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UNIVERSITY COUNCIL MEETING TRANSCRIPT
Wednesday, November 4, 2015, 3 p.m.
Holmes Student Center Sky Room

VOTING MEMBERS PRESENT: Adeboje, Baker, Ballantine (for McCord), Barth, Bauer, Bishop, Block, Brubaker, Carey, Carlson, Chakraborty, Chen, Dawson, Deng, Dhar, Domke, Elish-Piper, Freeman, Giese, Gilson, Haliczzer, Hanley, Hathaway, Jaffee, Jeffries (for Doederlein), Lagioia, Lee, Lezon, Long, Love-Moore (for Liberty-Baczek), Lupstein, Macdonald, Mogren, Moremen, Naples, Nicholson, Nissenbaum, Pavkov, Pitney, Riley, Rodgers, Saborio, Scherer, Slotsve (for Farrell), Staikidis, Sto. Domingo, Thu, Vazquez, Vohra, Wagenecht

VOTING MEMBERS ABSENT: Abdel-Motaleb, Arriola, Bond, Campbell, Cordes, Doederlein, Farrell, Hedin, Jemison, Khoury, Liberty-Baczek, McCord, Penrod, Schoenbachler, Thomas,

OTHERS PRESENT: Bryan, Coryell, Falkoff, Klaper, Konen, Phillips, Weldy

OTHERS ABSENT: Armstrong, Kaplan, Levin

I. CALL TO ORDER

D. Baker: Good afternoon. Are you ready? So we draw the blinds so you can't see outside and see how pretty it is to be stuck in here. Let's call the meeting to order.

Meeting called to order at 3:04 p.m.

II. ADOPTION OF THE AGENDA

D. Baker: And the first order of business is the adoption of the agenda. And I believe there is one change that Jaime Schumacher that had a presidential announcement A isn't available today. So it would be the approval of that agenda with the deletion of that item 'til she can be with us at a future meeting. Do I have a motion to adopt the agenda? Bill [Pitney]. And second? Linda Saborio. Okay. And any additions or deletions? All in favor please say aye.

Members: Aye.

D. Baker: Opposed? Thank you.

III. APPROVAL OF THE MINUTES OF THE OCTOBER 7, 2015 MEETING

D. Baker: Next approval of the minutes. Do I have a motion to approve the minutes? Bill [Pitney]. So moved. Dr. Bishop, second. Any edits? All in favor?

Members: Aye.

D. Baker: Opposed? Thank you.

IV. PRESIDENT'S ANNOUNCEMENTS

D. Baker: Presidential Announcements. I was looking to see if Dillon is here. Where's Dillon? Hi, Dillon. How timely of you to show up with food and water.

D. Domke: I was at class.

D. Baker: The first thing I'm going to do is say thank you to Dillon for putting together the rally last week when the governor was here prior to the DCEDC speech. I thought that the participation was wonderful. You had -- can you say a few words about those who came from near and far and what the themes were?

D. Domke: It was a great event. First off I want to echo to all the faculty and staff in this room that came out, thank you very much for your support, especially to Greg Long, Debbie Haliczzer and Holly Nicholson, for the help that they did in their part. Getting people from their different departments out to the rally. But it turned out to be great. The weather was not as cooperative as we would have hoped. But nonetheless I think it sends a stronger message, as I said, because people were willing to stay out there in the cold weather and rain; and, quite frankly, this week I'm paying the price for that. But it was important because we were able to get students from about 14 other universities, some of which only had one or two representatives come, but nonetheless, came. Those universities included ones like Roosevelt University, Concordia University, Elmhurst college, Governor's State University, Chicago State University. So we had a really nice mix of private and public institutions. Kishwaukee College was there, College of DuPage. We mixed in the community colleges as well. So we had representation from almost every different type of college or variation of higher education that you could have. So that was really great that we could collaborate with them.

And we also had members of the social services community. Those services are vital to the importance of that aspect of university that is so hotly discussed here at NIU. You know, we need a good community to live in. Not only do the students, but even more so the faculty. If we're not giving a good place for you guys to live, nor are you going to want to work and live in this community. We need to make sure that the social services are there for that as well. And finally the faculty and staff that were there. Pensions and all of that that you guys are entitled to and deserve, you know, that the state is trying to take away.

So all those groups came together. And shared a loud voice. Hopefully the governor heard us as he walked in. We were not sure whether or not the rally would take as long so that the governor would arrive on campus while it still was going on. But indeed he did. So, hopefully, he heard us out there. But if not, we will continue this fight. I'll speak more to it when the student association's turn comes.

D. Baker: Okay. Great. Any questions -- Reed, need a mic?

R. Scherer: I was wondering what your estimate on participants. Unfortunately I was unable to be there.

D. Domke: We saw about -- I think Rockford news reported about 500.

D. Baker: I think that was a conservative estimate as people came and went. It was a good turnout on a very cold evening and a lot of people thought about it.

V. Naples: Are there any plans for follow-up rallies at a regular interval or something like that? As long as this problem is going on, we should make sure we're continuing to make it known that we want a resolution to these problems.

D. Domke: Yes, there is. Again, I'll go into some of the things the follow-up avenues that we're going to address. Once we get to the Student Association report.

D. Baker: Virginia, the presidents are meeting -- university presidents are meeting every week. We've got another meeting tomorrow, I think. We meet on a weekly basis and are talking about that. In the last two weeks, I've been to Springfield twice to meet with the top legislative leaders as well as the governor and his chief operating officer. And I was with other presidents. Those various things. And we're hearing kind of the same thing from both side, to maybe pick up from where Dillon left off, what I heard in his office as well as in the legislators' offices was similar to what I heard from the governor on stage the evening of the DCEDC dinner. Was anybody here there at that dinner? Promod was.

D. Baker: I think what the governor said was he felt like -- and you've heard this -- this speech before, I think. Just raising taxes doesn't solve the structural problems of the state. He wants some reformations on things like workers' compensation before he signs a budget. He doesn't want to just sign the budget and kick the can down the street. And the legislature has said let's get that done and worry about the reformations after we get a budget going and the state moving because we're losing time on taxes. So they're kind at loggerheads about that. What I heard from both sides was that there's going to be some very difficult things in government at this state in the next month or two. And the governor pointed at Chicago and said that there's going to be some very serious cash flow issues there, potentially with layoffs of thousands of K-12 teachers and pension payments that may not be made. As that comes into the fore, that creates a crisis environment putting pressure on both sides, executive and legislative branches. What I heard from all those folks when I was in Springfield was that that probably isn't going to happen until January. And why January? Because they're back in full session and they no longer need a super majority to pass anything. A simple majority will allow it. So I think they're waiting for the cascade of bad things to happen to put enough pressure on to get a majority vote to then make it happen. My sense is they all know within the fairly narrow band what needs to be done. But they've got to get probably to January. That's what we have been planning around. And there will be some lag period once the budget is passed to when cash starts coming in the door.

Today I put out a Baker Report. Harlan, did it come out?

