

10-3-2012

FS Minutes 2012-10-03

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FACULTY SENATE MINUTES
Wednesday, September 5, 2012, 3 p.m.
Holmes Student Center Sky Room

Disclaimer: These minutes should not be taken as a verbatim transcript but rather as a shortened summary that is intended to reflect the essence of statements made at the meeting. Many comments have been omitted and, in some cases, factual and grammatical errors corrected. The full verbatim transcript is available online at the University Council Web site under Faculty Senate / Agendas, Minutes & Transcripts.

VOTING MEMBERS PRESENT: Abdel-Motaleb, Allori, Arado, Bateni, Bisplinghoff, Briscoe, Butler (for Collins), Byrd-Calvo, Cappell, Carpenter, Chandler, Chen, Coles, Creamer, Cripe, Daniel, Deng, Frank, Gaillard, Gupta, Hamayotsu, Henning, Jones, Koren, Kowalski, Lenczewski, Lin, Lopez, Mackie, Martin, McHone-Chase, Naples, Novak, Onyuksel, Parker, Patro, Pitney, Rheineck, Ryan, Sagarin, Siegesmund, Sirotkin, Slotsve, Tonks, VandeCreek, Ward, Wilson, Zahay-Blatz

VOTING MEMBERS ABSENT: Azad, Collins, Downing, Fang, Farrell, Feurer, Fredericks, Goldblum (on sabbatical), Houze, Kapitan, Kolb, Kostic, Lee, Long, Middleton, Mirman, Mohabbat, Munroe, Nissen, Plonczynski, Poole, Rollman, Thu, Von Ende, Walker (on sabbatical)

OTHERS PRESENT: Armstrong, Bryan, Haliczzer, Klaper, Latham, Quick, Small, Streb, Tollerud

OTHERS ABSENT: Freedman, Peska, Waas

I. CALL TO ORDER

A. Rosenbaum: Called the meeting to order at 3:05 p.m.

A. Rosenbaum: welcomed returning and new senate members and reminded them to state their name into a microphone before speaking for purposes of the verbatim transcript which can always be found on the senate homepage.

It takes our friends from AV a few seconds to realize which microphone you are speaking into. If you just pause for a second or raise your hand, it just might make it easier to see which microphone you're at.

Another thing, you will all get the minutes every month. It's a good idea to read them and make sure that I don't misquote you.

II. ADOPTION OF AGENDA

A. Rosenbaum: I need a motion to adopt the agenda with four walk-in items. The four walk-in items are all under VII and they are VII. B, C, D and E and these are all committee reports.

R. Lopez: made the motion, **J. Novak:** was second.

The agenda was approved with the four walk-in items without dissent or abstention.

III. APPROVAL OF THE MINUTES OF THE APRIL 25, 2012 FS MEETING

A. Rosenbaum: The next item is the approval of the minutes of the April 25 Faculty Senate meeting which I'm sure you all remember as if it was yesterday. I need a motion to approve the minutes.

J. Kowalski: made the motion. **T. Arado:** was second.

The minutes were approved as written, without dissent or abstention.

IV. PRESIDENT'S ANNOUNCEMENTS

A. Kelly Wesener Michael, Acting Vice President for Student Affairs and Enrollment Management – [presentation](#)

A. Rosenbaum: Kelly Wesener Michael is the acting vice president for student affairs and enrollment management. She replaced Brian Hemphill who, many of you know, resigned in order to take the presidency of West Virginia State University and Kelly has taken over that position. She has asked for a few minutes of Faculty Senate time. She is going to talk to us about an initiative of which she would like faculty to be aware and hopefully to support.

K. Michael: Good afternoon. Thank you so much for giving me a little bit of time to talk about some of the initiatives that we are taking on in the Division of Student Affairs and Enrollment Management. Donna Schoenfeld, the director of health, is joining me today. We are going to quickly walk through some of the things that we are doing in our division. We are really trying to create a culture change on campus. We're trying to move our campus culture and specifically our students. We want to move them from students who respond to situations, to students that are actively working to prevent violence, prevent difficult situations and to intervene appropriately in difficult situations. We are going to give you a little bit of overview of the Northern Pact, which is the background to this initiative. We'll talk to you a little bit about the Bystander Intervention Project which has two parts.

