
Parliamentarian Ferald Bryan was present.

THOSE FACULTY SENATE MEMBERS NOT PRESENT: Baker, Briscoe, Creamer, Cummings, Garcia, Ghrayeb, Kolb, Loubere, Mehrer, K. Miller, Munk, Musial, Payvar, Pierce, Robertson, S. Song, X. Song, Spear, Stephen, Tolhurst, Turner, Wickman

I. CALL TO ORDER

President Willis: I’d like to call the meeting to order.

The meeting was called to order at 3:05 p.m.

II. ADOPTION OF THE AGENDA

President Willis: May I have a motion to approve the Agenda? All those in favor say aye. Opposed? All right, we have an Agenda.

The agenda was adopted.

III. APPROVAL OF THE MINUTES OF THE DECEMBER 4, 2002 FS MEETING (Pages 3-6)

May I have a motion to approve the minutes of the December 4 meeting, which appear on pages 3-6? Please? Okay, are there any additions or corrections to the minutes? Okay, all those in favor say aye. Opposed?

The minutes were approved.

IV. PRESIDENT’S ANNOUNCEMENTS

A. Chris Kubic (Orientation) will talk about the First-Year Connections program (Page 7)

President Willis: We are now to President’s Announcements. The first thing is that I would like to welcome Donna back. We’re very glad she’s here and healthy.
Let’s see, we have Chris Kubic here who will talk in a minute about the First-Year Connections program. At our next meeting, which will be the 5th of February, we have arranged for Ken Davidson to come because people at the last meeting expressed some interest in meeting with him and talking to him now that he’s taken over as the head of legal counsel for the University. So Ken will be coming next time; if you have any questions that you would like to ask him, you can be thinking about that.

The other thing that I’d like you to know is that Herb Rubin has resigned from all of his committees and what have you and Bill Goldenberg has very graciously and generously agreed to take over as the University Council Chair for Resource, Space and Budgets. So I want to express appreciation to Herb for all the work that he has done and all the input that he always has.

Finally, I would like to welcome Dan Schneider who is taking over for Malcolm as the University Council representative from the Law School.

All right, Chris, are you ready to do your thing? By the way, there’s a handout, which he sent to me, that you will find on page 7 of your packet.

C. Kubic: Good afternoon. Thank you very much for allowing me to take some time and speak about the First-Year Connections program. My director, Denise Rode is sitting behind me and I requested this opportunity to explain this program to you with two goals in mind. First of all to help you understand and, I hope, support what we’re trying to accomplish with this program. Second, to ask for your assistance in developing the program. We want to invite you to participate and we would also like your help in spreading the word about the program as well. I realize that some of you may be familiar with the First Year Connections program and I think we even have some people here that have participated in the program. So if those of you that do know the First Year Connections Program could just bear with me. There have been some changes and you will hear some new information, but I apologize for the repetitiveness. First Year Connections consists of UNIV 101 and Student-Faculty Links. You may have heard that NIU’s passport to success is part of the First Year Connections Program and that is technically true, although in the next school year the passport program will most likely be absorbed into UNIV 101. The Passport Program, of the three programs in Connections is the least intense as far as involvement, so I won’t spend any time talking about that.