H. Teller: Before the end of the day.

D. Baker: And it essentially says we're going to get through the fiscal year. Even if we don't see the cash before July 1. We have, as you know, really been watching our nickels and dimes and \$100

bills and etc. We've really been managing our money very conservatively trying to be prepared for the eventualities. About 20 percent of our overall budget comes from the state. So when you hear these giant cuts or even not getting that 20 percent, that means can you manage with the cash flow you have to get through the rest of the year on an 80 percent budget. And the answer from what Al Phillips has been modeling is, yes, we can. It's going to, you know, we're going to have to dig deep and get it. But for our current faculty, staff and students, we can fulfill our obligations through the fiscal year, which ends the end of June. So that's good news.

I want to put that out today. Because after the rally and after all the concerns that people raised, there was a Chicago Tribune article this weekend as well that raised some of these concerns about some of the schools in the state. We're going to get through it. And I want to thank Al and Lisa and their staffs for working so hard to get us to a point where we can get through this year. So thanks. These have been hard decisions. You've had to say no to a lot of people but we're in a position to weather the storm. We have every confidence that the legislature and governor will come to terms. This is not a permanent situation, just a yucky situation.

The other question that students brought up was around MAP grants, Monetary Assistance Program grants. That's a big deal for us. Over 5700 of our students get MAP grants. And on an annual basis that's about \$20 million that comes to NIU. Now, what we have said is we fully believe that that's going to get funded. The governor and the legislature both have said this is a high priority and both have even said we think we need to invest more heavily in MAP grants, but it's a piece of the budget undone at this point and they don't want to pass just a Map grant. I think the governor said I'm not going to do piecemeal budgeting but kind of already have because of court orders and other things. But I'm not going to just pass a MAP grant and take the heat off, I want a resolution.

And so we've said we will credit those and when the money comes in, we will use the money from the state to offset the credit to be given to the student. That does create some cash flow issues for us, but again, Al and Lisa have done this modeling and we can get through the year. So we're going to do that in the spring as well. And we will -- students are signing up for classes now and we don't want to tell 5700 students that hey, you're out of luck. Because they're not. We want them to be Huskies and continue their career here and we are confident that the governor and legislature will come through for us. I think that's a really important thing to do from a moral perspective as well as fiscal perspective for the institution.

I think there's good news and bad news here. We're going to get through the year, it's going to strain us some but we will get through the year and get through with our current faculty and staff and students. So good. In fact, I would like to build enrollments. That's the part of the budget we can control. And as you all know, we've been working hard on recruitment and reception activities. Retention -- we're up six percent over the last two years. Outstanding. And we got more head room there that we can keep going. I know all of you are working on that. We care about our students and we want them to succeed and we want them to graduate and go on and live very successful lives. And you're going to do that through the great education you have here in and out of the classroom. We're doing a whole bunch of things on the recruitment side.

Just to say a few words about that. I think many of you have seen our new admissions director Dani Rollins talk about the things she's doing, rethinking and repurposing the staff and admissions. They've worked on a processing, procedures, so they're really focusing on the truly interested ones,

spending the time on applicants that appear to be really interested and not the lower priority ones that have low probability so we can get better service to those people. We're offering application workshops at all of our campus recruitment events and waiving fees for participants. The Saturday open house numbers look good. Some of you may not be aware, but feedback we got from families over the last year was that it's hard for them to get here mid week for many working families. And that they would sure like a Saturday opportunity so they can come out. We're going to do one of those. Already we've got well over 2,000 people signed up for that Saturday event. That's outstanding.

We're working to hire an associate director of strategic communications. This is a position that's been open for some time and one that we really need. We're buying the ACT names more frequently. As you know, when students take the ACT, they sign up and say where they're potentially interested. We can buy those names and get them in. And we're doing that on a monthly basis where we would do it more episodically in the past. That's good. More timely information to students. Our recruiters are still working to generate applications and stressing the importance of the December 1 date for priority. So if you're out there doing any recruiting yourselves, make sure that December 1 deadline is in people's minds.

Here's a nice problem to have. The processing queue for applications has grown to the point where we need to do overtime to process the applicants. I like that problem a lot. I hope we really have a really tough problem of that. I like overtime processing applications. When we start this process, we have hundreds of thousands of potential applicants that we contact. Literally a couple hundred thousand. We communicate with them. We use a CRM, Communications Management System. All organizations communicating with lots of stakeholders have these things. Ours has been through a big reorganization and cleanup as Dani's gotten here. In fact, she was asked to present at a national conference for the vendor – Hobson's – about all the work they have done in such a massive overhaul. So they're really looking at the funnel process down through the stages from prospecting, inquiry, applied, to making a decision, to confirmed. And really rethinking how we communicate, what we communicate, and tailoring it to the individual. Now we're really using that system. Many of you have told me hey my kid is in Sycamore or DeKalb, and they're 3.9 and I never heard from NIU. What's going on? You all heard that story somewhere along the line? That's because the CRM wasn't being used right. And that's a big problem. You need to win home court advantage. Got to win the home field. So I'm really hopeful that that problem is going to be in the rear view mirror shortly. But this is a complex system that has hundreds and hundreds of filters in it that we're reworking and fixing. We've reorganized the territories. The counselors who are out recruiting for us now have lists of the students on a weekly basis that have applied from their territory so they can go out and personally contact them. We're doing more team work and cross training to improve the communications. We're sharing calendars and reports of people going out to various locations so we're not stepping on each other's toes. We're even working on alumni volunteers to help be recruiters for us. We have 140,000 alumni in the Chicagoland area. Real competitive advantage for us that we have not tapped into. A lot going on there. That's the part of the budget that we can work on for first time students.

Now, what about transfer students? We're doing a ton there. I see Promod sitting in the back. I seem to see him every other week at a community college. And engineering is an example of a college that's really trying to reach out and form either 2+2 or 3+1 options. We've announced, I think you've heard about the Rockford example where we're going to teach two baccalaureates and

a master's degree in Rockford on the Rock Valley campus, wonderful partnership with Rock Valley and with local industry for place-bound students. The 3+1 is an innovative program for students to get an online degree at the community colleges. So many students go through a technology program and then are out working. They can't come to DeKalb to get the baccalaureate degree to get through the ceiling within their careers. This 3+1 is a wonderful program that has a lot of play locally as well as potentially nationally. To take that to the next level and go through the ceiling and extend their careers.

Reverse articulation is a huge deal. We signed at Kankakee, was it last week we were down there? I think it was, time goes fast. Kankakee Community College. The president there is an NIU alum. Seems to be a lot of NIU alums in the community college system doing great work. And reverse articulation again is where a student can leave a community college prior to their associate's degree and then transfer the credits back after they get here, take NIU credits back to the community college and get the associate's degree. So that makes sense in a lot of areas where maybe in that fourth semester at the community college the classes aren't offered that they need. And instead of wasting a semester to get the associate's, come here and transfer them back to get their associate's. And then you've got that. And if you're a working person and that associate's degree may help you get a job while you're working your way through school. I think that's a really positive thing.

We've had a lot of meetings with community colleges locally, with Harper, Elgin, COD. All of them have revealed opportunities for better articulation, better communications, better recruiting. So we're working hard on all that. That's just to say we're working hard on the parts of the budget we can control. And also on our mission, getting students here and helping them succeed at their mission. It all fits together nicely.

