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UNIVERSITY COUNCIL MEETING TRANSCRIPT
Wednesday, November 8, 2017, 3 p.m.
Holmes Student Center Sky Room

VOTING MEMBERS PRESENT: Andree, Arado, Barnhart, Bishop, Block, Boughton, Briscoe, Campbell, Carlson, G. Chen, J. Chen, Click, Cordes, Elish-Piper, Freeman, Graff, Haji-Sheikh, Hathaway, Hernandez, Kassel, Krmeneć, Ledgerwood, Lesnicki, Martin, McCord, Millhorn, Milot, Mogren, Napientek (for Doederlein), Naples, Newman, Nicholson, Novak (for Staikidis), Patro, Penrod, Peterson, Plum, Rheineck, Saborío, Scherer, Segura, Shi, Song, Stephen, Thu, Torres, Wang, Wilson

VOTING MEMBERS ABSENT: Baker, Bond, Chitwood, Chung, Doederlein, Flores, Hunt, Jacob, Maddali, Rajagopalan, Schmidt, Staikidis, Stiggers, Ward, Zolotor

OTHERS PRESENT: Blazey, Bryan, Falkoff, Jensen, Klaper, Pinkelton, Stoddard, Wesener Michael

OTHERS ABSENT: Kortegast

I. CALL TO ORDER

L. Freeman: Good afternoon, everybody. Between the gavel and the greeting, that takes care of agenda item I, the call to order.

II. ADOPTION OF THE AGENDA

L. Freeman: And before I say anything else, we're going to do the adoption of the agenda. So can I have a motion for that, please.

D. Boughton: So moved.

L. Freeman: So moved. Second?

B. Andree: Second.

L. Freeman: All in favor?

Members: Aye.

L. Freeman: Opposed? All right.

III. APPROVAL OF THE MINUTES OF THE OCTOBER 11, 2017 MEETING

L. Freeman: III is approval of the minutes from the October 11, 2017 meeting. A motion?

T. Arado: So moved.

L. Freeman: So moved, [**Therese**] **Arado**. Second? [**Michael**] **Haji-Sheikh**. Any discussion, corrections, additions? Hearing none, all in favor.

Members: Aye.

L. Freeman: Opposed? All right.

IV. PRESIDENT'S ANNOUNCEMENTS

L. Freeman: You know when we were here in October, I said that I couldn't believe it was already October, and here we are coming up on Thanksgiving. In some ways, it feels like time is just moving so quickly. And yet, with another lens, a lot has happened since our last meeting. And so I want to just briefly talk a little bit about some of the challenges, but also some of the great things that are going on on campus.

I think everybody is aware that one of our challenges has been an increase in gun violence in areas where many of our students live adjacent to campus. And this has caused a high level of concern for their safety and their well-being, as well as for the safety and well-being of all of our neighbors who reside in the affected areas.

NIU continues to work closely with the City of DeKalb on the issues. Together we're taking a number of steps, both short-term and long-term. These have been detailed in campus communications, local media and a series of meetings, but I thought I would just recount them to you briefly today to continue to address the community's concerns.

You may have noticed that NIU has enhanced secure access to our residence halls. We've also increased the Huskie Bus Line service. We've gone to lengths to make students more aware of the campus resources that are available to support them. And we've also offered students in the affected areas who wish the opportunity to move to campus at no cost. Campus police have responded directly to students' concerns by increasing their presence in the neighborhood, cooperating with the DeKalb Police and other agencies represented in the DeKalb Major Case Squad on efforts, not only to apprehend the offenders, but also other measures to enhance public safety, like increasing lighting on a temporary, and then ultimately on a more permanent basis.

NIU and the City are already partners in a long-term plan for making the Annie Glidden North neighborhood more desirable, walkable, safe and economically viable. We recognize that revitalization of the neighborhood is critical to the well-being of that neighborhood, the residents, but also NIU and the City of DeKalb and the county as a whole. And I want to compliment our students. Students have been very constructive in the concerns that they've brought forward and the approach with which they've made us aware and the city aware of them. Students concerns were an influential factor in formulating all aspects of the plans that are being considered and enacted by NIU and by the city, and they will continue to be. Student feedback guided the placement of NIU's mobile unit, mobile lighting towers and suggested strategies for engaging the local landlords, those

who want to be part of the solution. And student voices will continue to be heard. The February Annie Glidden North meeting of the student task force and the city will be focused on that area and continued efforts in that way.

We're moving forward. We had a quiet weekend. We've apprehended a number of the offenders, but we realize that we have to have a multi-faceted approach to solving the problems in that neighborhood. And we're pleased that our students are being incorporated into the process in such a great way.

Another challenge we've had is we've had an increase in [inaudible] reports on our campus. And unfortunately, we're not alone this way. This is being seen on many campuses across the country. And I want to say that I'm very proud of our campus' response, the thoughtful consideration of freedom of expression, the civil discourse around the limits of the first amendment and the appropriate response to protected, but really offensive, speech. This past Monday, I attended a panel that was sponsored by the Student Association. Panel members included faculty, staff and students, and there was a robust discussion. Not everybody agreed with everybody else, but there was a tone of mutual respect and a desire to make our community a better place.

I want to commend the presidential commissions, any members of those commissions who are here today, for their joint statement and for modeling to our campus the power of building a coalition. And I also want to commend the deans from the College of Law for their thoughtful letter to their community regarding some of the white nationalists' statements that were being promulgated within that college.

We've had challenges, but we also have some really good things going on, and I want to conclude my comments with some kudos, appreciations and thanks. And we are continuing all together to strengthen relationships across the university and the larger community. And this is important as we face challenges together. It's also important to celebrate and recognize the efforts of the people who are working really hard in the trenches to build those relationships.

Over the course of the past two weeks, we've had a series of Huskie Pride recognition events where members of the leadership team have gone out to thank the communities and businesses who put Huskie Pride signs in their windows and who promoted red and black Fridays. We've gone to the Sycamore City Council. When I say we, Vice President Jensen and Mission the mascot and members of the Student Association went to the Sycamore City Council on Monday.

Last night I went with the same cast of characters to the Genoa City Council and Chamber to thank them. Really when Mission is with you, he's the only one that anyone pays attention to anyway. But there is the reading of a proclamation and a flag. Usually it's the students who steal the stage, but when the dog is there, it's all about the dog.

NIU was the host, as you heard at our last meeting, of the Council of Councils. And I want to say that it was a great event to attend. It made me realize how strong and powerful our shared governance system is. When you look at the voice of staff and the way staff come together from all over campus in a single council on this campus, it's very different than what's done at some of the other schools. And I think it's something that we can be really proud of. I think it's in that spirit –

and I said this to the Council of Councils members – it’s really important at this time, as higher ed in Illinois continue to be in a precarious situation, that we remember that, as divided as we may be over particular issues or across particular lines, we’re still united by things that we really care about, like our students and the importance of public higher ed as a public good. And the things that bind us together are greater, in my opinion, than the things that separate us. And we need to remember that as we move forward.

I want to give you a heads-up that this year’s holiday celebration is going to be a little different than it has been in the past. It’s going to have a theme of appreciation. And we’re replacing the buffet lunch that’s been held in the Holmes Student Center with an event that will be held in Altgeld Auditorium and in Rooms 225 and 203. The event will be Monday, December 11, at 2 p.m. And there will be opportunities to support our community and to show appreciation for each other and to celebrate and to have fun. All of the specifics aren’t nailed down. There’s a small committee who’s working on this. The plans are fluid, but what I can tell you is that there will be a dessert reception. And there will also be entertainment provided, at least in part, by the administration for the amusement of the faculty and staff. So stay tuned.

Unidentified: [inaudible]

L. Freeman: Pie throwing has not been mentioned yet, but Dean Kassel also hasn’t really told me what character he’s going to be playing. So all things are absolutely possible.

And I really want to conclude today by recognizing our student leaders who have been recognized with the highest honor that NIU bestows upon seniors, the Student Lincoln Laureate. Is Rachel Jacob here?

