic departments, to give you a sense of the scope of the work that we're doing. We're doing that right now with about four instructional designers. We've had two recent hires. One recent hire and one that we're in the middle of hiring.

We have three primary structures for online course design, three levels of support. One of them is what we would call an online course consultation. This is anyone who is considering developing or delivering any content online can visit us for this type of consultation anytime. So, stop in, call, make an appointment, email one of us. That support is available to everyone.

The next layer up is something that we can work with you and your department on. It's called course partnership. That's a little more of a structured activity. If you want consistent structure support to develop an online course where you want to set up a series of meetings and we'll provide some structure for you. We also begin the online course partnership projects with a program called the Online Course Design Academy, which is a four-week online experience. It's a great primer for those who would like to develop an online course, because you can be an online student for four weeks. Also during that process, while you're being an online student for four weeks, you're actually doing the beginning of the design and development process for your course. So you come out of the academy really about a month ahead in the design process. We begin the online course partnership projects, and that third tier, the online instructional design projects, we begin both of those with the design academy.

That third level, online course instructional design projects, those are those projects that have been prioritized by departments, colleges and the provost's office for the dedication of a specific instructional designer to a specific faculty to develop those courses. And I know that I've worked with many of you in the room on projects like that. So that goes a little bit beyond partnership projects, and we provide a lot of white glove service, a lot of hands-on service for you in those projects.

So just a quick look at how the program design process looks. That third tier, generally speaking, are part of organized programs. So those can be graduate certificates. It could be degree completion programs at the undergraduate level. Of course, masters degree, doctorates. The lead-up to the development of an online course as a part of one of those projects is the program development. That program development, generally speaking, takes about 12 months before we begin with the first online course development. So generally speaking, from the beginning of the inception of the idea –

hey, we'd like a graduate certificate in public management, for example – to the first course being offered is about 18 months. So from the very seed of the idea to the first course offering is about 18 months, just to give you a sense of the timeline.

You can see that the kind of tasks in the very beginning phases, you're considering an online program, we really would like you to get in touch with us, starting a conversation with us, talk about what your needs are, talk about what the market is for your program, and partner with you to just start this process. Once that process is finished and you've got an established program, then – this is kind of a little more nuts-and-bolts – you have an instruction designer designed to a specific faculty to develop the specific course. That process is basically a six-month process. We kick that process off twice a year, once in January for courses that are to go live in the fall; and once in July for courses that are to go live in the spring and the following summer. We find that staging it that way really helps make sure we have enough time to make a good quality, solid online course.

You can kind of see these are the same, the fall development term on the left. One of the very first things we do is have a kick-off meeting with the faculty member. And as part of that kick-off meeting, we have a course agreement that lays out the expectations and we'll kind of touch on the course agreement.

We spend the next month or so doing the design and, as I mentioned the academy earlier, that's one of the things that happens in the academy. That's why coming out of the academy, you're a little bit ahead of schedule, because it takes care of some of those beginning tasks.

Then we spend about three months generating content, and that's kind of a back-and-forth sort of cyclical process where the instructional designer works with the faculty member to take their content and develop online media, online experiences and interactions for students.

We spend that last month then – so for example, on the fall development side, if we're developing for a spring course, we would spend that last month making sure everything's perfect, making sure all the links work, making sure everything follows Quality Matters and so on.

T. Miller: Nice segue mentioning Quality Matters. NIU adopted Quality Matters in 2014. And let me tell you a little bit about what Quality Matters is about. First of all, I want to be really clear that it doesn't really address course content in the way that they are not evaluating the quality of the course content. It's really about the design of the course. And so that's an important distinction when we talk about Quality Matters.

Quality Matters standards are integrated into every course that we design and develop in-house. We also offer professional development for all of you that are interested in learning more about Quality Matters and how you may incorporate those ideas into your own course.

As I said, we adopted that in 2014, and part of that was a requirement that came up from HLC [Higher Learning Commission] that we needed to adopt some sort of quality online course design standards. And that really came about from – if you think about online learning a little bit, it's sort of those bad actors out there, the diploma mills when you just send a check in and get a degree

online. And so these standards were really as a protection for students. And it's something that HLC requires us to adopt some sort of standard.

It also helps with the C-RAC [Council of Regional Accrediting Commissions] standards, the State Authorization Reciprocity Agreement, which is basically saying that we even serve students across state lines, which, of course, is one of the benefits of online learning.