Any questions on the budget? From the state, that we have less control over? And the stuff we're doing locally? Dillon?

D. Domke: Just a question, more so a suggestion. Just mentioning those Saturday open houses, potentially next year having Admissions work with Athletics to couple an open house possibly on the day of a Saturday football game so that they can come and see one of the most, one of the best college football teams in the state, in this area.

D. Baker: Maybe we should do a shout out to the Huskies after a victory last night. Huh? Congratulations Huskies. I was thinking about that. At the, at the end of the game, a winning game, the team goes in the locker room and has a chant about: Who are we? We are huskies. What do we do? We execute. How do we do it? The hard way. That seems to be kind of like what we do for the whole institution now, you know? We're executing it and we're doing it the hard way. We don't have a silver spoon kind of funding model in this state. We've got to do it the hard way but we're doing it and executing it. We're going to get through this year because of the hard work all of you have done and the hard work the staff has done on the fiscal side of the house to allow us to do that. Sometimes I feel like having that chant in the cabinet meeting or one of these meetings. We execute and we're going to do it the hard way. Thank you for all your hard work in these challenging times. I know there's concern about where we are and what we're doing. I think given where we are, given the situation we have been handed, we're in a pretty good place. We're going to get through this, fulfill our mission. We're going to do our scholarly, creative activity; get our students on to careers and lives so they can maybe run for office. I'm going to donate to Dillon and Nate's campaigns

when they go run. Can I say that now? Did I violate something? I don't know. Shall we go on to other business? I don't think there's a consent agenda. Skip over that one. Greg, could you walk us through the disposition of University Council resolution?

- A. Our Open Access Policy – Impact and Opportunities
Jaime Schumacher, Director of Scholarly Communications, University Libraries
- B. [Ombudsperson Annual Report](#) per Bylaws, Article 20.1 – Sarah Klaper – Pages 3-14
[Presentation](#)

D. Baker: My bad. And I talked to Sarah right before this. Sarah, could you tell us about the Ombudsman Report?

S. Klaper: I'm the university ombudsperson. And I'm here to talk to you about my annual report and give you a little synopsis of our office. If you walk into the reception area of my office, this sign, its ginormous, is over the reception area. That's why that's there. So the Office of the Ombudsperson is an office of conflict prevention and conflict resolution. We do not force change or force resolution on anybody, but we're there to serve as a resource if we can help prevent something from happening or help after the fact to resolve a situation. We work with everybody on campus, faculty, staff, administrators, community members, pretty much anybody who touches the campus, we work with them. I have -- there are four people in my office: me, an office administrator, and two graduate assistants. The graduate assistants primarily work with undergrads. And Karola Smith is our office administrator. And she helps anybody who walks in the door or anybody who calls with a relatively simple question. Not that she's simple, but that the questions she handles quickly on the phone or in person. Or if it's something more complex, she will set it for an appointment for me or one of our graduate assistants.

There are four qualities to my office. I'm a confidential resource on campus, so I do not disclose who comes to see me or what we talk about. That includes Title IX, sexual misconduct, assault of any kind – stays confidential in my office. The only exceptions to the rule of confidentiality are -- they're very small. One is that I'm a mandatory reporter for child abuse like everybody else on campus, under the State of Illinois. And then the second thing is if there's an imminent physical threat or risk of an imminent physical threat I need to take action on one of those two things. But everything else is confidential in my office.

I'm also neutral. I'm Switzerland. I am not allowed to take anybody's side. I'm not allowed to take sides. I listen to the problem and the concerns, help kind of unpack it a little bit and lay out options. Everything from your very least formal, least active options to informal options, to very formal options. Both available on campus and off campus to resolve the situation. And if there's a process, I can help people through the process. But I can't take their side, I can't be their lawyer, their advocate in the process. I can't be their voice. But I feel like my job is to help empower people to use their own voice to resolve situations. So that's what I try to do. Sometimes I get the question of she's not really neutral. She really has an opinion. Yeah, because I'm human. But in my job I am not allowed to advocate for an individual. So I'm not going to call you up and if you're -- you're a department chair, say: You know what department chair, you really have got to change how you're treating this particular student and do it differently and change the grade or whatever. I'm never going to do that. What I will do is advocate for fair and equitably administered processes. If I'm

calling you, it's probably because I'm looking for information about a process or a procedure, or because I have a concern that a process or a procedure has a hole in it, it has something that's inherently unfair in it, or that it might not, from what's being reported to me, being applied fairly. So can we work on that? And I'm not coming to you like a principal. Instead I'm coming to collaborate with you and work with you on how to make the situation better. I'm also informal.

If you go to Human Resources or the ethics officer, those are places to file formal complaints on campus. My office is where you are learning about your options.

And I'm confidential. So I'm not passing information on to the university. I'm not a place to file a formal complaint but I will get you to where you need to go if that's what you choose to do with your information.

I'm also independent. I'm independent from the normal administrative structure of the university. So I report to the president, I get evaluated by you all and representatives, everybody on campus through shared governance and University Council. So I don't belong to the regular administrative structure, it's Karola and me hanging out down on the 6th floor. That's us.

All right. So I want to explain the caseload that we've had for the past year. Complex cases. We consider those the ones that have to see me or see the grad assistants for an appointment. 615. And simple referrals are the ones that Karola answers at the front desk. And policy cases where I have been asked to come in or I have approached someone, a decision maker, about a policy concern or I've been asked to participate in drafting or creating a policy on campus. I don't have a vote on anything. But I'll help if you want some verbiage, some editing, whatever. I'm happy to help with that. I just can't be a decision-maker in that process. Our total number of cases is up by 11 from last year, which is good because I'm frankly not completely sure how we would handle a whole lot more than that. Also, because our caseload seems to be more complex now than when I first started, where we have people coming back for the same issue because I've given advice and they've decided to go with the least formal route. And then that hasn't worked or they have decided they're not going to do anything. Status quo. I'm just going to ride it out. And then they come back because that's really not working either. So getting multiple meetings on the same or very similar issues to help step by step through the process. So we've gotten a lot more in the way of complex cases than we have in the past. October 2014, 2013 I started keeping track of how many repeat visitors we had on the same issue.

So the types of visitors we have seen. Students: 345 last year, which is down from 388 in the previous year. I'm not completely sure what to attribute that to except we have a smaller student population. And we have decided now to increase and are working very hard at increasing our outreach to students. Faculty and staff tend to see me at a lot of meetings but students don't. So my graduate assistants are attending the senate meetings, Student Senate meetings and are doing a lot more outreach to try to reach the student population.

Faculty numbers are up to 98 which is about 30 more faculty than I saw in the previous year. And the same thing with SPS. Operating Staff is down by six. I don't know completely what to attribute that to either, except that a lot of my cases in previous years have come from the area of facilities. And it's really people looking for leadership and direction. And we haven't had a lot of leadership and direction in that area in the past. In this past year, though, we have gotten some leadership and

Direction, and I think it's really helped in the area of facilities. So there hasn't been the need to come to me or to take things in a more formal route because there has been some strong leadership in that area.

