FACULTY SENATE
Wednesday, February 22, 2023, 3 p.m.
Altgeld Hall Auditorium, 2nd Floor
Northern Illinois University
DeKalb, Illinois

VOTING MEMBERS PRESENT: Akst, Berke, Bohanon, Books, Campbell, Duffin, Duffrin, Hartenhoff, Hu, Hunter, Ito, Johnson, Jong, Kim, Liberty, Marsh, McConkie, McKee, Mellon, Miguel, Montana, Mooberry, Nagata (for Buck), Nicholson, Osorio (for McGowan), Palese, Penkrot, Puckett, Qin, Rejabi, Rogers, Rossetti, Sagebiel (for Borre), Serowka, Sharp, Sullivan, Vaezi, Vahabzadeh, Valentiner, Whedbee, Woods

VOTING MEMBERS ABSENT: Allori, Barrett, Borre, Buck, Chen, Cheyney, Chomentowski, Clark, Demir, Douglass, Gors, Konen, Majeed, May, McGowan, Montgomery, Naples, Nesterov, Saborío, Saiyed, Shulman, Sirotkin, Slotsve

OTHERS PRESENT: Bryan, Falkoff, Groves, Hughes, Ingram, Kortegast, Lee-Gordon, Rhode

OTHERS ABSENT: Cripe, Ferguson, Jaekel

I.   CALL TO ORDER

I. Montana: Good afternoon. We are slightly above the hour. It looks like the Illinois weather really likes Faculty Senate Wednesday meetings. Last time, we were blessed with snow, and today's combination of snow and rain. Anyway, welcome everyone to the Faculty Senate meeting this Wednesday, Feb. 22, 2023. With that, I will declare the meeting called to order.

II.   VERIFICATION OF QUORUM

I. Montana: And we move to item II, verification of quorum. Per the Illinois Open Meetings Act, as a public body, Faculty Senate must have a quorum of a simple majority for a meeting to convene. Pat, do we have a quorum to proceed.

P. Erickson: We do have a quorum, so thank you, everyone, for coming out. And my usual reminders: Both our members and our guests, thank you for filling out the attendance slip and leaving that at your seat. We will collect them after the meeting. Another friendly reminder, if you want to make a comment or ask a question, please go to a microphone. And it helps us if you tell us your name and who you represent. Thanks.

I. Montana: Thank you, Pat.

III.   ADOPTION OF THE AGENDA

I. Montana: This brings us to item III, adoption of the agenda for today's February 22 meeting. Can I have a motion and a second to adopt the agenda?

D. McConkie: So moved.

E. McKee: Second.

I. Montana: Thank you. Is there any discussion? I would like to make a motion to amend the agenda. Rena Cotsones and Alicia Schatteman are unable to be with us today. As a result, I would like to amend the agenda by removing item VIII. C. Can I have a second to my motion to amend the agenda?

B. Palese: Second.

I. Montana: Motion to amend the agenda passes. Now, we will go back to the original motion to adopt the agenda on the floor. Any further discussion? Hearing none, all in favor of adopting the agenda as amended, please say aye.

Members: Aye.

I. Montana: Opposed? Motion to adopt the agenda, as amended, passes. Thank you.

IV.   APPROVAL OF THE JANUARY 25, 2023, MINUTES

I. Montana: We shall now move to item IV., to approve the minutes of the meeting from January 25, 2023. And I believe everyone should have the agenda in front of you. If you need a minute or so to review the minutes, we can do so. I'm going to allow just a minute for folks who might need time to review the minutes.

D. Valentiner: Move to approve.

I. Montana: Thank you, David. Second?

S. Marsh: Second.

I. Montana: Any discussion, additions, deletions of the minutes? Hearing none, all those in favor, say aye.

Members: Aye.

I. Montana: Any opposed? Abstentions? The minutes are approved. Thank you.

V. PUBLIC COMMENT

I. Montana: Agenda item V., public comment. Pat, do we have any timely requests for public comment.

P. Erickson: No public comment today.

I. Montana: Thank you.

VI. FACULTY SENATE PRESIDENT'S ANNOUNCEMENTS

I. Montana: This brings us to agenda item VI., Faculty Senate president's announcements. We have a full agenda for today's meeting. We have two presentations, one in the form of introduction by Carrie Kortegast, Faculty Senate Personnel Advisor. The second presentation will come from Jason Rhode, Associate Vice Provost for Teaching, Learning and Digital Education on ChatGPT.

VII. PROVOST'S ANNOUNCEMENTS

I. Montana: With that, I will move on to agenda item VII., and I'm happy to invite Provost Ingram for any remarks or comment she may want to make. So, I see her suggesting that there is no need for comment or remarks, so we will proceed to our next agenda item.

VIII. ITEMS FOR FACULTY SENATE CONSIDERATION

      A.   Faculty Personnel Advisor – Introduction and Welcome

            Carrie Kortegast
            Associate Professor, Department of Counseling and Higher Education
            NIU Faculty Personnel Advisor

I. Montana: That will be item VIII., items for Faculty Senate consideration. As I said, the first agenda item, item VIII.A., will be faculty personnel advisor introduction and welcome to this body. Carrie Kortegast will be joining us, I believe, online. And with that, I would like to invite Dr. Kortegast to proceed with her introduction and welcome remarks virtually. The floor is all yours.

C. Kortegast: Thank you for welcoming me, and thank you very much for selecting me to be the faculty personnel advisor. It's such an honor to be selected and to be in this role. I apologize for not being able to join you in person. I had to go to Massachusetts to help my mother with some health-related issues, so I appreciate the opportunity to join you virtually.

My name is Carrie Kortegast; I'm an associate professor in the Department of Counseling and Higher Education. I started the role as faculty personnel advisor in November, so I'm still new to the role. Part of my goals is to do some outreach and outreach efforts, and coming to this body is part of that. My background is in higher education administration. I teach on that with our master's and our doctoral program. And I've also served at NIU, both on our DPC, as well as College Council.