E. Schmidt: She’s going to be a little late.

L. Freeman: Okay, well we’re going to recognize Rachel in absentia and, hopefully, by the time we get to the end of this, we’ll have her here with us. But the current president of the Student Association, Rachel Jacob, has been honored as our Lincoln Laureate this year. And that’s an incredible accomplishment given the competition for this top honor. And the honor, as I think most people here know, recognizes excellence in both curricular and extracurricular activities. Rachel’s an honor student. She’s majoring in history and political sciences with minors in economics and Southeast Asian studies. She’s held three internships including one on Capitol Hill. She studied in Indonesia with support that includes the very prestigious State Department Scholarship on Critical Languages. She’s been mentored by professors Beatrix Hoffman and Artemus Ward and, in that vein, she’s participated in three research projects related to employment law and women’s rights. And her efforts have been recognized previously by the first place award at the Undergraduate Research and Artistry Day. Rachel’s Student Lincoln Laureate award is going to be presented this Saturday in Springfield.

And I also want to recognize other accomplished nominees for this Student Lincoln Laureate: Drew Donnally, Wataru Hashimoto, Erin Hernandez, who I think is here – Erin, will you give the tiara wave, there you go – and Sydney Johnson.

And I want to say that the President's Office is going to be – not everyone can go to Springfield for the festivities – but the President's Office will be holding a meet-and-greet to honor all of these accomplished Huskies and their mentors and their nominators Tuesday, Nov. 14, starting at 3 p.m. So if you'll join me in a round of applause for the wonderful Lincoln Laureate nominees and award winner. [applause] Thank you.

- A. [Ombudsperson Annual Report](#) per Bylaws, Article 20.1 – Sarah Klaper – pages 3-15
[Oral Presentation](#)
[Counseling/Psychological Resources at NIU](#)

L. Freeman: The next item under President's Announcements is the Ombudsperson's annual report, and I think I will turn the floor over to Sarah Klaper for that.

R. Scherer: Before we do that, can I ask a quick question. I don't believe you gave a date for the potential pie-throwing event.

L. Freeman: The 11th of December starting at 2 p.m. And, you know, this is how rumors start. [laughter] Linda said, "Is there pie?" I said, "I don't know." And now Reed has called it a pie-throwing event.

R. Scherer: I said potential.

L. Freeman: I'm just pointing out – potential, okay. Is Paul Kassel here? Someone needs to text him to get his Soupy Sales imitation going. All right, who's old enough to remember Soupy Sales, you don't need to use your clickers. Thank you. I am among my people, thank you. [laughter] Sarah.

S. Klaper: Thank you. Hello. I hope you are all having a lovely Wednesday. It is Wednesday – yes it is Wednesday, so happy Wednesday. Every year I am tasked with giving my annual report to University Council, and usually I just back it up with a picture from my office somewhere. So this came from a faculty member who's a friend and thought it was appropriate for my office. And so it sits on my desk with my happy red stapler. So there you go.

All right, so the Office of the Ombudsperson. We are an office of conflict resolution and conflict prevention. The whole purpose of the office is to help people navigate their problems, figure out the ways through the red tape or with the red taps, or if the problem is in such a big knot, how to pull it apart into manageable bite-size pieces so that they can work with it. We want to help people who are seeing conflict coming their way, and they way to prevent it, people who are in the middle of it, and also afterwards, how do you move forward from that conflict.

That means working with individuals and small groups, but it also means doing mediation, facilitating difficult discussions between different members of campus, whatever. Sorry these slides are a little bit hard to see; I didn't realize how bad the background was going to be in this space. In other spaces, it's not so bad, so I will change it for next time, I apologize.

All right so one of the key things about our office, we work with everybody on campus: faculty,

staff, students, administrators, alumni, families, community members. It really doesn't matter. Anybody who touches NIU, we will work with them regarding their issues. Primarily with NIU, they're university-related. But sometimes I travel off-campus as well.

There are four main qualities to our office. The first one is that we are a confidential resource on campus. So we don't let anybody know who comes to see us or what we talk about unless it's regarding child abuse or an imminent physical threat. Everything else is confidential including issues regarding Title IX.

We're also neutral. We're Switzerland. So we kind of hang out in the middle. We're the designated neutral on campus. So I can't be your attorney. I can't be your advocate in a situation. But I can listen and then lay out all of your options on how I see you can handle your situation, which could be something really informal. It could be status quo, don't do anything. Or it could be informal options like: Who do you need to talk to? What do you need to say to that person, based on everything you just told me about this very complex situation, seems like you've got three issues that are really important? So for the first issue, you probably want to focus on these facts. And I'll help people strategize. But I have to be neutral. And if I attend a meeting with somebody, I have to start the meeting by saying, "I am a designated neutral on campus so, even though this person invited me, I'm not here on their behalf or your behalf or anybody's behalf. Just here to help with the conversation if it needs it." And if it doesn't, then I just sit there quietly. But most of the time I'm there to help keep everybody on task, keep emotions at a reasonable level and make sure everybody's needs are being addressed in the meeting. So informal, and formal, mediation.

Sometimes I hear, "Well, she's not really neutral, because I've been in meetings and she has opinions and she shares them." And, yes, I do. So my office is required to be neutral when it comes to individuals, but not when it comes to policy. So if you hear me talking at a meeting of if I've come to see you because you're a decision-maker and I'm concerned about something, you might say, "Oh she's talking about this one person." I'm really not. The issue I'm coming to you about is an elevated issue of a policy matter and how it's affecting fairness and equity because, per my standards of practice through the International Ombudsman Association, I am permitted to advocate for fair and equitably administered processes. And so that's what I do. So when I'm coming to talk to you about an attendance policy that has no notice provision in it, then it's not about a particular person or a particular group, it's because that policy is not fair in how we apply it to our employees – that kind of thing.

I'm also informal. So there are places on campus and off campus where you can file formal complaints. My office is not one of them, but that's because, when you come to me, I will give you all of your options, and I'm confidential. So you don't want to file something with my office, because it's not going to go anywhere, it will just live in my office. I'm not going to pass the information on to the university. Instead I will get you to the right place. If you do need to file a formal complaint, I will get you to the right place. I can help you with that process. I'm just not an office of notice for the university.

Also the office is independent. I report to the president. I get evaluated by you all, by the entire campus, through University Council. In fact, there should be a survey going out sometime this week or next week, so keep an eye out for that – campus-wide survey, yay! But my office is independent.

I am not within the normal administrative structure of the university. And I am not a decision-maker on campus. I advise other people who are decision-makers. So I'm kind of the insider who's the outsider. I know a lot about what's going on in lots of areas of campus, but I'm not an actual decision-maker in that process. It also helps to keep me outside of bias situation.

The data for this past reporting year: We had 574 complex cases, which we define as something that requires an appointment. So we have simple referrals where somebody just calls and talks to our admin or the grad assistant, and they just refer them elsewhere. They're just looking for a particular office or a particular person or a particular form or I don't know what building that's in, simple questions.

But then we have more complex things that require a meeting or multiple meetings. This year's numbers are down a little bit, but not horribly, considering that we've lost, had some lower student numbers. We are also tracking the complexity of our circumstances, the complexity of the cases that come in, because it's not just that I met with 574 people last year. Sometimes I met with the same person multiple times and on the same issue. Sometimes it just takes two visits and we're done. But then we get down to the lower level and the 10, 11, 12 [meetings], those are usually more like grievances where somebody's going through a grievance process or a tenure appeal. And those require multiple, because there are multiple layers to each of those things. And so then they come back and talk with me about what step they're at now.

The types of visitors to the office: The majority are students, 250 students this past year. And then 85 faculty, 131 SPS and 92 operating staff. So the faculty and student numbers are down just slightly. And then the staff numbers are up. The faculty number being down is not a shock, because the faculty unionized in the past year, most faculty unionized in the past year. And the same thing happened with operating staff when there was 1890 AFSCME, 1890 unionized. The first year after that, numbers dropped for operating staff. But this year both staff numbers are up, as it was last year as well. There are just more concerns, and some less security in that area, or a feeling of less security.