All right. So I also note trends and make my own comments. Every year I use the same exact quote because it doesn't ever seem to grow old. It always seems to be applicable. The main issue that affects morale and pretty much everything else on campus seems to be that we don't know. We've got so many unanswered questions that are really bothering everyone. Money and all kinds of ways, you know, our state budget, compensation issues, who's getting what as far as departmental budgets, and division budgets. That's all really causing a lot of concern. But then also that unknown of what's going to happen next and what we're going to face even by the end of this academic year.

Of course the prioritization process is causing people a little bit of stress. And so from the program authors to the people on the committees, to people who just are not completely understanding what the process is. The folks who are working on prioritization, the coordinating committees, have been working very hard to be responsive whenever they have heard a concern, to communicate on that issue. So you know, we brought up some concerns here in Faculty Senate and other places about data and there was communication out about data. And what the reality was and how to fix it if you've got problems with your data set that is in your populated area if you're an author. So that's good. We just need that continued communication on those issues.

You know, job vacancies in different areas, because we've got more people -- we haven't reorganized in many areas yet. We've got more areas where there are fewer people doing the same or more work. Again, state issues like health insurance and is our health insurance going to be cut, are we going to be put on the bronze plan, what exactly is going to happen with that. It's all very stress-inducing. Because again we don't know. And that rope, because everybody is just a little frayed. Have you noticed this? Everybody is a little frayed. So things that used to be issues that would roll off individuals' backs and you would just go, oh, that's annoying, or a little blip in my life -- are now big because everybody's a little afraid, including, I noted in my report, faculty. And, you know, 30 more faculty coming to see me than last year, the number of faculty plus the level of despair or stress or frayedness -- that's not a word, but of faculty who are appearing in my office has been a little alarming to me. People just feeling so stretched that -- and they don't know where to go or what to do about the situation. Feeling helpless. The number of people feeling helpless and feeling at that breaking point, has been more in the past six -- five, six months than in the past three years I've been here. So that is concerning.

And those symptoms of despair are contagious. I don't know on social media there's been some article, some study that was out about people who complain and are negative all the time beget more complaining and negative feelings. And it's completely true in my experience anyway, that if you've got one or two people in your department who might be a little crabby by nature anyway, but who really now have a lot of reason to be crabby, and then they're being a little crabby and it -- it spreads through the department. Problem is it spreads through the department. It's affecting everybody, on the academic and nonacademic side. But it's also affecting students because I'm hearing from more and more students who are saying, well I know that these faculty members hate each other and that they are always fighting and they are doing this and that. Faculty might think that students aren't aware of these situations but they completely are. And it's affecting whether they want to stay and continue in this department. And it's a problem. That's a problem. And I'm not

saying to be Pollyanna about stuff, I'm a very practical person. At the same time, knowing the appropriate time and place to voice concerns is always helpful, I find.

Student concerns have focused in this past year on fairness issues, being treated fairly by faculty or staff with grades, with job situations, accommodations, with disability accommodations, things like that. Also I noted in my report that we've had more and more homeless students who have come to our office. And these are students who maybe in August show up on campus and don't have anywhere to go. And school isn't started yet and they can't get into the residence halls yet, or into their lease; or their family situation changed and so they thought they had family support and now they don't. And so they show up and are living in places they shouldn't be living like a parking garage or something like that. And that's not helpful. So between Rebecca Babel from Financial Aid, folks in Student Affairs, my office, we all came together to look at how we can help these students. And the main thing is Student Affairs came up with a process that if you have a student who is facing homelessness, get them to Mike, now it's Mike Stang in the vice president's office, because he will work with the students about getting them into temporary safe housing or addressing whatever the main need is. Maybe it's food, maybe it is housing, maybe it's transportation, but he's going to work with them to get them what they need, either through the university resources or through community resources. So that's been great to see that that situation's been addressed. Even if it's just six students who are coming in in August, six is a lot of students when previously there had been none or one.

And then the last thing, the graduation caps. Students are facing, because of vacancies in different departments, are facing challenges with graduation. Faculty and staff vacancies are affecting people's graduation. As I'm sure many of you all know, if you're graduate faculty, you probably have more people that you're sitting on committees than you used to be. Or you have students who, because you have so many retirements or resignations in your department, you're having to search for off-campus adjuncts or retirees or somebody to fill committee slots. It's a challenge. And there are other things like paperwork issues, whatever, that have been a challenge. Now, to every department's credit I've worked with, or have helped a student work with, I've not heard of a single department who said: ah, too bad, you're not graduating, we don't care. Every single time, somebody has stepped up and fixed the problem when they've been alerted to it, that I'm aware of. But it's just another added stress that's an added stress.

Same and very similar issues to what I've already addressed, faculty and staff concerns, fairness issues, in processes, sabbatical, tenure processes, discipline processes, money, of course. And then prioritization, of course, is providing a stress where people have expressed concern that the decisions have already been made. And me and other people saying: Well, we're going to do a lot of effort in this other area, if the decisions have already been made, why are we doing all this other stuff? No, that's not in fact what's happened, as I have been advised. The increased communication has really helped. Also making sure that we have advanced notice of policy changes is something that has been an issue in the past in which faculty and staff have, and students have, tried to work through a policy doing a procedure they've done the same way for years, and then are told after the fact, oh, no, we changed that. And for a little bit of frustration when that happens and then a process is put back several months later because of that situation. Or changes in like parking or whatever have happened and notice has been put out after the fact. And so that provides for some

frustration. If we can work on increasing communication but also increasing notice. Putting people on notice, if you're making a change in policy, can you put it off 'til January so you can put people on notice now that this is going to happen in January?

This is a picture that's on my desk. And my sister thought it was funny and thought it looked like me. You can see the bomb going off in the background and one last cup of coffee, that's all I need. I'm going to encourage everybody to breathe a little. There is a lot going on. We do have a lot going on. On the other hand, we also have a lot of positive things going on on this campus where people are truly working their butts off to make things better. And that whole research about negativity, you know, I feel like everybody needs a chance to wallow. Something goes wrong in your life. You need a chance to wallow. If you're going to be productive about it, then you do something. And if you don't know how to do something, then you seek assistance to get something done. So breathe, have your cup of coffee or tea or whatever beverage of your choice. And breathe through it a little bit, take a minute because it's not going to explode. Most of what we all do is not life-threatening. Most of the people in here I think are not in public safety. So breathe, have your beverage, and then make a plan of how to work and move forward. And if you can't do it on your own, then, of course, you have resources like my office to help you strategize in the future.

What people are saying about people who have used our office. It's been very kind and we have overwhelmingly received positive reviews from individuals who have worked with our office. That's been nice. That's it. Does anybody have any questions? Yes?

K. Thu: Thank you for the report. I think that was a needed report. It's part of the general therapeutic process for all of us. One of my observations is that this is a climate in which the rumor mill gets going. And I've had to deal with rumors about program prioritization, about people being let go, about units being consolidated that I know are not true and they're being circulated by people who I respect. One of the things you can do is to think twice about repeating a story that you don't know whether it's founded or not, or anchored. And I'm afraid that some of it can be very hurtful. For example, going up to a staff person saying: Are you going to keep your job? Think about how that makes that person feel. So just reaching out, you know, from one office to the next, from one person to the next the way you would in your own family I think could help a lot. And then just be very careful of the rumor mill.