Again, we have adopted those standards. We spent some time analyzing other standards. We could have written our own. But it just seemed to make sense. Quality Matters is sort of this internationally-recognized, the top of these quality standards. So that's what we've been implementing since 2014.

And then if you do need anymore information on Quality Matters, there are some short urls there that you can follow along. We did kind of want to refer to them. If you have questions about it, we can look through there. But I also encourage you to – if you ever want to come to one of our professional development opportunities to learn more about it, we're certainly happy to have you there. And I know several of you have been already. I see some familiar faces.

As just a quick review of these [inaudible] developing courses to meet Quality Matters and having looked at your own courses, there's a peer review process that is part of Quality Matters. And so that would be an external review where you would have your courses looked at by professional peer reviewers, including a subject matter expert, to give you an idea of how your course is looking for quality design standards.

Any questions about Quality Matters?

J. Underwood: So I just wanted to mention – I mentioned earlier the faculty design agreement. This is the process that we use to kick off our design processes. So can an online program where we're using that third tier of service, where we're dedicating an instructional designer to a faculty member to be your primary designer. That process starts with a faculty design agreement. Because it's called an agreement, sometimes there's a little confusion about how is this connected to your employment contract or stipend. And it really isn't. It's really is an agreement that kind of lays out expectations for you, so you know what we're going to be doing. It gathers information so you can see it's kind of small. It gathers information about the course for us. It really helps kick us off and provides the information that we need to have that kick-off meeting. It's, of course, separate from all those administrative HR things. If you don't fill it out, it's not that you don't get paid or anything like that.

There's a sample agreement if you're interested in taking a look at one. Those of you who have developed online courses with us have seen that. Any questions?

V. Collins: Just regarding this last piece that you're talking about, the faculty design agreement, is this related to course ownership?

J. Underwood: This does refer to the university's policy for course ownership. That's all that it does. It doesn't imply anymore course ownership, it doesn't have any additional language other

than referring to the APPM [Academic Policies and Procedures Manual], the university policy. So creating a course with us doesn't necessarily put any additional kinds of course ownership, intellectual property on your course.

Any other questions?

D. Schoenbachler: Jason, this goes back to something you mentioned earlier. I actually have two questions. First, earlier you mentioned that there are five online programs. How do you define a program? You said there are five online programs in the university.

J. Underwood: We're working on five right now. So in the current term, we're working on five.

D. Schoenbachler: Okay. That clarifies that, because I thought, I think there's more than five.

J. Underwood: Yes. So just for clarity sake, we would call a program a group of courses that are being developed together for some reason. So it could be graduate certificate, degree completion program.

D. Schoenbachler: And then the other question I have is: In January, the Board of Trustees approved a relationship with Wiley Education Services. How does that affect your work? How do you intersect with that? And how do you interact with that?

J. Underwood: Sure. The provost's office facilitates all of the work that has to do with the partnership with Wiley. One of the ways that it affects our work [inaudible] is I know Wiley helps the provost's office prioritize specific programs based on marketing analyses and the affect on enrollment potential. And so it kind of, in some ways, steers some programs our way. It helps colleges figure out which programs they want to pursue and so on. And then the marketing part of that is not really part of – so we're really tasked with helping to develop those courses, so the primary impact on us it sort of drives programs to us. For the College of Business that may be considering three or four separate programs, it helps them decide here are the two that we want to work on. And the two that we're working on for the College of Business right now [inaudible] and digital marketing, and data analytics – those were two that were kind of in the pipeline already, but that Wiley did a lot of market analysis and really lent a lot of support for the value of those two.

Any other questions? These are upcoming events, but if you have questions now, that's fine. I'll mention the open house is the 30th. We wanted to squeeze it in before the end of the semester, so please do stop by if you're available. Again you can drop in any time you like.

The Course Design Academy is in June. So if you are soon to be developing, or tasked to develop, an online course, you can email Tracy about that.

Any other questions?

Unidentified: I'm just curious to know the numbers of courses that have come online over the last few years, especially since the university started emphasizing online courses and programs. Can you give us some of the numbers or the trends that you're seeing?

J. Underwood: Sure, I'll go back to this slide. This has the current numbers. So in the last two years, I can give you a ballpark of about 130. That's about a ballpark in the last two years of online courses that have been developed. Most of them are parts of programs, but we do have a course viewer there, and that accounts for courses that we're directly involved in the development with. So it is still – there is sort of no rule on campus that says that we have a purview over every online course offering. So there are programs in departments that develop courses on their own. So we don't necessarily have our finger on that specific number yet. But courses that we've been involved in in the last two years is about 130 courses. And you're right, the university has a renewed focus on online courses. We've seen that number over the last two years go up by, I would say, about ten percent per semester. So we're seeing an additional ten percent per semester.