So, a little bit about the faculty personnel advisor role. What do I do? Part of my role is to be a confidential resource available to all NIU faculty, including tenures/tenure-track faculty, clinical and instructors. I help advise faculty on issues related to personnel and policy issues. I meet with folks around potentially experiencing difficulties with the personnel process, and then those who may be dissatisfied with personnel decisions. Also, according to our bylaws, I have a role around observing and making recommendations to personnel processes.

I had a slide up, but I think it might not be sharing, so I'll just stop that. I'll send it along afterward.

Part of the role is to be a support person for faculty who may want some advice, some guidance, a listening ear around clarifying policies and procedures, identifying how to address and resolve personnel-related issues. Part of what I can do in terms of how I can help, is meet individually with people to discuss their concerns. I can help find information regarding policies and procedures and assist in clarifying those. I can help strategize courses of action available to faculty, and I can help review drafts of emails that they may be interested in sending, around personnel, or other materials that they may need some feedback on when trying to get clarifying information. And I can also discuss additional resources at NIU to assist, such as the ombudsperson, Employee Assistance and other offices that can help, and what might be the differences in utilizing different services on campus.

I think probably the biggest thing I can do is be a listener. And part of my role in this is to listen, to support, and then to provide good advice for faculty who may be navigating some workplace issues that are hard and challenging.

My role is not to be a mediator and mediate individual conflicts, or to be an ongoing counselor or a grievance officer. But I can connect people to those people and resources and talk about avenues that they can pursue. But, most of all, I think my role is about being a listener, advisor and discuss possible next steps and directions.

My hope is that folks will talk to their departments and their colleagues. If they're looking for somebody to provide good advice around personnel issues, that they think about sending my name along; and that I'm a listening ear and can provide support and advice going through.

I'm going to stop there and take any questions folks might have. And thank you again for letting me do a little bit of a welcome.

I. Montana: We'll take questions or comments. We have two microphones – we have one here and another to my left. Dr. Kortegast will be sharing her email for faculty to contact her. If there are no questions, I would ask you to join me in thanking Dr. Kortegast for taking this time to come and introduce herself, explain the duties, responsibilities of the faculty personnel advisor. From the moment Dr. Kortegast was elected and accepted this position, she reached out and asked as to how she can best serve faculty. We had a couple of conversations, outreach mechanisms, strategies, many of which she also explained and mentioned in her introductory remarks. I want to thank you again, Dr. Kortegast, for taking the time to come and introduce yourself to this body and also avail your services to promote issues of interest to faculty. Thank you very much.

B.   ChatGPT and AI Technologies in Teaching – presentation

Jason Rhode
Associate Vice Provost for Teaching, Learning and Digital Education

I. Montana: We move to item VIII.B., and this would be on ChatGPT and AI technologies in teaching. I have to admit, when this issue first came to our attention, I had a conversation with Provost Ingram, who informed me of discussion around Chat GPT and AI around university senior leadership. At the time, this topic was just picking up; but as we speak today, I think there is not a second, no media or anything that would not say anything about this issue. And the interesting thing for me is that it is not just one site. This is a topic that presents challenges to how, in the academic environment, we should embrace this ever-evolving technology and how to use it in what we do best in fostering critical thinking and also innovation. Without further ado, I would like to invite Jason Rhode, Associate Vice Provost for Teaching, Learning and Digital Education, who is going to tell us a little bit more, and I know CLTL has been doing a lot of things around ChatGPT, and we're looking forward to hearing from you about it.

J. Rhode: Thank you so much, Ismael, for the invitation to join you all today. I promise I'm going to keep this brief, and we do want to open up an opportunity for questions that you all might have. As you stated, Ismael, this is a topic that is not only of interest, and there's much conversation happening across campus at our institution, but across higher ed. This is quite an interesting technology, one that has some far-reaching potential opportunities, implications for our world in general, but specifically, as we are in the classroom working with our students. What does this mean for us as educators? So, my goal here today – for those of you who maybe aren't as familiar with what this ChatGPT thing is – is to try in a very simple and quick way to introduce it. But also, I think most importantly, to point you to some of the great work that our faculty are already doing on campus, helping to facilitate and foster conversation as we consider: What are the possibilities for us? What does it mean for our teaching? What does it mean for the world in which we're preparing students to be able to go out into, to be successful as we move forward?

And we've got a great opportunity coming up for you to hear more from our faculty. I'm going to point that out and point you to where you can find more details and then, hopefully, leave a couple minutes for questions at the end for anyone who might have those, knowing that you have a big agenda, and also don't want to keep you here longer than necessary.

So, what is ChatGPT? What is this idea of AI. How many of you have heard of Chat GPT already, just show of hands? Many hands, most hands across the place. But just to define it very simply, ChatGPT is an artificial intelligence tool that is using something called natural language processing. And so, really, what that is, is technology that is taking text input and is running algorithms to then be able to generate and suggest a text-based response. In essence, you ask it a question, and it gives you back a prompt, a response that using natural language processing. So, very simply, that's really what it is.

A question like – and I'm going to show you a couple of sample prompts just to give you a sense, if you've not played with ChatGPT before, you actually can go, it's free to try and use, and you can try it out for yourself. So, here's a prompt where I said, "What are you," and you can see this rather

detailed response that I received back in complete sentence structure with punctuation and so forth. And so, it does give back well-thought and thorough responses.

What are some of the things that this technology can do? Ever since this came out and it was back, end of November, early December, when this first became available, there is a company called [Open AI](#) that developed this iteration of this natural language processing technology, this AI, and made it available. They opened it up and made it kind of open for anyone to utilize. So, at that time, it seems like the whole world started to try providing different prompts and trying to see what this technology would respond with.

