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FACULTY SENATE MEETING TRANSCRIPT
Wednesday, January 27, 2016, 3 p.m.
Holmes Student Center Sky Room

VOTING MEMBERS PRESENT: Arado, Baker, Bateni, Beamer, Bishop, Brubaker, Carlson, Cefaratti, Chakraborty, Conderman, Demir, Downing, Dugas, Gilson, Glatz, Goldenberg, Grund, Hathaway, Hou, Hunt, Irwin, Jaekel, Kidder, Kim, Konon, Long, Macdonald, Manning, May, McHone-Chase, Millis, Montana, Mooney, Moraga, Naples, Nejd, Novak, Pitney, Riley, Rosenbaum, Ryu, Sagarin, Schatteman, Schraufnagel (for Streb), Shin, Siegesmund, Slotsve, Stoddard, Than, VanderSchee, Xie

VOTING MEMBERS ABSENT: Abdel-Motaleb, Allori, Bujarski, Campbell, Chen, Deng, Farrell, Hanley, Jaffree, Khoury, Lee, Mogren, Patro, Pavkov, Penrod, Rodgers, Saborio, Scherer, Staikidis, Stephen, Streb, Thu

OTHERS PRESENT: Bryan, Crase, Falkoff, Hoffman, Klaper, Montgomery, Phillips

OTHERS ABSENT: Builta, Doederlein, Gebo, Nicholson, Shortridge, VandeCreek

I. CALL TO ORDER

G. Long: Thank you for your patience. I apologize for the delay getting our meeting started today. We were having some technical difficulties. And while I think there's great value to having our meetings captioned, I don't want to begin until that's ready. Did want to say hello and call us to order.

The meeting was called to order at 3:10 p.m.

II. ADOPTION OF AGENDA

G. Long: Our first item of business is adoption of the agenda. We have no walk-in items today. So I need to get a motion to accept the agenda. So moved. Novak.

G. Long: Second?

T. Arado: Second.

G. Long: Any discussion? All right. All in favor say aye.

Members: Aye.

G. Long: Opposed? We have an agenda.

III. APPROVAL OF THE MINUTES OF THE NOVEMBER 18, 2015 FS MEETING

G. Long: Next item of business is approval of the minutes of the November 18, 2015 Faculty Senate meeting. We need a motion to accept the minutes.

T. Arado: So moved.

G. Long: Second? Macdonald

G. Long: Changes, deletions, anything to add with the minutes? All right. All in favor of the minutes please say aye.

Members: Aye.

G. Long: Any opposed? Abstain? Okay. Our minutes are good.

IV. PRESIDENT'S ANNOUNCEMENTS

G. Long: Moving on to No. IV., President's Announcements. We have a fairly full agenda today. So I'll keep my comments brief. And while I know in the fall I did a lot of governance lecture briefs for you, I'll save that and hopefully we may get that a little later on this afternoon. But I do want to start on a couple of positive notes. One of the things I'm impressed with is our parliamentarian, professor Ferald Bryan. He's been doing this for 22 years. I think we owe him a round of applause. (applause) Because he serves not only Faculty Senate but also University Council and I have to say with his background it makes my job tremendously easier, because I can say what am I supposed to do to look good when I'm up here? He's helpful for that. His knowledge has been great. He responds to questions within a day. I, you know, I'm very impressed. I wanted to say thank you to Ferald and recognize all your help.

Second positive note is that the Faculty Club lunches have been reestablished. My failed venture of governance lunches really didn't work last semester. So we're going to go back and going to have three Faculty Club lunches during the spring semester. Pat Erickson has said she'll follow up on this. They will be in the Duke Ellington, excuse me, the Ellington cafeteria. The dates are February 23, March 10, and April 13. That's out in an email to you if you have any other questions. Really the point of these meetings is to – and they're not even meetings – come have lunch, visit, get to know your colleagues. There's no agenda, no prior reading, have a good time and get to meet one another. I think that's a piece of good news.

Another positive note wanted to share with you, has to do with a request that we've made to Provost Freeman. As you know from a University Council stand point, there's our body, the Faculty Senate, but you there are two other governance bodies: Operating Staff Council and the SPS Council also contribute to the University Council. From a governance standpoint, however, the presidents of the Operating Staff Council and SPS Council didn't have a bad deal, as Faculty Senate president I have a complete release from teaching and other service responsibilities. This is now my job for this year and hopefully next, if you want me. But from the SPS or Operating Staff standpoint, they get no release time, no clerical support, nor do they have any space to do their business. You can imagine the difficulty of recruiting people to want to fill those positions or those people who do it find that

their lives are really much more full than perhaps is reasonable. So we did as a joint group, because we do meet regularly, send a proposal to Provost Freeman asking that the Operating Staff president and the SPS Council president have some space, have some clerical support, and be provided a little bit of release time for their job. That has not been formally decided yet, but our initial response is pretty positive on that, particularly with regard to space and some clerical support. So from my standpoint, it's more an issue of equity than anything else. If you're going to truly participate in shared governance, you have to have a chance to put the time in. This position, this Faculty Senate president is built for that. The other council presidencies are not. Just as a heads-up, I look at that as a positive step.

Next on my list of announcements is something we can talk about a little bit later. But I would like to have a discussion in this body with regard to our use of clickers: when we use them, when we don't use them. Because there's a bit, you can make arguments on either side. We're going to have at the University Council level, because there's a concern with regard to power differentials there, I'm getting a course that says at the University Council everything will be a clicker. In this body we are more peers. We're all colleagues. And so, do we go with clickers, do we not? Again, multiple arguments when we talked about it among the Steering Committee. Opinions varied on the Steering Committee. I want to throw that out. If we with have time at the end of today's session, I'd like to go back and revisit that a little bit. Because I'd like to do what the group wants, you know?

Moving on, as an announcement, Laura Beamer will provide a bit on the budget situation as we get later on in the agenda. Basic idea is that now in a meeting we had earlier this week, I think, CFO Phillips assured us that NIU is in a position to certainly last through this academic year, this fiscal year. We've got the funds to get through June. Subsequent to that, things are a little more dicey certainly. The hope is, of course, that the budget will be passed sometime soon. But again, even that tends to vary depending upon who you talk to. Last semester was oh, by January. And then toward the end of last semester, by mid March. And now you hear, maybe we won't get a budget. It really does depend on who you talk to and what their perspectives are. There is some notion perhaps that as we get closer to disaster -- I'm sorry to be so melodramatic, but I mean, Chicago State University may not make payroll in March. To me that is a disaster. The thought is perhaps when we get closer to seeing some of the institutions actually close -- because this is community colleges as well as the public universities -- that some of the legislators who may be on the other side of issue might decide that oh well across the aisle -- I'll cross the aisle to get something done because the electoral impact of having your university or community college close in your district would likely have a serious impact. That's kind of where we're at in terms of generic things. Laura will talk later about some of the specifics of how the Resource, Space and Budget Committee has been operating.