Real briefly about the Northern Pact, if any of you have seen these posters around campus after the situation in 2008, the Division of Student Affairs and Enrollment Management came together in an effort to set expectations for our students in terms of what it means to be members of the community. The Northern Pact is based on five of Boyer's principles of community and each year we spotlight a different principle that we want students to understand. This year, we are focusing on a disciplined community, which is defined as one in which students accept their obligations to self and others and expectations guide behaviors for the common good. We know

that this particular principle would be a good way to launch what we're hoping to do in terms of getting students to be proactive, preventative and to intervene appropriately in situations that might become difficult or dangerous. With this in mind, we've created a bystander intervention program. The tag line, "Speak up, get help, just act" is on the Northern Pact posters.

D. Schoenfeld: The bystander effect is when witnesses see a situation and they assume others are going to act. Our goal with the bystander intervention education program this year is to get students to think more about what they're seeing in their campus community and intervene in some way. Our goal, as Kelly said, is to be more proactive, instead of reactive. What we're doing this year is a comprehensive two-part piece that Kelly will talk about with respect to getting students to be more proactive. People can be effective bystanders no matter what the situation might be and we have a few examples of things that we see in student affairs such as suicide, misuse of alcohol, and campus community problems.

K. Michael: We have a full social marketing campaign that we are going to be doing. We know that social norming is important and research shows that it's effective in creating change in the community. So we have a social marketing campaign which goes with that tag: "Speak up, get help, just act." It's an educational initiative designed to promote positive norms, behaviors and patterns of interaction amongst our students. This (shows poster) will be the first bystander poster which is the "speak up" poster. It will be the first one that you'll see going out, but again, the research shows that this is one of the most effective ways to create change on a campus and help students to see a different way of operating and different behaviors that are appropriate.

D. Schoenfeld: We will have a series of posters. The "speak up" as Kelly said is the first one and you should start seeing them around campus if not by tomorrow, certainly by next week. Sometime around homecoming, we will put up the "get help" poster, which is the second part of the tag line and that will remain up through the holiday break. Then, when we come back in January, February, we will post the "just act" poster. And then we will close out the year in April with all three being featured in part of the poster series. Again, as Kelly indicated, the research that is being done on social marketing efforts, students recognize and resonate with tag lines. So each one of the posters will feature one portion of the tag line which it culminating in the total at the end.

K. Michael: In addition to the social marketing campaign, we are also doing educational workshops. What the research is telling us is that students know the difference between correct and incorrect behavior, between right and wrong. But they don't come to campus with the skills necessary to intervene as an effective bystander. We are going to be offering educational workshops to, not only educate and motivate them, but to help build skills to intervene and to increase the commitment to act. That could be anything from calling the police to talking to their hall director to notifying one of their faculty to notifying somebody of authority and we want to make sure that they do it in a safe manner. They will be two-hour workshops.

D. Schoenfeld: To create campus change or culture change, as you all know, it's a team effort. It takes each one of us making a conscious decision to try and help students, support students in their decision making, help them work through situations, and ultimately to make good decisions.

So what are some of the things that you all could do to support the efforts that we're making in terms of bystander education on the campus? If you're going to cancel class, don't. We're happy to bring in a speaker so that we have an opportunity to speak to your classes about this particular initiative and really help students to understand their role on campus and make positive change. We can offer class projects, we are certainly happy to help with those kinds of things. As we've said, all this work is based in research so there are certainly opportunities to assess the work that we are doing or to look at the research and why we're doing it. You could volunteer to be a staff facilitator, to participate in any of these initiatives. If you're a faculty advisor, encourage your students to participate in some of these training efforts. It would be great for your organizations to be able to infuse this into their organizational culture. Make sure you are talking about these things in class. This can be a class management tool. You can use this as a way to help your students manage situations in class appropriately, be it cheating or people being disruptive. Students will be familiar with this and this is an opportunity for you to use this as a tool in terms of setting expectations in your classroom. With that quick overview, we're happy to answer any questions you might have.

Unidentified: Is the first poster already out on campus?

D. Schoenfeld: The first poster is being printed as we speak and we hope to get it posted either tomorrow or first part of next week. They will be posted in academic buildings, in residence halls and on busses.

K. Michael: This poster is already out and is part of our traditional opening that goes along with signing the Northern Pact. On this campus, we've had over 28,000 students sign the Northern Pact over the past five years, so it's become part of our tradition as well. The bystander piece is just dovetail to that.

A. Rosenbaum: Before you go, could you talk a little bit about the threat assessment team and how faculty are supposed to interact with that.