And so, some of the examples you can see on this list. We've listed out some of the things that it can do, and I'm going to show you a resource in a moment where you can go and you can explore further. But, really, a robust set of things – everything from helping write essays to lesson plans. It can even help draft learning objectives. So, quite interesting list of many things that this technology has been used for and can do.

So, to give you a few examples, here is an example where I asked ChatGPT to write learning objectives for a course about the ethical use of AI in education. And you can see a lengthy response that I received back.

Another sample, I gave it a prompt to write an email to a student, Lilly, who missed class and needs to make it up in two weeks by watching the class recording and completing the class activities. And with that specific prompt, I actually got a draft email, multiple paragraphs, a starting point that I could use in crafting a response to a student. So, really powerful technology here that could save time, help provide an initial draft of something that could be further refined over time.

So, what can this technology not do yet? Some things to keep in mind is the data scientists who developed this technology trained it on information that was available as of 2021. So, things like Wikipedia and a number of different knowledge sources were utilized. It's not connected to the Internet, and it's not able to keep current. So, there are a lot of things that it can't do. For example, it can't write a self-reflection. It can't introspectively take content and reflect over time of what it means to an individual. As I said, anything that happened after 2021, it can't speak to, it can't respond to. It also cannot respond with any sort of non-text responses. It really is a natural language tool in the sense that it is definitely text-based. It can't make predictions about the future. It's working on a pre-trained set of data that it had access to. It does not have access to the Internet, as I said, and so it's not keeping current. As we all know, information is changing so rapidly and the Internet is one way in which that is shared widely, it's not currently connected and so it's not able to keep up over time.

And this is really where we've had some fantastic conversations happening here across the campus. It's been great to hear. Just today I had a meeting of my Innovative Teaching and Learning Advisory Committee, the faculty in that group, we asked them to share what conversations are happening in their departments related to ChatGPT and how it's being used in teaching and learning. And much great feedback. A lot of faculty who are very interested are talking about this, are trying to figure out and grapple with: What does this mean for my teaching? And how can I think about how this impacts the role that I have and types of work that I have my students do in my

classroom? How could this be yet another way in which we promote critical thinking and how we think critically about what is being provided? ChatGPT is not perfect. When it doesn't know the answer to something, it will generate an answer and make things up that aren't correct. In many of the blogs and newsletters and such that I'm sure many of you follow, faculty are talking about ways in which they're starting to think about how they incorporate and infuse this technology into how they think about the activities for their students.

Things like, re-thinking some of the things that you do in your class. You could have students critically analyze the output from ChatGPT. Is this correct or not? And what improvements would they make to what is being provided. Talking with your students about the use of these kinds of artificial intelligence tools. ChatGPT is just the latest. There are many other tools that are out there, and there will be many more to come, as over time, we see artificial intelligence continue to develop.

Thinking about that and it's a great opportunity even to re-think a bit the kinds of activities that you have your students do. The ways in which you grade, and having students take a more self-reflective critical look at what they're turning in. How is what they're submitting different and better than what an AI or robot could create? And really to help build upon the sense of critical thinking.

There are many suggestions, and we're starting to hear from faculty across campus who are trying to incorporate ChatGPT into some of their learning activities. We know – I'm going to pick on Computer Science – Nick Karonis, the chair of Computer Science, he's talked quite a bit about the work that he and his faculty are doing, thinking about how can this change the way in which they teach computer programming, because one of the things that ChatGPT can do is actually write computer programs. And so, how do you use that as a launching point for students to then build upon and analyze the code that's being developed, for example.

So, what else can you do? There is so much being written and talked about, about ChatGPT, in the media. It's on the news, it's really everywhere. We've started to pull together a resource, a faculty guide on ChatGPT in education. We've shared this out with chairs and with faculty. You've maybe already come across it. If you haven't, there's a short URL there, or you can snap a picture of that code, and it will bring it up on your phone. We're trying to curate some of the tips, recommendations, trying to keep a current list of some of the most current sources where you can read about the development of ChatGPT. On this guide, you can also access – and I want to put a shameless plug out for two really fantastic resources. One is a recording of a panel discussion that we facilitated this past week with several of our faculty and staff here, talking about ChatGPT in education and what does it mean to really, again, foster the conversation. We had over 70 faculty register and almost everybody attended. It was amazing. We had almost perfect attendance. Very engaged conversation. I don't know if anybody in the room was a part of that initial panel. I see several hands. Thank you for participating in that. The recording is available, and if you weren't able to attend, I'd encourage you to check out the recording. You can watch it on two-times speed, so you can speed through it, but some great insights from our faculty talking about, starting to think about: What do we think about the academic integrity ramifications of this? How do we, as faculty, figure out if students are using this in their submissions and work? We started to dive into all of those topics in this panel. So, I'd encourage you to check that out.

I'm also going to put a plug in for a follow-up panel that we have scheduled. We just announced it's going to be on March 24, on Friday. We're going to bring a separate group of our faculty to really now look into the future of this artificial intelligence and not just what does it mean for the classroom, but what does it mean for us in life, in our society, and starting to think about some of the ramifications for helping prepare our students as they leave our classrooms to go out and be successful in a world in which this type of technology is going to be not only at our fingertips, but I would argue, at some point, we're going to be expected to know how to use it and make use of it in our daily lives. And so, we're excited to have faculty, Ann Dzuranin from Accountancy, David Gunkel from Communication, Andrea Guzman from Communication, Mona Rahimi from Computer Science and Maoyuan Sun from Computer Science, as well. I hope you will join us. The link to register for this is on that guide, as well. I'll put this back up. We'd love for you to join us. Bring your questions, and we'll continue to have a great dialog and conversation.