The last thing I would say as far as announcements is as a reminder. We have a couple of upcoming presentations. Next month we have Provost Freeman coming in to talk to us, presentation on budget and if we have any specific questions, would encourage you to write them down, share them with me so we can be sure is that those questions do get answered. Have also added in March a brief presentation from Abby Dean to hear a little bit about some of the marketing and branding work that's being done for the university. Understand from hearing some of my colleagues in other areas they've done a nice job with that it might be valuable to hear what they have to say. All right? Any questions before we move on?

With that I would like to introduce NIU Basketball Coach Mark Montgomery has a couple words for us.

M. Montgomery: Get a clap first, few years I was here.

G. Long: Need you on a mic, though. Even sit with –

M. Montgomery: I'm not really great with mics, I apologize for my voice anyway. We had a game last night at Akron and, of course, I was yelling at the guys but yelling at the officials more than our players. So that's why I don't have a voice. But I want to thank you guys, what you do in this room. I know you work hand in hand, day to day with all of our student athletes. And on all sports. And that's very important. I just want to come out and personally invite everyone in this room to be a part of something special. We're having our best year here in basketball for, I don't know, they say 20, 25 years. I try not to look back that far. Because I wasn't, I tell some people I wasn't born, but I was. But we having very successful season. Right now we're 16-4 overall. We're 5-2 in conference. We're in first place in the MAC West, probably a lot of football junkies in here. We won a lot in football, but basketball we have struggled over the century. So if you want to be a part of some history, or be a part of some fun, without, I know we have a game next Tuesday. I know everyone's busy. But it's always fun when you get a free ticket or a couple free tickets. And you might want to stop by the Convocation Center, we play Buffalo at 7:00. I know another big weekend here on campus is February 13. We have a spring homecoming. And the men, I'm sorry, the women play at 1:00, and we play at 3:30. And it should be a fun weekend full of things that you can get involved in. I know everyone is busy, but just wanted to take time to tell you guys how special you guys are. But regard we are doing some special things across campus and you're always invited to take part of. And it is fun because you know what? They have different food things, different drinks. We're trying to do a little more entertainment. To make game day experiences very fun. So I'm going to leave the tickets. Feel free to take a few. If not, give them to your colleagues. We're trying to cram that place, the Convo. And we're trying to make history. So let's be part of some special stuff. Any questions or anything? Next game is Tuesday night, 7:00 against Buffalo. All right?

V. ITEMS FOR FACULTY SENATE CONSIDERATION

A. [Laboratory Safety Committee](#) to supersede Chemical Safety Committee – Pages 3-7

G. Long: Thank you very much. Moving on to No. V. Items for Faculty Senate Consideration, the first item on our list is the Laboratory Safety Committee. And it's described more specifically on Pages 3 to 7 of your packet. But I'd also like to ask Michele Crase to come up and tell us a little bit more about it.

M. Crase: Want me to come up?

G. Long: Anywhere you've got a microphone.

M. Crase: That work? The Laboratory Safety Committee actually has been developing organically as we've gone over the last two years. It started out at Chemical Safety Committee. And we were happy to deal specifically with chemicals in the laboratory. What we found over time, and this came from various members of our group, is that there are other hazards within the laboratory we

were not addressing. And because we were Chemical Safety Committee, we could not address them. Hazards such as high pressure vessels, gas tank cylinders, high energy sources of a lot of different kinds. So we looked at what was out there already. We have a Biosafety Committee, which is working very well. It's required through NIH. We have the IACUC, which deals specifically with animals. And that's working very well. But some of these other odd things that are going on that maybe are not really fitting under any other group would be good to fit in one area. And we thought, as Chemical Safety, since we were new and looking at those items that we should rebrand ourself, rethink what exactly we're doing. So we developed these duties and responsibilities. And I'm happy to answer any questions about that.

G. Long: Does anyone have any questions for Michelle on this one? And talking with Jerry about this, one of the suggestions that he had is that if we as a group thought this, you know, seemed like a good idea, that there may be some value in having a resolution that says we support the creation of and maintenance of the Laboratory Safety Committee. Just as a way of helping to get it a bit more institutionalized. don't know if anyone wanted to do that or not, but that was a suggestion that was brought out. Any thoughts on that?

M. Crase: I'd like to just add a little bit to that. As a committee and as we're working forward, we're trying to develop a culture of safety. And that's something that we've talked about in a lot of different departments. To make our safety culture more inclusive, make people more aware that each person is responsible for safety and it's not just the instructor's job or the department's job or professor's job. But it's everybody's job. That's also part of this is to make sure that we have the top down support that we should have. When we talk to students and say yes, this is important for everybody. It's important to faculty, it's important to the chairs of the department, it's important to the president. That's why we were asking for the reservation.

G. Long: Comments, questions? George?

G. Slotsve: I would just like to offer a motion that we support the group. I know when we talked, Jerry was talking with us, there was also longer term plans, hopefully, that they were going to have courses that they were offering in a broader sense for students. And get them up to industry standards at a level, in a sense that, I think in a long run will really help our students. I think this is important initiative. So... I'd like to put forth that motion.

G. Long: We have a motion. Do we have a second?

M. Riley: Second.

G. Long: Any further discussion on this? Okay. All in favor say aye.

Members: Aye.

G. Long: Any opposed? We're good.

M. Crase: Thank you very much.

G. Long: Got a resolution and good luck with the work.

M. Crase: Thank you. On a side note we are piloting a student class right now. So far so good.

G. Long: That was an interesting thing when Jerry Blazy came to talk to us, that whole idea, our students if we talk about career readiness without that kind of safety training, employers like – that's odd that we don't have this kind of training for our graduates, this is bringing our students up to industry standards, not necessarily setting any higher bars than should have already been expected. I'm glad the work has been done and going in a positive direction. Thank you.

B. The Bob Lane Faculty Advocacy Award – [call for nominations](#) – Page 8
Written letters of nomination should be submitted to Faculty Senate President
Greg Long no later than noon Wednesday, February 10, 2016.

G. Long: As we go on, under item B has to do with the Bob – Bob Lane faculty call for nominations. A little more information on Page 8. I have to say that the wording on this is pretty vague because it, we're saying this is an award to, quote, recognize an NIU faculty member for special service to the faculty. So again, fairly vague. But if there's someone you would like to nominate for this position, a written letter of nomination needs to be submitted to me as Faculty Senate president no later than Wednesday, Feb. 10. And I will say that certainly there have been years where we have not had anyone nominated or we have not had someone get this award. Given all the work we do, I suspect there have to be some people in here who would be very suitable recipients. I would encourage, if you have somebody in mind, don't hesitate to write a letter of recommendation. It's good to say thanks to people, as I look at it. Any questions about that? Okay. And I would tip the hat to George Slotsve, because George was last year's winner of this award. For his work for the university is more than deserving of that.

