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Regular Meeting #1781
UNI Faculty Senate
Sept. 26, 2016 (**3:30 - <mark>4:39 p.m.</mark>**)
Scholar Space (Room 301), Rod Library
SUMMARY MINUTES

1. Courtesy Announcements
No members of the Press were present.

Interim Provost Bass Interim Provost Bass thanked those able to attend the Fall Faculty Meeting and highlighted two comments made by Interim Provost Wohlpart. One, his desire to strengthen shared governance and the other was the need to have faculty discussions about student learning outcomes and assessments prior to the HLC reaccreditation/self-study.

Faculty Chair **Kidd** also thanked those attending the Fall Faculty Meeting and added that the Strategic Plan has been finalized and will soon go to the Board of Regents.

Faculty Senate Chair **Gould** had no comments.

2. Summary Minutes/Full Transcript of September 12, 2016

**(Smith/O'Kane) Motion passed.

3. Consideration of Calendar Items for Docketing

1302 Consultative Session to Marty **Mark**, Chief Information Officer of IT, Melanie **Abbas**, Director of IT Educational Technology & Media Services, and Ben **Arnold**, Director of IT Client Services to be placed on today's docket as 1197. ****** (**Campbell/McNeal**). Passed. https://www.uni.edu/senate/current-year/current-and-pending-business/consultative-session-marty-mark-chief-information-officer

1303 Consultative Session to David **Harris**, Athletics Administration, and Elaine **Eshbaugh**, Faculty Athletics Representative to the NCAA. Scheduled first on the docket for October 10, 2016. https://www.uni.edu/senate/current-year/current-and-pending-business/consultative-session-david-harris-athletics-administration** (**Campbell/Cooley**) Passed.

1304 Consultative Session to Chris **Cox**, Dean of Library Services, and Katherine **Martin**, Interim Associate Dean, Library Content Discovery Division. Scheduled first on the docket for the November 14, 2016 meetinghttps://www.uni.edu/senate/current-year/current-and-pending-business/   ** (**McNea**l/**Campbell**) Passed.

4. Unfinished Business: Committee Appointments   University Budget Committee: John **Burnight;** Liberal Arts Core Committee: open; University Writing Committee: Lou **Fenech**; Intercollegiate Athletics Advisory Committee (IAAC): Russ **Campbell.**

5. New Business

Committee Appointment: Intercollegiate Academics Fund (IAF) Committee: Jennifer **Cooley**.

6. Consideration of Docketed Items

1195/1300 **(**Burnight/Campbell**). Emeritus request for **Gerald Peterson**, Rod Library; Mary **Herring**, Curriculum & Instruction; **William Callahan**, Special Education; Phyllis **Baker**, Sociology, Anthropology, and Criminology; and Martha **Wartick**, Accounting. [Petition amended when docketed.] Motion passed.

https://www.uni.edu/senate/current-year/current-and-pending-business/emeritus-requests-gerald-peterson-mary-herring-william

7. Consultative Session

** (**McNeal/O'Kane**) Motion to move into Consultative Session. Passed. **1302/1197** Consultative Session with Marty **Mark**, Chief Information Officer of IT, Melanie **Abbas**, Director of IT Educational Technology & Media Services. (**See Transcript pages 22-38**) https://www.uni.edu/senate/current-year/current-and-pending-business/consultative-session-marty-mark-chief-information-officer **View PowerPoint on this link.**

** (**Fenech/Cooley**) Motion to rise from Consultative Session. Passed.

8. Adjournment (Campbell/Fenech) Passed by acclamation 4:39 p.m.

Full transcript of 39 pages with 1 addendum (PowerPoint link) follows.

FULL TRANSCRIPT of the
UNI Faculty Senate Meeting
Sept. 26, 2016 (**3:30-5:00**)
Scholar Space (Room 301), Rod Library

Present: Senators Ann **Bradfield**, John **Burnight**, Russ **Campbell**, Jennifer **Cooley**, , Lou **Fenech**, Chair Gretchen **Gould**, David **Hakes**, Tom **Hesse**, Bill **Koch**, Ramona **McNeal**, Steve **O'Kane**, Amy **Petersen**, Nicole **Skaar**, Gerald **Smith**, Secretary Jesse **Swan**, Vice-Chair Michael **Walter.** Also: Interim Provost Brenda **Bass**, Associate Provosts Nancy **Cobb** and Kavita **Dhanwada**, Faculty Chair Tim **Kidd,** NISG Representative Avery **Johnson**.

Not Present: Aricia **Beckman,** Rui **He**, Leigh **Zeitz.**

Guests: Peg **Abbas**, Marty **Mark**, Marybeth **Stalp**, Barb **Weeg**.

Gould: I'm going to go ahead and get the meeting called to order. Welcome everybody. Today, we're going to have a lot---not a lot--- of things to speed through. First thing, Courtesy Announcements. Do we have any press here? Okay, no press here. Next, comments from Interim Provost **Bass**.

Bass: Thank you. I will again keep my comments short today because I know we have a full, full agenda. One of these days, I'll make longer comments. I wanted to thank people who were able to attend the Fall Faculty Meeting a week or so ago, and I just wanted to highlight from Interim Provost Wohlpart's comments a couple of points that I think we'll want to discuss later on in the year. One being his desire to continue to look for ways to strengthen our shared governance model on this campus and I think the Faculty Senate is obviously a very important and crucial piece of that. And then the other piece was as we prepare for HLC reaccreditation, pursing discussions among the faculty about campus-wide

learning outcomes for students, because that will be a piece of what we need to report on in the HLC accreditation/self-study; looking at those learning outcomes and then obviously the assessment of them. All of that obviously falls under the purview of the faculty and so we'll look towards those discussions after we've finalized the Academic Master Plan later on this year. That's all I had today.

Smith: You don't think you forgot an important part of his announcement, Brenda (**Bass**)?

Bass: Which piece?