With that, I think I will, in the interest of time, I'll stop there and see if there are any questions or comments. Or, if you, yourselves, in your departments, you're discussing ChatGPT and this technology, some initial feedback or just give us a sense of what conversations you're having in your departments. If there's time for that, I'd love to open up and hear from you all.

I. Montana: Absolutely. So, the floor is open. We have two microphones, one here and one on this side.

C. Campbell: My name is Cynthia Campbell from the College of Education, Department of Educational Technology, Research and Assessment. Thank you, Jason, for opening up this conversation. And I've been thinking about this quite a lot since it came on my radar. And I was just thinking about implications for education as you've laid some of those out. In particular, we value academic integrity, and I'm just wondering where the line is drawn from doing a question that goes out there and then it comes back in a fairly sophisticated way. If the student doesn't edit it, doesn't really think about it, but just submits it as it is, I'm a little concerned about that. And particularly, I'm wondering if some of our safety guards, like SafeAssign and some of those things, would pick any of that up.

J. Rhode: Great question. It's probably the number one question, Cynthia, that I think many academics are talking about, thinking about. What does this mean? How are we able to know if students are using this? And what's interesting, if you've used this yourself, you put in a prompt and you get a response. You put that exact same prompt in, you get a different response. It does not give you a rote word-for-word response back. It is generating different responses over time. There are tools being developed that will be able to check and to identify certain instances of this technology. You mention SafeAssign, which is a tool we have institutionally, it's built into Blackboard, that checks submitted work for plagiarism across the Internet. These tools are limited, and I think it's interesting that, while there will be tools developed, and even Blackboard has announced they're exploring how to build in this kind of checking technology, adding it into what's already there. There are other open source tools that are being established. I think a student from Columbia actually built a tool over a weekend using the Open AI framework to identify work that was created with this tool. I think what's so interesting to follow is how quickly this is all changing. The pace at which this technology is accelerating is going to be very interesting. I think that, while there will be

tools developed that will flag some incidents of use of the tool, I think at the same time there will be continued advances where people will try to get around the system. I know the developer of the ChatGPT tool, they've talked about developing some kind of watermark technology with it, so when it's fully baked and made available, that there would be some sort of digital watermark that could be used to help flag whether this was created using a tool like this or not. I think we're going to closely follow how this technology advances. Institutionally, we always do our best to try to stay on the cutting edge of what's out there, what tools are available to help our faculty be successful in their teaching. And so, we'll definitely keep a pulse on what's happening; and, as tools become available that can help flag some of this, we'll certainly explore what's possible. So, thank you for that question, Cynthia. It's probably the first question we often hear. Other questions or just comments, thoughts?

B. Palese: Biagio Palese, I am from the OMIS Department. First of all, thank you for the presentation. As you said, I think it is not something we can fight or feel like when it comes out, we should stay away from it. It's going to be part of our lives. It's going to have an impact for our students and for ourselves. A couple of questions I have for you are: Any plan of having ChatGPT plus available for faculty? The ChatGPT has some limitation, availability limitation and ChatGPT Plus is the premium version. I think it's $20 per month as of right now. And a different question, because ChatGPT is only one of those tools that are coming up. There are some of them that are more on the video side or video added where people who teach online or make a lot of presentations, they can be very useful. For example, there is synthesia.io. They even make Avatar ourself and then every year you can update the materials and replicate that. It can be a lot of time-saving, from our point of view. But very excited for these presentations. I was at the first one, and I'm glad you guys are being on the cutting edge, because it's going to be changing our lives. And our students need to learn about it also.

J. Rhode: That's great, thank you for that. To answer your first question, there is no immediate plan to try and license that. But certainly follow up – drop me a note with those questions, and I can follow up with you. It's something we will look at. When we do this with any new tool that comes out, if there's a demand and it meets a need, we try to be as responsive institutionally. There are budget limitations, obviously, that we have to work with, but certainly we want to be exploring these new tools as they become available. And you eloquently pointed out that ChatGPT is one instance of a public freely available tool, which is why it's getting such buzz – because anybody can just get in and use it. But that model of being able to provide back a response, doing it not just in text, but with video, with other forms of media, is where I think things are going to accelerate as we move forward. We will try to keep abreast of what those possibilities are and certainly value faculty input. Feel free to reach out either to me or to our Center for Innovative Teaching and Learning. Drop us a note. Bring us your ideas, and we'll try to keep the conversation going. Thank you for that.

S. Vahabzadeh: My name is Sahar Vahabzadeh. Thank you so much for the presentation. You asked about our own experience, and I just want to say something about experiences I've had with my colleagues. We were discussing a scientific phenomenon and then we gave the same question. The answers that we got were completely – they were not different – they were completely opposite each other. And after that conversation, I mentioned this in the class, that it's a tool. We cannot avoid using it, because it's already there and people will be curious about it. But what is important

is that we should not trust it. Because there was another example that I asked ChatGPT: Give me the publications by Sahar Vahabzadeh. It even gave me DOIs, but they were not correct. So, I told my students that you can use it as an outline, but do not trust what it gives you. Go back and double check and make sure that it has integrity, it is correct, and you are not getting the false confidence by using this software.

J. Rhode: Thank you for drawing that out. And that's so true. It's a predictive model, and when it doesn't know the answer, it will make things up. It will be incorrect. And so, truly you can't trust everything that it says. You have to have a critical eye. And so, from my perspective as I think about even the students I teach, how do we instill that digital literacy of being critical, skeptical and using these tools, but making sure that we understand and we know what that output is, and can we trust it or not. You can't trust everything that ChatGPT gives you, definitely, and thank you for raising that. So, that's part of those conversations that I think you can have with your students, to actually put a prompt through it, see what you get back. I've got some examples I share in that guide with completely wrong bibliographic information, completely mis-stating a response back where we're asking a very concrete specific black and white answer, and you get the wrong response. That certainly happens. Now, I will say that this language learning model, it's learning. So, part of the reason that they made this freely available to anyone is because, as people are putting content through, you can actually thumb up or down the response that you get back. And so, they're collecting feedback, and it's learning and making itself smarter over time. There is a new version of this that's under development that is coming out soon that's supposed to be 50 times better than this initial version. You've got companies like Microsoft that are going to build this kind of technology into Microsoft Office and the Bing search engine is going to have this kind of capability in the future. It's a technology that's not going away. It's something that, I think it's important we're aware of and that we think about how does this continue to impact our society and our teaching and learning with our students.