T. Bishop: Terry Bishop, Management. How many of you have ever – I'm dating myself after almost 30 years. How many knew Bob Lane – knew Bob Lane in this room? I was afraid of that. I knew Bob. Bob was a very passionate advocate, chaired governance and faculty, and what we stand for as an institution. I think, as kind of the only one right now, I think in this room that ties back to that ancient history. And I don't look that old, do I?

G. Long: Oh, no. No.

T. Bishop: We have a motion?

G. Long: I'll oppose.

T. Bishop: If you know folks who have been very passionate about those things, those are apt kinds of characteristics to think of as you recognize anybody with the Bob Lane award. I want to fill that in a little bit.

P. Stoddard: Yeah. I was at, I never knew Bob but I was in this body with some of those earlier names who were nominated and elected. Originally I think this was called the Dealing from the Bottom of the Deck Award.

T. Bishop: That was one of Bob's favorite phrases.

P. Stoddard: The idea that we want to keep an eye on certain elements in the university that might be known to try to deal from the bottom of the deck in their dealings with faculty. So it was basically who's done something to try to keep everybody in line and on the up and up. So that was the rationale. Obviously the name's been, or the description has been formalized a little. So whoever's done service for the faculty. But that was the original idea.

G. Long: Great. Thanks. Anything else on this point?

C. Faculty Security Issues – Tom Phillips, NIU Chief of Police

G. Long: Then moving on it's my pleasure to introduce NIU chief of police, Tom Phillips. Have him come up here and take a seat at the front if you would. I have known Tom since he got to the university. I have been very impressed with him in terms of the integrity. We've done several activities and projects related to campus safety and students with disabilities. So that's my particular area of interest. But as a group we had asked him to come forward and provide a little bit of presentation to us about how campus security is handled, as well as provide an opportunity for any of us to ask him questions as well. So with that...

T. Phillips: Good afternoon.

G. Long: Chief.

T. Phillips: Can you guys hear me?

G. Long: Bring it a little closer.

T. Phillips: How is's that? Thank you, Greg, for inviting me. Thank all of you for allowing me to speak here today. I apologize it's taken this long for me to get here. Been here a little over two years. And I arrived in late 2013. And hit the ground running. What I wanted to do was just give a brief overview of the police department, public safety, and a little bit about myself, and open it up I think more importantly to all of you to see if you have any questions about campus safety or safety in DeKalb. I know there's a lot of buzz that happens in our community anytime something happens. And I want to provide some factual information and maybe talk about some of the programming we bring. The policing, public safety, by the way, unlike the coach, I didn't bring any tickets.

G. Long: Thank you.

T. Phillips: Police and public safety -- yes, ma'am?

V. Naples: Could you speak up a little loud other?

T. Phillips: How's that? I became chief in the fall of 2013. And you know, anyone that was here in that time, which was probably everyone in the room, it was a challenging time. For the university

for that agency. We made great progress over the past couple years. And I take great pride in leading that agency. We have about 100 employees in the department. Not all of them are police officers. As it stands right now, we have 55 sworn police officers that protect this campus and the areas around this campus. We work closely with DeKalb police. We also have security guards on, unarmed security guides, that drive our late ride. We have 70 employees that do access control to the residence halls, a full service 991 dispatch in our police station, you know, if you don't know, we're at 395 Wirtz Drive, just off Lucinda, and all of you are welcome to come by at any time. I'm rarely at my desk. But I pride myself on being reachable. And I will answer any questions. I answer most of the questions directly. I don't like passing my staff when people reach out to me directly.

So we do what most university police departments do, we protect the campus and also the area around the campus which is known what I call the Clery jurisdiction, the Clery geography in accordance with the Clery Act. We with have to support report statistics of the crime on campus and in the areas around campus where the students work and play and all that. I know it's a new concept at NIU. Prior to twelve it was not happening but now it is. And we work closely with DeKalb police. Have a good relationship with that agency. We patrol the agencies around ??? and we do what we call co-policing or joint patrols. We also have 40 student Huskie workers that help us do escorts across campus and things of that nature.

So I'm very proud of the department. Even though we've taken a 20 percent reduction over the past two years, 20 percent reduction in staff, and 20 percent reduction in budget, we've been able to double our productivity as far as what we do and the services we provide. We have a lot of new programming, new – programming you may have heard about some of them in the news. Like our RAD program and – one particular program we have that you're going to see come out a little more this year is called ALICE. ALICE empowers faculty how to respond to an active threat situation, such as an active shooter. I know there's a history at this institution and I want to empower the staff and faculty and students on what to do in those situations should it ever happen again. If you don't know about RAD or ALICE or the type of programs we offer, we have a new website being developed, you can always go to our website. We will have a new one out soon. It provides comprehensive information on all these programs.

Little bit about myself, I'm a first generation college graduate. I was born and raised in Flint, Michigan. That's been on the news a lot recently, right? I grew up in a single parent household, very impoverished home, and never thought I would have the opportunity to go to college. And so when I finished high school, I enlisted in the United States Army. I came to DeKalb via Chicago, via Puerto Rico. I served our country for eight years as a military policeman. When I got out of the Military, I had an opportunity to work for the City of Chicago Inspector General's office as a special investigator. My primary responsibility was investigating fraud, waste and abuse in municipal government. Imagine that in Chicago.

It was an interesting two years. And while I was doing that I had an opportunity to apply to the University of Illinois Chicago Police Department. I had never been on a college campus until I applied for that job. And what I found was that the university setting surprisingly was very similar to military bases, same demographics, 18-24, young minds, different mission. I was drawn to that. When I hit that college campus, I realized my biggest goal was that my son would be able to attend

college straight out of high school. I made it my personal mission to protect that campus and make sure that those kids were safe so they could learn in a thriving environment.

I never had the opportunity to leave university policing – or never had the desire to leave university policing although I had many opportunities to go to the Chicago police, or other agencies. I found a home in university policing. I was at UIC for 17 years. I left there for a short period of time; I worked at University of Chicago Police Department. And then I had the opportunity to come here. I applied to NIU, I had other opportunities to go to other institutions. But I saw the challenge here and I wanted it. And I came out here and I drove out to this community with my wife. And I was set to get this job. This was going to be my job. I wanted to come here. I thought NIU had something very special. And here I came. I was very fortunate to get the position. And I'm very happy to be here.

So that's a little bit about the department, a little bit about me. I'd like to open it up to any questions that anyone may have about the department or programming or recent events or anything that I can answer.

G. Long: Could you also say a little bit about – because I don't know that we all understand the training, background – what's the jurisdiction or the relationship I mean. We disparagingly say campus cops versus city cops. What's the difference?