I’ll start with the Student-Faculty Links program. That is really quite simple, it is an informal mentoring program in which we pair new students with faculty or staff mentors. We have a reception in late August, at which the mentors and mentees can meet. But after that, they are really on their own and they can meet as often or as infrequently as they agree throughout the fall semester. Sometime they meet beyond that, maybe even years and years down the road, but we just really concentrate on that first fall semester. It is very informal and we do take interests into account, as best as we can, when making matching so you have something in common and a little bit of compatibility to start with.
UNIV 101 is the largest and most complex part of First-Year Connections. It is a one credit, elective course that runs for the first twelve weeks of the semester. Now there is a caveat to that, the students who are admitted through Northern’s Chance Program are required to take the course and their sections of the course run for the entire semester. But, by and large the majority of the sections do only run for the first twelve weeks and it is an option for the students. UNIV 101 is designed to be an introduction to the college experience at Northern. I will cover information that is specific to Northern, such as facilities and resources and where to go if you have this or that question. But we will also cover more general topics, such as academic skills and strategies, where to go for tutoring help, living in a diverse environment, money management, time management, stress management and other issues that are very important to students as they make the transition to life at a large public comprehensive university like Northern. Currently about 45 percent of our incoming freshmen take the class and we are pleased with that, but we do hope to raise that a little bit. We have a custom published textbook that we use for the course. It is comprised of both original material and borrowed material from authors from all kinds of fields, academic and student affairs. I do have copies of the textbook over here on the table if you would like to take a look at one. This is a graded course, again it is one credit hour, so it is not a tremendous academic burden, but it is an academic course and it is graded. The assignments and activities are designed to enhance the students’ critical thinking skills and communication skills and academic study skills as well. The assignments also involve reflective writing and encourage student participation in the university community, whether it is through activities or interviewing a professor or a student from a different background. In fact, I wonder if UNIV 101 students interviewed some of you, this last fall. It is a good experience for them. The course is taught by faculty, staff and administration, right now it is mostly staff, which is why I am here asking for faculty support.

Instructors have the option of utilizing the support and assistance of peer instructors. P.I. are undergraduate students, who have taken the course before and who have gone through training so they can be of assistance in any way you see fit during the course. The class meets about two hours a week; on average instructors probably spend two to three hours outside of class preparing for the class. So again, this is not a tremendous burden, but it does take a little bit of extra time. We do offer designated sections for student in particular fields. In the past we have had sections for Business, Health and Human Sciences, Nursing, Education and Women in Mathematics. Students can benefit, not only from the content and the assignments of the course, but even more so to get to know their fellow students, peer instructors, and of course, faculty members, which is very important to their academic success. Students often report on evaluations that they have appreciated the opportunity to make some connections, to make Northern more of a home. They also reported, which is very encouraging to us, that the course helped them to see what exactly they need to do in order to succeed. It helped them set their goals and priorities a little bit better and understand what is going to happen to them and what they need to do within the next four, five, six, ten years of their college experience. Which, of course, we hope it’s not ten years. NIU research shows that students who take UNIV 101 generally return to the university at higher rates than students who don’t take the course and those students who take the course generally earn higher grade-point averages in their first semester than students who don’t take the course. Now national research also confirms the effectiveness of this kind of intervention. And I’m not sure if you are aware of it, but Northern is definitely not alone in offering the UNIV 101 Freshman Experience course. About seventy
percent of universities across the country offer a course like this. Since the 1970s and really even before then, Denise knows the history better than I do, but since the 70’s interest in the first year experience has really evolved and has become a national, if not worldwide network of professionals. The first year experience movement, if you want to call it that, involves research and publications and conferences, and we participate in all of that. Right now we are undergoing a study in which we are being benchmarked against six of our peer institutions about the first year experience course and our service as a whole to first-year students. Denise, myself, and Dan House of Institutional Research will be going down to Atlanta to present and attend the annual conference, just next month.

That’s what’s in it for the students; what’s in it for you? The First-Year Connections Program can offer the chance for all faculty to stay in touch with new students, which is important for you as instructors. It is important again for students to get to know faculty members and be connected at the university. It can keep you in touch with student learning and retention issues, which we all have a stake in. You would also be able to help the students develop that important network of support here at Northern, which will most likely lead them to be more involved, most dedicated, more prepared for success. I imagine these students would be nice to have in class, the motivated kinds that know how to ask for help and will take the initiative to ask for help. And when we have those kinds of students on campus and graduate them from Northern, they will have a positive outlook on Northern. They’ve had a great experience and they will go tell other people and that’s a great way to boost our reputation and maybe even our enrollment. Now, of course, the First-Year Connections Program doesn’t guarantee that we are going to see a dramatic increase in enrollment because of UNIV 101, although I would really like to say that. I think it is a step in the right direction and we are on the right path.

We would like to enlist your help in developing the program. Here’s how you can help. First of all, there will be information and training meetings in the coming months and you will receive information about that if you are interested. The flyer you have in your packet and I also have duplicates here for you or for any of your colleagues who may be interested. That contains information on the program and it has a coupon on the bottom that you can fill out to get more information or ask any kind of questions that you want. You can e-mail me that information too. If you could spread the word about this to your colleagues, to your deans, that would be fantastic. Even if you don’t recruit for us we would love your support and advocacy. Just talk up the program and be an advocate for us. Is the flyer on the Faculty Senate Website?