Smith: I thought he was wanting us to look forward to when we got our ecological issues so balanced that we could see wolves running around. He mentioned that several times. I thought that maybe he was wanting us to look forward to getting to ready to view them running around here. Maybe I missed the point. [Laughter]

Bass: As you know Interim Provost **Wohlpart** loves a metaphor and loves colorful language. Thank you, Gerald (**Smith**). I needed that smile this afternoon.

Gould: Comments from Faculty Chair **Kidd**?

Kidd: Not too much. Again, thanks for anyone who got to attend the Fall Faculty Meeting. But, also I wanted to point out that our Strategic Plan that we're going to submit to the Board is finalized, as much as it's going to be finalized, finally. It was rushed by at least a month to make way for the presidential candidates, so they'd be able to see it. I believe it will go to board on Friday and it will be looked at, at their next meeting. That's it.

Gould: I have none right now, so moving on we need to approve the minutes from the September 12, 2016 meeting. Can I have a motion to approve the minutes? Moved by Senator **Smith** and second by Senator **O'Kane**. Do we have any discussion or corrections about the minutes?

Campbell: I sent in some punctuation changes in my comments.

Gould: And I'm assuming Kathy took care of those?

Campbell: Yes.

Gould: Thank you, Kathy. Okay, so all in favor of the motion, please say "aye," opposed, "nay," abstentions, "aye." Motion passes. Next up we have the Consideration of Calendar Items for Docketing. The first one is #1302, Calendar Item, the Consultative Session with Marty **Mark**, Melanie **Abbas**, and Ben **Arnold** who cannot be here today, to be placed on today's docket in regular order. Can I have a motion to docket that item in regular order? Moved by Senator **Campbell**, second by Senator **McNeal**, all in favor…

O'Kane: Can we have some discussion?

Gould: Yes.

O'Kane: Could we have the rationale as why it's being put on today's agenda rather than…?

Gould: That was partly my mistake, because I did not catch the fact that we were supposed to docket all of the Consultative Sessions. So that was my mistake, and

since the only other thing we had on the agenda today was the emeritus requests, I felt like we could do it.

O'Kane: Thank you.

Gould: Any further discussion?

Swan: So we have nothing on the docket after emeritus requests right now? Because regular order is just coming up whenever it can come up, the next item, unless it's scheduled.

Gould: We don't have anything after the emeritus request on the docket at all
Swan: On any docket.
Gould: On any docket.

Swan: So then, we're just moving it. The other items, we're going to put in regular order. They're going to just come afterwards, right? But you're actually scheduling them I think.

Gould: Right. I scheduled. I gave them certain dates. They need that for their planning.

Swan: So we don't want that to be in regular order. We want that to be scheduled for when you request them.

Gould: On the second one, I said to be placed on the docket in regular order for the October 10th meeting.

Swan: Because that's our next meeting and that would just be the next item on the docket.

Gould: Yes.

Swan: I just wanted that clarified. So now we're putting it in regular order which would come up today, anyway.

Gould: Right.

Swan: We're not actually expediting it, except that we're not really giving the campus notice that this will be occurring right now, which is the major point of scheduling and having regular order.

Gould: Yes.

Swan: Okay.

Campbell: Are you our parliamentarian, Jesse (**Swan**) or do we have one?

Swan: No, we don't have a parliamentarian. I'm the secretary.

Campbell: I think someone was objecting to the wording and it should not be placed on regular order in future meetings, but just docketed for that meeting because I think Jesse (**Swan**) was objecting to the phrase "regular order," so we should…

Swan: Except the Chair said it would be the regular order, so we actually don't have to schedule it. But you do want to schedule it so you're right.

Campbell: November 14 is not regular order, so those words should probably be struck.

Swan: That's true.

Campbell: We could ask our parliamentarian, who does not exist.

Gould: So then for the November 14th, are you saying I'll just put on the docket for November 14th?

Swan: You could stipulate it as the first item on the docket for November 14th in case other things come up, because you can schedule things.

Gould: Any further discussion or questions? Okay, all in favor putting the Consultative Session with Marty **Mark** and Melanie **Abbas** on today's docket, please say "aye," opposed, "nay," abstentions, "aye." Motion passes. Next up, Calendar Item 1303, Consultative Session with David **Harris** from the Athletics Administration and Elaine **Eshbaugh** who is the Faculty Athletics Representative to the NCAA to be placed on the docket for the October 10th meeting as the first item. Can I have a motion? So moved by Senator **Campbell**, seconded by Senator **Cooley**. Any discussion, questions?

Kidd: I did have one question. So these are all to be put at the head of the order, correct?

Gould: No.

Swan: At the head of the docket.

Kidd: It usually helps to have a set time.

Gould: I can make a time. I didn't set a time with these people.

Kidd: The reason I ask is because I didn't know if you wanted to consult for the full hour and a half.

Gould: No. That is not my intent on all of them.

Swan: Do you want to put a time limit then, from 3:45 to 4:10?

Gould: Or something on these Consultative Sessions. I could.

Swan: Would you like someone to do that, and if so, what's the time that you would like, that you'd think is appropriate?

Gould: Ideally, a maximum of 30 minutes, but it kind of depends.

Swan: But to allow for ten minutes of announcements at the beginning.

Gould: Yes. Senator **Smith**?

Smith: I know that we want to have some reasonable time limit. However, since our Athletic Director is new to our campus, and is learning campus, and we are learning him, and he brought with him some refreshing ideas that instead of feeling like he's under some narrow time limit, I wonder somewhat as a professional courtesy if he could keep it like it is on the agenda, so he would be able to share with us some ancillary information that we might all be interested in and it would be of interest as well as benefit for future considerations.

Gould: Right.

Smith: So I view this as him getting acquainted with us, and us having an opportunity to get acquainted with him. And if he were to see if we limited him to 30 minutes and he anticipated it would take longer than that, we could inadvertently make him feel bad. I would ask us to be more flexible.