K. Michael: Absolutely, we have two threat assessment teams on campus. One is a student threat assessment and the other is a faculty/staff threat assessment team. You should all have the red file folders with the flip charts? Those will be coming your way soon if you haven't already gotten them. In there, we have guidelines that lead to the threat assessment teams. So if you report it to the places that are listed as resources, Counseling and Student Development, the police, the residence hall staff, student conduct office, your reports are fed into the threat assessment teams. If there's an immediate threat, call 911, but the other resources in terms of police and these other offices, the information will flow to the threat assessment teams from there. If you have any concerns about students at any point, certainly feel free to call the office of the vice president and we will be happy to assist and support, consult, whatever you would need. We know that students are coming to our campus with growing concerns in terms of mental health concerns and we need to do our best to support them to success and we're happy to give you the support that you need to help those students.

A. Rosenbaum: Could you just talk about what happens if somebody does contact the threat assessment team? What can they expect in terms of feedback, in terms of what the threat assessment team will do, so they have some idea of if they do make a report what happens?

K. Michael: Whenever anybody expresses any concerns, there are two things that we are going to make sure to do. Number one, if we're able to keep you apprised of the situation, we're going to do that as appropriate. And if we are not able to keep you apprised of every single situation, we're going to at least assure you that something is happening and then as it's resolved, follow up with you in the end so that you know that this has been addressed. And depending on the situation and sensitivity, sometimes we can share lots more information and sometimes we can't share as much. But it's important to us that we're working with the person who has made that report, because that takes courage to step forward and do that and we want to make sure that you have the information and feel comfortable with, not only what we are doing, but also the fact that something is being addressed.

J. Kowalski: You said 28,000 or so students had participated in this thus far and, just generally, do you feel that this message is leading to sort of a greater involvement or ability on the part of these students to recognize either threats on the one hand or disruptive behavior and report it or maybe sense that somebody is having difficulties and trying to do something to help them?

K. Michael: I think that the efforts that we are making with the bystander education this year is really a different call to action than we've done with students up to this point. Up to this point, we've worked on the Northern Pact so students are saying I am pledging to uphold these five principles. We haven't done as great a job of saying and how do you do that. And the bystander education piece is really that next appropriate step; what are the actions that are appropriate for members of the community. I think the principles in the pact have become a part of the culture. You see lots of pact shirts from past years around the campus, but this bystander effort is really a recognition that we need to do that better. We have them come on campus, expect them to act differently, but we don't show them how to do that or educate them about what the cultural norms are here and how to be a really good community member and this is a really strong effort to do that.

There were no further questions or comments.

K. Michael: Thank you. Have a great year.

A. Rosenbaum: reminded senators that we are usually covered by the Northern Star.

A. Rosenbaum: introduced Pat Erickson, administrative assistant to the UC; Ferald Bryan, our parliamentarian; and our new ombudsperson, Sarah Klaper.

S. Klaper: We are having an open house on September 19 from noon to 2 p.m. in our office which is Holmes Center 601 and so we welcome everybody – faculty, staff, students – to come and visit the office and learn more about our services. We're a neutral, confidential resource for faculty, staff, students and administrators, the whole campus community to address conflicts and a resource to give them options on how they can resolve their issues.

A. Rosenbaum: Sarah is an attorney and has been active in community action groups and we are delighted to have her as our new ombudsperson. We changed the constitution so it now says ombudsperson instead of ombudsman. We felt it was time for a more gender-neutral title.

The other person you should all know because you elected her is Toni Tollerud, our faculty and SPS personnel advisor. Toni is in education. David Wade retired and passed the torch to Toni.

People have been asking about certain things. One of the things we've been about is what's going on with enrollment. In walking around campus and talking to different faculty members, I've heard all kinds of catastrophic statements regarding enrollment. The official word is enrollments are not way down, that our actual new student enrollments are about even, they are not dramatically higher or lower. One of the very positive points is that our honors program has doubled. We have twice as many honor students this year than we had last year. So we are attracting more honors students. We are drawing more students from the higher percentiles of their high school classes. If we look at enrollment as a totality, it just doesn't consist of the new students that we are bringing in, it also includes transfer students from other places, mostly community colleges and the transfers are down. From what I've been told by the president they are down statewide, so this is not necessarily an NIU problem. It may be reflecting what's going on in the economy, but all of the publics in Illinois apparently have a decrease in the number of transfer students that they have enrolled.

The other piece of it is retention which is one of the objectives of the administration. As the state cuts our appropriations and we become more and more dependent on tuition, enrollments become significantly more important to the survival of Northern Illinois and so Brian Hemphill was working very hard on retention. If you put the three pieces together, we will see some reductions in our enrollment. I have been told by the president that the characterization of this as catastrophic is not accurate.

Apparently, our new dormitories are a big success with students. I'm sure our student representatives can give us the word on the street about them, but at least from the administration's perspective they are being very well received by the community.