S. Klaper: And then saying that stuff in front of the students, because students obviously have ears and pick up on that and then become uncertain themselves.

R. Scherer: I think sort of the most operative word that touches on all of this is trust. There's been a general, you know, you talked about just the general state of morale. And so much of that, whether it's between students and faculty, or faculty and administration, or staff, or you know, any division, trust is such a key component of this. And it's a hard thing to build if someone has a perception that they can't that they don't have fair and honest partners.

S. Klaper: Absolutely. My number one response to people is when they come in and they're complaining about a particular person or repeating a rumor, I heard that I'm going to get moved to a completely different area, and whatever. Did you ask? You know, go back to that person who you had the issue with and talk with them. Have you asked them whether this is true, and then think

about the things that you can do to build trust in that relationship. And what you need from them. And then ask for that. Ask for that, whatever those things are. Thank you.

D. Baker: Thank you, Sara. Really important work. Appreciate all of your great efforts on the part of the university. As you were talking, it reminded me of one other issue that I forgot to mention when I was talking about the budget. And I didn't say anything about capital projects. And I know, for example, Stevens Hall, I see Paul Bauer here, and he's worried about the theater and Kendall, others are interested in anthropology and what not. So Stevens Hall got stopped July 1 when there was no budget by order of the governor. Now winter is coming and that building that's well along is not ready for winter. And so our facilities folks worked with the capital folks at the state level to say: What do we need to do to winterize that building? We're going to do some winterizing, which is basically build a roof and wall about that so it doesn't do damage and we lose what we've already built.

A. Phillips: Actually, the issue with funding is, this is one of those cases where the state actually does have the money. They raised, they sold bonds, for the construction projects that were, I think 107 projects around the state, worth over half a billion dollars that they pulled the plug on. Technically, if the project is funded through state money, the project actually belongs to the Capital Development Board and they're the ones responsible for it. And so when we got to this year, they did not appropriate the money. All they had to do was pass an appropriation that says you can spend the money because it's there. They did not do that. It's caught up in the budget issues. So we were looking at potential, I think it's a \$23 million project, we were looking at a potential damage that could if it's a really bad winter could even be as much as a million dollars in damage because all the concrete work has been done, it's all open, it hasn't been enclosed.

So John Heckmann, who's our new AV and facilities got with the Capital Development Board and said this is ridiculous, we need to go ahead and do at least enough work on this so that we can enclose the facility so it doesn't suffer damage through the winter. The last couple of weeks, we have developed an intergovernmental agreement with the Capital Development Board. We are going to put forward probably about \$300,000 to continue work on the project. So over the next few days you will probably see people working on Stevens. This is not state funds, this is our funds, but we worked in agreement with the Capital Development Board that this saves the state money by us doing what we need to do, moves the project forward in the direction it needs to go. It's just enough to get us through the winter. Hopefully they'll come to an agreement and we'll receive the rest of the money. And our hope is, and the agreement basically says, that the Capital Development Board will reimburse us. So, through a lot of work and arm twisting by John, we got them to agree to this. And so over the next few days you will see the construction will start back up at least for a period of time until we get the facility closed to protect it. And that will move it that much further along in hopes that we do get a budget in place that allows us to finish this on time so that it will be ready for school next fall. So we are looking to the future. We are planning on getting through our budget issues and situations. And we're planning for the future. So when you see work going on, that's a good thing. And that was the initiative of John to try to move that project along.

D. Baker: Thanks, Al. Any questions about that? I think that was a good solution. You just hate to stare at that building and the good work that's been done on it and think the winter is going to do ravage to it. So let's do the right thing. And I appreciate John working with the state for a solution on that.

V. CONSENT AGENDA

VI. UNFINISHED BUSINESS

A. Disposition of University Council resolution:

“Resolved, that the University Council supports the Student Association’s efforts in procuring MAP funding and support for a state budget for higher education through its demonstrations and meetings with Governor Rauner.”

D. Baker: Okay. Now, Greg, would you be willing to work with us on the disposition of the University Council resolution?

G. Long: Certainly. Good afternoon. Last meeting we passed a resolution in University Council, it’s in your packet there that says, “Resolved that the University Council supports the Student Association's efforts in procuring MAP funding and support for a state budget for higher education through its demonstrations and meetings with Governor Rauner.” When we did that, I was then left with the, so what do we do with this next? Talked to Ferald, talked to Dillon, and the idea with this would be to send it forward to the governor and selected legislators. We've also looked at doing this with the idea of combining, the resolution from the Faculty Senate that we passed last week as well as the resolution from the Student Association, so all three letters would go forward as a packet and they're basically all set to go. So wanted to let you know on that. The question I would raise is, is there anyone else, any other body other than the governor and legislators that these resolutions might be shared with? It's not a bylaw change. We don't have to worry about 40 people. None of those things, but from a discussion point, would you like to see these go elsewhere?

K. Thu: Is there any way to get this resolution to parents of NIU students?

G. Long: Parents of NIU students?

K. Thu: Yes. Parents of the students who are going to be paying bills in the long run, coming from them. This kind of a resolution coming from them would be extra effective I would think. Not sure how that would work.

G. Long: Sharing it with them would be helpful too just from the standpoint of we care enough that these are the things that we're putting forward?

K. Thu: Right. It also shows that we demonstrate that we're supporting our students and their actions as well.

G. Long: Correct. Okay. We can definitely look into that. Any other suggestions? If you think of any, do let us know. We've got these available. We will be forwarding them and certainly would encourage anyone here on their own to share their thoughts on the budget impasse with their legislators and go forward on that one. Okay?

VII. NEW BUSINESS

- A. Proposed revisions to NIU Bylaws, [Article 15.8.1](#), University Assessment Panel – Pages 15-17

FIRST READING

D. Baker: Greg, you want to help us with the next two new business items?

G. Long: Sure. So on new business you will see that we're bringing back the University Assessment Panel. That was brought up last meeting. It was not passed. There were some questions that were raised on it. So bringing it back with some clarification on the rationale. Would like to have a motion to accept this to start.

D. Haliczzer: I'll move.

G. Long: Second?

D. Ballentine: Second.

G. Long: Discussion on this? I can give you a little bit of background on it. Maybe helpful. During last meeting there seemed to be concerns with regard to some of the language that was used in the proposed change, specifically that there was a concern that we might have one less faculty member, was it going to be a faculty member or staff member. I went back to Chris Parker to get some clarification on this, and that's reflected in your -- on Page 16 -- reflected in the change here so that we have the associate vice provost ex officio who's nonvoting, they're coming on and there will be one faculty or staff member, not two. But as is described in the rationale, Page 15, on number 2, they're saying, because the associate vice provost is a direct report of the vice provost, the vice provost will still be represented by two individuals from the academic support programs. And this is the important part: It's also noted that, although the vice provost has the flexibility to nominate a faculty or staff member to represent the support units, in practice these nominees are generally staff members with experience in assessment matters related to the support units. Had I been able to share is that last meeting we might have had a little less confusion on the issue. But that is the suggested change and rationale. So it is being brought forth. This is a first reading. So Chris Parker in his role with the University Assessment Panel will be here at the second meeting when we meet again. Right now is there any discussion on this particular item? Yes?