Gould: Yes. I'm certainly flexible. I usually let him know what time to come, closer to the meeting because sometimes you don't know with what the agenda items are until it gets closer to the meeting.

Swan: That's what we don't have a sense of right? We don't know what the agenda is likely to be on October 10th although we do docket in regular order and that's how we have some sense of what's coming up. Right now there's nothing on the docket.

Gould: So this would be the only thing on the docket for the October 10th meeting, correct.

Swan: We don't have another meeting until then, is that right?

Gould: No. Any other comments, concerns, questions? All if favor of placing this on the docket, please say "aye," all opposed, "nay," abstentions, "aye." Motion passes. Next thing up is Calendar Item 1304, Consultative Session to Chris **Cox**, the Dean of Library Services and Katherine **Martin**, Interim Associate Dean, Library Content Discovery Division. This is to be placed on the docket for the November 14th 2016 meeting. Can I have a motion? Moved by Senator **McNeal**, seconded by Senator **Campbell**. Any discussion, questions?

Kidd: Why?

Gould: They would like to talk to us about the Library Materials Budget and how it is impacting the ability to support the curriculum and the faculty and students on campus.

Swan: Right now there's nothing in the docket, so it is the first in the docket. Will it remain that way if we have other regular items that we docket next meeting?

Gould: We have the October 10th meeting, and then we have the October 24th meeting, then the November 14th meeting.

Swan: So if we get regular docketed items accumulating on November 14th, would they occur after this one? Would this be the first on the docket on November 14th?

Gould: Yes. That's what I'm envisioning.

Swan: That's the motion that I felt that I heard.

Campbell: I think the best thing is if you are docketing for the 14th and it looks like we have a full agenda, that we don't get to, I think the Chair should docket it for 4:00 or 4:30 or something at that meeting in the agenda.

Gould: Yes.

Campbell: But I think we should give her the freedom to set a time if that seems appropriate in the agenda.

Swan: The agenda is the docketed items. We could have other stuff before that, that's what you're saying, right?

Campbell: We could have 20 petitions come in before that.

Swan: Yes. We could.

Campbell: But this is a priority. I think she should docket a time if appropriate in the agenda.

Gould: Okay. Any other questions, concerns? All in favor of docketing the Consultative Session with Chris **Cox** and Kate **Martin** on November 14th, please say "aye," all opposed, "nay," abstain, "aye." Motion passes. Next up is Unfinished Business. Even though we did committee elections last time, I was told that these were appointments, so that is why I switched it to Committee Appointments. We still don't have anybody to serve on, to represent the Senate on the University Budget Committee.

Gould: Does anybody want to be the Senate's at-large representative at large on the Budget Committee?

Cooley: Do we have a sense of the time frame? About the number of meetings annually and when they would occur in general—in fall, in spring--- in general, even if we don't know the day?

Gould: Yes. I will let Vice-Chair **Walter** who is chairing the University Budget Committee speak to that.

Walter: We haven't gotten a formal schedule laid out just yet, but they probably won't be any more often than once a month. The only spot we really need is the Faculty Senate appointment. We have Frank **Thompson**, Andrew **Stollenwerk**, Todd **Evans**, Tyler **O'Brien**, Susan **Moore** and myself on there, so all of the colleges are all represented. We just need one person to bravely step forward and volunteer graciously for this position. Please.

Smith: Well this doesn't do any good, but I would---I would very much like to, and as an accounting faculty member enjoy and like to be on the University Budget Committee, but I'm on phased retirement, and so I won't be here in the spring, so that's not possible.

Walter: We appreciate that.

Smith: It doesn't do any good. I should have kept my mouth shut. [Laughter] It's something I'm genuinely interested in and would appreciate doing. I did go on phased retirement August 1.

Gould: Any brave souls?

Campbell: Does it have to be a member of the Senate or is it just an appointment by the Senate?

Gould: This seat was an at-large Senator representing the Senate. Tim **Kidd** was our representative this last year, but as Chair of the Faculty, it was my understanding that we needed to find another Senator to serve on the Committee.

Swan: For all of these, when we redid the by-laws, the idea was that it would be a sitting Senator who would then would be in the Senate to alert the Senate to anything that that person thinks needs to come to the floor. And then, to tell the committee what the Senate likely feels, so one of the committees doesn't go off of something that at-large it doesn't seem likely to be popular. And, maybe encourage the Committee to come to the Senate sooner rather than later about things. It is really is a kind of liaison, but it is a voting member of the committees and that is very important. That is how the faculty is providing the fullness of the advice.

Smith: Tim (Kidd), based on your experience last year, if the University's Budget Committee to do their work and needed an extensive amount of data, are there some resources available such as Marty **Marks** unit, that can extract data? I was asking because individual members of the Budget Committee are asked to be intensive data gatherers. Through the vast amount of University resources, they can make reasonable requests of people that have computer capability and others that have that information readily at the hands. Can they not? I think some reluctance to be on the Committee may be that people have the impression they might get—for lack of a better word--- stuck with a tremendous amount of clerical work, and I don't believe that's the case. I just wondered if you could comment on the support that the Budget Committee has.

Kidd: I can, yes. Bruce **Rieks** has been very helpful in providing information. There are already a lot of reports that are generated automatically that provide most of the information that we utilize. At times I've asked for specific information, and I haven't had too much trouble getting it for the most part. Just to kind of give an

idea: One, I was going to hang out at the meetings. I was asked to, so I have no problem doing that as long as it doesn't conflict with my schedule. The other thing is the first act of business is to get the information out to the faculty at large. This was in a policy that was passed a couple of years ago. I don't remember the name of the policy. I apologize—a year and a half ago, I think. We already have the framework for that in which we're to disseminate information at the department, college, and University Senate level. We already have good means of disseminating this information at the Senate level. So the first order of business was to actually address transparency and education of how the budget looks. After that, it would be to basically give a heads up for changes or issues with the University-level budget, and after that of course, whatever the Budget Committee thinks is important is fine. The goal would be to eventually get to the point where this committee is actually providing input and feedback on budgetary decisions. This year, obviously with everything in transition, that's probably not going to be the case. But I'm hoping that this year the framework could be set to do it in the coming years. But no, we're not supposed to be a cleric to (cleric?) …You don't need to be an accountant. You don't need to have fine detailed knowledge of budgetary codes. What you need to have is an interest in the overall budget of the University, and how to get the information out to the faculty at large at the college and department levels.