So we will have to wait because the university does not pull the enrollment numbers until ten days after the start of the semester and at that point the president will let the university community know what the enrollment figures are and how they compare to previous years. Everything I've told you is subject to change regarding enrollment, because until they get those ten-day numbers they don't know exactly how many people have actually signed up.

Okay, the next item, I mentioned it briefly in the context of the importance of maintaining our enrollments, and that is cuts in the state appropriations. The actual appropriations to NIU were not announced until after the semester ended. The cut was approximately double what was anticipated. The university was preparing for a three percent cut. The actual cut was about 6.14 percent. My understanding is that the university was able to absorb this.

Now, one of the things we also don't know, and this is another question that people have raised, is how many people retired last semester. We were told during the spring semester that we

anticipated a large number of retirements and I know I attended a lot of retirement parties. As far as I've been told, and I asked the president about it this morning, we do not have those official numbers. The administration attributes this to the fact that SURS does not notify us and the university does not have any other way of tracking it other than to poll the various departments. You probably have a better idea of what the situation is in your departments. I think one of the important objectives for us as a faculty is to make sure that we do not lose tenure track lines as a result of failure to replace retired faculty. Now this is a danger, when we are cutting budgets and we have a 6.14 percent cut in the state appropriation, it has to come from somewhere. It is conceivable, although I have not been told that this is a policy, that positions could possibly be lost as a result of retirements that are not replaced. This is not, as far as I know, university policy. So nobody has said this, but as a faculty we have to be vigilant to make sure that the tenured faculty is not eroded as sort of a consequence of this budget reduction and the attempts to balance the budget. On the positive side, I think it's fair to say that the president wants to make sure that active employees don't have to be let go. And so we might prefer the non-replacement to the loss of active faculty. This is a delicate balancing act and again, I don't want to be quoted, I'm not saying that is what's being done or that's not what's being done; but I just want to say that we need to be vigilant about the replacement of tenured faculty positions. We are also still owed quite a bit of money from the state and they pulled their usual move of extending the fiscal year to December 31 and so we are supposed to, we are expecting to get all of our money by then, but at the moment we are owed somewhere in the vicinity of \$28 million.

Last year we reviewed the provost's workload policy. We had some concerns about the workload policy. The workload policy came back to us in draft form; we commented on it; we sent our concerns and recommendations to the provost. The provost has taken whatever feedback he got from the various constituent groups, and he has instituted the workload policy. This is now official policy. You can find it in the Academic Policies and Procedures Manual. This does not require University Council action. The provost felt it was his prerogative to enact the workload policy having gotten feedback from faculty, deans and administration. If any changes occur in your department, you should look to make sure that they conform to the workload policy as articulated in the APPM. If you have any trouble finding it, again new people, all of these documents that I talk about can be accessed from the University Council homepage.

The CAAR office changed its name without telling most people. So those of you who are sending students to the CAAR office or who have written the requested and recommended blurb in your syllabi that says CAAR office, it's no longer the CAAR office. It's now the Disability Resource Center, DRC. For the most part, the functions of the CAAR office are the same. Greg Long, at some point in the next couple of months, will probably be talking to us about concerns that he has about that, but at this point, suffice it to say that we now refer to it as the Disability Resource Center.

The last thing I wanted to mention was that those of you who were able to sit through the last Faculty Senate meeting to its conclusion and it was two hours and 50 minutes long. People had to be resuscitated. It was quite warm in here. The last item on the agenda was the presentation of the report from the Raise Equity Committee. Many of you know that Charles Cappell, George Slotsve, Rosemary Feurer and Bala Hosmane were our faculty representatives to that committee. That data was analyzed as best as the committee could analyze it given that there were some

problems with what was given to us. And the committee presented that report at the last Faculty Senate meeting. The report is posted on Blackboard. For those of you who are new, we have a Blackboard community for the Faculty Senate. New members have had their names entered into it by Pat, so if you go to Blackboard and sign in, you should find the Faculty Senate community listed on your list of your Blackboard sites that you have access to. If you can't get on that, call Pat and Pat will try and straighten out what has happened. There's a lot of stuff posted on that Blackboard community, and again one of the things that is posted there is the full report of the Raise Equity Committee including the recommendations of that committee to President Peters. We are also still awaiting a response from President Peters to the recommendations that were made in the report. He has told me that he will get to it and will give us some feedback on the requests that were made by that committee.

And also, both new members and old, check the Blackboard community from time to time. I am posting stuff when we need a call to action because of retirement issues on SURS, those things are being posted. If there is any emergent situation we are posting it on our Blackboard community. There are times when we are soliciting input from you about something that's posted. If we are going to be talking about something here, I will very often post something on the site so that you get a chance to think about it before coming to the Faculty Senate meeting.