Unidentified: Does that include blended courses?

J. Underwood: That does not include blended courses. Those numbers are 100 percent online courses. Blended courses are things that we can help with, those consultations, even partnership agreements. If you have a blended course idea, please come talk to us.

S. Schraufnael: What do you think about the size of online courses? And are you doing anything to try to – so as a Faculty Senate, I think this is a primary issue of concern, that online courses replace us. If the classroom size stays what I believe it should be, it makes no difference, we're in as much demand as ever. But just your thoughts on that and whether or not you are in a position to advocate for reasonable classroom sizes.

J. Underwood: Classroom size is a very context-specific issue for us. And in a lot of ways, like decisions about content in the course, we defer to our faculty to tell us what makes sense for a chemistry class or a political science course. The model that we see at other universities, when scaling an online program or scaling online courses, often has to do with a series of online courses. So that if you have, say, Chem 110 is a course that's going to be offered, and there are 150 students in a given semester, we often see that split up into five 30-student sections with faculty or adjuncts teaching those. In some universities, you see a model where you have a faculty member supervising a group of adjuncts, kind of in a faculty TA kind of role to help scale those courses up. So we really defer to faculty and departments. If we saw a situation where we were needing to build a course that would not be satisfactory to students, then we would certainly let the faculty and the chair know. If it were the case that somebody was proposing that English 103 be taught with 200 students, we certainly would raise our concerns, particularly for the faculty member to be able to handle the kinds of interactions, the kinds of feedback that they would need to provide. We can get some efficiency out of Blackboard. We can get some efficiency in the way that assignments can be graded, but we can't squeeze that much.

S. Schraufnagel: You can't replace the faculty-student interaction.

J. Underwood: No.

S. Schraufnagel: So key to online learning.

J. Underwood: Not at all. And so never in our mission would we ever recommend that a course be taught without faculty expertise. That's the key part of the student-faculty relationship in an online course.

S. Schraufnagel: Just one more quick question. Who makes the final decision about whether a course or a program is approved for support by your office?

J. Underwood: At that highest tier of support where we're devoting an instructional designer one-on-one with the faculty member, that's at the provost's office. And the provost's office really wants to engage – and Jason [Rhode] – really want to engage the program leaders in a conversation about how that happens. So it's not like you fill out a form, and they say yes or no. It's more about, let's talk about your market. Let's talk about maybe rather than yes or no, it's is there a longer on-ramp to the program. Or is there a way to build a graduate certificate first before you build the masters degree. So the short answer to your question is that it's at the provost's office level.

In some cases, because of we only have so many instructional designers, when programs really want to get something started soon, we might start with some of those at that second tier level where we might do a program partnership where we start with a small group of faculty doing partnerships. If we get a few of the online courses in the hopper, then maybe try to move it later into that higher tier.

J. Hanna: I just wanted to know about the constituency for online courses. What percentage of students who take them are NIU students who are also taking traditional courses on campus. And what percentage are students who just aren't inclined to coming to campus or maybe aren't even from the region?

J. Underwood: I won't be able to cite specific percentages to you. One of the reasons that something Outreach hadn't necessarily been tracking very well. The tracking of specifically what is an online course and who those students are is something that is one of Jason's [Rhode] new tasks in his new role, is to get a handle on what that means from an institutional perspective, what kinds of technologies need to be in place at Registration and Records, and so on, to know which students are taking courses.

We do know, with some data, and somewhat anecdotally, that lots of campus students who are taking our online courses. We do also have a lot of students who are in the region taking our online courses. We hear anecdotes of folks who are out of the state. So we have stories about students who are out of state. We have some programs where we know we have significant numbers who are out of state. But those are things that are, again, part of Jason's new role is to get a handle on all of those details.

And that's important, especially when we're talking about some of the out-of-state reciprocity agreements that are necessary. A lot of the goals – you know, there are only so many students in our region, and so one of the wonderful benefits of online learning is that you don't have to be here in the region. And so we don't want to build barriers to students taking our courses. If a program wants students from California or China to be able to take our courses, we want to make sure that the courses are built so those students can take that. And in some cases, that involves very small, what seem like minutia in the design, like whether or not to have 7 p.m. synchron session online. Of

if you were going to have three or four students who are taking the course from China, maybe that's not a good idea. So those are things that we take into account as we help the faculty design their courses. All that information is necessary, so it's a great question.