Some trends and concerns. I am seeing frequently in my office are regarding budget. I know you're shocked by that. But the budget, the budget hangovers, the president's indicated multiple times, you know, we have an allocation from the state, we're not secure in that for next year, for any other year. And just trying to make up being in the red from the previous several years has been extremely difficult all the way across campus. And as a result of our budget difficulties, plus Prioritization transitions, we've had vacancies in multiple places across campus, on the academic side with faculty which is, hopefully, being alleviated somewhat this year due to hires that happened last year that have started this year. But with staff positions across campus, I know President Baker used to always talk about, "We have the same staffing level as we did ten years ago" or whatever his numbers were. And I'm sure that was completely true and accurate, the numbers he put forward. The problem is that we have pockets of places, offices across campus where there used to be five staff doing a particular job and now there's one or two, but they're still doing the same jobs. And so that's where we end up with these morale problems, because people are feeling terribly overworked, as I know faculty are as well. But particularly with staff, it's been challenging, because a lot of the reorganization for offices hasn't happened yet, or it's still in process. And so, hopefully, when those reorganizations are completed, people will be doing things in a more efficient manner, or jobs will

be moved or phased out, not people-jobs, but like tasks will phased out or changed so that they're more manageable for the people who are remaining.

As you know, in the past year we had some challenges with issues with the ethics office, the inspector general and other concerns that came up through the year. And that really affected people across campus. Sometimes I would talk to people who would be surprised that a particular issue didn't just affect this one little area, this one college, this one department. Why does anybody across campus care about that issue? But people did. It affected everybody. And so it was a challenging year last year, I think we just need to own that, but hopefully on the upswing this year.

Specific concerns for faculty and staff: working conditions, feeling that they're not respected and respected as professionals. So one of the challenges with living through this budget crisis, season, whatever, is that we have to move toward efficiency. And we have to be really efficient at everything we do. Completely understandable, and we really need the people who are focused on the numbers to make sure that we are afloat and we are staying in that right direction. The challenges I've seen in my office are people reporting that efficiency has taken primary importance over treating people like professionals who do their jobs and having trust in them. I hear, "Well I have a problem in this particular area where people are absent all the time." And that causes me to question things: Well why are they absent all the time, and what are we doing with the specific people we have concerns with as opposed to a department? But those are the questions that people in those departments have as well, and why they feel like if they were trusted again, it would be helpful for morale, you know, because people like to be treated well and appreciated – another shock. But when we lose that trust and belief in our faculty and staff, we do lose our effectiveness, because people aren't so inclined to do their best or to go the extra mile when they used to be. And so I have been talking with supervisors, administrators across campus who have really been trying to get that back in their departments again. And we have a ways to go, and that darn budget keeps standing in people's way. But we are working on it.

Student concerns: The major concerns that came into my office last year were regarding disability accommodations, a lot of issues regarding disability accommodations. And I think people are confused, that was my bottom line. People are confused about what they need to do, how they should handle students with disabilities or employees with disabilities, what they're allowed to say, what they're allowed to say publicly, what they have to say in private – all of those things were issues that came up last year. I do know that HR has been putting together, or has already put together, a whole website about how to work with students with disabilities and employees with disabilities, and that is helpful. And the Disability Resource Center has more staff than it has had in years, and so they are working towards providing education wherever they can, so reach out to them if you have any questions.

Discipline issues: You know students who were being disciplined through Student Conduct or were facing – I'm throwing dismissal in under discipline, but it's not really the same thing – but particularly graduate students who were facing dismissal from their programs for a variety of issues including a lot of academic misconduct concerns. At least proportionately in my office – I don't know if Student Conduct felt the same way, but in my office it felt like a lot of it was due to academic misconduct concerns. And academic misconduct concerns that – I've been working with Dean Bond about: How do we, particularly with our international students, get the message across

as to what is academic misconduct in your program and what the requirements are there, as opposed to maybe the school you came from. And that's a challenge, because, as you know with orientation, you show up, you get a ton of information all at once, and then it goes out of your brain because it's very overwhelming. So how do we break that out through the Writing Center, through orientation, whatever, so that our students are really clear on what constitutes academic misconduct and what is appropriate.

Also lots of students in crisis. So, we all have felt in crisis if you are an employee at a state institution. Students have also been in crisis. Significant mental health issues and physical health issues, also financial crises. So I work very closely with Mike Stang in Student Affairs, as well as across campus, whenever we have a student who's in financial crisis, homeless students, students who can't pay whatever bill and are about to lose their transportation to and from school, those kinds of things are really a concern.

Some common issues and suggestions: I have the one on the top left about being a leader. I just encourage us all to think of ourselves as leaders no matter where we sit in the university, because we are. And people are always watching what we do, and using you as a model, whether you realize it or not. And I always talk about in some of my presentations how I'll walk through a hallway and, if I'm really one of two people, I smile and say "hi" to the other person. It's just kind of a Midwestern natural thing I do. And I had a student come to me last year who had been in kind of a fog, and I said "hi" to the person and smiled. And they came to me later and said that that kind of changed their whole day and changed their world, because they felt invisible. And just having somebody acknowledge them and smile and be pleasant had kind of changed the whole world for them that day. And we can be that person for students. We can also be that person for each other.

Also leadership – I hear a lot when I go to talk to individuals about policy issues or when I send the person who has come to – I will frequently say, "You've got a problem with Person X. Have you gone to talk to that person about your problem?" Sending them right back and say, "Okay, here's a strategy to deal with that person about your concern." Okay, well if talking with that person hasn't worked, then you need to escalate up the chain of command. And people go up the chain of command and hear, "There's nothing I can do about that. There's nothing I can do." And I think we need to stop saying that, and we need to, as an institution, but all of us as individual leaders, start figuring out what we can do to make the situation better, because there's a reason the person's coming to you. And everybody's got that kind of chronic frequent flyer who comes in your office constantly to complain – yes, we all have that. But the majority of people, if they're coming to you, it's taken a lot of courage for them to come. And there's a reason that they are there. So let's figure out what we can do, or what the resources on campus, who can do something to help them, even if it's just for them to get a better understanding so that they don't feel as badly as they do right now.

Which goes to the right – communication – letting people know what's going on in a substantive way. If you are somebody who's in a leadership position, making sure that the message of whatever is going on goes all the way down to whatever you consider the ground-level person in your area, because frequently information just lives in one area. President Freeman has instituted leadership meetings so everybody from the chair/director level up comes to those. And that's been really helpful I have found, because people want to know what's going on. And you would think, you know, I've worked in school districts before where all the teachers are required to show up at a

meeting, and they're like, "That was the biggest waste of an hour, I've ever." No, I have not been walking out of those meetings hearing that from anybody, because people are valuing the information that they hear. Now if we can all then turn around and go back to our offices and relay that information, it would be awesome. Also to students: Students need to know what's going on and why something is happening. It might not be something that they have a decision-making authority in, but many people know what the logical rationale is behind something is not giving your power away. It is just helping people understand. So if we as an institution can do that better, that would be great.

Then the last thing is what people say about working with my office. Universally, I get good feedback. We don't hear the end of the story most of the time. I don't hear what happens, because people are not required to come back and tell me what has happened with their situation. But this year in particular we've dealt with some really tough situations, and it was really nice to get feedback from students saying, "Thank you for being with me in my tough times." And sometimes there are concerns of redundancy: "Doesn't HR do what you do? Or somebody else on campus?" And the answer is "no, they don't" because this office is the office. You went above and beyond. You're the only place I felt I could go on campus, because it's supposed to be that, and it is, that neutral location. I will tell you the real deal and give you information, but also help you figure out what your steps forward are. And that doesn't happen, it's somewhat unique. We want that to happen everywhere. But right now we are unique in how we work. And so anyway it's appreciated and so I appreciate your time. Thank you. [applause]

R. Scherer: I have a question if I may. This is the time of the semester when a lot of our students are sort of at their maximum stress levels, and it manifests itself in many different ways. And I'm sure I'm not the only one who's had students in tears in their office in the last week or two. I have helped students get to the counseling center, and the counseling center, as you know, is horrifically overscheduled. They're maxed out, and they will always – at least in my experience – see them immediately. But when it comes to scheduling any follow-up, it may be weeks before they can do a follow-up. And it never occurred to me that your office would be an alternative. What else do you recommend?