I. Montana: Any other questions? Maybe I will just ask one question. In the domain of ethics, hearing from media, this is a tool, too, that can be used sometimes to ask questions, provide certain answers that become very problematic. And I wonder where we are when it comes to regulating that kind of information, especially within the academic setting where censorship is a very important issue. At the same time, to be aware of the leaps and bounds that could go. I don't know whether the Plus GPT would have those kind of filters or things like that to provide guardrails against things that may not take us to those kind of…

J. Rhode: It's a great question. These, like so many other questions, are ones that we're also grappling with. I think it's really going to be up to us, the users, to really help shape the response of what are the ethics of using this. How should it be cited? What happens when it's knowingly giving wrong information, and people are believing that? What's the responsibility to respond to that? These are the kinds of questions, and this is why we want this dialog amongst our faculty who can help shape our response institutionally, how we want to be responsive and proactive in working with our students and helping them learn about how to use this. I think about my own eighth grader and sixth graders, and conversations about what do you believe on the Internet? Because you can find anything on the Internet nowadays. And ChatGPT is another example of how you can get any response back that you're looking for. And how do you twist it? We want our students, we want

individuals who are digitally literate and can make sense of what they find and really evaluate, is this real or not. And so, it takes that critical thinking skill, and it makes it all the more important moving forward.

I. Montana: I want to say thank you so, so much.

J. Rhode: Thank you for the invitation.

I. Montana: Thank you for this informative presentation and I think it's very useful. There is no doubt that many of us are different stages and levels. And based on this information, I think that it's still a lot to digest. But we, as an institution, we are endowed with faculty who think critically about the possibilities, the limitations and so many things that show us that this is something, this is a change that we have to embrace and do everything within our own resources to make use of it. So, thank you very much. Please join me in thanking Jason for this presentation.

J. Rhode: Thank you.

> C.   Centering Engagement, Driving Impact Task Force – presentation
>
> Rena Cotsones
> Chief Engagement Officer and
> Vice President, Outreach, Engagement and Regional Development
>
> Alicia Schatteman
> Associate Professor and Director, Center for Nonprofit and NGO Studies

[This item was removed from the agenda via motion.]

IX.   UNFINISHED BUSINESS

> A.   Proposed amendment to Faculty Senate Bylaws,
>   Article 4.6.3.1, Honors Committee, Student Membership
>   SECOND READING/VOTE
>   Omar Ghrayeb, Senior Vice Provost for Academic Affairs
>   Andrea Radasanu, Assistant Vice Provost, University Honors Program

I. Montana: We will now move to agenda item IX. We have two agenda items here. IX.A. is the proposed amendment to the Faculty Senate Bylaws, Article 4.6.3.1, Honors Committee, Student Membership. This article is being brought back for a second reading, and we have Omar Ghrayeb, Senior Vice Provost for Academic Affairs, and Andrea Radasanu, Assistant Vice Provost, University Honors Program, who are in hand to present this item the second reading. Andrea, the floor is all yours.

A. Radasanu: Hi there, sorry, no Omar. It's my pleasure to come back and be short. You listened to this last time, last month, as well. Just as a refresher, the bylaw change is to shift, in a small way, the manner in which the student representation for the Honors Committee is chosen. There are five

students. The proposal doesn't change that. There will continue to be five students represented on the Honors Committee. It's just that one out of the five, it's proposed to appoint from student leadership within the Honors Program, normally, the heads honors fellow, with the idea being that it would be really beneficial to the student voice. It would amplify it; it would, I think, improve it and bolster the confidence of the other student members of the committee to participate having one of their own with quite a lot of knowledge there. They act as peer advisors; they know all of the ins-and-outs of the program, so that was that rationale for it. And this was unanimously approved by the Honors Committee.

I. Montana: Thank you, Andrea. At this point, I would like to ask for a motion and a second to approve the proposed amendment.

S. Marsh: So moved.

F. Bohanon: Second.

I. Montana: Any discussion? Seeing none, we will move to the vote.

P. Erickson: I think we are ready to vote. The first thing I'm going to do is go to our voting slide. If your name is on this slide or if you're here for someone whose name is on this slide, that means you're a voting member today. So, be sure you have a clicker. They're in the back. While people are getting the clickers, I'll remind you that there is no need to turn the clicker on. When we get ready to vote – we're not ready yet – but when we do get ready, you will click 1 for yes, you agree with the motion to approve the proposed amendment; 2, no, you don't agree; and 3, abstain. We need two-thirds of those voting to pass this amendment. Now I'm going to open that, and you can go ahead and click 1 for yes, 2 for no, 3 for abstain. And if you're having any trouble with your clicker, rather than go back and get a new one, just bring it up here and we'll work through it.

Anybody else who wants to vote? Okay, we'll close the balloting, and that clearly passes.

Yes – 36 votes
No – 0 votes
Abstain – 4 votes

> B.   Proposed amendment to Faculty Senate Bylaws,
>   Article 1, Membership of the Faculty Senate
>   SECOND READING/VOTE
>   Ismael Montana, Faculty Senate President

I. Montana: And now we move to agenda item IX.B., proposed amendment to Faculty Senate Bylaws, Article 1, Membership of the Faculty Senate. This proposed amendment is brought back for a second reading, and you will find information about it on page 9. The amendment is proposed in order to restore language that was inadvertently removed during the Reimaging Shared Governance proposal of 2019-2020. The proposed language restores the definition of tenure-track faculty who are eligible to elect, and to be elected, to serve on Faculty Senate, excluding those faculty serving in selected administrative roles from eligibility. The proposed language also restores

alignment with NIU Constitution, Article 7.3, which describes the right of the faculty to organize a Faculty Senate. And with that, I will entertain a motion and a second to approve the proposed amendment.