The last thing I want to say about this is that for the Faculty Senate to really operate the way it's intended, you are supposed to be going back to your departments and reporting to them on what we're talking about and soliciting input from them to the Faculty Senate. This is a representative body. You are representing a contingent and that is your department. This is the way we communicate with the full faculty. We talk about things in here, we present things in here and the expectation is that you're going to faculty meetings and you're telling your faculty what we're talking about and if your colleagues have concerns that they want brought forward, that's your role, to bring those things up to the senate.

There are a number of things that are going on that are of interest to us. You all know about the retirement stuff we've been hearing about for the longest time and we still don't have any resolution but that is an important issue. One of the things the Board of Trustees is taking up, very soon, is the policies and procedures for the search and appointment of a president and the evaluation of a president. That is not because the president has announced that he is retiring. It is because they want to have procedures in place because nobody stays in the job forever. It is very important to us how the president of this university is selected. This is not an insignificant point. Many universities are winding up with business people as presidents as opposed to academics. That is not something I think the faculty will abide. So we have to maintain our role in the selection process and in the evaluation process.

A. Gupta: I thought you might want to inform all faculty which we came to know in the Steering Committee meeting that now students are allowed to print only 300 pages and faculty should be careful when they ask students to print.

A. Rosenbaum: Are people aware that the university is trying to reduce the amount of paper that is used? Prior to this, students were able to make unrestricted numbers of copies in the computer labs. The university feels it can no longer afford to do that and they have started cutting back on

the number of copies that students can make. This year I think the amount is 300 pages total. Faculty are asked to try and keep that in mind when assigning things that might result in students having to do printing. This year they get 300 pages, next year I think it's 200, then 100, then zero.

G. Slotsve: I just want to also mention it's 300 one-sided pages. If it's two-sided its 150 pages, so when you're counting the pages, remember you are talking one-sided pages here.

B. Selection of Faculty Senate liaison to Libraries Advisory Committee to replace Sue Willis. The LAC meets from 2 to 3 p.m. on the third Friday of the month.

A. Rosenbaum: Sue Willis was our liaison for the last couple of years, she retired. Her advice to the Faculty Senate last year was that we should continue this position. We need a volunteer who wants to be the senate liaison to the Libraries Advisory Committee. I know certain departments have been very concerned about the elimination of some of the serial publications, the switch over to digital media. If you're from a department that has major concerns about that, this might be a good committee for you. Is there anyone in the senate that would like to be our liaison to the Libraries Advisory Committee? As you can see, it meets from 2 to 3 p.m. on the third Friday of the month.

After the meeting, **J. Kowalski** volunteered to be the liaison for the Fall semester, only.

V. ITEMS FOR FACULTY SENATE CONSIDERATION

A. Selection of Vice President and Secretary of Faculty Senate

A. Rosenbaum: We need a vote to confirm the vice president of the senate. The vice president of senate's job is to stand in for me if I am either absent or incapacitated. George Slotsve has been our vice president for the last three or four years. I would like to nominate him again. I need a second.

C. Cappell: Second.

A. Rosenbaum: I would also like to open the floor. If somebody else would like to be vice president or nominate somebody, we can certainly do that. Seeing no volunteers or nominations, I'll call the vote.

G.Slotsve was confirmed as vice president of the Faculty Senate without dissent or abstention.

A. Rosenbaum: We also need a volunteer to be the secretary of the Faculty Senate. The secretary of the Faculty Senate has only one job and that is to keep notes when we go into executive session. Typically, we go into executive session once and that is at the last meeting of the year when we have the evaluations of the Executive Secretary and the Faculty and SPS Personnel Advisor. So it's about 20 minutes of work once a year. Would anyone like to be secretary of the senate, now keep in mind, you could probably put this on your faculty service report.

J. Novak: Self-nominated

J. Kowalski: I'll second.

J. Novak was elected without opposition or abstention to be secretary of the Faculty Senate.

B. Open Access Publishing

A. Rosenbaum: I have not done a tremendous amount of research on this, but I think open access publishing is something that we need to consider. I don't know how many of you are familiar with open access publishing, but it involves publishing where the author retains the copyright. There is an online publication that typically does not involve a publisher. It usually retains all of the characteristics of peer review. Some of the online, open access journals are not peer reviewed but those are easily identified as such. Most of them follow the exact same procedures as more traditional journals and the advantage of this is that the libraries do not have to pay for subscriptions to these journals. They are readily available.