S. Klaper: I am a lawyer, I am not a mental health professional.

R. Scherer: I understand, but in terms of helping them find what their alternative is.

S. Klaper: I am happy to be an excellent listener, which is one of the things lawyers are supposed to be doing. And so one of the things I pride my office on is being a good listener. And so frequently being heard is what the student needs at that time. But also if they need immediate mental health services, we get them help, just like you do, get them to the right place, walk them there if necessary. But then I've got a sheet that I can email to you if you like. Or I can email it to Pat and ask her to make it available, of all the mental health offerings on campus. Counseling and Consultation Services is an excellent resource for our students. It's fantastic. It's not the only place on campus so, if they are full for follow-up visits, there are other places on campus and off-campus that students can go. And so we are happy to help them connect. But I can give you the sheet that has all that information on it.

R. Scherer: Yes, I'd appreciate that, because it's not always clear what the next steps would be for us to provide assistance.

S. Klaper: And do bring them to my office, because there are three of us in my office. It's me, I have a graduate assistant named Cristina Wilkerson, she's a doc student in counseling, and she is fabulous, and this is the third year she's worked in my office, and she's not allowed to counsel out of my office. However, again, she is an excellent resource for listening, particularly for undergraduate students. And she can help people get where they need to go and also talk them down and help them work through situations. But then also Gay Campbell. I don't know if you know Gay. Gay is the administrative assistant for our office, and she used to work in Facilities and Finance many moons ago, and then also in the Bursar's Office. She's a wealth of information that she is happy to help. And she's also one of those calming presences in life. And so when students come, or anybody comes to our office, and even if you have to sit and wait for me, she is excellent at helping people maintain while they're waiting and anxious and upset.

R. Scherer: A handy-dandy cheat sheet would be helpful. Thanks.

S. Klaper: Yes.

L. Freeman: I think our chief Student Affairs officer would also like to comment.

K. Wesener Michael: I would echo Sarah's comment about the complexity of student issues, in particularly the mental health concerns. They continue to grow on our campus as well as colleges campuses across the nation. This is certainly a struggle in higher education in general right now. I want to show you that we are stretched with resources, but I want to show you that, if a student walks in our office, we're going to do some level of assessment. If there's immediate need, we are going to attend to that immediate need with the urgency that's needed. And also if we're not able to accommodate that as quickly as we would like because of resource constraints, we're going to get them referred to other places. And we're continuing to work, not only on campus with all the resources, but across the county as we're trying to all work together for the mental health of our students, as well as the community as a whole.

M. Haji-Sheikh: I want to remind everybody that not only does the campus have resources, but DeKalb County has additional resources. I had a student who was suffering from depression, was diagnosed and couldn't afford drugs. It's one thing to be diagnosed, it's a whole nother thing to be able to afford the anti-depressants. And the county has some local – especially most of our students would be considered poverty line – the county has resources for people who are in that situation. So I was able to get him to those resources and able to get him support. [inaudible] contact even he's not been here for more than a year.

K. Wesener Michael: We're plugged into the county and local mental health resources, and thank you for that comment, because it's important, it really does take a village these days, and we all have opportunities to help contribute in different ways.

J. Stephen: If you've ever had students calling you up at night or at home, if you've ever had that happen and they're freaking out, I'd like to remind you that Ben Gordon has an emergency hot line

that is usually staffed and really helpful.

K. Wesener Michael: The university also has an on-call counselor who is available after hours. Students just need to – or if you're concerned about a student and need consultation or want to refer the students – by calling the police dispatch and asking for the on-call counselor, they will get in contact for consultation or with the student and after hours. That's important, because lots of times, as you know, darkness settles, people get tired and things get amplified. We want to be able to provide resources at all hours of the day and night.

J. Stephen: Just to follow up on that, one question about going through the police that students are often worried about is: Does that mean that they're going to come to my house with an ambulance and all of that. If you call the police for the on-call, do they just give you the on-call and then trust that the on-call person will do the right thing?

K. Wesener Michael: When they call dispatch and the on-call counselor has – they do a consultation with the individual student in this particular situation. If at this time, or any time, 24 hours a day, that person is deemed a threat to themselves or someone else, we're going to respond. If that is not the case, we are going to make sure that they have the resources available, they have the safety plan. And there's an assessment done by that counselor to make sure they feel like the student's going to be safe through the night and probably will have a follow-up appointment first thing the next morning. But if it's extreme, we're going to respond in a way with that urgency, because that's the right thing we need to do. But if not, we're going to make sure that students gets the support that evening, as well as the follow-up the next morning.

J. Stephen: Thank you.

L. Freeman: Any other questions for Sarah? Comments?

J. Rheineck: I'm [inaudible] professor in adult and higher education, and I can speak to this issue a little bit because we do have one of the training [inaudible] here on campus [inaudible]. I encourage you to call [inaudible] once you're able to get that information, but I do want to let you know right now that we are struggling to meet the need across campus. We also have a wait list [inaudible] marriage and family [inaudible].

L. Freeman: To make sure that's captured because we're not sure that your microphone was on, you're from Counseling, Adult and Higher Education, one of the resources on campus. And I think the point you were making is that you're stretched as is Psych, as is Marriage and Family Therapy, and demand is exceeding supply.

J. Rheineck: Currently right now, all the clinics on campus have wait lists.

L. Freeman: Right. Other questions or comments?

L. Shi: I'm from the Marriage and Family Therapy Clinic, and we do have a waiting list for individual clients, but we are still accepting students and staff who are going through some relational issues. Could be roommate issues, romantic relationship issues, parent/child issues. We're

still open for those referrals, and the phone number is 815-753-1684. Do I need to repeat that? 753-1684 is the number to call. Thank you.

L. Freeman: Thank you. Any other questions or comments? Seeing or hearing none, I am going to turn the agenda over to the executive secretary of University Council to start with Item V.

L. Saborío: Thank you, Sarah Klaper, for your report. Just to let everybody know, her report is available on pages 3 through 15 on the online agenda if you would like to read the entire report.

V. CONSENT AGENDA

VI. UNFINISHED BUSINESS

VII. NEW BUSINESS

A. Per NIU Bylaws, Article 19.4.2, approve [proposed General Counsel Search Committee structure](#) – pages 16-19

L. Saborío: So next we have new business, Item VII. Per NIU Bylaws, Article 19.4.2, we're going to approve the proposed General Counsel Search Committee structure. It's on page 16 of your agenda. And then you have the position description, I believe it is, on pages 17 through 19. Can I get a motion to approve the proposed General Counsel Search Committee structure?

H. Nicholson: So moved.

L. Saborío: Thank you, Holly. And a second?

B. Andree: Second.

L. Saborío: Thank you, Barb. Any discussion? Go ahead, Michael.

M. Haji-Sheikh: Wouldn't it be a good idea to include a member of the law school faculty on that rather than having just a general member of the Faculty Senate, but to actually have somebody from the law school whose specialty is in that type of law at least in a supportive role?

L. Freeman: We sometimes assume that the Faculty Senate, the represented body of the faculty, will think about what the best representative is for the campus as a whole. Obviously, the general counsel's office serves all of us in terms of higher education policy and practice, and the person with the most expertise who has that vision and also understands the qualifications may be a law school faculty member or may not be. We do have a law student representative on the committee, and generally those students are pretty knowledgeable. But I think it's an interesting suggestion, and I'm actually going to ask Dean Cordes if he'll come to the microphone and comment on whether he thinks that would be an important [addition].