D. Valentiner: So moved.

N. Johnson: Second.

I. Montana: Okay, David Valentiner, and second, Natasha Johnson. Any discussion? Seeing none, I will defer to Pat to walk us through the voting.

P. Erickson: Okay, there's no need to erase your last vote. When you put your new vote in, it will automatically record that. Again, if you want to vote yes, you agree with this motion to approve this proposed amendment, you are going to click 1; no is 2; and 3 is abstain.

Anybody else? Okay, I'm going to close that. And that also passes.

Yes – 39 votes
No – 1 vote
Abstain – 1 vote

X.   NEW BUSINESS

A.   Proposal to approve the 2032-33 academic calendar
Beth Ingram, Executive Vice President and Provost

I. Montana: We will move to item X. new business. We have before us agenda item X.A., which is a proposal to approve the 2032-33 academic calendar by Provost Ingram, Executive Vice President and Provost.

B. Ingram: Thank you. We put together a calendar about ten years ahead. We have a bunch of guidelines that tell us what the calendar should be. And I think I'm just here to answer any questions that you might have about the calendar. Any questions? All right.

I. Montana: We're going to do a voice vote for this. I'll entertain a motion and a second to adopt this proposed academic calendar.

L. Hartenhoff: So moved.

D. Valentiner: Second.

I. Montana: So, we have Lori and David Valentiner. Discussion? All those in favor, say aye.

Members: Aye.

I. Montana: Any opposed? Motion carries, thank you.

XI. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

    A.   FS-UC Rules, Governance and Elections Committee –report
            Lori Hartenhoff, FS/RGE Liaison/Spokesperson

I. Montana: We now come to agenda item XI., reports from councils, boards and standing committees. Agenda item XI.A. would be Faculty Senate-University Council Rules, Governance and Elections Committee report, and we have Lori Hartenhoff in hand to walk us through.

        1.   President of Faculty Senate/Chair of University Council 2023-24
                Call for nominations

- Nominations for the office of Faculty Senate president will be taken from the Faculty Senate floor during the March 29 Faculty Senate meeting. Faculty Senate voting members are asked to review the list being provided at this time and use the coming weeks to prepare for making nominations during the March 29 meeting.

- Letters of acceptance of nomination will be due in the Office of Faculty Senate by Friday, April 14.

- Letters of acceptance of nomination will be provided to Faculty Senate voting members via email by Wednesday, April 19, and also will be included in the April 26 Faculty Senate agenda packets.

- Election of the 2023-24 Faculty Senate president will be held during the April 26 Faculty Senate meeting

L. Hartenhoff: Hi. We are coming up to the time when we need to start thinking about electing a new president to the Faculty Senate. The list of those eligible to be nominated is on page 14 of your packet, and also on the screen. The nominations for the office of Faculty Senate president will be taken from the Faculty Senate floor during the March 29 Faculty Senate meeting. Voting members are asked to review the list being provided at this time and use the coming weeks to prepare for making the nominations at that March 29 meeting. Letters of acceptance of nomination will be due in the Office of Faculty Senate by Friday, April 14. Those letters of acceptance of nomination will be provided to the Faculty Senate members via email by Wednesday, April 19, and also will be included in the April 26 Faculty Senate agenda packet. Election of the 2023-24 Faculty Senate president will be held during the April 26 Faculty Senate meeting.

        2.   By-lot drawing of three tenured faculty members to serve on the 2023-24 grievance panel for student grievances. Members serving on the panel could be called upon to review a student grievance should one be filed during the 2023-24 academic year.

L. Hartenhoff: Now, the really exciting part is we need three tenured faculty members and three instructors for the grievance panel, and they're going to be chosen just by lot. So, it's nothing other than just being drawn. Will you come and help me? I need someone to draw. This is the tenured faculty.

B. Penkrot: Larissa Garcia, University Libraries. Peter Chomentowski, College of Education, Department of Kinesiology and Physical Education. Sheila Barrett, College of Health and Human Sciences, School of Health Studies.

L. Hartenhoff: Okay.

3. By-lot drawing of three instructors to serve on the 2023-24 grievance panel for student grievances. Members serving on the panel could be called upon to review a student grievance should one be filed during the 2023-24 academic year.

L. Hartenhoff: Then, we have instructors. You can put them back in there, because we have a separate envelope. Okay, so these are the instructors, and we need three.

B. Penkrot: Marcia Berke, College of Health and Human Sciences, School of Health Studies. Jason Akst, College of Liberal Arts and Sciences, Department of Communication. Ed Miguel, College of Engineering and Engineering Technology, Department of Electrical Engineering.

L. Hartenhoff: Thank you. Congratulations. All right, I think that's it.

B. Faculty Advisory Council to the IBHE – report
Linda Saborío, NIU representative to FAC-IBHE

I. Montana: Now we move to agenda item XI.B., Faculty Advisory Council to the IBHE report, and we do not have a report.

C. University Advisory Committee to the Board of Trustees – report
Felicia Bohanon, Holly Nicholson, Ismael Montana
Katy Jaekel, Karen Whedbee, Brad Cripe

I. Montana: We'll move to agenda item XI.C., University Advisory Committee to the Board of Trustees, members of which include Felicia Bohanon, Holly Nicholson, Ismael Montana, Katy Jaekel, Karen Whedbee and Brad Cripe. I will provide a brief – or rather long, because the report captures the Board of Trustees committee meetings that were held on February 16. And what follows is selected highlights according to the order of the committee meetings.