President Willis: Not yet but it will be. I’m sorry it is there, Donna is faster than I am.

Chris Kubic: It is there. Attached to the Agenda. You can also check the Faculty Senate Website and soon the Orientation Website for more specific information. We really want you to see that this is a worthwhile endeavor and that this program is important. Unfortunately, we don’t really have a whole lot of time here to make this into a debate and I don’t think you would really appreciate that. If you do have questions about the value or appropriateness of this kind of intervention, I would love to hear your concerns and so would Denise. So if you have questions or concerns or if you would like to discuss this in further detail, please don’t hesitate to contact either one of us. Our contact information is on the flyer and I also left some business cards, as well as brochures and an annual report that details more information about the course in 2001.
So don’t hesitate to contact us about any questions or concerns. I can take about one or two questions with your permission. Do you have specific questions that I can answer about the First-Year Connections Program? I must have done a fantastic job then. Thank you very much for your time and consideration, I really appreciate it. We hope to hear from you or see you at some of these meetings. Thank you, have a good day.

President Willis: Thank you Chris.

V. ITEMS FOR FACULTY SENATE CONSIDERATION

President Willis: O.k., moving on to Items for Faculty Senate Consideration. This is where we, well the royal we being John here, draws names out of a hat and I see he has brought his hat. I’ll let him take it from here.

A. Selection of a committee for the Evaluation of Executive Secretary of UC and President of FS – see Faculty Senate Bylaws, Article 7 (Page 8)

J. Novak: Our first order of business is to select a committee for the Evaluation of the Executive Secretary of UC and President of FS. We are going to choose two people from University Council and then one alternate. Then we will go to Faculty Senate. Xueshu Song, Carole Minor, and the alternate is William Goldenberg. Now two from the Faculty Senate. Rangaswamy Meganathan, Jean Pierce, and an alternate, Frances Jaeger. We are going to choose one student and one student alternate. Denisha Lang, the alternate is Marion Khan.

B. Selection of a committee for the Evaluation of the Faculty Personnel Advisor – see Faculty Senate Bylaws, Article 7 (Page 8)

J. Novak: Now we are going to combine both the names of the Senate and Council and choose a committee for the Evaluation of the Faculty Personnel Advisor. We choose three and one alternate. Earl Shumaker, Carol DeMoranville, Jody Newman-Ryan. And the alternate is Dennis Munk. Thank you.

President Willis: Each one of these groups who has just had their names pulled out need to get together and pick a chair and then see Donna, who will tell you what to do. She has the standard letters and that kind of thing and she has all of that prepared. Donna is very good, of course. Does anybody have any questions about what we just did?

VI. CONSENT AGENDA

President Willis: I have nothing on the Consent Agenda. So let’s move to reports from Advisory Committees. The first is the FAC to the IBHE, Pat Henry has a report on pages 9 – 12.

VII. REPORTS FROM ADVISORY COMMITTEES

A. FAC to IBHE – Patricia Henry – report (Pages 9-12)
P. Henry: Yes, this is the meeting that was hosted by the IBHE in Springfield last month. Before the meeting itself, the committee that I am a member of, the Public Policy Committee, had a meeting with a professional lobbyist for the private institutions. Just to get ideas about what would be useful things to do to try to keep our heads above water during this period of financial difficulty. By the way, Herb Rubin had mentioned to me that he thought that my reports were sort of sounding like Washington’s report from Valley Forge. I hope it shows a dignified desperation. It doesn’t indeed look good for the budget and that was part of what he was talking about. One of the things he did mention, you can read the other points that are present there. The impact of legible and hand written spell-checked letters from students and faculty, actually are much more meaningful and impactful, if such a words exist, for legislators than the work of lobbyists such as IBHE. That especially students and the families of students making points about the importance of higher education and of the funding of same are a very important thing.