T. Phillips: It's funny because you will see is a lot about that in the news, especially lately with the university officer in Ohio, an unfortunate incident on the traffic stop. You know, a lot of the journals and things started talking about the training level of expertise of university police officers. I think that, you know, that level of training and experience among university police officers, there's a spectrum. It just university police department just like a municipal police agency or a town agency, they're all different. So they have, it's like universities, universities are different. We're all trained just like city and county police officers. We all attend the same police academies. We receive the same level of state certifications in our training, albeit sometimes we deal with very different crimes. So traditionally on university campus, about 70 percent of the crimes that we deal with are property-related crimes, petty thefts, robberies, stuff like that. And about 30 percent of crimes are against persons, such as simple battery and sexual assaults and stuff like that. That's not very different than what you would see in a municipality of comparable size. We just tend to cater to a certain demographic, a younger generation. The officers receive the same training. And some universities do better at it than others. It's really about you – you get the police department that you ask for. So an investment in resources and training for university police department, you get a better product. Some campus police departments do better than others. So I think that, on one hand, when you look at campus policing, and are these campus cops good enough to do what they need to do, absolutely I believe they are. Of course, I have a biased opinion on that.

But you know, if you look at it from the other side of the with the different set of lenses, why did university policing come about? It came about in the late '60s in response to some of the protests on campus. They found a lot of the officers didn't have the skills and expertise to manage that situation. So universities set out to create police departments that were more sensitive to the community and understanding of freedom of speech and those things. So I have a biased view but I think I have a better understanding of university policing than a lot of people do and what they read

in newspapers. A police officer is like a doctor or teacher or professor or garbage man, you get good ones and ones that are not so good. And I'm very proud to be a university police officer.

G. Long: Thank you. That's very helpful. Let me open it up for questions. Paul?

P. Stoddard: Hi. This is going to be a little involved, I'm afraid because it conflates a couple of different issues. But I had the opportunity to work with and learn a little bit about your predecessor's attitudes towards policing on a campus. And he was a very interesting fellow. But I was very impressed about his philosophy towards university police work. And so one of the questions I wanted to ask you: He gave an example of like if they responded in the dorms to a noise complaint, and noticed a certain let's say distinct odor emanating from one of the rooms, how they might respond to that.

And then I also wanted to ask you, especially since you mentioned protests and I'm sure you're aware of the city of DeKalb's ordinance that they propose about maintaining order or addressing protests in the city and the newspaper article at least they mentioned under the one that was here when the governor was in town. I just wondered if you could explain a little bit about your attitude towards certain types of crimes, nonviolent ones on campus. And what the police department's attitude is here towards demonstrations on campus post tests and so forth.

T. Phillips: I think if I hear you correctly, sir, you're asking if I have enforcement philosophy when it comes to things like cannabis and how I feel about campus protests.

P. Stoddard: Basically.

T. Phillips: I think that, even though I've only been here for a couple years, I think that my philosophy has been pretty evident, especially in, you know, recent events in the media. So I believe that enforcement, law enforcement – I'm not even fond of the term. So when you think about policing, at least in my mind when I think about policing, I think that enforcement is only one finger of the hand, you know, the hand being policing, community policing. So education is a big part of that, especially in our environment. That's what we all do. And I do believe that public safety has had a piece in that, a hand in educating these young minds. And if somebody is using cannabis, and we come across that, there's a variety of ways to respond. There is an educational piece, a student conduct piece. We often do referrals, we don't arrest everybody that has an odor of cannabis. We don't go in and say: Oh, you're under arrest. I think it's important that we use education as a part of that, as wellness education. I know what drugs can do to your body and how it can impact your mind and how it can get in the way just like any other substance that may be addictive, cigarettes, alcohol. So we have a philosophy of education.

Does that mean that we do not arrest? Yes, we do. One example is a young man, recently we had a terrible accident on this campus. And we found out that the young man had LSD in his system and that a drug dealer brought those drugs to this campus and delivered that to that young man. And I proactively sought out those young men that brought those drugs to this campus and made sure that they were held accountable. So we did arrest in that situation. So I think it really is situational-dependent and the totality of the circumstances. I think you know, even when we make arrests, we always try to add an educational piece to that.

I am sometimes taken aback – the legacy of my department and the officers in my department, you'll never hear me disparage my predecessor. Were there challenges in the agency when I got there? Yes. But there were also a lot of good things too. And the officers, you know, I sometimes I'm taken aback when I sit back and I watch how they interact with the students. And we got some really good people in that department. And they know how to talk to these young adults. And even when we do have to take enforcement action, there's an educational piece to it.

Regarding free speech, I'm pretty pro free speech. You should be allowed to assemble express your grievances with the government. Students assemble on this campus. When they have a grievance, they should be allowed to voice it. My only concern is when it jeopardizes the public safety of other people on this campus.

Violence is something that I have a low tolerance for. You know, you can express yourself without hurting others. With that being said, I'm not going to speak to the unlawful assembly ordinance. I did read about that in the paper. My understanding is it's been tabled and we're going to work on that collectively between NIU and DeKalb and get the dialogue going. I think that's a good thing anytime we can bring NIU and DeKalb together. And so I hope that answers your question.

G. Long: Other questions? Rich?

R. Grund: Thanks for coming in. I can say first off just in calling on your department, I had a couple of different scenarios, students turned out that they were not taking medication, what have you. And your officers, the level of service was outstanding. Really loved working with the team. Thank you. It was great (inaudible) but you know, what spurred our conversation a couple months ago wasn't police work, quote unquote, it was emergency management, which is quite a bit different. So I would like to kind of jog the conversation there quickly today. Just to talk about some of the real successes and some of the things that then left us with quite a bit of questions. We're not looking to hold anybody accountable. Again, thank you for having the conversation so we have a better understanding. And I think that you agree, the position is that campus safety is everybody's job. And perhaps we can do more or shake hands a little bit to understand what our role is in terms of the emergency management and some of the basics of what do I do – I think this whole room – what do I do if I see an unattended bag. I wouldn't be able to deem if it's dangerous or not but there should be something that happens there. Or about if you get in a conflicting text messages to the messaging service. Students brought up I remember at that meeting, they were taking a test and the faculty wouldn't let them out because they were getting conflicting text messages from the system on the protocol for evacuation or not. So if I could jog in that direction and just talk about maybe some successes of the scenario where we can go from there, how we can help it be a little better as a team. I appreciate that.