Walter: I want to make sure that I go out of my way to thank Faculty Chair **Kidd** for sitting in on these meetings so far. I don't think anybody on this Committee necessarily has great accounting chops. Tim (**Kidd**) seems to have some facility with the records that were basically handed to him or dumped on him, depending

on how you look at it. But it really does get to the heart and soul of faculty governance, if we can have some transparency in these complicated matters. So if you have a particular interest in that, I think most of us do, then I would encourage someone to step forward and volunteer for this, unless you'd like me to suggest it by motion, which I really don't want to have to do.

O'Kane: Do you know who from the administration sits in on that committee meeting?

Kidd: The three people that are supposed to sit in on the meetings are Michael **Hager**, Interim Provost **Bass** and Bruce **Rieks**. I don't know if he's listed, but he really should be there because he has all the information. The bylaws or whatever do say meetings can be held without administration present, but the goal was to have one meeting per month with administration present.

Gould: Any volunteers?

Burnight: When would this start? When do these meetings start or are they already going now?

Walter: We're working out the schedule right now.

Burnight: Perhaps this would inspire someone more qualified to volunteer. I wouldn't know what I was doing, and I'm one of the most junior people in here I think, but if nobody else were to step forward, I'd be happy to learn on the job. But maybe someone will say, "Oh, my goodness—not him." [Laughter]

Walter: Does that frighten anyone?

Smith: Don't depreciate your critical thinking skills, John. You're ideal.

Walter: I accept your noble offer Senator **Burnight**. Thank you very much.

Gould: Yes. Thank you Senator **Burnight**. I appoint Senator John **Burnight** to serve as the Senate's representative on the University Budget Committee. Moving on, we have the Liberal Arts Core Committee. I talked with Secretary **Swan** to see if he would be willing to serve as a double-hat, and he didn't feel like he should serve for CHAS and for Senate because there would be…There are differences. Does anybody want to volunteer to serve on the Liberal Arts Core Committee? They meet every other Friday at 8:15 a.m. Any brave, brave souls?

Gould: Seeing no volunteers, I am just going to move on to the next committee, the University Writing Committee. We still need somebody to volunteer for that. They are flexible on scheduling meetings. They don't have a set meeting or a set time and the Chair of that committee is waiting for the Faculty Senate to appoint a Senator before they start meeting. So---anybody want to volunteer to serve on the University Writing Committee? I'm don't see---I'm not quite sure what the workload for them will be this year with the instituting of the Strategic Plan and Academic Master Plan. So, it may not be as much work as some might think it is. No volunteers? Okay, moving on. Intercollegiate Athletics Advisory Committee. Senator **Koch** had volunteered to serve the double-hat on the IAAC but then felt like…

Koch: I was too hasty in trying to ease the load on everybody and then I realized there should be two representatives, and so I contacted Gretchen (**Gould**) and withdrew my volunteerism.

Fenech: It would help if we knew, if I knew, what these committees entail. The University Writing Committee---what does that mean?

Gould: I know and some of the information…I was trying to look at some of this information online. Some of the information is outdated like two, three, four years ago, so I'm not entirely sure on some of these things.

Kidd: I'm sure Jesse (**Swan**) could speak to the Liberal Arts Core Committee, but The Writing Committee, I've spoken with a couple of members. Right now I believe they made a proposal about a secondary writing exit requirement for graduation and so at this point I believe they're looking into either making it feasible or I'm not sure if it's stuck somewhere in the works and so, that's basically where they're at. They're looking at I guess, how students write on campus in general. At the moment, that's the main thing on their agenda I believe.

Fenech: I can do that.

Gould: Okay. Thank you Senator **Fenech**. I appoint Senator **Fenech** to serve as the Faculty Senate representative on the University Writing Committee.

Campbell: Bill **Koch** did say he was on the Intercollegiate Athletics Advisory Committee. I was on that in the past. And for me, it need not entail anything else than attending one meeting a month from 3-5---something of that nature. When I was there I did get involved with student exit interviews, which we hope are all computerized now so...It need not entail anything other than attending the

meeting and I don't think there's really any obligatory homework between the meetings.

Koch: Usually, there's not. Different coaches come in almost every… It's once a month, the first Thursday of the month. The coaches come in and explain what they do; their rationale for the academic side of athletics. They're open to pointed questions or anything.

Campbell: You get a lot of information about how the athletic program works; what their problems really are. I have served before. I can serve again if no one else is up, but I think that for a minimal commitment, if you want to get some insight into the athletic program, it would be a worthwhile thing to do. So I will encourage someone else to volunteer before I volunteer.

Gould: Anyone want to volunteer for the IAAC?

Campbell: I encourage you to.

Fenech: Do we get free membership to the gym?

Gould: That might be nice.

Campbell: That is under a different division. You may get free admission to one basketball game, I think I did, but...

Gould: Any volunteers? Senator **Campbell**, would you be willing to serve?
Campbell: Yes.
Gould: Just wanted to check. I appoint Senator **Campbell** to serve as the University Faculty Senate Rep to the IAAC Committee.

Campbell: So you will be informing them, so they can contact me with the schedule?

Gould: Yes. Yes. Moving on to New Business, we have the Intercollegiate Academics Fund Committee and I am going to let Associate Provost **Cobb** talk about the committee.