This was also carried on the following day when we met with the IBHE Executive Director, Dan La Vista, who also brought up a couple of things that may have implications for the coming year. One of them is the new efficiency, or it’s new to me at least, I guess it has been around for quite some time, but looking at P-16, which is pre-school through higher education as not an undividable unit, but as a concept such that preparation obviously in the earlier years would have a great deal to do with how well people do in the latter years. The problem that some of the members of the FAC see is that it seems as if higher education is an extension of high school. There is a risk that we lose sight of some of the unique things that higher education is supposed to be doing, it’s not just another grade, especially perspective on research and creation of knowledge and so forth. So there were some concerns raised there.

Accountability continues to be a very important thing. The budget discussions, nobody knew what was going on, except that the actual budget that is presented by the IBHE, I think I have on pages, or a least some highlights of it on pages 10-11. The report I have given you there, as usual more is available on the IBHE website. I think it is pretty much up in the air at this point as to what is actually going to come through this. The concern over the 5th year MAP funds was something that we talked about quite a lot. This continues to be a concern; basically the legislature was not persuaded that a fifth year is needed. Many people argued that this showed a lack of grasp of what was actually going on during that fifth year that there was some, in some cases remediation and in other cases that there really were five year programs, so that cutting out the financial assistance during the fifth year was really quite drastic. This is something that we may want to talk about. With regard to the e-mail that I sent you guys earlier in the week, the IBHE is collecting information and would like some feedback on the question of affordability. They are putting out the word to get input from as many sources as possible as to what kind of issues need to be raised for affordability. The other thing that I have that has been included is, on page 12, an action item that will be brought to the FAC in this upcoming meeting at the end of January, having to do with faculty rights and responsibilities, plugging shared governance. In particular, in the last paragraph, I draw your attention to the statement that the FAC is wanting to get out that it is in everyone’s interest for faculty to be fully informed about larger financial, educational and political issues at stake and bring their insights as scholars and teachers to bear on these issues within formal government structures. That’s what we are. I think this underlines
the FAC’s support of this to the IBHE. I don’t know if anybody wants to add or discuss any aspect of this; I’d appreciate hearing from you before the meeting which is going to be the 30th of January.

Finally, if I could just mention – I have a copy of this memorandum that I received and which is also available on the IBHE website. But, just to quickly state what it’s for, the Illinois Board of Higher Education and the Illinois Student Assistance Commission on Affordability wants testimony on the following items. Key issues and concerns regarding the affordability of Illinois higher education that should be considered by the committee particularly those related to enhancing academic preparation and progress, assisting needy students and keeping college costs affordable. Two, recommendations to the committee on what the State institutions of higher education and our students and their families can do to address these concerns and issues to enhance affordability and three, our assessment of the relative priority of these issues and recommendations. They’re going to be considering this testimony on Tuesday, February 5 so any kind of input should be gotten through to them by then. I should mention in passing that I think that probably the thing the FAC will try and bring up is something that the Budget Committee of the FAC had mentioned – to the effect that higher education, to really stress the point – the term is “countercyclical”. As the economy declines, the need for and demand for higher education increases and instead of decreasing the higher education budget during these times, the State budget should increase it so that we have sufficient funds to participate in the recovery by adding to the supply of citizens trained to contribute to the State’s tax revenues. I think this a point that would bear repeating as far the IBHE is concerned but, of course, the IBHE is then the body that makes recommendations to the legislature and I think it wouldn’t hurt to address the legislature directly as well because I think at this point, the status of the IBHE – I don’t know – I don’t know if it’s in doubt but I think there’s talk of sort of a “super-board” that would combine the IBHE with other education and governing boards which might be something to keep an eye out for because if that happens – certainly the IBHE is not keen on this at all – and they make the point that it would be another dilution of the Boards of Higher Education if we are bound all together in one great big board. The meeting, as I said, is the 30th of January. I’ll tell you all about that later.

President Willis: Okay, thank you, Pat. Does anyone have any comments or questions for Pat?