T. Phillips: Sure. Lot of things have happened over the past couple years regarding emergency management for the department and for the university. I have been working diligently, my staff, to improve in that area. A lot of it surrounds technology issues. Using an example of let's say the bomb threat on October 8. So you know, there were a lot of things that were put out publicly and a lot of chatter about that. I would like to give everyone a brief overview of what happened that night. It was quite a stressful night for me. And I had to make some split-second decisions. When

it comes to those types of decisions, I have to rely on what I have in place as far as resources, technology and those things. And I will always waiver on the side of safety. I think we made tremendous progress. And I will tell you that over the past couple of years I've been working with President Baker and the senior leadership to train them on how to put together, how to assemble an emergency operation center and make fast decisions in critical incidents. Right now, as a matter of fact this morning, we just concluded training with the group of assistant vice presidents now going to be integrated into that team. We're on the verge of receiving Illinois campus ready, which is an accreditation through the state for being a prepared campus. So there's a lot of good things happening in the background. I love bragging about them. I don't get much of an opportunity to do it. This is probably – having worked in two other institutions and talked to all the chiefs at all the public institutions in Illinois – NIU is doing pretty good when it comes to emergency management. Lots of room for improvement.

In 2014 my first year here, in 2015, we did the largest full scale multi-jurisdictional exercise in the history of this state. We brought together first responders from all over the county to train and drill on how to respond to critical incidents. In 2014 we did an active shooter situations. Coincidentally last summer we did a bomb threat. On October 8, which coincidentally was my birthday, I was headed home for dinner when I received a call. I was about three blocks off campus and I received a call from dispatch that said they had received a bomb threat. And that there were 20 packages across all campuses that were going to detonate in eight minutes. I immediately returned to the station and you can imagine how do you handle that? And you wait, you know, you feel like it's going to happen, it's going to happen. We had a couple technical glitches with the emergency notification system. Although we test it and we go through all these – we constantly test these systems. It had a couple of glitches,, some of it human error, some of it technology. And I made the command decision. I alerted the senior leadership and made the command decision immediately to evacuate this campus. Because I didn't know where those 20 backpacks were, I said we need to evacuate the satellite campuses also. I knew that I could be wrong. And maybe this was just a hoax. But I didn't want to take the chance. I didn't want to take the chance. I made the decision. What we found out later as the night evolved was obviously it was a hoax. And as the senior leadership came together, it was a logistical challenge for us to do this, to get the campuses evacuated. We had to rely on agencies such as Rockford police. A lot of these things had not been worked out prior. There was a great learning experience for us. And I think a teaching moment for all of us. You know, one of the, some of the feedback we got back was the number of text messages. Again, I made a command decision to do that based on we had no other way to make sure that the buildings were evacuated and to get the students back into the buildings. One of the things that happened that night after the bomb threat, there was an event that was going to happen at the Convocation Center. I canceled it. And I said no, no, we cannot have 2,000 people in the Convocation Center while this is going on because that's a prime target. And then I, you know, consult with my staff. This wasn't just Tom Phillips handling this singlehandedly, I have a great staff that think a lot quicker than I do. They said why don't we sweep the Convocation Center with the bomb dogs. And when we evacuate the students from the residence halls, we have somewhere to put them. Collateral benefit to that is there's a basketball game going on so they have something to entertain them while we clear the rest of the campus. We made a decision to do that with the endorsement of President Baker. In all my years of policing, that was probably the most stressful night for me in my entire career. How do you do this? Later on I found out it was the largest bomb threat evacuation in the history of Illinois. I didn't want to take any chance on safety. If you don't and it happens, I do not

want to be judged for that. But looking after that, we did several after action reviews and looked at how can we do it better and get it to where we communicate better with all of you. And that we all are one team of emergency management and how can we move forward so, you know, our communication – communication is always the challenge in those types of situations. How can we improve our communication with you and your communication with us? And we have several steps that we're going through to try to improve that. And I would have to go on another ten minute to describe that. But I want to assure everybody that emergency management and planning is on my mind every single day that I come in to work. And we are constantly working to improve in that area. Does that answer your question, sir?

R. Grund: Yeah. Thank you for commenting on that. I can only imagine it would be a worst day on the job without question.

T. Phillips: It was a tough night for me. It was a tough night. President Baker brought me a piece of cake, though, I was pretty happy.

R. Grund: Did you feel that you have any of your – in that direction, access to the proper number of dogs, K-9, ATF, to – is that part of your regular protocol now at the Convocation Center for the next time around?

T. Phillips: I would never say that's our regular protocol. I never divulge the plans publicly. If I said that, a bad guy would say: Hey hit the Convocation Center because they're all headed there. That was a split second decision, thinking on the feet. And you know, at one point – we have two bomb dogs right now. And I think that's sufficient for this campus. You know, we also have to look at our resources. So we're in challenging times right now. And looking at what we can do, you know, would I like to have more bomb dogs, more officers? Yes. But I have to balance that with where we're at financially. And I think that, you know, one of the things that we relied on outside of just our own resources, that we're a member of the Illinois law enforcement alarm system, a mutual aid agreement with all the agencies that participate in the state. So we found some glitches in that. When we finally activated ILEAs and called on some of our resources, there was a breakdown in communication between the two dispatch centers and we didn't get support from EOD dogs as quickly as we needed. And in our after-action, we looked at this and said this is one area where, when it happens, it doesn't need to go through five channels to get these bomb dogs up here. So we developed an internal list to go direct to the agency in those circumstances and say we need a dog now. And so that was one of the improvements that we identified. And it was looking back on it, a very – I'm very proud of how my staff did this. And some of them thought on their feet, I think at HSC, one of the officers realized there was a delay in our technology, in the initial text that went out. And I just said get guys out there and start dumping these buildings. Get people out of these buildings. And it was a perfect storm. Because as we with did that, it started raining. You have college students coming out of the building, now it's raining and they want to go back in. It's one for the memoirs, you know, but I think it was a success. And when I look back at how my staff handled that, one of the officers, I think he walked into HSC and pulled the fire alarm to get people out of the building. I thought that was a great idea. You don't want to do that in every building, not unless you have to. But again going back to our first priority, is safety. And you know, my staff really came through that night. We only had a handful of officers. State police came

out. Officers from several agencies in DeKalb County showed up on this campus and helped us go through these buildings. It was not an easy process. We searched every single building.

R. Grund: I want to throw this out there for everybody. I don't want to, I apologize. Do you feel it would be a benefit in researching, developing emergency management plans, (inaudible) faculty representative, not to take control or charge, but to have an understanding of the classroom, academic environment in our situations and lack of knowledge, how we can maybe best help. And I just want to throw this out there. I would think we had all these questions that came up, and we've – a shooter, what's the difference between them and a bomb threat. What should I do, fire alarm, what should I do, not do? Simple questions. And I would think and I would like to know if you might agree? And nobody wants to put an extra 30 minutes in their semester, but I would imagine that the training for us would be at least as important as going through the ethics training that we have online every year. And if something like that could be built for us I think it would be helpful in advance. Just on the basic things. Is that something you thought might be a benefit? And we as a team could work on developing that with students also.