S. Schraufnagel: I'm going to bother you one more time. Did the Quality Matters standards – I've read them – do they address the issue of quality as it relates to faculty-student interactions and faculty-student ratios?

J. Underwood: It does not address faculty-student ratios. It addresses interactivity. It addresses feedback. And so there are some ways to interpret some of the Quality Matters standards. For example, one of them has to do with communicating in an effective and reasonable feedback cycle. And so that's one of the things that Quality Matters looks for. Quality Matters wants to be careful not to tell faculty what they have to do with their course. That's not its intention. It's intention is to give direction for a quality build so that the structure is good. So that's why Quality Matters might say, decide what your feedback cycle should be and communicate it to the students. So it's careful not to make those kind of statements.

T. Arado: Thank you, Jason and Tracy.

J. Underwood: Thank you. [applause]

> D.   NIU Day of Giving – Presentation
> Michael Adzovic, Director of the Northern Fund
> Kyleigh Wallace, Assistant Director, Northern Fund
> Natalie Troiani, Matching Gift Coordinator

T. Arado: Okay, next up is Michael for NIU Day of Giving.

M. Adzovic: Thank you. Good afternoon. Thanks for having me. Also joining me is Kyleigh Wallace – she's over there – from our office. In a couple of weeks we're going to have what's called our first ever Day of Giving. And this has to be, over the past three months, probably the 19th presentation I've given on Day of Giving. I almost passed out, I've given so many presentations. But I think of all the ones that I've given, this is the one I've been looking forward to the most. The reason for that is, as a former student here at NIU and now an alum, of course, I think one of the things that was most meaningful of my student experience was my relationship with the faculty and staff. I'm a graduate from the psychology program. And so I'm really grateful for faculty and staff. I want to thank each of you for the work that you're doing. I'm sure you're really tired right now with finals coming to a head. But thank you for all the work that you are doing.

And what my goal and Kyleigh's goal is for today is to help create awareness for our first ever Day of Giving, which is an initiative my office, which is called the Northern Fund, which is part of our Foundation office or part of the Division of University Advancement. And so, obviously, a good portion of the individuals that we'll seek to reach for this event is our alumni. We have about 240,000 alumni, but we know that this event can't be successful unless we have participation and a buy-in of those individuals that are closest to NIU, that care the most about NIU. And I think that those individuals who are part of shared governance fall into that group. I'm on the SPS Council

with Cathy Doederlein back there, and I'm part of that group. I'm sure you're part of this group because you want to help make NIU a better place for our students. We're hoping that this event will help them in a small way.

So I'm going to do over the course of – I promised I'd only do 10 minutes – but over the course of that time, I'm going to explain why we're doing a Day of Giving, explain what exactly a Day of Giving is, share some ways that you can help, and then also answer any questions that you might have about this particular initiative. And while I'm speaking, I'm going to ask Kyleigh. We've got some Day of Giving swag, some cups for you with more information about the Day of Giving.

When I talk about the Day of Giving, I always like to start at the top, starting with why exactly we're doing a Day of Giving. And I think big picture, the main reason we're doing a Day of Giving is to use online channels to highlight what's great about NIU and to provide our constituents opportunity to show their Huskie pride and transform this student experience through being an ambassador, inspiring others, and giving. So that's the big picture reason. I'll break up that statement here over the course of this presentation.

But a little bit more information about what giving days are. They're typically 24-hour digital pep rallies designed to help constituents show their affinity for particular areas within an institution. They're driven primarily through online channels. They're also becoming significant on campus events as well. We're going to be doing some things on campus for Day of Giving as well.

Giving days, we're finding from our peers, are becoming effective at attracting younger donors to the institution, as well as reactivating individuals who have given in the past, but haven't given recently. We're told that we can expect about 40 percent of those individuals to give on a giving day to be either younger or reactivated donors. And a lot of our peers are using giving days with great success. Both Illinois State and Southern Illinois University recently had giving days. Illinois State raised $625,000 from 1,700 gifts. And SIU raised nearly $910,000 from close to 3,000 gifts.

We normally wouldn't have picked this finals week to do our Day of Giving, but with the investiture just being in April, we were asked to give some distance between what we were doing and that event. But to break it down a little bit more about what a Day of Giving is, it's something that uses online channels. And everything for our Day of Giving is going to be measured through our special website that we've created, and I'll show you an example of that in just a minute. We use emails, will be used very heavily, to get the word out about the Day of Giving. Social media is a huge tool, whether it's Facebook, Instagram, Twitter, LinkedIn. And then each college and department and program area, affinity groups are encouraged to activate their social networks by coming together to promote the Day of Giving.