Cobb: I'll tell you exactly what your commitment is for this committee. The good thing is you get to give away money. Okay? This is the fund that students who are doing research, making presentations, travelling—so forth. A lot of you have helped your students get these awards. Laura **Terlip** served very well for a number of years on this committee, and she's no longer on the Senate I don't think, and so we really need the faculty voice in this. This student money, but it's about research, creative activity and that kind of thing, and the faculty voice is so very important in this. Basically, you do have to meet once a month. You do have to review the applications once a month, so that can be looking through…but once you get the hang of what to look for, you don't have to look at every piece of paper. Does that explain it very well? It's fun to give away money, right?

Cooley: I'd like to volunteer.

O'Kane: I was going to make a pitch for it. Not to volunteer. I've served a number of times on that committee and we had fun. Giving away money to deserving students is a blast. We'd meet I think for an hour.

Cobb: You do have to review the applications.

O'Kane: You've got to review the applications, but that's not that hard.

Gould: I appoint Senator **Cooley** to serve as the Faculty Senate representative to the Intercollegiate Academics Fund Committee. Thank you to all of the Senators who stepped up. I appreciate it a lot. So, moving on to Consideration of Docketed Items, we have an emeritus request for Gerald **Peterson**, Mary **Herring**, William **Callahan**, Phyllis **Baker**, and Martha **Wartick**. Can I have a motion to approve these emeritus requests? Moved by Senator **Burnight**, seconded by Senator **Campbell**. Would anyone like to speak on behalf of any of our five colleagues who are up for emeritus status? Yes, Marybeth **Stalp**.

Stalp: Hi. Thank you Senators and appropriately attending administrators. I am the Department Head of Sociology, Anthropology, and Criminology and I'd just like to read a short statement about Phyllis **Baker**. Phyllis **Baker** joined the faculty of the Department of Sociology, Anthropology, and Criminology or S.A.C. here in 1990 and she retired from UNI on June 30, 2016. She served us three years as Department Head, one year as an ACE (Academic Administrative Fellow), six years as the Director of Women's and Gender Studies Program, and seven years as Associate Dean of the College of Social and Behavioral Sciences. She has had a distinguished career as an administrator, mentor, and feminist leader on the UNI campus and she is requesting emeritus status, and I would support that on behalf of the Department.

Gould: Thank you very much.

Stalp: Thank you.

Gould: Would anybody else like to speak up?

Smith: Well it will be extemporaneous, but I would like to speak up for my colleague Marty **Wartick**. Marty joined the Accounting Faculty in 1998, earned promotion to full Professor a few years after that. I don't remember which year it occurred in. Then from 2004 until 2014, for ten years, she served as the Head of the Accounting Department and in everything she did, whether it was teaching or her scholarship, or her administrative responsibilities, she did with a kind spirit, with an adherence to the spirit of University policy and procedures and she was just an outstanding colleague not only for our department, but for our college. There's a lot of disappointment that she elected to retire, because we enjoy her in our building. She's still working with some of our junior colleagues on their research projects. She's truly a team player and I couldn't recommend her for emeritus status highly enough.

Gould: Thank you. Would anyone else like to speak on any of the five faculty? Okay. So now I need to ask you all if favor of the motion, please say, "aye," opposed, "nay," abstentions, "aye." Motion passes. Thank you.

Gould: Next up on our agenda we have the Consultative Session with Marty **Marks** and Melanie **Abbas** from IT. May I have a motion to move into Consultative Session? So moved by Senator **McNeal**, seconded by Senator **O'Kane**. All in favor of the motion, say, "aye," all opposed, "nay," abstentions, "aye." Motion passes. Welcome Marty and Melanie. I will turn the agenda over to you.

Mark: Thank you for having us here today. We're real excited to share some information with you about a project that's just getting underway. As Gretchen

(**Gould**) said, I'm Marty **Mark**, Chief Information Officer, and this is Melanie **Abbas** who is the Director of Educational Technology & Media Services. We want to talk to you today about UNI Learning Spaces and some plans that are underway in terms of the technology that's present in the 110 Classrooms or the General Purpose Classrooms. When I began in my position a few years ago, I met with a number of you and a number of organizations to just talk to you generally about technology on campus, and one of the consistent themes I heard throughout those meetings was that everyone was appreciative of the technology that was in place and the people that were providing support, but there were issues when you went from building to building, because we didn't have consistency. So, when you went from one classroom to another you weren't really sure what you were going to encounter there, and what technology would be present for your use. And so as an IT organization, we got together and we came up with an approach to hopefully mitigate that issue for you and we want to share that with you today and get some information from you. As we looked at the challenge, our vision that we came up with is based on five components. The first component is the Base Classroom technologies, and what that means is that we would like to have some kind of common expected level of technology in each room. That doesn't mean that we can't uplift it further if there's a need in your area, but we wanted some kind of consistent baseline. We also thought it was important that we put together a support team that's focused on classroom support, and that has built up a level of expertise in that area and that can respond to you when you come up with an issue in a timely fashion. Leading into our support response model, which we're going to share with you today, the vision we have for how you would seek out assistance, or give us some information in terms of what you need in

terms of improvement. Another important component is training and support. We want to make sure that everyone understands how to use the technology; what's actually there, and how to get assistance. And then I want to speak with you a little about how we're planning to fund this. I'm going to turn this over to Melanie (**Abbas**) at this point who is going to talk about some of the classroom technologies that we envision placing into these rooms.

Abbas: Thanks. This is all in the handout that was presented. We have some base pieces that will be in every room. We have a sample room over in ITTC 138 and in that classroom we have placed the technology that's listed in here and in our PowerPoint. We've made a little video clip walking though the room and I thought it would be just as easy to show you that. I do want to thank the people who have come over and toured the room. I know Steve (**O'Kane**) was over there, Russ (**Campbell**) has been over there. There's been several people who have been to visit. There have been about 60 faculty members that come through the room so far, and we've got some more open houses scheduled this week. So if you want to go ahead and play that. [Shows video clip.]