M. Cordes: I generally agree with what you just said, President Freeman, that I think it would be find to have a law faculty member, but it certainly is not essential. I think I would trust the Faculty

Senate or another body to make a decision about who the best person would be to represent the faculty. Certainly our faculty would be very open to serving, but I think that there is a number of other components that would go into it.

L. Freeman: We do have a member of the general counsel's office, and again I want to make sure that everybody understands that this is a search committee who will be reviewing the position description, managing the search. But as we come to selection of finalists, there will be open forum, and everyone will have an opportunity to meet with the candidates, but we'll take that under advisement. If somebody does want to amend the structure at this point, I'm sure that you would entertain a motion.

M. Haji-Sheikh: Well, I'll go ahead and propose that adding a member of the law school faculty on this as an amendment.

L. Saborío: Okay, discussion? Do we need a second? A second to the amendment?

W. Penrod: I'll second that.

L. Saborío: Okay, thank you. And now discussion, go ahead, Andrew.

A. Krmeneč: To follow up on Mike's observation of a gap, it seems to me that someone from RIPS [Division of Research and Innovation Partnerships] should also be on this committee, given that general counsel and that office writes contracts and approves contracts for research and engagement activities.

L. Freeman: Actually, we don't have the names filled in here, because the committee is not complete, but Vice President Blazey will be chairing the committee, so we felt that that was adequate representation for RIPS.

A. Krmeneč: Well is this a one-time only committee, or

L. Freeman: I'm hoping we don't have to search continuously for a new general counsel. This is a search committee.

L. Saborío: Anymore discussion?

M. Haji-Sheikh: Yes. The only reason I suggest this is that we've had some interesting experiences out of general counsel's office over the last few years, and [inaudible] there are lots of people here who have lots of experiences and are very talented people. I personally don't know if: a) the person we have in the Faculty Senate that's serving is in that area of law, so if we pick somebody in Faculty Senate who happens to be from the law school, they may be in an entirely different area of law. Most all lawyers are supposed to be able to come up to speed, and [inaudible]. I have lots of friends who are lawyers, so don't think I'm picking on lawyers, but as some of you know. But they have to come up to speed, and there's a whole bunch of [inaudible] documents they would have to read to understand that part of the law. So I'm just suggesting that, instead of having a [inaudible], let's ask someone from the law school to [inaudible] to be the representative. That's the only thing

I'm asking on this.

L. Saborío: Okay, thank you. Any other discussion? And then we're going to take a vote on the amendment. And to be clear, we're adding a representative from the law school to the General Counsel Search Committee structure. All in favor, say aye.

Members: Aye.

L. Saborío: Any opposed? And abstain? Okay. The motion passes – or I guess it would be the amendment passes, amendment to the motion. Okay so now we need to vote approve the committee structure. All in favor, as amended, say aye.

Members: Aye.

L. Saborío: Any opposed? And abstains? Anyone confused at this point as to why we are voting again – yes, that would be me. That one passes too. Any questions before we move on?

VIII. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

A. Faculty Advisory Council to the IBHE – Paul Stoddard – [report](#) – Pages 20-21

L. Saborío: Reports from councils, boards and standing committees. Paul Stoddard is here, and he does have a written report on pages 20 to 21, but he would also like to address the Council, so the floor is yours, Paul.

P. Stoddard: I'll highlight a couple of things from the report that is there. We met on October 13 at Chicago State. They are still in business. That was questionable for a little while last year, but they're cautiously optimistic about their future going forward. They did get some relief.

A couple of things – in particular, we got a report from SURS, the portfolio has grown 15 percent over the last 15 months to about \$16 billion, but they're still quite underfunded. But they're doing well these days. That's a little bit more of interest to some of us than others.

And then the other thing, we met with a Rep. Lou Lang, he's a Democrat from Skokie. He is the deputy speaker of the statehouse down in Springfield. Among other things, he really suggested that the best way we can have influence on what's happening in Springfield is to express our opinions to our representatives. A lot of us live locally and currently have Bob Pritchard as our representative. But a lot of us also live east of here, some probably north and west and so on. And especially those of us who live out of this immediate district, I think it's very important that we express our opinions to those representatives – I know Bob has been pretty good about representing NIU's interests downstate, but the surrounding districts maybe need a bit more of a tutorial on what NIU provides to our students as well as our community. So letting them know that ten percent cuts in higher education budget are not really acceptable for where we want to go.

Lang is also going to be presenting legislation to provide more money beyond MAP to help poorer students. It'll be need-based and tied to GPA. He's got a couple of other things he's working on. He

was asked about a proposal by Sen. Chapin and Brady, which is something we ought to keep an eye on. It's really about trying to streamline the public universities. Frankly, I don't know that it has much of a chance of going anywhere, but it would mean a pretty drastic change, I think, in the philosophy of higher ed among public schools in Illinois. He hadn't read that proposal yet, but when somebody described it to him, he thought it was a really bad idea. And so I think with that, it probably won't go anywhere.

Those were the main things we got out of the meeting. Like I said, my notes on the meeting are attached as the report. But I wanted to address everybody here, because this is my last or penultimate meeting with everybody here. I'll be retiring at the end of the year, for those who don't know. And so somebody else will be doing this. And I'll need somebody to do this on a more permanent basis, and I would like to encourage people to either think about doing it themselves – you need to be a tenured faculty member. You need not be a member of the Council or Faculty Senate. So if you, or if you know of somebody who might be interested, I really highly recommend it. It's a great opportunity to meet colleagues from across the state, from public universities, community colleges, private institutions. And you really get a very nice cross section of higher education in Illinois. We do put together position papers and do try to have some influence with the Board of Higher Education. The efficacy of that is sometimes questionable, but at least we're getting our two cents in. And so if you've got two cents you'd like to contribute to the debate, this is a great place to get them in there.

If you are considering it, things to keep in mind is that it meets one Friday a month so clearing your teaching schedule of Fridays would be a good idea. They do occasionally meet downstate, Carbondale, Edwardsville and so forth. Those are long drives or long train rides, and sometimes require leaving Thursday afternoon or getting in very late. It's a very collegial group of people you'd be working with. And like I said, it's really been a good experience for me, and I would highly recommend it to anybody who can fit it into their understandably busy schedules.

If you have any questions about it or would like more information about this position, please feel free to contact me at any point, even after December 31, and I'll be happy to try to answer questions you might have. Thank you.

L. Saborío: Thank you, Paul. So if you are interested, please contact Paul if you have any questions. Next semester we will be electing someone to serve in this position. We will be going through standard protocol and so we'll have a call for nominations at that point.

R. Scherer: I'd just like to thank Paul for his many years of service to this body.

L. Saborío: Oh yeah, and he's retiring, congratulations, Paul. [applause] And Paul, you have to come to the next meeting because we're actually going to have cookies back there instead of.

L. Freeman: And we'll recognize you more formally at that time.

B. University Advisory Committee to the Board of Trustees – no report
Barbara Andree, Catherine Doederlein, Alex Gelman,
Mark Riley, Linda Saborío, Kendall Thu

C. Academic Policy Committee – Terry Bishop, Chair – no report

D. Resources, Space and Budget Committee – Jim Wilson, Chair – report

L. Saborío: Okay, let's continue. Item D., Resource, Space and Budget Committee, Jim, do you have a report for us?

J. Wilson: Yes, I have a report. This report is based on our meeting held just this last Friday, in which we addressed points from previous meetings and had discussions with other members. I have a couple main points that probably would warrant some discussion from what I understand, and several minor points that we covered.

The first one was a discussion we had on Friday with our acting vice president of administration and finance, Larry Pinkelton. And that was to lay out how the \$10.9 million budget reduction was derived. And Larry did break this figure down for us into what I call components. There was a \$5 million downward adjustment after the final Fall 2017 enrollment figures were tallied. And there was a \$4.2 million downward adjustment from revisions to certain planning assumptions on the Foundation with scholarships. So that went from \$6.2 million down to \$2 million. And there may be some discussion about that. The next component was \$1.1 million for a salary increment, and a \$600,000 adjustment for marketing.