I want to read a couple of things to you. One is from a resolution passed by the Cornell University Faculty Senate which said that "current trends regarding serial costs are unsustainable and increasing control by large publishers over the publication and distribution scholarship research threatens to undermine core academic values promoting broad and rapid dissemination of new knowledge and unrestricted access to the results of scholarship and research."

The University of Connecticut Faculty Senate passed a resolution which said that "scholars and their professional associations share a common interest in the broadest possible dissemination of peer reviewed contributions and the business practices of some journals and journal publishers is inimical to those interests and threatens to limit the promise of increased access inherent in digital technologies."

The Harvard University Faculty Senate passed a resolution encouraging faculty to publish in open access journals. To give you some idea of what's involved, I met with Patrick Dawson who is the dean of the libraries. Patrick told me that we spend about \$3 million a year on serials, that about 82 percent of our acquisitions budget is spent on journals, leaving much less money for the acquisition of books and other materials and reminded me again that many of our departments depend more on book publication and are more book intensive than they are journal intensive. Since 2000 there has been about a 600 percent increase in the costs of journals and books to the libraries.

What is going on now is large publishers are bundling journals and forcing universities to take journals that they don't really want in order to get journals that they do want at more reasonable costs. So I got the list of what we pay and just to give you some examples: Physica A costs us \$23,581 a year for the subscription; last year, there were 48 views which included 11 downloads and 37 views which equates to \$491 per use. The Journal of Molecular Structure costs \$14,867 – \$479 per use. Journal of Number Theory, \$2,197, it was used once – \$2,197 per download that

cost us. And Accounting Education only cost us \$632 but was only used five times, so it cost \$126.49 per use.

So we are spending an enormous amount of money on journals. Publishers are squeezing the university libraries. One solution is to advocate for open access journals. There are issues here that I think faculty have to be considering such as how we treat open access journals in the tenure and merit evaluation process. There is clearly going to be a difference between certain journals that are peer reviewed and ones that are not. At any rate, I would like to put this on the table and if the senate has interest, refer it to a committee to look into it and give us some information as to whether or not we want to take some action in terms of making a resolution on this topic.

D Zahay-Blatz: I think this is an important issue. I wanted to share some of the flip side of this. Several years ago I was on Libraries Advisory Committee, and it is actually pretty interesting, I would advocate if anyone wants to volunteer to be the senate representative. But anyway, we have a list of journals in our department and I gave the list to the library and fully a third to a half of the journals that were our preferred journals for tenure were not subscribed to by the university. So there is a flip side to this too and I really think that we do need some kind of representation, continued representation, on Libraries Advisory Committee, to make sure that the journals we are supposed to be publishing in we can even have access to. We have journals we are not using and the ones that we should be having access to, we don't have access to. So I think this should be discussed by some committee.

A. Rosenbaum: Okay, at any rate, would you like to have this referred to committee? The obvious committees for this would be either, I guess, Academic Affairs which can be assured that we will have a thorough vetting of the issue. Charles, that's Charles committee. I guess it would be Academic Affairs, wouldn't it? You're a chatty group today aren't you? Alright, would someone like to make a motion the send this to Academic Affairs?

R. Lopez: moved that we send this issue to our Academic Affairs committee for further fact finding and evaluation.

J. Novak: was second.

The senate approved the motion sending the open access journals issue to the Academic Affairs Committee without dissent or abstention.

A. Rosenbaum: I should tell you that plus/minus grading is now in force for graduate students. So this semester you can give plus/minus grades to graduate students. We are still waiting for the UCC to accept the minutes of the APASC committee and so we're still monitoring the undergraduate plus/minus grading.

Unidentified: Is that mandated this semester?

A. Rosenbaum: It's not mandated, it's available. In other words, the option is there for faculty members.

VI. CONSENT AGENDA

A. Approval of [Faculty Senate Standing Committees](#) for 2012-2013 – Pages 4-6

A. Rosenbaum: Next, the consent agenda. This is the approval of Faculty Senate standing committees for 2012-2013. You've all been given committee assignments. The consent agenda does not require any discussion. I need a motion to accept the consent agenda.

J. Novak: So moved. **G. Slotsve:** was second.

The Consent Agenda was approved without dissent or abstention.

VII. REPORTS FROM ADVISORY COMMITTEES

A. FAC to IBHE – Sonya Armstrong – report – [May 18, 2012](#) and [June 15, 2012](#) – Pages 7-10

S. Armstrong: I have two reports, one from the May meeting and one from the June meeting which Earl Hanson attended at Blackhawk College. I think I can summarize both of these together and say that there are three topics that continue to be focus points for this group.