And I'll show you an example of our website, what it looks like. So here's our website right now. We've got a countdown clock starting – it's in 13 days, 0 hours, and 18 minutes. It starts at 4:25 on Tuesday, May 7. It will go for 1,895 minutes in honor of our founding. For some reason, there is a negative correlation between this countdown clock and my stress level. As the clock goes down, my stress level goes up, but we're going to have a great day.

You'll see here on the Day of Giving website that right now along the right we've got all these special challenges that we've set up with some of our major donors. The big one that we have right here is that one donor – his name is Tom Scott – has agreed to donate $100,000 toward student scholarships when we hit 500 overall donors. And then each of the academic colleges have their own matches, which also fall along the side here. But then when you scroll down, you see all the different groups that are participating in the Day of Giving. And we work with all seven of the academic colleges, so you'll see all of them represented here, as well as groups like our Academic Diversity, Equity and Inclusion, where you can click on there and see initiatives to support for that program. But you can also go to any of the colleges like education if you wanted to. They've got their special page. They've got their own challenges that will be activated for the Day of Giving as well. So that's a little bit about the website. And if you have questions about that at the end, I'll take those.

We also have a program associated with the Day of Giving, which is social media ambassador program. And our goal is to get about 100 social media ambassadors connected with our efforts. You can sign up to be a social media ambassador through the website, which is dog.niu.edu. Anyone can be a social media ambassador, whether you are an alumni, faculty, staff or friend. When you sign up, you'll be given tools and strategies for how you can share messages of Day of Giving, and point people to different areas on campus that you are captioning about.

As I mentioned, we've got a lot of challenges and matches in play for the Day of Giving. We've learned that individuals are about 20 percent more likely to make a donation with a challenge or match in play during the Day of Giving, so we've worked really hard for all of our academic units to have matches so that we can drive as many individuals to give as possible.

And again, sort of finally, we want this to be a day that really transforms the student experience. I've been telling everyone, my vision for this day is that we do this day where everybody comes together, all the silos break down, we all come together united with one purpose, to support our students, to support our programs, and transform the experience for them through this effort.

So our initial goal is 1,000 donors and to raise $250,000. I think we can do a lot better than that, but since this is our first effort, we want to have a manageable goal. And again, if this happens, I think it would just really be great for our university. It would help transform the student experience.

To be successful, we'd love some help. If you'd like to sign up to become a social media ambassador, you can go to dog.niu.edu or on those cups that you all have now, it says go.niu.edu/dog. Both will take you to the same spot where you can sign up to be a social media ambassador. If you do so, you can fire up your social media networks, get them excited to support your area of passion here on campus. If you wanted to, there's still time to create a challenge match for a particular area. And finally, we encourage you to consider making a donation on that day.

So that's a little bit about Day of Giving. Are there any questions?

J. Novak: One thing you didn't talk about is how do we pay you? What do we do to make a donation?

M. Adzovic: You make the donation through the website. One of the things that's hard, because the website's not live right now, the giving option shows when the website is live. So I'll show you a website that's actually using the same platform if I can find my cursor.

J. Novak: Can we use a credit card?

M. Adzovic: Yes, you use a credit card, that's correct.

J. Novak: Can we have it deducted from our faculty pay?

M. Adzovic: Yes. You'll get an email on the day of, that reminds people. And there'll be a link. You can sign up if you want to through payroll deduction. That can count.

J. Novak: Do you know if it's pre-tax?

M. Adzovic: That I don't know. I apologize.

J. Novak: Two other questions. One is that you're using heavily on the email, and I expect to get a whole bunch of emails. The heavy email kind of scares me. Is that going to go to spam if I keep getting this stuff from you guys?

M. Adzovic: That's a good question. It could. It depends on what the filters are. But it shouldn't, because we've done this with our Giving Tuesday campaigns before. It's sort of common practice for this particular effort at universities. You send about four or five emails over the course, updating people on the progress, encourage them to give, tell them about all the exciting momentum that's being gained over the course of the day.

J. Novak: I live in DeKalb, and there are signs everywhere to give on May 2 for DeKalb social programs. Do you see that as a bad timing thing, or as a good thing?