Abbas: We have an ADA compliant sit/stand lectern and that lectern is on hydraulics so it can go up and down. It's going to show you some buttons on there. It can go all the way down to desktop height so you can sit behind it and its wheelchair accessible. It can go all the way up to a stand height, so there's adjustable knobs in the front there to move the lectern easily. On the desktop surface---it's lowered; it's at 30 inches. There's the top height. We also have an adjustable touch screen monitor and the reason that's adjustable is then it doesn't block your line of sight with the front row. That was something we

changed from some feedback from some faculty, that they were having problems with the monitor. We have the touch control panel, that's going to be consistent in all the rooms, so that no matter where you go you should be able between switch between inputs and it should work the same. They will all have some type of projection system, and when you turn it on, the rooms have powered screens that will come down. There's a sounds support above on the wall that you can see and our bulbless projector. Laser and LED so they do not have bulbs in them. They last about 20,000 hours as opposed to the 4,000 to 5,000 you get out of a bulb.

Abbas: They're going to show you some other screen controls there. You can switch going to the wireless presenter. The wireless presenter is a new piece of technology that allows you to connect any Android, Windows, IOS Mac device without any wires. So I can be here presenting from my iPad and then anyone in the room can present by connecting to it through UNI Wi-Fi, and it allows the sharing of the desktops and group work with faculty and with students. There's connectors up there to physically wire things in if you want to. There's a network. There's two different types of video displays. We have an Elmo document camera in there that's full motion video so that you can see things move. This is just showing the inside. We do have a Blu-Ray DVD player that will be in the rooms. It's available. And then there's a handset phone down there. The phone will be configured with a button that goes to our support model that we're going to talk about, and another button that we want to have programed for Public Safety. That was a suggestion from some faculty that they'd like to have an emergency button on the phone. There's the wireless presenter, so you have your clicker for your presentations and the laser on there. All that equipment is in the standard,

basic room configuration that we're working on. I said some rooms may need more or less equipment than that, or higher end equipment than that. Some rooms may have a big flat panel, as opposed to a screen, depending on the room size and the needs of the room. So, the way that we're going about determining that is with room, and we are meeting with the faculty that are responsible for that room, and discussing with them how they intend to use the room and then determining from that which pieces of technology we may have to add on top of that base.

O'Kane: Is that what you called a contact person?

Abbas: Yes.

O'Kane: So each room will have…?

Abbas: We're trying to get a faculty contact person for each room as we work through the 110 classrooms. That way when we are working on those rooms, we don't make any decisions without working with that contact, and then of course they can draw on everybody else that they need to, but we have a contact that we know can get us the answers for that room. Any questions on the tech in that?

Campbell: Regarding the contact, I remember when Schindler shut down, some of my colleagues in the College of Education were very displeased with our configurations, although we thought they were great configurations. So, if you really want this to be university-wide, the contact person for the classroom in the building may not give you information about the occasional outside users.

Abbas: Yeah. Now the Base Configuration, though we're trying to get everybody to. The base stuff would be there. The main thing that we'd be asking for is let's see, the orientation of the room. Some of the rooms we visited, we thought the orientations should be switched, or that they would rather have a flat panel than an electric screen. Those are the kinds of things we're asking, but we wouldn't be removing anything or changing that Base Configuration, but we may have to add. Maybe they want a second screen in the room or something and we want to have a contact for someone in there, but yes, there could be outside users that may have other ideas in a space.

Koch: Are the Schindler classrooms being reconfigured?

Abbas: The Schindler classrooms will all be live with this technology in January, yes. And a lot of those have additional things on top of this, because they do a lot of active learning over there.

Mark: So to your point, Schindler will be live with this technology. For the rest of campus, we're approaching this as a project. We've asked the deans if they would help us in terms of selecting a classroom per building that we can uplift to this level of technology so that we can try it on for size before we purchase en masse for the rest of the campus. And so they are actively working on that and getting us that information. We're going to handle it in the initial stages as a project, and so the co-sponsors of the project are Melanie (**Abbas**) and then Ben **Arnold**, who's the director of IT Client Services. He could not be here today. So they will lead the initiative and they'll work with project members who are representatives of the colleges so what our goal is, is to have at least one person that's an IT staff

member working in each college to be represented on this team. They're doing a lot of classroom support right now and we want to leverage what they know and what they've experienced to date. We're also looking for some representation for our Client Services Support group, and then for Melanie's (**Abbas**) team in Educational Technology and we're working to set up a project location in the ITTC so the project members have a place to go to work together to start to develop the details of this initiative. So the responsibilities of the project team will obviously be oversight of all of this technology and the different learning spaces that we have listed on the PowerPoint. They'll get involved in the building and renovation projects to make sure we have continuity there. They will help us select and install some remote classroom support tools so that when you have a need, we would like to be able to assist you remotely. We'll still send someone out, but there are tools that are in existence that will tell us a lot about what's happening in the room right there and maybe we can solve it on the spot on the phone there. This group will also be responsible for all of the inventory of the equipment in each room and then the replacement schedule. They will respond to the calls that you make for assistance. They will help us develop the technical and user documentation as well as the training, and then we're going to put together a website that's focused on classroom support. At the conclusion of the project, we're going to ask the Project Team then to make a recommendation to us in terms of how we should be doing this long term. How large of a team should we have to support this? Which unit within IT should be responsible for it? Did we need to make any adjustments in terms of classroom technology standards along the way? Do they feel that our Support Response Model has been effective? And then anything else they've learned along the way. And so I mentioned the

Support Response Model that we're envisioning: We've got this IP phone now in each classroom and we will pre-program two of the buttons: One of them will get you assistance. It will take you directly to the support team that we're building. And from there, they will triage the issue and either solve it right there or dispatch someone. That means that all of the technology will need to be placed on the campus network, so we are buying technologies that will let us to contact it remotely to see how healthy it is or what connections are being used; that kind of thing. I've mentioned the training and again, they'll be responsible for developing the face-to-face training that we'd like to provide. We'll put some online training out there for those that prefer that style and we're going to put together some help materials by the way of quick reference guides. We've talked about maybe even a laminated sheet there that's on the lectern, so that you've got some step-by-step instructions or another reminder on how to get assistance.