The agenda for the first committee, the Academic Affairs, Student Affairs and Personnel Committee (AASAP) saw three academic program changes. Two of these focus on a request for deletion of the bachelor of science in hospitality and tourism management. This program has been closed to enrollment since May, 2021. And the program is now offered with an emphasis in hospitality and tourism management through the bachelor of science program in business administration.

The second request for deletion centered on the master of science in taxation offered by the Department of Accountancy in the College of Business. This program, too, has been closed for enrollment for a couple of years and has no students in it.

The third proposed academic program change pertains to a new minor in sports medicine. The university proposes to offer this minor in the Department of Kinesiology and Physical Education within the College of Education.

The university recommended, and the Academic Affairs, Student Affairs and Personnel Committee endorses this requests and asks the president to forward them to the Board of Trustees at its meeting on March 23, 2023.

AASAP also discussed a couple of sabbatical items, including a recommendation for faculty and supportive professional staff sabbatical leave for the 2023-2024 academic year and proposed that the university recommend that the president forward it to the Board of Trustees for approval, again, at the March 23, 2023, meeting.

Besides these items, Dr. Holly Jones, an associate professor in the Department of Biological Sciences, who recently completed a sabbatical, gave a brief report on the scholarly work she completed during her sabbatical leave. The committee also presented an annual report on the outcome of all sabbatical leaves that occurred in the 2019-2020 academic year. And this concludes the report for the ASSAP Committee.

Moving on to Research and Innovation, Legal and Legislative Affairs Committee, there were a couple of presentations, including Sponsored Projects' administrative report. And according to Dr. Jerry Blazey, NIU has received a total of 190 sponsored awards from the beginning of the current fiscal year, totaling $27.8 million. Dr. Blazey also provided a federal relations update, including a report on several appropriations that are in progress.

Another item, which was reported during this committee meeting was Dr. Zachary Wahl-Alexander and Ms. Gabrielle Bennett gave a presentation on the accomplishments of Project FLEX, a program sponsored by the Department of Kinesiology and Physical Education for youth who are incarcerated in the Illinois Department of Juvenile Justice. Some of you, who are following media coverage, you would have seen that this has been covered by some of the Chicago TV stations.

I will move now to FACFO, which is Finance, Audit, Compliance, Facilities and Operations Committee. This particular committee had a very, very packed agenda, focusing on two financial updates, 16 university recommendations and three presentations.

For the recommendations, I'll give very brief, select ones. For the fiscal year 2024, there was a room and board pricing recommendation and also a recommendation for a zero increase in base and differential tuition for undergraduate and graduate students, and for law students, for the academic year 2024. There was also a recommendation for an increase in the graduation fee paid by students in the semester during which they graduate. This has not been increased since 1999, but will now increase to $40 for baccalaureate students and $55 for graduate students effective August, 2023.

The university also is in the process of negotiating for health insurance plans for fiscal year 2024, and this is expected to see a lowering of student insurance premiums. So, these are just select highlights from the FACFO Committee.

All reports on the Board of Trustees meetings can all be found on the [BOT website](#). Their next meeting will be March 23, 2023.

  D. Faculty Rights and Responsibilities Committee – no report

I. Montana: With that, I will move on to the next agenda item, XI.C., Faculty Rights and Responsibilities Committee. We have no report.

  E. Social Justice Committee – report
     David Valentiner, Chair

I. Montana: The next one then would be E., Social Justice Committee, and we have David Valentiner in hand.

D. Valentiner: Thank you, Ismael. My name is David Valentiner. I'm a faculty in psychology and chair of the Social Justice Committee. As you may remember, the faculty on the Social Justice Committee has three work groups. One of the work groups is the institutional racism work group. I see that Beth McGowan is not here for that, so I just thought I would share a little summary of what's happening there. One of the charges of that group is to work on the development of a five-year strategic plan for addressing diversity issues and institutional racism issues here at NIU. We've been working on that for a couple of years now, and we've been asked to wait until the shared equity leadership model is at least partially implemented. That's a little bit frustrating for us, because we've been working on this for a couple of years, but we think that that's not an unreasonable request. We hope that the delay will be worth it. There are also efforts on that work group to try to encourage the boards and councils and standing committees to align with the presidential goals. And so that's the activity of that work group.

The second work group is the DEI group, and I might be putting Natasha on the spot. I don't know if you care to share a little bit. I know that you've been coming up with some ideas for lifting up some of the diversity related research at NIU. Do you want to say anything now?

N. Johnson [inaudible]

D. Valentiner: Okay, we'll look forward to getting some proposals and information from you, hopefully, in an upcoming meeting. The third work group is the academic affairs work group. And I don't know if Xiaodan is here.

X. Hu: [inaudible]

D. Valentiner: If you want to. I understand that your group has been going around and meeting with councils, but if you want to share some information, that would be great.

X. Hu: Sure. This semester, we have been touring all of the college councils again. For some colleges, it's the second round. For some colleges, it's the first round. For the second round of our touring, we are sharing a little bit about what we're finding from the first round. We ask if our college councils are ready, their general feelings, their general thoughts about incorporating a DEI component into their tenure and promotion processes, policies. And we also shared a little bit about our ongoing recommendations to Faculty Senate to get feedback. We've received a lot of valuable feedback, and we're in the process of incorporating that all to our current recommendations to Faculty Senate bylaws.