So the point was raised to me earlier today that, although the others are kind of more directly understandable what happened, going from \$6.2 million to \$2 million based on an estimate seemed rather large, and that, when compared to the increment for salaries, \$1.1 million, there seems to be the variance there covers like over three times the amount of the salary increment right there. And so this may be possibly a topic for discussion of where are the priorities that we might think of in terms of salary adjustment and the variance of estimates that we have here. If you don't have any questions, maybe a little bit later. I'll move on to the next point.

The quarterly budget reporting update was also discussed with Larry Pinkelton. Larry basically described how cost centers are the basic units of analysis in all of this, and various units, of course, are going to have different cost centers, different numbers of cost centers. And it was suggested, if I may use that passive construction, that given that we know that this has been a real heartburn issue for faculty, academic heads and office managers implementing this quarterly budget, given the ebb and flow of dollars in these units, that instead of – we know there's a problem. A lot of it's anecdotal. We know that those issues, how best to address them, how best to solve them – and it was suggested that unit heads or office managers go directly to the controller office or accounts payable.

So those were the two main topics that we discussed at the meeting. And so if there's not yet any questions or comments formulated, I'll move on. But Kendall has a question.

K. Thu: Thanks, Jim. I actually have a question for both points, but I'll start with the quarterly reporting. We went through a period of time when unit heads and department chairs were discouraged from contacting accounting directly. There was this sense that accounting needed a

firewall between department heads and accounting. And so I'm not sure how well that will work, particularly if we take the colleges out of the equation. I really don't have any problem doing quarterly reporting as a department chair. What I have a problem with is having to get permission to move money from one quarter to the next. I think if chairs were given the permission to do that, actually manage our budget, and not being given the strictures – oh, you've got to go back to the college to get permission to move from Quarter 1 to Quarter 3 to Quarter 4, it's not very hard for me to report our small budget in a quarterly fashion. That's really the crux of it for me. Maybe I'll just leave that out there for now, and then I'll come back to my second question.

J. Wilson: All right. If there are any others, we can address them later. Okay, some of the other points: The RSB Committee also liaises with other committees, and we have a couple representatives that are doing that. We have one member, George Slotsve, who is our liaison to the University [Fee] Review Committee, and we discussed some ideas on what to explore in the future. But we don't have anything really specific yet, and so we kind of just talked about it in general terms.

Another committee that we liaise with is the Campus Security and Environmental Quality, and our liaison for that is Hamid Bateni. The issues he brought up that they discussed were parking and speed bump placement; panhandling, apparently, has been an issue; and the presence of these White Supremacist groups, such as Identity Evropa on campus. So those are two things that do relate to Resources, Space and Budget.

We did get a facilities update from John Heckmann. The Holmes renovation design team is in the process of drawing up construction documents and agreements moving forward. Stevens Hall will be nearly complete in February, move-in ready by the end of spring semester. Theatre will need its own funds for renovation. And preparations are being made to approach the state for fiscal year '19 concerning building maintenance.

At the last Faculty Senate meeting, a question was raised about the use of bonds to pay for auxiliary projects and renovations. For example, I think it was the coffee shop and the library. And the answer is actually, yes, they can do that. Of course, they do due diligence about what they can and can't do with bond money.

And with that, Sarah McHone-Chase will be the acting chair, temporary chair of the RSB Committee for the spring semester as I will be away on sabbatical. So that's it for the report.

K. Thu: Could I just follow up? What is the next step on the quarterly reporting? Do you see what we're going to do going forward, Larry?

L. Pinkelton: Sure. In terms of the quarterly reporting – and thanks for the questions, we really appreciate the opportunity to engage on the subject. The quarterly reporting, as we've adopted this concept into the organization, we've established that it is really a crucial point to help us manage the university's infrastructure. So to the extent that you've got questions or specific situations, the suggestion that I had made during RSB was to bring those questions forward in a very specific way, and let me figure out who within our organization would be best positioned to respond to the question. When you talk about moving funds from one quarter to another, that's a process that, if

the college would like to ultimately approve that move that you'd like to advance as a chair, then I think that's within the college's purview.

K. Thu: Okay, that's good to know.

L. Pinkelton: And so you can work that bit of administration through your college infrastructure, your college management team. But in terms of us actually facilitating that move within the budget function, obviously, we need to insure that all the people that are involved with that movement are aligned with the move.

K. Thu: So my college acting dean is here. And so I can simply ask her, can we be allowed to move money from one quarter to the next without getting permission, which is an onerous task for the college budget manager as well.

J. Ledgerwood: Well maybe I'm the one who's not clear, because I really thought that had to have your central approval, that the college didn't have the right to do that.

L. Pinkelton: Certainly to effect the change, it needs to flow through the budget function, and we need to make sure that all parties that are impacted by the change are on board with making the move. So if you're trying to make a move from quarter 1 to quarter 2, as a quick example here, but you don't have the consensus of your leadership, then we would be concerned about that.

J. Ledgerwood: Okay, so he would ask the college, but the college would still have to ask you. It would still have to be done at the central level, correct?

L. Pinkelton: The way the process is set up now is, if you want to effect a move from one quarter to another, then you bring that request forward. And I can't recall any time since we've introduced the concept of quarterly reporting where the budget function has said, "No, you can't move money from or request any type of change from one quarter to another."

K. Thu: So let me see if I can simplify this. So Dean Ledgerwood has the authority to say to Kendall Thu in Anthropology, "You may move money from one quarter to the next as long as your total budget is responsible."

L. Pinkelton: That's correct.

K. Thu: Okay.

L. Pinkelton: And let me follow up on another question, or point, that Jim was making concerning contacting the accounting function. My view on this is that the accounting function is a customer service organization. And so that entity exists to be able to provide information to the campus on the business that you deal with that touches the accounting function. And so I would not want you to continue to embrace this notion that there is any type of firewall between the campus and accounting. And I would ask that anybody that has that experience, please bring that to my attention, and let me understand what the root cause of the conflict is, and I'm sure we will resolve it.

K. Thu: I appreciate that, Larry. I just wanted to make you aware of the institutional history that is still lingering.

L. Freeman: Can I just add one comment that's relevant there. The acting executive vice president and provost had to leave early today, but since the delegation of authority question has arisen largely within Academic Affairs, I'm going to ask him to work with Associate Vice President Pinkelton to clarify what came up on the floor here in easy-to-follow guidelines related to delegation of authority and accountability so that all of the colleges can look at the same page and understand how we can do things easier and still with accountability.

B. Andree: Could you also include organizations on campus, because I believe other organizations such as the Operating Staff Council has had issues and concerns about our inability to move money quarterly, from one quarter to another, when we have big expenses once a year; for instance, the Operating Staff Celebration kind of thing. And so our treasurer has been confused by that as well.

L. Pinkelton: And so again, the flexibility to move from one quarter to another, if you bring forth that request, it's going to be embraced. But let me just take a step back in that what is the intent of a quarterly budget? So if you have an opportunity on the front end of the budget bill process, that's really the best point in time to try to accommodate all of the nuances associated with your part of the institution. So if you know

B. Andree: So we could set it up differently in the future? Okay.

L. Pinkelton: That is the intent of the quarterly budget concept, absolutely, for you to think through all of the factors that would affect your financial activity in that three-month period and make the appropriate provision in how you submit your budget.

B. Andree: Thank you.

M. Haji-Sheikh: I had a real quick question. In this quarterly budget thing, which is unusual from my experience in working in corporate life, was that quarters sometimes are in the red, sometimes quarters are in the black. What is driving always being in the black? Was that the Board of Trustees designating that all of the money has to be moved around so that every quarter appears to be in the black?

L. Pinkelton: Well, I'm not sure what you mean by reference to being in the black.

M. Haji-Sheikh: Well [inaudible] from quarter 2 back to quarter 1 so you cover all the expenses in quarter 1, then you're essentially saying that you're always in the black.