M. Adzovic: I think it's a good thing. We talked with the Give DeKalb, which is doing theirs either May 2 or May 3. And ideally, we wanted to do ours in March or April. But we talked with their director and said, we're going to do ours – we were going to do ours before theirs, but they were nervous about that. So we said, okay, we'll go after. And we realize that if someone really cares about both causes, then it's not going to inhibit them from giving to both.

D. Schoenbachler: So my question, I know that in the last six months or so, the Foundation changed its policy on the amount, the cut that it takes. It's now 15 percent donations are retained by the Foundation.

M. Adzovic: Yes.

D. Schoenbachler: The last time we had a faculty/staff campaign, those were waived. In this campaign, will that be waived, or will 15 percent of our donations be retained by Foundation and not go directly to scholarships.

M. Adzovic: We will retain the 15 percent of each gift that's made as part of the Day of Giving effort.

D. Schoenbachler: [inaudible]

M. Adzovic: Correct.

T. Arado: All right, thank you, Michael.

M. Adzovic: All right, thank you. [applause]

      E.   United Faculty Alliance update
              Wendell Johnson, University Libraries
              President, United Faculty Alliance

T. Arado: Our last item under Items for Faculty Senate Consideration is an update on United Faculty Alliance, Wendell.

W. Johnson: Greetings. My name is Wendell Johnson from the University Libraries, president of United Faculty Alliance. I want to thank you for the opportunity to provide an update on contract negotiations between United Faculty Alliance and the administration.

By our count, the contract contains 37 articles; and to date, we have reached tentative agreement on 17 articles. The last three of these were just reached last Friday. Two teams are working together, in my opinion very productively, but I will mention a few areas that are still under negotiation that should be of major concern to all faculty.

First, we still have significant issues to resolve regarding compensation. We are negotiating a four-year contract and, thus, requested financial consideration during each year of the contract. The administration did offer across-the-board increases for merit and compression adjustment for the last three years, but offered no money for the first year of the contract as the current fiscal year. We have countered with a demand for faculty raises in the first year of the contract also.

Second, our salary proposal included provisions to address compression and inversion through a length of service multiplier, which would be applied to all faculty members of the bargaining unit. The administration countered with a lump sum to be allocated following a study by a third party. We have proposed that the faculty union approve the methodology of the study and be given the results. We see it as an important step forward that the administration's acknowledged the need to address the serious compression and inversion problems on our campus. It's something they have never been willing to do before we formed the United Faculty Alliance.

Third, another sign of progress, the administration has agreed to the principle of paid family and medical leave for the first time in NIU history. [applause] This is not in my prepared remarks. My wife, I believe, was the first person to take family leave from Northern back in 1991 before we actually had a procedure in place. And I'm really happy that now we're bringing [inaudible] medical leave as part of the proposal. Their counter proposal provides for four weeks when we

asked for six. And there are additional details to be worked out. But this is really a great step forward in creating more family-friendly working conditions at Northern. So I'm glad you approve of this.

Also under negotiation are funds for faculty professional development; faculty evaluation procedures; procedures for lay-offs, discipline and termination; workload policy; tenure and promotion. All of these non-academic articles will be discussed in detail at the next general meeting on Thursday, May 2. But if I can just summarize the proposals on these issues, we are guided by these following strong principles. We want to protect tenure. We want to insure faculty governance in developing and implementing policies. We are seeking to insure transparency and due process. And we want to protect NIU's reputation as a Carnegie-ranked research university. Also I mention that all union members are not also members of the AAUP chapter being established in Association of American University Professors here. This is the national organization professorate, which does protect tenure and promotes shared governance.

If you have questions or comments regarding our negotiations, please attend our general membership meeting on May 2, on Thursday, 3:30 to 4:45 p.m. in Wirtz 110. Thank you. [applause]

T. Arado: Thank you, Wendell.

W. Johnson: Thank you.

X.   UNFINISHED BUSINESS

T. Arado: That brings us to Unfinished Business, of which we have none.

XI.   NEW BUSINESS

T. Arado: And New Business, of which we have none.

XII.   PUBLIC COMMENT

T. Arado: Which brings us to Public Comment. Is there anybody here who wishes to make a public comment? Okay.

XIII.   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

T. Arado: As usual, we have the Informational Items, with links to all the minutes. One thing I want to point out to you is, because it's April and we have to think about next year, all of the meeting dates for Faculty Senate are listed in the Informational Items. So if you're joining us again next year, you can put those on your calendar already.

XIV. ADJOURNMENT

T. Arado: May I have a motion to adjourn? You all want to stay? Jim, you're second. All right, all those in favor?

Members: Aye.

Meeting adjourned at 4:20 p.m.