T. Phillips: I think that's a great idea. I'm glad you brought that up. I think at least from my humble observations of working in higher ed for the past 20 years as support, is that one of the challenges that we face in institutions of higher learning is bridging the gap between the staff and the faculty. I've always said that, you know, working on a college campus we have the greatest minds in the world. There's a lot of people that are a lot smarter than I am here. We have an emergency management planning section. I have two people that do that full time. That's all they do. While they're subject matter experts, we have subject matter experts here. And I have an open invitation for anybody that wants to participate in that. Contact me. And I'll connect you with our emergency managers. And we can work together on how to improve this. I value input to make things better. On a personal note, you know, going back to one of the programs I talked about before, ALICE is a pretty innovative program. If you haven't heard this before, it basically teaches – you may have seen some videos on this and things across the Web. And it changes the paradigm of how you engage an active shooter, an active threat. And if you see the video, it's, you know, really almost like a mob mentality, if the threat comes in the room, the whole room throws something at the person and attacks them. I'm a proponent of that. You always run, you always hide. If you can get out of there, get out of there. But it's okay, you can fight for your life. And I cringe when I see the videos and people crawling under desks. If you can hide and get out of a situation like that, doing that, that's fine. But if you find yourself in a life or death situation, you fight. And so I have officers dedicated to teaching how to do that and an open invitation to every one of you. If you want – it's about a two-hour block of instruction. And we're getting ready – meeting on how to best roll this out to the campus. We did a pilot program in the library. It was very popular. If you want one of my officers to come in and teach you and your students, give a couple hour presentation on this, and it's also fun. You get to throw stuff at the cops so it's a good time. But I again, an open invitation to anybody that would offer their knowledge and expertise to my department in making this a better campus, a safer campus.

G. Long: One or two more questions in the interest of time. Virginia?

V. Naples: Yeah, Virginia Naples from biology. I commend you on all the things that you did. And being someone who was teaching the night of the bomb scare, my lecture was disrupted. I

always tell the students not to answer their cell phones during class. This was one instance where I'm glad they ignored me. But I did evacuate my class and there was another faculty member in my department also teaching that evening who did the same thing. We counted noses out in the parking lot in the rain. And then I noticed there was a faculty member who is retired whose car was still in the parking lot and was probably not on the email alert system. So I went back into the building as did my colleague, we did the north wing and the south wing, and I discovered several people who didn't have phones on, or were not at computer stations and who frankly did not believe me when I told them that they needed to evacuate the building because we had gotten a message to do so.

What I was wondering is, would it be possible to modify the fire alarm system because it gives us announcements, to tell us basically three things, three courses of action: Shelter in place, hide, there's an active shooter on campus, get away if you can or hide if necessary. Also warn people that we've got a tornado coming, because that actually has happened many years ago by biology had a meeting in the basement. We were under an active tornado. Or to say there's a fire alarm. I had several people who refused to leave and I tried talking them into leaving and they said they were not going to leave until the alarm went off. It was not a fire, so the alarm didn't go off. Is there a way to do that, to modify that system that it will tell us not necessarily what's happening, but what to do and then follow up with text messages or emails or whatever else to give people more detailed instructions?

T. Phillips: Yes, ma'am. When I said it was a perfect storm, it truly was a perfect storm for us. I walked into our dispatch center, 24-hour dispatch center and when I advised the dispatcher to send out the message, that also included our fire panel system, which has a loud speaker system on it, the dispatcher's log-in information was not working, which presented a challenge and was one of the things we identified. My dispatcher could not log into the system. And there was a malfunction with the speaker system in the fire alarm panels. So it really was, when I say it was stressful, it was stressful. That's when I started sending officers out to, in person, start to evacuate the buildings. So the systems that we had in place that we test and literally test regularly and go through and make sure that the systems work, extraordinary sequence of events that night, prevented us from doing exactly that. Ideally what would have happened is you would have gotten that announcement over the fire panel system, followed by a text message. I own it. It's my house and there were some problems with it and I'm working to fix it. So I apologize for that. You know, I'm just grateful it wasn't a real explosive device and it allowed us an opportunity to get a real world test of how we come together. And you know, we're we're working to make it where that does not happen again.

G. Long: I have one question. Will you tell a little bit about your thoughts on like video surveillance on campus, pros, cons?

T. Phillips: Having worked at two other institutions, I'm very familiar with surveillance, or video, on campus. NIU is not in the best shape when it comes to that. I believe in using video, security video. There's two types of video. There is, you know, you use video for security or surveillance. Surveillance is big brother watching you. I do not believe in that. That's not my job. I really am indifferent about what time you come to work and what time you leave. I am a little envious. I know you guys work long hours, but I wish I had grown up to be a professor. Some day, maybe.

But, so my philosophy on this is that based on the two campuses I've worked at, what I have talked to with some of my colleagues at other universities is videos should be used, and only in public areas. Kind of like the freedom of speech thing. I don't think there should be videos outside your classroom. But there should be videos on the entrances to classroom buildings. So if we have to go back and look at who went into that building. Going back to active shooter situation, if we need to get to video to find out what's going on realtime for officers to respond and get to you, we need to be able to access that. So there's a fine line with that. Again, I don't think that my job as the police chief or police officer should be surveilling the public. But we do need to have a presence with individuals in common areas, entrances to public buildings, parking lots. So when someone breaks in your car we can go and look and see who did it. The phenomenon that's happened at NIU recently is, you know, occasionally we'll have a robbery. Although I assure you we are in a very safe community. We do not have many robberies here. But when we do, it would be nice to have video, a broad video of the exterior of our campus to be able to go back and look at that and say there's the robber and that's what happened. Here's the description of the offender. So if we do catch somebody, we can use that as evidence. I don't believe in realtime monitoring of video. I think that we should have access to those public areas when we need it. I think that pretty much shows where I'm at with that.

G. Long: Great. Any final question?

J. Kidder: Jeff Kidder, sociology. We have two dogs that are just dedicated to sniffing out bombs?

T. Phillips: Right. I often get that question when people see our K-9s and ask are they drug dogs? No. EOD dogs. At one point this university had six bomb dogs. When I came in we had three and one of them was retired. We just didn't have the resource to maintain that level of K-9 program. Right now we have two and they're exclusively EOD dogs or bomb dogs. We use them for bomb threats, obviously. We use them to sweep the stadium before football games, certain special events, the governor's recent visit, we swept the area before the governor came to make sure that we're safe. Or if we get a call of a suspicious package, we send our dog over to sniff the package.

J. Kidder: Do you know offhand what is the incident rate like nationwide of bombs on campuses and also what percentage of bomb threats have ever been correlated with bombs?