L. Pinkelton: Okay. The strategic intent of the quarterly budget process is to give the university a mechanism to understand the financial activity that took place in that three-month period. The questions that are on the table around moving budget from one quarter to another, as I read those questions, is intended to help bring clarity to what's happening in that particular unit's budget for that three-month period. It's not to maintain this position of being in the black; it's to give the unit

the flexibility to insure that they've got the correct amount of funding associated with their operation in that three-month period. But again on the front end of the budget process, that is the optimum time to try to align your division, your budget, your cost center's activity with what you really believe is going to transpire in that three-month period. If that is done over the course of time as you continue to become more and more familiar with the ebb and flow of your financial activity, then I would suggest that there would be fewer and fewer needs to move money from one quarter to another.

M. Haji-Sheikh: [inaudible] unusual, that's all I'm going to say about it.

J. Millhorn: I'd like to go back to the question of the deficit on the part of the Foundation. My understanding is that those moneys were devoted to scholarships, and they grossly underestimated the amount that they could raise. A bigger question is: What is the spillover effect? We're dealing with scholarships and students here. What's going to happen to this going forward?

L. Freeman: The Foundation set an extremely aggressive fundraising goal, and that goal was targeted toward unrestricted scholarship money, because that's an ongoing need of the university, because we currently spend a significant fraction of operating funds on financial aid, and because they thought that that would be a very attractive target for a very aggressive fundraising campaign. As I understand it, and I will say that Vice President Squires is going to be the speaker at the next leadership meeting, so you'll have an opportunity to explore this with her, but in trying to close a budget hole and in anticipation of potentially having no money from the state – we went 700 days, as you may remember, without a budget, and this target was constructed when we thought we were going to go 300 more potentially. So the goal was set highly aggressively, and then a number of factors really decreased the Foundation's ability to pull the lever as aggressively as they had wanted. One of them is actually the fact that we got a budget, because it seemed like much less of an emergency to the potential donors to have to give us money to keep the doors open and the students in the seats. The other is, there were a series of other events that slowed fundraising. Some of them were the departures of key staff in advancement. Some of them, to be frank, were related to reputational issues of the university, which made it less of an ideal time for fundraising over the summer. The goal

J. Millhorn: My real question is: What's the long-term effect of this? Are you going to have to scale that figure down, obviously? And how is that going to affect students?

L. Freeman: We are always aggressively trying to fill the students' need and meeting the students' need, whether we do that with operational funds or whether we do that with scholarship funds. If we do that with scholarship funds that are raised in a dedicated effort, then that means the operational funds that are being used to support student need are then available for other things at the university. So part of the strategy in raising those funds when we thought we were not going to have a budget is: If you've heard John Heckmann speak, you know we have great needs in HVAC. It's pretty hard to raise money for HVAC. We spend \$20 million of institutional funds every year, on average, on student aid. If we can take scholarship money and direct it toward student aid, we can take part of that \$20 million and use it to pay for a boiler if we need it. Scholarships and unrestricted scholarship dollars are going to be the focus of a campaign that's heating up that's going to be starting, and it has specific goals, and those goals will be announced at the Board of Trustees

meeting as part of the presidential goals next Thursday. So there's still a desire to raise unrestricted scholarship funds, but the funds that were in the budget, although they were part of our budget strategy for this fiscal year, were not funds per se that were promised to specific students that haven't been raised, if that's your question. I'm not sure if I really understand the question I'm trying to answer. Maybe it would be better if I allowed you to interact with Catherine directly. Larry, I don't know if you want to add anything?

J. Millhorn: If you made unrestricted offer – and I don't want to belabor this – for one year, and you went \$4.2 million in the hole, in the next year, you're going to have to ratchet that figure down. It was overly aggressive. What happens to those people who received those scholarships this year going forward when you have a much lower target?

L. Pinkelton: Let me clarify. The original number that was quoted of \$6.2 million, that was a preliminary planning assumption that was incorporated into the budget. At that point in time when the budget was constructed, there were no funds that had been specifically promised to a student. And so subsequent to that original plan brought forth by Catherine Squires, as President Freeman has alluded to, the planning assumption for a number of environmental circumstances was reduced down to \$2 million. And that's what represents the \$4.2 million difference between the two. A planning assumption that was originally factored into the budget, subsequently reduced to \$2 million, but during that interval, that probably 90-day time period, there were no specific commitments made to students for that \$4.2 million.

L. Freeman: And in fact, just to address one more

J. Millhorn: That was not made clear in the original presentation. It looked like a rescission, an absolute loss.

L. Freeman: Okay so I'm glad we were able to clarify that. I actually want to clarify one more point that you made, and that is: The university, over the past couple of years, has moved away from making one-year financial aid package commitments, to making multi-year commitments, because we understand that it's very challenging for students and families to plan when we don't make a multi-year commitment to them. So the packages that go out now tend much more to have a multi-year commitment that students can count on, although the source of the funds may not always be exactly the same in any given year. The university has been trying very much to move in that direction so there's not a "now you have it, now you don't" and it becomes a driver of a retention issue. Sol, I don't know if you want to add anything to that?

S. Jensen: Not much more. It truly is, from a recruitment standpoint, being able to speak to a student and, you know, there are, obviously, renewal requirements – they have to maintain certain GPAs and maintain certain course load requirements, number of credits per semester per year, but it does offer students and their families more – I would never say a guarantee – but more of an assurance that that scholarship will be there for consecutive years. So it does help, not only in recruitment, but also in retention.

L. Saborío: Any further questions? Everybody good? Okay.

- E. Rules, Governance and Elections Committee – Therese Arado, Chair – no report
- F. University Affairs Committee – Reed Scherer, Chair – no report
- G. Student Association – Rachel Jacob, President; Christine Wang, Speaker of the Senate – report

L. Saborío: Okay, we're going to move ahead with Item G., which is the Student Association report, and Christine is here, I don't think Rachel is here, though.

L. Freeman: Christine, you can tell Rachel she was recognized and applauded in absentia.

C. Wang: Okay, will do. So we worked on quite a few things. On the 17th of October, we held our Pizza with Pritchard and Dinner with Demmer. Unfortunately, Rep. Demmer could not make it. He was stuck in Chicago with a Medicaid issue that he was working on with a committee. So Rep. Pritchard was the only one who was able to make it. But we did get decent turnout from students. We talked about things like student loans and other issues like the state budget that had happened, as well as the federal issues that were trickling down to the state level and seeing how the legislature was going to deal with them. So we talked about issues like health insurance, which, obviously, is a big debate going on right now as well. So it was a good conversation, and I think a lot of our students learned a lot of things about what it was like to serve in the state legislature as well.

We also worked together with the City of DeKalb for the Annie Glidden North Corridor Revitalization Project, and we talked about a number of issues. The things that were hit on were not limited to crime, transportation, pedestrian and bike infrastructure, poor lighting, poor property conditions, inadequate access to food because it's a food desert out there. And so there's just a number of issues, and it's not just these issues that were talked about at that time, but obviously there's a lot of work that needs to be done in that neighborhood. And I'm glad that the City of DeKalb decided to seek out student opinions for that as well.

And then going back to the safety issue that President Freeman had talked about, we had invited a number of people to come speak to senate about these issues. Dr. Kelly Wesener Michael did come out and talk on behalf of the administration on what's going on and what the university is doing. Last week we had the deputy chief of the NIU police, Jason John, come and talk to us about what NIU police is doing. And right now we're working on getting someone from the DeKalb Police Department to come out, either this meeting or next meeting. And so we're going to be contacting Gene Lowrey to see if he, himself, or if someone else can come out to talk to the senate as well. Obviously, this is a huge concern for us. Safety is like an enormous issue. We want to make sure our students feel safe doing activities that they always do and that they're not feeling afraid or feeling left behind. So those are some of the things that we talked about.