D. Valentiner: Thank you, Xiaodan. I had the pleasure of being able to sit in on many, not all, of those meetings. And in the process of that, I make the observation that there's a lot, there are many activities taking place related to DEI all throughout the university. I was really quite surprised and impressed. There are some colleges that are very active, some departments that are very active. And that being said, there are also many areas of the university where there is little to nothing taking place. That variability in activities left me kind of wondering, what's going on. I think that we have a university that is of many different minds, and that really calls attention to the need for more dialog and more conversation within units, between units. And in the spirit of that, I'd like to challenge us here today to have a little bit of dialog about that. What I'd like to is just take a few minutes. Right now, there are many people who are seated at some tables; there are some people who are maybe just alone or in small groups. So, I encourage you maybe to move to a table where you can just briefly take a couple of minutes, three or five minutes, to share some information about activities that are going on in your unit with other people at the table. Maybe, if there's nothing going on, or if you don't know if things are going on, that would also be useful to share. If I could have people who are tables with few people, could you please relocate to a table where there are more people. And then if we could just take a few minutes to share some of that information about what's happening in your specific unit that you know about, or if there aren't things happening, maybe share that information as well.

[pause]

D. Valentiner: Okay, if you could find a comfortable place to wrap up. I don't have any particular goals in mind here other than just try to increase some dialog. I would like to invite, if anybody would be willing to share any observations from your discussion, I'd encourage you to do so.

N. Johnson: Natasha Johnson, OSC. I'll share with my group what we're doing at Recreation is, before, we did the conversations on diversity, the CODE facilitations. So, now we're the second largest employer of students on campus. So, what we've done is created the same modules so that we're already doing across campus, and we're now having our students use them as training. So, anybody who works with us, if they're student staff, they'll go through all of these trainings with us. So, it kind of worked out that myself and another colleague also did the CODE conversations, so we both go back and forth. And now, we're getting our students more open to the discussions, and also at the same time, making it more inclusive for when people want to come to the Rec, so they can feel like they're included.

D. Valentiner: Thank you, Natasha.

L. Hartenhoff: Hi, I'm Lori from Theatre. We, obviously, have a long ways to grow, but we are actively trying to choose plays that are by diverse voice, and so it's not just the old Shakespeare – we do do Shakespeare too – but not just the old authors, but people with diverse voices. And we actively pursue doing that. It's sometimes a challenge for us to choose productions, plays that we don't have the population to cast. So, it's a struggle for us to choose a season because of all that. But we're trying to expose our students and, hopefully, the university at large, to a diverse population and diverse voices from different people, both people of color and people of different gender.

D. Valentiner: Great, thank you. I see that I'm getting the nudge that I've kept people too long. Thank you so much. I hope that you'll encourage people within your departments to engage in some conversations and maybe also people across departments, as well. Thank you.

I. Montana: Thank you very much, David.

> F.   Student Government Association – report
>   Dallas Douglass, Speaker of the Senate

I. Montana: Okay, Student Government Association. Do we have Dallas?

> G.   Operating Staff Council – report
>   Holly Nicholson, President
>   Natasha Johnson, OSC/FS representative
>
>   1.   What are some good strategies for advocacy for our constituents?
>
>   2.   What are some effective tactics for keeping our constituents informed?

I. Montana: Seeing no Dallas, we move to Operating Staff Council.

H. Nicholson: In the same spirit of conversation, I submitted a couple of questions to Pat about: I want to get your thoughts on, first of all, how do you report information back to your constituents? We have historically had a challenge with that, just because of the far reach – we have everything from building services to whatever it is I do, marketing. And so that, and then also, how do you gather information from your constituents that will inform you advocacy efforts? For instance, we have communications such as newsletters, email announcements, NIU Today stories and the website. But I know in this room, there is probably a wide array of activities you do to keep your constituents informed and then to find out what they need advocacy for. I know it's 4:25, and I think we're probably all done by now.

I. Montana: I think you have input from David.

D. Valentiner: I just thought I'd try to answer your question. When I leave the Faculty Senate meeting, we'll have a departmental meeting this Friday, and I'll be asked to give a report. And typically, at that time, I try to pick out one or two or three things; sometimes there's no report. And

I'm just very selective, like what's most relevant for my constituency. And I don't really ask them for what input they would have, which is, as you point out, maybe a flaw in our practice that I should probably be doing that.

H. Nicholson [inaudible]

I. Montana: Thank you, Holly. Well, one of the benefits of these pre-circulated questions is that not only do we have an opportunity to think about it and engage anyone who is reporting on them, but even after we leave this room, any thoughts that occur to any of us after that, we can always reach out to the one posing the questions. And in this case, we have Holly Nicholson and Natasha Johnson. Either of them can take your input.

> H.   Supportive Professional Staff Council – report
> Felicia Bohanon, President
> Andrew Rogers, SPSC/FS representative

I. Montana: The last agenda item would be XI.G., Supportive Professional Staff Council. Felicia, do you have any report?

F. Bohanon: No report.

I. Montana: Okay, so we do not have a report.

XII.   INFORMATION ITEMS

> A.   [Policy Library](#) – Comment on Proposed Policies (right-hand column on web page)
> B.   [Minutes](#), Academic Planning Council
> C.   [Minutes](#), Athletic Board
> D.   [Minutes](#), Baccalaureate Council
> E.   [Minutes,](#) Board of Trustees
> F.   [Minutes](#), Campus Security and Environmental Quality Committee
> G.   [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
> H.   [Minutes](#), General Education Committee
> I.   [Minutes](#), Graduate Council
> 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
> Q.   FS 2022-23 dates: Feb 22, Mar 29, Apr 26

I. Montana: And that brings us to the last agenda item, which is agenda item XII., the informational items, which are informational at best, and always consult them for the university standing committees and the like to get the minutes of meetings and other reports through the links that are provided.

XIII.   ADJOURNMENT

I. Montana: So, with that, unless there is any other matter, I will entertain a motion to adjourn today's meeting. So, all in favor, say aye.

Members: Aye.

I. Montana: Any opposed? Thank you and have a wonderful remainder of the day, and drive safely.

Meeting adjourned at 4:27 p.m.