T. Phillips: I do not have the statistics.

J. Kidder: I'm pretty sure it's pretty low.

T. Phillips: It's low. Bomb threats, I have noticed a recent trend of an increase. Going back to the individual that did the bomb threat at NIU, what we learned within a short period of time was that this young man was in California, and not only did he do a bomb threat to NIU, he did it to several colleges throughout Chicago. And within a short period of time I'm proud to say that my staff working with university police departments were able to identify this man and he used an app and was doing it from home. It was good old-fashioned police work with that led the agency to catch him. It's still being viewed by the FBI, we're going to see federal charges against this individual. We found out he had been doing this out in California and he had sent a bomb threat to a couple schools out there and an ABC news station. And, talk about relationships, there was a high school

where he did it, and a teacher at the high school was friends with the young man's grandmother. And he lived in his grandma's basement. And the grandma told the teacher, I think there's something wrong. And he's acting suspiciously. And there were big boosters for the police department's K-9 program. And it was those relationships that led to the police looking at this young man and found out that he had given bomb threats to institutions all across the country. He was charged by the state in California, and we're working with the FBI about seeing to have him charged federally for committing this crime across boundaries. But bomb threats are, I believe, on the rise. I've just seen another rash of bomb threats hitting a lot of campuses across the country. The old joke is that we do it to get out of finals. I think this is a new phenomenon. And I don't think it's to get out of the homework. I don't know what it is, but I have noticed an up tick in that. And the problem with that is that, you know, when you think about a bomb threat, the statistics are low that they ever happen, but it's the ones that happen, it's about instilling fear. And you know, what I mean, the people that were here that night understand what that means. So I think it's necessary to have the resources to respond to it. But you also have to use common sense in doing so.

G. Long: In consideration of time I'm going to have to cut you off. I suspect we could continue this discussion for significantly longer period of time. I would ask that, if you did not have a chance to ask a question, whatever, please write it down. If you want to funnel it through me and I'll send it to chief Phillips, fine. Or send it to him directly. If it's something of a general interest nature, if you send it to me I will come back to you and let you know what the answer is. But for our time today I want to thank you very much for your integrity of coming over here, the work you're doing. Thank you very much.

T. Phillips: Thank all of you.

VI. CONSENT AGENDA

VII. UNFINISHED BUSINESS

- A. Proposed revisions to Faculty Senate Bylaws [Article 2](#),
Officers of the Faculty Senate – Pages 9-10
SECOND READING – ACTION ITEM

G. Long: Moving now to the remainder of our agenda. Item No. VI, we have no consent item so there's no Consent Agenda. If you would, as far as unfinished business go, we have item A, Proposed Revisions to the Faculty Senate is Bylaws Article 2, Officers of the Faculty Senate. Our second reading. The specifics of that are described on pages 9 and 10 in your packet. Basically what we're doing with this is, well, before we do discussion, I need a motion to approve. Sorry.

W. Pitney: So moved.

G. Slotsve: Second.

G. Long: Discussion. Since I started, I'll take advantage of my role here. This motion was presented last month and, as we're looking at it today, is really designed to make the bylaws agree with our current election process and dates. In terms of we would notice no difference whatsoever

in terms of our current operation. This is really – some minor changes have occurred over time and this by law amendment is simply to make things be current and correct. So that's – so that's what we're talking about there. Any discussions on this as a topic? Given that this is a bylaw change, we do need to have two-thirds of the people here support the measure. So because of that, if you have a clicker, that's great. If you don't have a clicker, and you are a Faculty Senate member, please get one. I know I said we'll talk about clickers later, but when it comes to things like bylaw changes where we need exact numbers, we'll consistently use clickers for those. So if you've got your clicker, if you support the change, that's 1. If you do not support it, press 2. And if you abstain, press 3. 1 is support for the change. 2 is opposition. And 3 is abstention. Has everybody voted?

L. Beamer: No. What channel?

P. Erickson: 41.

L. Beamer: Do you just put in 41?

G. Long: No. Should just open up to you and you should be able to push 1 or 3.

L. Beamer: I got it.

G. Long: And then I would push, if you're uncertain, let's be clear because we have, it will be tight just from an attendance standpoint. Most likely. Are we good? He's out talking in the hallway.

Unidentified: Want me to take the clicker from Virginia?

G. Long: Let's see what our number is. Okay. Because again, from the standpoint of our rules and governance, this is bylaw change, requires two-thirds of those present and two-thirds of them to support. So let's see your vote. And the vote is 41 to 2 to 0. So, we're in good shape. So that one passed. Yeah. I'm pleased.

VIII. NEW BUSINESS

G. Long: Okay. Moving on to New Business, we have no new business.

IX. REPORTS FROM ADVISORY COMMITTEES

- A. FAC to IBHE – Sonya Armstrong – report
[November 20, 2015](#) – Page 11
[December 11, 2015](#) – Pages 12-14
January 15, 2016 – report

G. Long: In terms of reports from advisory committees, Sonya Armstrong submitted two written reports. They are on pages 11 through 14. And then Paul Stoddard is the representative for the spring semester here. And Paul, I understand you have a report.

P. Stoddard: Yeah. Just a short report. We met, there's nothing, to look for in the packet yet. We met January 15 at Northwestern's medical campus in downtown Chicago. We had a discussion from Diane Lane as the Vice Dean for Education and they talked about, she talked about mastery learning, which is a way of addressing issues, teaching – while teaching whereas you let students move ahead as they get mastery of a specific unit. So rather than just have everybody together and say okay, you guys, you passed or not passed at this point, you either move on or you don't, you let students continue to work at the unit until they actually finish. They demonstrated some success with that at the med school. The example they gave was catheter infection, they reduced it from, I don't know, 2.27 per something to 0.41 for something. So it was a dramatic decrease in infection, which was good. And they noticed, or they noted that the real problem with this is scheduling. It's tough to have students working one unit, some students there for a certain amount of time and others moving on. And it's all kind of difficult. But if you set things up properly, you can do that. And you'll get much better proficiency from everybody involved.

The major thing I think that they were talking about that would affect, or could potentially affect, campuses is they're looking at the cost of textbooks. This is something that's been going on forever. There have been different schemes in the past that the model is constantly changing as we move forward to electronic and get away from print. Several schools have been in the business of renting textbooks out. That seems to be fading as we go more into electronic realm. But even though we're going electronic, the cost of the textbooks are not necessarily falling, despite the lack of printing costs. So this is something they're going to revisit at a later meeting. They have representatives of the publishing industry to meet with us as long as, as well as book store agents and so forth. So that's, if you have concerns or ideas about that, let me know and I can certainly pass those on to the general meeting. I believe we will be meeting on that topic specifically in April.

Otherwise there wasn't very much going on legislatively that we needed to be aware of. One thing of interest that touches on what Greg talked about during his comments earlier, one phase of these meetings is we have caucus meetings where all the publics get together, all the privates get together, all the community colleges get together. During the caucus meeting I, of course, represented a public institution, so I'm in that caucus. And we went around the table and just discussed how everybody was dealing with the current budget situation. Most schools are in the same situation we are. They'll survive the semester. They'll survive through the end of the fiscal year. After that, we don't know yet. And so nobody's really knowing. Several schools are in more serious shape. CSU, Chicago State, as was said, may not be able to make payroll after February. They're looking at potential furloughs, cuts in faculty and staff and services much so that's really bad news over there. Then I have been – Western is looking at laying off 50 faculty members. They're unionized and there's been a lot of push back as you might imagine. That has not been decided yet but that's what they're looking at. Eastern is out of reserves. They've already had two waves of firing, total of 79 people so far, mostly lecturers and staff. Their enrollment has dropped 30 percent the last nine years. So they are seeing very, very tight times. They noted, or their representative noted, that they have no funding for research or travel or anything. But athletics is very well funded. So at least something's going well. Where are those ticket, by the way?