Other things that we've been working on: So we also are working on the undocumented students issue with SA elections. Currently they are not able to, or at least it's unclear, whether they can run

for elections. But we did get a response back actually today about background checks. Apparently, you would need to provide your address that you've been living at for the last seven years or a tax identification number or something that you have to pay taxes. So it's a start, and we're going to see how HR can also allow undocumented students to pass those background checks without feeling afraid that they wouldn't be able to or have some assurances associated with registering for elections.

We also presented for Huskie Pride as President Freeman had also noted. We went on Monday to Sycamore. Yesterday there was Genoa. And then on the 27th, there's going to be the City of DeKalb and the Chamber as well.

And then we are also working on election policy. Last year we actually increased our voter and candidate turnout by 200 percent, but it's still pretty low. There's not much to improve if your previous voter turnout was 800. So we want to continue to increase that. And we're also going to be redistricting going from possibly four districts to five districts because of the shift of students who no longer live in the residence halls. We are now seeing more of an increase in the Annie Glidden North Corridor area so we're maybe giving more seats to that area as well. And then also a revision of the time line.

And then finally, two other things: The Student Loan Bill of Rights actually was passed yesterday. The veto was overridden by I think 98 to 16, which gives us, the students, the rights to know about what kinds of loans we are receiving. It prevents predatory loan practices from happening to students. It also gives us the right to know exactly what we're signing on to. So that's really encouraging to see it passed the Illinois legislature yesterday. And that's actually something the Student Association and the senate has been lobbying for. So it's really great to see that something we didn't actually think was going to happen – we didn't think that the override was going to happen because it initially had passed with just a majority, but not the two-thirds majority necessary. So it's great to see that legislators have flipped on that issue.

And the final thing I wanted to talk about was the No Shame Campaign, give you guys an update on that. I do have pledges to sign so, if you want to come up to me afterwards, I have plenty of pledges. If you want to take some home with you or to your office or your department. I also have pens, loads of pens, if you want to bring those with you, you can take pledges as well. We also held a program called Family Matters. It's about minorities and mental health. It was an amazing event. It actually happened in this room. It was supposed to last about an hour, it lasted two hours, and it was standing room only. It was really great to see this discussion happen and to inform people. I think everyone walked away that night learning something new about what it was like to be a minority who dealt with mental health issues as well.

Things that we're going to be working on as well is we are going to be holding a panel on veterans and mental health on November 27, and we're currently working with Military and Post-Traditional [Student Services] to set up a panel for that as well as counseling services.

We are also going to be holding a Don't Stress the Test the week before finals, hopefully get some therapy dogs in, which is something I'm most excited for.

And then also we've been working with Ian Crone who is the director of the Holmes Student Center to see if we can set up a place to show or display all of our pledges. And I think we've decided on a spot. We're just waiting on Grounds now. So right now we have about 600 pledges. It's amazing to see, and I'm hoping we can add some more.

Are there any questions?

J. Novak: You went over the information on the pledges very quickly, so I didn't understand what they are about. Could you please explain that?

C. Wang: Yes, these pledges are basically something you can sign to show that you support the No Shame Campaign. The No Shame Campaign, itself, it a campaign to end the stigma against mental health and seeking help for that, so I'll quickly read it. "I see the person, not the condition. I pledge to educate and promote awareness about mental illness and recover to create a better tomorrow by modeling healthy coping skills, to reach out to, listen to and accept someone living with emotional distress, to ask for help if I am suffering or think I am suffering, to start the conversation and/or share my story, to make it okay to get help for someone who is suffering and to end the silence and to stand up for mental health." It's a very quick pledge that people can sign. I know a lot of people in this room have signed it, and it's something that is pretty much a show of good will for our students to understand that they are being supported by, not just their fellow students, but by the administration, the faculty, staff, etc.

J. Novak: Thank you.

E. Schmidt: Hello. President Rachel Jacob apologizes for not being able to make it today. She was actually in a meeting with the City of DeKalb and the DeKalb Police Department regarding something that we will be doing this coming Friday. We have purchased some red ribbons, and we are going to be tying them up around campus and the whole campus area to show solidarity with the students in regard to a lot of the violence that has been going on. We chose red because Huskie Pride. That will be going on on Friday. We're going up to do that at, I believe, around 3:30 on Friday afternoon. That will be the entire Student Association executive staff, and we've also invited the senate to contribute.

Rachel has also been making strides with Student Conduct and the compliance check policy for off-campus events. Students have now been able to go along on those compliance checks with the GA in the Student Conduct Office. I've actually been able to go on one myself. Still in the works of getting formal training scheduled. Conduct is kind of holding up on that, but it's kind of a train-as-you-go right now, but it's working for the most part.

We also had a meeting last week on Friday with Dean Kassel from the College of Visual and Performing Arts and Dean Barnhart from the library about the SA art collection. And we will be forming a committee to decide what to do with the wonderful collection of art that the SA holds, which is kind of awesome. It's something that we didn't even really know we had, but the SA has an amazing art collection that no one ever gets to see. So we are in the process of changing that.

I would also just like to report that we have a full executive cabinet again. Our director of IT

position got filled and confirmed this past Sunday. Her name is Krstina Harvell. She is the prior clerk of the senate. Christina's upset that we stole her clerk, but we're very excited to have a full cabinet again. And with that, I yield.

L. Saborío: Any questions? All right, is everybody still awake? Hang in there, okay.

H. Operating Staff Council – Barbara Andree, President – report

L. Saborío: All right, we're going to move right along. Let's go to the Operating Staff Council for Barb's report.

B. Andree: I'd like to again thank President Freeman for coming to our Council of Councils. She was at the dinner Thursday evening, and she also was a keynote speaker on Friday. It was an inspiring day. We had great motivational speakers and break-out sessions. We had some faculty from NIU who spoke to us, and it was wonderful to network across the state with other members of Operating Staff Councils in other Illinois state universities.

Other than that, we're just chugging along as things happen. Thank you.

L. Saborío: Excellent. Any questions for Barb and Operating Staff Council? No, okay.

I. Supportive Professional Staff Council – Catherine Doederlein, President – report

L. Saborío: And next we have for the SPS Council – Cathy cannot be here today, but we have Randi. Should I attempt to pronounce your last name?

R. Napientek: You can go for it.

L. Saborío: Napientek

R. Napientek: I'm Randi Napientek, I'm in for Cathy, SPS vice president. She just wanted me to let everybody know that it's directly involved with everybody, but SPS as well, that ethics test is going on. Don't forget to get that done before next Tuesday. There is also the Presidential Commission on the Status of Women and their Outstanding Woman Student Awards, so please consider nominating graduating seniors, and that also includes graduating graduate and law students for the honor. And applications are being taken until December 20. And then as always, SPS meets tomorrow morning at 10 here in the Sky Room.

L. Saborío: Thank you. Any questions? To all the female students in the room, if you were nominated, please submit your application for the Outstanding Woman Student Award. Thank you.

IX. COMMENTS AND QUESTIONS FROM THE FLOOR

L. Saborío: Any comments and questions from the floor?

P. Kassel: Lots of events going on in the College of Visual and Performing Arts. Tonight Our

Town opens at Diversions. It runs this weekend. We've got conferences and exhibits Faculty Art Show. This is an every-other-year event, I believe. It starts on the 16th in the NIU [Art] Museum. Come see your great faculty's work and, of course, lots and lots of music concerts too. Sorry, shameless plug.

L. Freeman: And you missed this earlier, Paul, but can you do a Soupy Sales imitation? You don't have to do it now.

P. Kassel: I can do Walter Brennan, but I cannot do a Soupy Sales. I can do an Ed Sullivan.

X. INFORMATION ITEMS

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

XI. ADJOURNMENT

L. Saborío: Can I get a motion to adjourn – oh, are there any other questions or comments from the floor? Okay, then we need a motion to adjourn. **Holly [Nicholson]** says yes. And a second? Thank you, **Jim [Wilson]**. Have a great day.

Meeting adjourned at 4:35 p.m.