Mark: So in terms of the funding for this initiative, we're using student technology fees. About a year ago we identified this as a priority project and so the increase in technology fees for the last fiscal year were devoted toward this. Everyone else who received student technology fee allocations, their funding levels remained flat for a year and all of the new money went towards this. It's taking us a long way there, but we'd like to carry that one for one more year to get us up to that base level funding we need to support the 110 Classrooms. In terms of where we are with the project, I would say we are in the first four steps simultaneously that I have listed on the slide here: We put together a vision, which we're sharing with campus like we are today. We're working to establish our Support Project Team, and we're zeroing in on what those classrooms technology standards should be,

and then we're also preparing for that pilot implementation. From there, we'll go ahead. We'll install the technology in these pilot locations. We'll learn what we need to learn in the next semester, and then roll it out to the rest of campus. Did I miss anything Melanie (**Abbas**)? Is there anything you would add to what I had to share?

Abbas: I don't think so.

Marks: Okay, so we'd like to open it up for your input; your comments, questions.

Campbell: You will be funding the maintenance of this equipment---burned out lightbulbs or any other such things once this is installed? It will all be billed to ITS rather than passing on to departments?

Marks: For the 110 Classrooms, that's right. In your colleges and departments, if you have special labs that are unique to what you do in your area, those will continue to be funded out of your fee allocation. But any of these general purpose classrooms will come out of an account we've set up especially for this.

O'Kane: I'm wondering what will become of some of the current equipment that's still in really good shape? LCD projectors or Elmos that are currently in some labs, are they going to be taken out and sold?

Abbas: We've had a couple different ideas and suggestions. If it's within a college, obviously you have already paid for it. If you have another use in your college and want to move it around into one of your other classrooms that's not getting updated, you could do that. If it's the same model or similar enough model that's been bought within the last year or so, then we may reuse it in the room,

depending on… if you have the same model of Elmo, there's no point in us getting a different one. However, the projectors that we're putting in there are bulbless and so even if you have a newer one, we'd like to put the bulbless ones in so they can be consistent for support. There are other options of selling some of that equipment on Public Surplus and trying to get that money back. Sometimes you don't get a lot out of it for as much work as you put into it. That has been discussed also. The equipment is owned by whoever purchased it, so it would be to the colleges to determine what to do with that.

Smith: I have two questions. Is the 110 Classroom the basic level that you hope to eventually bring all the classrooms to?

Mark: We would like to get some level of technology in all of the classrooms, but some of these are special purpose and require more than the base.

Smith: What's the proper name for the base that you want to bring everyone up to?

Abbas: The 110 Classroom is the classification by the Registrar's Office. And so when we're saying the 110 Classrooms, it's a classification of a general use classroom.

Smith: What do you call the objective you have for the base level of technology? I just want to use the right term in my next question. [Laughter.]

Abbas: The Base Configuration---we're calling it the Base Configuration.

Smith: The Base Configuration. I was thinking it was the 110 Configuration. I'm sorry, but the Base Configuration, I know you've described how it's going to be paid for, but I think it will be of interest to know, to recognize how expensive technology is, what does the hypothetical classroom, that doesn't have any technology now, to bring it to the Base Level Configuration? Is that, can you give us an approximate amount? I'm not asking for a precise amount, just a ballpark.

Mark: The numbers I'm going to give you, let me put a little context around it. This is pre-going-out-on bids, so what we still need to do is go out on bid to get the best pricing, so this would be more you're just buying quantity one, and so the rates are higher. We think if nothing is in the room and we're starting from scratch, just for the technology it will be about $12,000-$14,000 per room.

Smith: I think for our students, probably once we get that and start using it we'll wondering in a couple of years how we got along without it. I think it will be for our student's benefit, whether they go out to work for Principal or John Deere, or wherever, we don't want them to be wowed by the technology that's accepted in industry, so that's a pleasant number to me. I know when you multiply it by all the classrooms, it's a huge number, but $12-$14,000 for state of the art equipment I think is wonderful.

Mark: I will say again, that's worse-case scenario. When we go out on bid we expect to see better pricing on that.

Skaar: I just want to say thank you for putting phones in the room, and for the support piece to this. It's not just the technology but we're going to provide

support, because I've been in a number of times where something is going on and I don't have my phone and so I'm borrowing a phone from a student and I don't really know who to call so then I'm looking it up on Google to see who to call, and then I do call and I get a voice mail. And I'm like, "But I need it now!" So, thank you for not only putting in the technology, but for thinking about the support side things too because we run into that, and everything we plan for the day requires technology, and now we don't have technology and nobody's there to help, so thank you.

Campbell: Let me just build on that and say is that default for the phone going to go to that 5555? Because when you're in a classroom, and the computer doesn't turn on, or you see "hard disk is not found" on the computer, you do not want to be put on hold for 5555, you want to go directly to someone who can know about your problem. So I think it's important to make sure that dedicated line maybe that it goes to you and beeps.

Abbas: We'll have the phone tree set up with that button is supposed to go directly to the team. It cycles through the people that are on the team and if nobody picks up, it's going to cycle to a live body that's in the Help Desk, and they'll get somebody. I think we mentioned here that the intent will be to try to fix it over the phone, but we'd like to dispatch somebody to the room at the same time, so that if it can't be fixed with a phone call, somebody is already on their way. Ideally, that's what we would like to do and we'll probably be having some student employees that help with that.

Campbell: We often have the student employees are off on assignments and away from their phones.

Abbas: That's right. Yeah, that's why we're building this dedicated team for that.