K. Thu: So where it says one faculty member from academic support units, plural, how many total faculty would that be, then?

G. Long: If you look at the composition of the -- you've got the associate vice provost for academic planning and development, two faculty members from each of the university's two academic councils, that's six, seven, law, eight -- from support units. Nine. So looks to me at least nine faculty members with some administrators who are nonvoting. Anyone else? Okay. I would just mention this is a first reading. If you have a question, this is a good time to bring out. One of the things I'm finding in my new role is we tend to have more discussion on second readings than first. That presents a little challenge because at second reading, hopefully, that's when we take the vote. During our first reading, if you have concerns, please be sure to bring them up. We want to be

responsive, but if it's not shared until the second reading, it makes it more difficult to be responsive and get things done. All right?

- B. Proposed revisions to NIU Constitution, [Article 2.2.3](#), Membership on the University Council – Page 18

FIRST READING

G. Long: The next item under new business is the proposed revision to NIU's Constitution, Membership on the University Council. May I have a motion to approve? Promod? Second? Janet Hathaway? Okay, discussion on this? I can give you a little background. Unlike the first thing we talked about, this is a constitutional amendment. And basically it's just a clarification of when we get data to do the reapportionment of seats. The University Council and Faculty Senate are both determined based on membership, from a faculty standpoint, based on size of your college. The bigger the college, the more seats you have. Reapportionment is done every I think it's three years. And what we have in our constitution is that the data that will be used to determine reapportionment are to be drawn in January. That's problematic logistically because the election process starts for us, you know, mid fall, early November, if you would. Plus, if we look at data from January, we're necessarily going to go back to last year's data. So from a reapportionment standpoint, that doesn't leave us with the most current data available. So this is an amendment that really is just very slight, this revision is very slight in saying instead January, we'll get our data in September. So that allows us to have the most current data to work with. That's the sole point of this is just to use current data. Any further discussion on this? Questions? Okay. Very good. I'll turn it back to President Baker.

VIII. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

- A. FAC to IBHE – Sonya Armstrong; Paul Stoddard, alternate – [report](#) – Page 19
- B. University Advisory Committee to the Board of Trustees
Greg Long, Dan Gebo, Rebecca Shortridge, Leanne VandeCreek
Deborah Haliczzer, Holly Nicholson – no report
- C. Academic Policy Committee – no report
- D. Resources, Space and Budget Committee – Mark Riley, Chair – no report
- E. Rules, Governance and Elections Committee – no report
- F. University Affairs Committee – Linda Saborio, Chair – no report
- G. Student Association – Nathan Lupstein, President – report

D. Baker: Thanks, Greg. Now we have reports from councils, boards and standing committees. And the first one I believe is G from the Student Association. Nate?

N. Lupstein: Hi everyone how is everyone doing? Awesome. Last time I spoke before you all we talked about how the Student Association was looking for ways to incorporate more environmental

awareness in our administration. The administration namely this year has dedicated itself to progression and assuring that we are as progressive a Student Association that we can be. Very happy to report back to the University Council that in the time that we last spoke about this directive position it has been approved and passed through our senate. So we have implemented a new director position into our executive cabinet, the director of environmental affairs. We're very excited about that, and we're very thrilled to be filling that position in the next few weeks, and have them start their work for the upcoming semester, who will hopefully be working with a lot of people in this room trying to assure that we have the most sustainable campus possible and our student body is actively working towards that initiative as well.

D. Baker: Any questions for Nate? Dillon, did you want to follow up as well?

D. Domke: Yes, I wanted to talk about a few things that the senate side has going on as well. Going off of President Lupstein's green initiative, as I mentioned a few meetings ago as well as last year, we have an initiative going on right now in regards to green printing. We're working right now on a few things like workshops for faculty, staff and students to potentially educate people on alternative uses for technology so that potentially we can cut down on the use of paper notes, paper papers, I was trying to find a better word than that, being handed in. We have a lot of different options we can use for online venues to do so. But you know, we want to make sure that it's... feasible for all parties. So we're looking to have some workshops next semester for that. You guys and everyone else at the university, faculty, staff and students all included, will start to see some petitions going around. So I want to turn it over to one of our members on the Green Initiative Committee, Stuart, to talk about that.

S. Nissenbaum: I'm Stuart Nissenbaum; I'm an environmental studies major so we obviously work a lot with this. One of the things we're trying to do is we have a pledge or we're trying to get faculty. We think this is probably the number one spot where the printing can be reduced in talking to the faculty for the students. I do have a full pledge. I can forward that to whoever would like to see it. And ultimately that we're trying to do is reduce the burden on the students for the costs as well as environmental impact. Those are our two main goals. And that comes from submitting things online to grading online and other ideas. Questions at all about that?

G. Long: And I would just say certainly that you can forward anything that you want to me and we will in the Faculty Senate/University Council Office get it out. Anything you want to share we'll be happy to do so.

D. Domke: I do believe that group meets again tomorrow to discuss some of these issues further. Next moving on to the --

D. Baker: Can I ask a question? Faculty, do you have concerns about students submitting their papers electronically? The written work electronically? I just -- I wanted to get a sense of is this a big deal?

B. Jaffee: I don't have concerns about people submitting things electronically and I grade electronically and all that. But I do often, in lieu of a textbook, I upload things onto Blackboard for students. I have study guides. I have materials I want them to read. And then I expect them to come to class with that material printed out. And when I hear from students that they have no budget to

print these out, I'm very sympathetic to that, but I really don't know how to resolve that particular issue.

D. Baker: Could you say a little bit about why you want them printed out for your work?

B. Jaffee: If we're doing a close reading of the text, I want them to have the text and their finger on the spot. That's one example. And another is, we use visual material in my field. And it is something that enhances their note taking in lecture, for example. If they can have thumbnail images. If I had them buy a very expensive textbook, they would have that and I wouldn't worry about it. But I'm not making them buy the textbook, so...if they're just taking notes without any way -- I was an art student, so I made little sketches. Which is -- when I took notes. But I can't be sure all my students are doing that.

D. Baker: Can you write on the pictures electronically?

B. Jaffee: Can anyone answer that?

D. Baker: I bet our IT director can.

B. Coryell: The answer is yes. In general, the answer is yes, electronic annotation or annotation, handwritten or otherwise, on preexisting materials from PowerPoints to PDFs to Word documents, other types of things, that's all possible. The facility with which people are able to do that compared with handwriting varies of course. The ability to do that especially inside PDF documents can sometimes vary depending on whether you have the right software or not. And then sometimes you would wish to have maybe an iPad or some sort of tablet device with a stylus, some types of phones come with a stylus as well, and not everybody has those either. I wouldn't be here to say that everybody needs to go all electronic. I would be here to say if you haven't looked at it recently, I think that this green committee is going to, you know, have a way of showing staff who are interested, pardon me, not staff, showing faculty who are interested in taking another look at it and seeing whether it's feasible these days with current tools and technology to reduce their use of paper or the requirement that students use paper, I think you'll see what the current state of the art is. And as faculty you're empowered to make your own decisions about whether you want to do that or not.