One is the MAP funding and I'm not sure that you have seen that it has been cut again this year. And the MAP funding, for those who don't know, is the award for students of low income backgrounds. Also, the issue and developmental education and or remediation continue to come up at this meeting. And finally, the IBHE turnover continues to come up. They just can't seem to keep folks employed there for some reason, I don't know why. So those are both in both reports you'll find those as the common themes. We meet again, I believe next Friday, so I will have a more updated report for the next Faculty Senate meeting.

The other thing I wanted to mention, two things actually. One is as a result or connected with my FAC to IBHE appointment, I'm also now on the State P-20 Post-Secondary and Workforce Steering Committee. And so if this body has any interest in getting reports on that group I can bring that back as well.

My question to you all is, is this current form for reporting beneficial? Is there any topic that you would like me to bring to FAC to IBHE? Are there changes that you want me to make in how the reports are provided? Any changes to the kind of tradition that we've been using? If no one has any comments, I can also just invite you to e-mail me if there are changes or topics that you would like me to bring back, I'd be happy to do that.

A. Rosenbaum: Sonya, can you just make one comment. One of the big topics seems to be the performance-based funding, which is a major issue for NIU. Apparently, we were not happy with the metrics that the IBHE adopted and that still seems to be contentious. Where does that stand?

S. Armstrong: Actually, that's exactly right. We've actually been given no additional information on the metrics at this body. This has not been a topic that's come up the past two meetings. I'm expecting that this will come up in September.

A. Rosenbaum: It might be something that we need to bring up because certainly both Provost Alden and President Peters are very concerned that the metrics that were adopted ignored the recommendations of NIU and seemed to favor the University of Illinois. If it stays the way it is, my understanding is that we are disadvantaged. And so I think the hope is that through our representatives we can stir this up a little bit and just not let this stand. The IBHE is a very powerful group and I think we have to be pushing them a little bit and having our voice heard and I think this particular FAC has done more than most in terms of demanding representation on the IBHE and pushing them a little. We have to be vigilant and to make sure we're not getting squeezed by this performance-based funding. Because our budgets are constantly being cut and if the performance-based funding disadvantages us, then we have a problem. I think one of the problems is that they are going to say well it's only five percent of the budget or it's only a small percentage, but that's going to increase over time.

S. Armstrong: I am sure it will come up just because I don't think the recommendations of the FAC were also represented in the metrics, so I am sure it will come up again. If not, I'll add it.

A. Rosenbaum: Thank you Sonya. By the way, Sonya has just taken over this position. We're very excited to have her do that. Earl Hanson did this for many years. We were, of course, sorry to lose Earl but delighted that we have Sonya doing this for us.

B. Student Association – Delonte LeFlore, President, and Austin Quick, Speaker – [report](#) – walk-in

A. Quick: Made the following points:

- The students want us to continue to work on the development and implementation of a student grievance policy.
- The new residence halls are a great success and in much demand.
- The S.A. is interested in working to improve the recreational facilities and wants to work with faculty and staff so that both student and employee needs are addressed.
- Austin wanted to call our attention to the expected increase in the number of service dogs on campus.
- S.A. is working with the DeKalb Police to improve relationships between the campus and the local police department.
- New signs denoting the crosswalks have been installed which was one of their issues from last semester.

A. Rosenbaum: Thank you. I'd also like to point out that Austin has done a tremendous amount of work in facilitating communication between Student Association and Faculty Senate and between students and faculty and has also been extremely active in making many improvements on the NIU campus and in the university. He's been a strong voice for the students and many of

the things that he's accomplished have, I think, benefited faculty and staff as well. We're glad to have him on Student Association for one more semester.

A. Rosenbaum: I should also mention that the new Student Association president is Delonte DeFlore .

- C. BOT Academic Affairs, Student Affairs and Personnel Committee – Kerry Freedman and Andy Small – [report](#) – walking
- D. BOT Finance, Facilities, and Operations Committee – Alan Rosenbaum and Greg Waas – [report](#) – walk-in.
- E. BOT Legislation, Audit, and External Affairs Committee – Todd Latham and Rosita Lopez – [report](#) – walk-in
- F. BOT – Alan Rosenbaum – [report](#) – Pages 11-12

A. Rosenbaum: That is the BOT report from the May 10 meeting. The most important thing from a faculty perspective was the BOT approval of all promotions and tenure. They approved the revised vision and mission statement which you all heard about last semester and they approved the tuition recommendations.