Campbell: And that is why I don't want it to go to 5555 and be put on hold while 5555 is talking to other people.

Walter: I don't want to get too far off in the weeds here, but most of this seems to be teacher-centered. I have a student-centered question and for absolutely one class that I teach and very possibly two other classes that I teach, I would like to be able to see what is on their screens. About half of them are sitting there with their laptops open so maybe I don't really want to know this, but, in at least one of my classes, I'm working through procedures with them. They're searching, they're doing some online bio-informatics work, and it would be really handy to see what they're doing; to anticipate their questions, and we don't have the software to do that yet, I understand. Is this system going to be able to be upgraded to cover that? Although that's not a 110 Level Classroom.

Abbas: Right. I think what you're mentioning is what we have in some situations where you're teaching labs, where we use a product called Net Support, and that will allow that to happen. Those are computers that are University-owned that are on the network in the room. They're not their personal devices.

Walter: Would we be able to move to a point where they just volunteer their device for my supervision?

Mark: With Merisive Solstice, that could potentially happen where you asked them to project their screen onto our screen and you could see it that way.

Abbas: The only issue with that, that I'm aware of right now is that we don't have a feedback monitor right now. In other words, if they're all sharing their screen, it's going to get up there and everybody in the whole class could see it.

Walter: I'd like to see that myself.

Abbas: Right. In order to do that, we'd have to provide a feedback monitor in the room that also displayed whatever was on the projection screen and that's possible. We could do that in a room. We'd have to add another monitor and add some more cabling. So it's not listed in this base configuration, but it's something that could be done.

Walter: Thank you.

Kidd: Also, I'd like to be able to project that to individual laptop screens as opposed to a projector. You said there might be software that's …I can ask someone else about that.

Hesse: I just had a suggestion. When you're installing equipment in new classrooms, make sure you put the lectern near the side of the room because there's a few classrooms on campus where the lectern is really right in the middle, and you're standing in front of the screen and you can't show a PowerPoint because your own body's blocking it. And so with the new stuff, try to put it towards the side.

Abbas: Nancy (**Cobb**) can attest to this: We walked through all the 110 Classrooms in one day. There are a hundred and some…

Cobb: I skipped out after a little while.

Abbas: We walked through all the 120 classrooms and a lot of them had that particular issue. That's one of the reasons we want to have a faculty representative when we're putting things in the classroom, because where we put the lectern is a decision that the people who are teaching in that room should be making and so we want to…yeah, offset those things.

Kidd: One silly question: Why is there a DVD player when it's in the computer?

Abbas: There was a request. There was a high number of people who wanted that. We had a faculty member that wanted to play a Blu-Ray disc just this week and we had to work some magic to try and make it happen by bringing in a TV on a cart with a Blu-Ray player.

Mark: Along those same lines, we've been asked about VHS players, and so we're going to make those available through check-out. We were telling another group that they don't manufacture those anymore, so it's not really a good thing to carry on, but we realize there needs to be a transition period.

Kidd: The other thing, when you were coming up with the lectern, when they designed my building they put the projector screens completely covering the white boards in rooms where they didn't have to. It's the same idea; just a consideration of space.

Cooley: I'm going to ask another silly DVD question. Will there be capacity to show International DVDs? Not all DVDs are produced in our region so if you want to show international films, right now on our campus I'm not aware that there is a place that we can do so, except for right here in the library in a little closet-type space.

Mark: We're going to make a note on that and get back to you. Thank you for the question. We'll get back to you on that we haven't received that feedback yet, so thank you.

Cooley: Thanks.

Gould: Am I allowed to call on a guest? Guest Barb **Weeg** and then Senator **Campbell**.

Weeg: I'm going to ask a DVD question, too. Will the system be capable of projecting closed captioning and described video?

Mark: It will need to be. We've got a real emphasis on assistive technology in our department and so we want to make sure that carries over in this setting too.

Weeg: I heard that, and I'm not sure which component or if it was multiple components that sometimes the computer isn't able to do it, or the player or the projector, and I was attempting to show a video, and this was in the Union, so it wasn't one of the 110 Classrooms, but it did not work nor could someone from IT figure it out.

Mark: That's a must for us, so we'll make sure it does.

Campbell: The remark about the screen covering the white board or in our case, black board, brings to mind that an awfully nice feature would be if I could press a button so instead of projecting the computer image on full screen, it projected it on the upper half of the screen so---a smaller image obviously---so I would have full use of the blackboard.

Mark: Thank you. We'll get back to you on that one as well.

Gould: Any other questions, suggestions, discussion?

O'Kane: Going back to what Faculty Chair **Kidd** had to say, you can get a DVD/Blu-ray player that is just part of the computer. So there's no need to have a separate player. I would think that would be less expensive.

Mark: We'll look into that. We had just received feedback from some faculty that they didn't want to combine the functions, but we can certainly look into that.

Gould: Any other questions comments, concerns? Thank you so much, Marty (**Marks**) and Melanie (**Abbas**) for coming to talk with us today. We appreciate it.

Mark: Thanks for having us.

Gould: Now that the Consultative Session is over, may I have a motion to move out of Consultative Session? So moved by Senator **Fenech**, seconded by Senator **Cooley**. All if favor of moving out of Consultative Session, please say, "aye," opposed, "nay," abstentions, "aye." Motion passes. Now can I have motion to

adjourn? So moved by Senator **Campbel**l, seconded by Senator **Fenech**. All if favor say, "aye," all opposed, say "nay." Meeting adjourned.

4:39 p.m.

Respectfully Submitted,

Kathy Sundstedt
Administrative Assistant/Transcriptionist
UNI Faculty Senate

The PowerPoint to accompany the presentation by Marty Marks and Melanie Abbas can be found at the bottom of this page:

https://www.uni.edu/senate/current-year/current-and-pending-business/consultative-session-marty-mark-chief-information-officer