B. Jaffee: They don't all have a device, right?

B. Coryell: Exactly. That's why it may not be possible for everyone.

B. Jaffee: And we don't all have a connection if they're trying to get something from Blackboard in class.

B. Coryell: I think most of the academic spaces do have wireless connectivity. If that's not the case I would be interested in talking to individual professors or departments who feel they don't have good connectivity. We can certainly install that wherever it's required.

G. Long: Do you have a sense, Barbara mentioned this, but do you have a sense of what percentage of our students do have access to laptops and mobile computing? The green initiative is really good but if you don't have access it's more problematic.

B. Coryell: We don't have a complete survey of all university students that we do every year as part of a comprehensive student survey. But we do know from the residence hall surveys that the vast majority do have access to mobile technologies, smart phones and/or iPads or laptops. I just don't have those numbers at my command, but I can certainly forward them to you.

G. Long: Vast majority is enough. I was just curious.

B. Coryell: Yes.

R. Moremen: One of the points that I think should be mentioned is that some of us don't want our students to be connected to electronic devices in class and, in fact, make an announcement at the beginning of the class period: Please turn off and stow away safely all electronic devices so they are not, in fact, surfing the Web when they need to be paying attention to what's going on in the classroom. So it is a double edged sword. That's the point I want to make.

B. Coryell: No doubt. And the problem with distracted students in class goes back to newspapers or even further. So you know, this is just the latest iteration of the same battle. I'm not here to tell anyone how to teach inside their classroom. I would say that there are reasons why students can benefit from electronic note taking, including the ability to search quickly and accurately through electronic search capabilities, something you can't do with handwritten material.

D. Baker: Good luck with this committee. Seriously, if we can figure out ways to get us to the learning outcomes that the faculty want by better use of technology and save resources, then let's figure it out. Reed? Speaking global warming.

R. Scherer: Sure. Just address to the student environmental green initiatives, I'm thrilled to see this moving forward. Do you feel that you have adequate staff and faculty and administrative partners in this? Do you think that since what you are, your goals are, in support of all aspects of this campus, both budget-wise as well as, you know, for the social reasons, it's a good thing to do. But my question to you is whether you feel that you have adequate partnership with university stakeholders.

D. Domke: Sure. I think we do. We've got members from the various councils on this committee. And we have new ones joining us this week as well. So I think we do have representation from every spot in university. But nonetheless, we're open to adding more people as well. So if anyone, or yourself, is interested, in joining us, you know, even if you're potentially a dissenter of what we're doing, sometimes we need the -- what is it, the -- the opposite opinion. Yes, someone on the contrary just to keep us on our toes and thinking about the other aspects of something that we might not catch because we're all wanting this initiative. So I think potentially that might be something that we're lacking is just a devil's advocate is the word I was looking for. But right now I do think we do have an adequate amount, but I feel like a few more could serve us well.

R. Scherer: Operationally, you need partnerships on the academic side, which is the realm that you mostly live in. But what is -- what is -- even more important is on the facilities side. In order to do any of these initiatives, it requires various stakeholders on campus. I want to ensure that you feel like you're being adequately served.

S. Nissenbaum: When I first started with the committee with Dillon and Brett, it was originally just us three as part of the concerns. And then each time we met, we acquired new people joining us. So it's definitely a rising interest. We're definitely getting more stakeholders as we go.

R. Scherer: There was a proposal -- and I was -- this is not the time at the university to be doing much new hires, but there's been a new proposal out there for a facilities sustainability officer. And that's -- that's been discussed without particular actions for the last number of years. It was one of -- going back to something before any of the students' time of the Vision 20/20 initiative. That was one of the proposals there. Something that I -- bring up.

D. Baker: Nathan?

N. Lupstein: That was something that we as administration targeted as an essential facet of success. Our position is we need to create this position to develop these relationships within the university community, not just within the Student Association, but with facility directors, with faculty and staff and different administrators so that now we have someone, a fixture, within our administration whose sole job is to focus on these issues, build these relationships, build up these partnerships and look for different avenues of collaboration. So we are being represented on every front that we have the best resources available. So I think now with the implementation of this position, we're going to be able to better target and utilize those resources and keep them in communication much more than we have in the past.

R. Scherer: Thank you.

D. Baker: Others? Thanks to the students for being a catalyst for this kind of change. Really look forward to your continued work on it. Anything else, Dillon?

D. Domke: Yes, of course, as I mentioned earlier, just wanted to do a follow-up to the budget rally. Thanks again. Can't thank everyone enough for coming out, showing up. But some of the things that we have moving forward as I mentioned on Thursday, you know, that was not the end, it was just the beginning of a fight to Springfield. Student leaders across the state have reached out to me in support of the rally, ones that haven't -- were not able to make it. Yesterday this week I created a Facebook page and have started inviting various student leaders from across the state. Even in this day and age, email, when it comes to students, isn't necessarily the best form of communication. So we've already got about 25 to 30 members in that group from about I think 21 or 20 other universities that we're going to be collaborating with on different initiatives so that the students across the state are unified, not just the students at Northern Illinois. So I think that will be a very good channel to communicate with other students from other universities. In our department, my office, we continually bug Governor Rauner and Speaker Madigan and President Cullerton for meetings. I promised at the rally we were not going to stop until we had a sit-down meeting with those representatives. Those are the key players in this budget impasse, and they need to hear the concerns of the students and the university. And, you know, the more we bug them, you know, they can't do anything to stop us so we're going to keep doing that. Actually, they can. They can meet with us, that will stop us. Other than that, though, there isn't much they can do. So, hopefully, their aides and assistants and schedulers like us and like our personalities because we will be in contact with them a bunch.

This week upcoming I will be representing with representative Grant Wehrli from Naperville. He's in the 41st district. He is in support of everything that we're doing in higher education and was not able to make it to the rally, but nonetheless he wanted to make sure that he showed his support, and has agreed to meet with us student leaders next week.

As far as a more hard-lined approach, maybe not hard-lined, but we're going to be doing a letter-writing campaign with students across the state. This effort is being organized by the University of Illinois student government president Mitch Dicky. And unlike some of the things discussed about past letter-writing initiatives, we're going to make this one personal. A lot of times you see kind of a chain letter or a form letter that goes out, and it's one thing that people just sign. We're going to be going out, we're going to be getting our students holding events, working with student organizations, to get people to write individual letters, personalized letters, maybe sharing a small story about how they're affected or other things that I think when you add a personal touch to things, it becomes a whole lot more powerful than if it is the same message over and over and over again. Again, we're utilizing that Facebook page to get student governments across the state to make sure that they're taking part in this initiative so that we can flood our elected representatives with various documents saying that they need to fund higher education and all aspects of it. So I am urging all of you, if you'd like to participate in that as well as supporters of the students, feel free to write personal letters. As long as we know the general area that you live, we'll take care of mailing them to your representative so that it's out of your hands. All you've got to do is write the letter for us. You can give it to us at these meetings, stop by the Student Association office and drop them off there. Or you might be able to find us on campus. We're looking to set up booths in multiple locations around campus next week as well. So that's another initiative that we're going to focus on moving forward.