VIII. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities – Brad Cripe, Chair – no report
- B. Academic Affairs – Charles Cappell, Chair – no report
- C. Economic Status of the Profession – Debra Zahay-Blatz, Chair – no report
- D. Rules and Governance – Ibrahim Abdel-Motaleb, Chair – no report
- E. Resources, Space and Budgets – David Goldblum, Liaison/Spokesperson – no report
- F. Elections and Legislative Oversight – Therese Arado, Chair
 - 1. Hearing Panel election – ballots will be distributed at FS meeting
 - 2. By-lot election of Faculty Grievance Committee members

T. Arado: Our second item is pulling names by-lot for the faculty grievance committee. It is 15 faculty members who are also current members of Faculty Senate and have no administrative position, so we are going to pull 15 names out. I will call them as we are pulling them out and keep them aside.

Debra Zahay-Blatz
Greg Long
Richard Poole
John Novak
Melissa Lenczewski

Donna Plonczynski
Carl Von Ende
Charles Downing
Abhijit Gupta
Charles Cappell

Sein Deng
Eric Jones
C.T. Lin
Gleb Sirotkin
Khan Mohabbat

3. Election of University Council alternates – ballots will be distributed at FS meeting.
4. Selection of one Faculty Senate member to serve on the 2013 BOT Professorship Award Selection Committee. Committee members review approximately 20 applications online and the committee meets 2-3 times (November/December and January/February).

T. Arado: We need to select a Faculty Senate member to serve on the Board of Trustees Professorship Award Selection Committee. This committee reviews about 20 applications online. It meets two to three times in total throughout the year and that's November/December and January/February, roughly. John Novak served on it last year, so if you have a question about what it involves, he might be able to answer a question on that possibly, but we would need a volunteer from the floor.

J. Novak: This is John Novak, School of Music. I served on this committee last year, and there wasn't 20. I think there was about ten max to look at and it was quite, really, truly interesting to see what people are doing in their fields. It's a little bit of apples and oranges as far as trying to compare it and sees who's the best, but some very interesting discussion evolves and it's not very much time involved at all. So I highly recommend it if you'd like to see more of what the school does at-large and what people do in their own studies in teaching.

T. Arado: Thank you, John. Anyone who wants to jump in and volunteer at this point and you would be unanimously elected.

L. Chandler: volunteered

T. Arado: Thank you very much.

A. Rosenbaum: Okay, thank you and thank you Lynette for volunteering and thank you all for having your names pulled out of the envelope, that was very nice of you.

IX. UNFINISHED BUSINESS

A. Rosenbaum: We have no unfinished business.

X. NEW BUSINESS

XI. COMMENTS AND QUESTIONS FROM THE FLOOR

XII. INFORMATION ITEMS

- A. [Meeting schedule](#), 2012-2013 – Page 13
- B. [Annual Report](#), Academic Planning Council
- C. [Annual Report](#), Affirmative Action & Diversity resources Advisory Committee
- D. [Annual Report](#), Athletic Board
- E. [Annual Report](#), Campus Security & Environmental Quality Committee
- F. [Annual Report](#), Committee on Initial Teacher Certification
- G. [Annual Report](#), Faculty & SPS Personnel Advisor
- H. [Annual Report](#), Graduate Council
- I. [Annual Report](#), Office of the Ombudsperson
- J. [Annual Report](#), Undergraduate Coordinating Council
- K. [Annual Report](#), University Assessment Panel
- L. [Annual Report](#), University Council Personnel Committee
- M. [Minutes](#), Academic Planning Council
- N. [Minutes](#), Admissions Policies and Academic Standards Committee
- O. [Minutes](#), Athletic Board
- P. [Minutes](#), Campus Security and Environmental Quality Committee
- Q. [Minutes](#), Committee on Advanced Professional Certification in Education
- R. [Minutes](#), Committee on the Improvement of Undergraduate Education
- S. [Minutes](#), Committee on Initial Teacher Certification
- T. [Minutes](#), Committee on the Undergraduate Academic Experience
- U. [Minutes](#), Committee on the Undergraduate Curriculum
- V. [Minutes](#), General Education Committee
- W. [Minutes](#), Honors Committee
- X. [Minutes](#), Operating Staff Council
- Y. [Minutes](#), Supportive Professional Staff Council
- Z. [Minutes](#), Undergraduate Coordinating Council
- AA. [Minutes](#), University Assessment Panel
- BB. [Minutes](#), University Benefits Committee

XIII. ADJOURNMENT

A. Rosenbaum: Unless there are any comments or questions from the floor, I'll entertain a motion to adjourn.

J. Kowalski: So moved. **G. Slotsve:** was second.

Meeting adjourned at 4:40 p.m.