So those were really the main issues that we brought up in that time. And I will have a written report for the next meeting.

G. Long: Thank you very much.

- B. University Advisory Committee to the Board of Trustees – no report
Greg Long, Dan Gebo, Rebecca Shortridge, Leanne VandeCreek,
Steve Builta, Holly Nicholson

G. Long: No report from the University Advisory Committee to the BOT.

X. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities Committee – Paul Stoddard, Chair – no report
- B. Academic Affairs Committee – Jimmie Manning, Chair – no report
- C. Economic Status of the Profession Committee – no report
- D. Rules, Governance and Elections Committee – Therese Arado, Chair – report
 - 1. Selection of a committee for the evaluation of the President of Faculty Senate and Executive Secretary of University Council – See Faculty Senate Bylaws, [Article 7](#) and NIU Bylaws, [Article 14.6.3.10](#) – Pages 15-16

G. Long: As far as reports from standing committees, I think the first report we have is from Therese Arado on the Rules, Governance and Elections Committee.

T. Arado: I'm going to do the election part first. Okay? We have two items that we have to take care of today. And once again, I have to give Pat props because I'm reading from her script she gives me every time. The first item is the selection of a committee to evaluate the president of Faculty Senate and executive secretary of the University councils, Greg Long. And this evaluation consists of people – I will read through the combinations while I pull the names.

Two faculty members of the Faculty Senate who are not elected faculty members of the University Council and one alternative. I have to pull three names out of this. And I have to thank my neighbor here for assistance. And I apologize, I always butcher people's names. Tharaphi Than, Department of Foreign Languages and Literatures. The second elected member is Jimmie Manning, Department of Communications. The third one is the alternate, Jozef Bujarski, Department of Biological Sciences. Those are the faculty members for this committee, faculty members who are not on University Council.

Now I will be pulling two faculty members of the University Council and one alternate. Barbara Jaffee, College of Visual and Performing Arts. This is not as exciting as when they pull Powerball numbers. Linda Saborio, College of Arts and Sciences. Virginia Naples, College of Liberal Arts and Sciences. Way to go.

Now we have one student member of University Council and I will pull a second name as an alternate. Kylee Wagenecht, Student Advisory Committee. This one is the alternate name. Jorge Jemison, College of Engineering and Engineering Technology.

I need one Supportive Professional Staff member of University Council. Catherine Doederlein. Pat even puts on the envelopes for me. How many I have to draw. She is awesome.

One operating staff member of the University Council. Patricia Liberty Baczek. Thank you. I heard in the back.

So that is the committee that will be evaluating the President of Faculty Senate, and Executive Secretary of the University council.

2. Selection of a committee for the evaluation of the Faculty and SPS Personnel Advisor – see Faculty Senate Bylaws, [Article 7](#) and NIU Bylaws, [Article 14.6.3.10](#) – Pages 17-18

T. Arado: The other one that we have to pull is a selection of the committee to evaluate the faculty and SPS Personnel Advisor, Paul Stoddard, over there. This one consists of three faculty members from Faculty Senate and one alternate who also includes the fact faculty members of University Council who have automatic dual membership on Faculty Senate; and one Supportive Professional staff member of University Council. For the three faculty members, I will pull from this envelope. Reinaldo Morago, Department of Industrial Systems Engineering, is one. Katy Jaekel, Department of Counseling and Higher Education. Eric Mogren, College of Liberal Arts and Science. This last one is an alternate name. Jana Brubaker, University Libraries.

This committee also consists of a Supportive Professional Staff member of University Council. For that one member we don't have to draw a name since there are two SPS members of University Council. And so the member who was not chosen for the Faculty Senate President/Executive Secretary Committee will serve on this committee. So that's the end of the voting. Again, not as exciting as Powerball.

Do you want me to move onto the other?

G. Long: Sure. Yeah.

T. Arado: This is just also from Rules, Governance and Elections. Last semester, if you recall, Greg was giving us an update on the voting protocols, both at Faculty Senate and University Council, and how there's some roadblocks in the way. So it there as a first reading next week of a proposed amendment to the bylaw on amending bylaws. In the university bylaws, that will set a quorum – I can't use the word quorum.

G. Long: Threshold.

T. Arado: Threshold of members that must be present in order to hold a vote and then the threshold for passing a vote, which will be slightly different than how it is currently written, which was set up

back 30 years ago. And it was very rigid. So that will be going for a first reading next week. And then for a second reading in March.

G. Long: Right. Fees.

T. Arado: If you have any questions on that, I'm happy to answer.

G. Long: A quick example. I know we talked about those things in the fall. A quick example, in December at the University Council meeting, we had a vote to basically update the membership titles on the University Assessment Panel. We had 42 people present. We needed to have 42 people vote to support this based on two-thirds of the entire membership of University Council. I made that comment to the group saying: Hey, you know, we have 42 people, all 42 of you are going to have to vote, if this goes through. And our vote on it was 40 to 0 to 2. So if you take again logically, you've got two-thirds of the membership present, you've got 90, 95 percent of those individuals saying yes. But because of the structure of how things are set up, it didn't pass. So I mean, when I talk about as we look in the future and think about the governance documents and all, structure is really the most important thing. Not we need to maintain all the protections we have in place, don't want to mess with issues of content. But the structure of how we do things really is problematic. So that is going to be something that want to have University Council and Rules, Governance Election look at much more seriously and will anticipate having further discussions in this body as well to talk about that. Any questions for Therese on any of this? Given that it's 4:30, the likelihood of having a very involved and engaged discussion on clickers or other things might not go so well right now.

E. Resources, Space and Budget Committee – Laura Beamer, Liaison/Spokesperson – no report

XI. COMMENTS AND QUESTIONS FROM THE FLOOR

XII. INFORMATION ITEMS

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

- Q. [Minutes](#), University Benefits Committee
- R. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- S. [Minutes](#), University Committee on Initial Educator Licensure
- T. [Annual Report](#), University Benefits Committee
- U. [Advocacy and Lobbying Guidelines](#) – Pages 19-20

XIII. ADJOURNMENT

G. Long: So may I have a motion for adjournment?

D. Macdonald: Moved.

G. Slotsve: Second.

G. Long: Thank you very much. Please keep in touch. And see you next month.

The meeting was adjourned at 4:30 p.m.