We're going to reach out to -- I know Kendall Thu mentioned sending the resolution to parents. I love that idea. One of the things that was brought up is we need to make sure that parents are being active in this process as well. As you did mention, many parents, they are the ones that are paying for college, and I'm sure they don't want to see their students' tuition bill increase because of lack of funding for certain things. And I'm sure they want them to graduate on time so they can move out and when they get older have a good job and be taken care of. But, and a lot of times, you know, they'll listen, and the state legislators will listen to them as well, because, unfortunately, our generation is less likely to vote whereas they may. So we are going to be reaching out to parents and urging parents everywhere of college students to reach out to their local representatives as well. Another reason for that is because it spans a broader area. My parents live in Cook County, and Monee, a small little town but I'm registered to vote up here in DeKalb. My representatives are not necessarily the same representatives that they have. So if they write to their representatives and I write to mine, now we're covering more bases. Those are just a few of the things that we're going to be doing from here on out until a state budget is passed. Again, I appreciate all the support that we've gotten so far. And all of the initiatives that we've undertaken. And I urge all of you to continue to support us in all of the things that we decide to do, and be an active part of it. You know, support is one thing. But another thing is to step out and actually write those letters or talk to parents and students is a whole 'nother ballgame and takes a little extra step, not much, but just a little above and beyond that can be much appreciated because the students aren't the only ones that are affected by this budget impasse. What's that?

D. Haliczzer: The --

D. Domke: I've got cough drops, I'm well prepared.

D. Baker: Kendall had another comment.

K. Thu: If we have students interested in becoming a part of the letter-writing campaign, what's the best way to connect with you guys?

D. Domke: Have them reach out and contact me at my email, you can find it on the Student Association's website, ddomke@niu.edu. We're firming up the plans for that this week. I can reach out to you once we kind of have those plans finalized for this initiative.

D. Baker: All right. Congratulations on your work to date. Keep going. We're with you. Is there anybody else? No? Okay.

H. Operating Staff Council – Holly Nicholson, President – report

D. Baker: All right. Holly, tough act to follow.

H. Nicholson: Sure is.

D. Baker: From operating staff council.

H. Nicholson: The Operating Staff Council Committee on Employee Morale has created an action plan and they brought those requests to President Baker and his cabinet. The first thing is the Faculty and Staff Virtual Suggestion Box. And basically the OSC believes it would be beneficial for employees to have an easy and accessible way to offer inputs thoughts and suggestions, so we created this forum at NIU.edu/faculty/_/VSV, SHTML. I'm suddenly realizing I should have used a go.EDU address. Contact me if you want the link. You can get it from the audience map on the home page. Basically it can be anonymous or not and you can request a response as well. And Brad Hoey from internal communications has agreed to help facilitate this. If you have any questions let me know. And we encourage your participation and pass on the existence of this form to your constituents.

D. Baker: Great idea you guys came up with. And I really enjoyed the Applaud-A-Colleague on the Web. So many good things going on around the university. Fun to see everybody get recognition for the things they are doing. That's the positive cycle we were talking about earlier.

I. Supportive Professional Staff Council – Deborah Haliczzer, President – report

D. Baker: Deb is here from Supported Professional Staff Council.

D. Haliczzer: We want to thank you, President Baker, for that Applaud-A-Colleague. A lot of us were pushing for this recognition as part of our general morale interventions around campus. And we really appreciate your leadership on that. So yay, Doug. We'll have to applaud you for that.

G. Long: Applaud a president?

D. Haliczzer: It's unheard of, but I applaud you. Thinking about the Presidential Award nominations for Supported Professional staff. As I look around the room, I'm grinning at a few of you who have successfully nominated colleagues and staff for that award. So I thank you for those past nominations. December 4 is the deadline. so the information has been advertised on NIU today and on the SPS Council website. If you can't find it, email me and I'll get it to you.

I also wanted to report on our leadership initiative. We've had our first two of four events where we've had over 100 faculty, staff, SPS, Operating Staff, and graduate students who have come to that. And we've had very positive evaluations. We have two more, one on the 18th of November and another the first week in December. They've been really very popular and appreciated.

I also want to acknowledge SPS Council support for solid and consistent management training. And HR training has been conducting a lot of management training sessions that have been well regarded.

Holly, wonderful work on that morale site. And I want to refer back to the benefits committee, which has been pushing all employee councils to really tell us what our plans are, what our concrete actions are to enhance morale. So praise for the benefits committee.

SPS council with Operating Staff Council are working on a proposed policy on university service. What the two councils have been encountering is push-back against employees, staff from operating staff and SPS, whose supervisors are resisting their participation in shared governance activities. And so what we -- and it's -- mostly because of workloads. People are really busy and it's really hard to get out of your office to go to a search committee or program prioritization meetings. And yet what we are saying is that, unlike faculty where this is part of your evaluation and an expectation of your service, all other employees really serve crucial roles throughout the university, and we need a statement that will encourage supervisors to give their employees space and permission to participate in all the aspects of shared governance. So you will be seeing and will be passing this policy and bringing it to University Council. And then doing some publicity on that. So kind of a fair warning.

I want to give a shout out to our students. Dillon and Nathan did a wonderful job on organizing that event. Holly and I worked with them and so did Mike Mann. Our students are the best spokespersons for that. I know the SPS Council newsletter will be going out with guidance on what should be done, what SPS can do. What we can suggest our students do. So you'll be seeing that in about a week or so. So thank you all.

D. Baker: Great. Any questions for Deb? All right.

IX. COMMENTS AND QUESTIONS FROM THE FLOOR

D. Baker: Next item, comments or questions from the floor. Do we have any today?

E. Mogren: I read this morning that the Board of Trustees is having some hesitation about stripping Dennis Hastert of his honorary degree at NIU. Other parts of the state have been much more decisive in that regard. And I'm wondering – I'm not willing to do it at the moment because it's late

in the day – but I'm wondering if the faculty ought to consider whether or not we need to make a statement about that. I think that it is important for us to make as forceful a comment about this as other units of the state have.

D. Baker: Thanks for that comment. I read the same article this morning. And, in fact, I don't think that the trustees have had hesitation about it. They haven't talked about it. I think a reporter asked one of our trustees about it and he wasn't, I don't think, fully up to speed on the situation and said, "I don't know." And we haven't really had internal conversations about it among the administration either. So we can certainly talk about that. And certainly a topic for conversation and figure out if there's something we need to do or not. Be back I guess the next time.

E. Mogren: We'll see what happens the next month. Perhaps then have a conversation. I would suggest if it continues to labor, that a more forceful approach might be required.

D. Baker: And having not looked at it, I don't even know what the regulations are for doing something like that. So I guess we just need to look at it and see what the issues are. Do we need another constitutional amendment or something?

G. Long: Hopefully not.

D. Baker: Okay.

G. Long: I think that's a bylaw.

D. Baker: Bylaw. Other comments or questions?

X. INFORMATION ITEMS

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

XI. ADJOURNMENT

D. Baker: All right. Shall we go? All right. All in favor of leaving?

Members: Aye.

D. Baker: Opposition? None.

Meeting adjourned at 4:30 p.m.