B. BOT Academic Affairs, Student Affairs and Personnel Committee – Paul Loubere and William Tolhurst – no report

C. BOT Finance, Facilities and Operations Committee – Sue Willis and Jim Lockard – no report

D. BOT Legislation, Audit and External Affairs Committee – Sara Clayton and Beverly Espe – no report

E. BOT – Sue Willis – report (Page 13)

President Willis: Okay, if not we’ll move on to the Board of Trustees. None of the sub-committees have met since our last meeting, but the full Board did, and I have a report on page
13, which is rather brief because it was a relatively uneventful meeting. When I wrote this, which was, I think, a day or two after the meeting, I wrote that it was looking at that point like the shortfall could be as much as 3 billion dollars; not too long after that they were talking about 4 and now Blagojevich is saying 5. We’ll find out sooner or later, I guess. The main action item was the Doctor of Audiology degree which had gone through the various appropriate committees and whatnot and by going to the Board has now received its final approval and then there was a resolution recognizing George Shur for his many years of service and that was about it. So does anybody have any questions about the Board of Trustees? Yes, Pat?

P. Henry: You mentioned Manny Sanchez as being named to serve on the Governor’s Higher Education Transition Committee. Have we gotten any more information from him?

President Willis: Not yet. I will keep my ears open. Okay, any other questions?

VIII. REPORTS FROM STANDING COMMITTEES

A. Academic Affairs – Jody Newman-Ryan, Chair – report (Pages 14-16)

President Willis: Moving on to Reports from Standing Committees, Academic Affairs, Jody has a report on pages 14-16.

J. Newman-Ryan: The history of this was that last fall we were notified that the IBHE was requesting information from universities about how they handle their non-tenure track faculty and from what we can gather, a lot of the information they wanted was to confirm that those people aren’t abused. My understanding is that the President’s Office asked Steve Cunningham to compile some information; I don’t have the final version so I guess we’ll be looking at that when it is out. My understanding is that that was sent by the end of the year as requested. The draft of his report has a lot of information that presumably the IBHE wanted, like minimum salaries and what specific policies were and how these people were evaluated, but the committee thought there were some academic issues not covered by the report and probably not requested by the IBHE but we would like them to think about those issues and it seemed like a good time for the University as a whole to look at that. So, the committee realized that there were legitimate and well-founded reasons to use temporary or non-tenure track faculty and many of them probably really serve the University well but we also have some concerns about what seems to be a growing use of these people. For instance, among our committee we learned that each department represented by a committee member seemed to handle temporary faculty or non-tenure track faculty quite differently so we’re concerned about whether the University really does have policies in place to cover some things like, are they eligible to participate in faculty governance, are they eligible to make curriculum decisions, are they eligible to serve on grade appeal committees and those kinds of things. We’re concerned about whether they’re trained, at least as far as NIU policies, go so certainly with an advanced degree, you might assume that they know their content area but do they really understand NIU policies? Do they get any materials covering things other than simply those kinds of things? For instance, again, grade appeals or things that affect the academic mission. Again, certainly the committee is concerned about things related to faculty governance. On paper it might look good that in 1990 that same department had 10 regular faculty and now we have 5 regular faculty but 10 non-tenure track
people and on paper that looks like an increase of staff but what actually what that means is that 5 faculty are now doing all of the faculty governance that 10 used to do. These non-tenure track people aren’t advising and aren’t participating and so that places a greater burden on regular faculty. So, I guess the committee would like the Provost’s Office or some representative body to examine some of these issues that relate to the academic mission in a little more detail if agreed to by this body.

**President Willis:** You’re bringing this as a motion then?

**J. Newman-Ryan:** I guess – I’m not sure where this goes.

**President Willis:** Accept your report?

**J. Newman-Ryan:** Yes.

**President Willis:** Okay, do I have a motion to accept Jody’s report? Second? Okay, are there any questions or discussion for Jody? Yes, David?

**D. Wagner:** Isn’t the basic problem that temporary become permanent temporary and is that addressed in any way here – is that clear?

**J. Newman-Ryan:** I don’t know that we addressed it. I think again, I’m not sure that anyone sees that as a problem.

**D. Wagner:** What I’m saying is in a period of growth you have to add temporary people but then if the growth level remains constant, those people should be made tenure track positions so that the percentage of non-tenure track positions doesn’t increase in the long run – am I wrong? Isn’t that the basic problem that we’re worried about?

**President Willis:** Well, I think it’s part of the problem. Certainly there are a number of concerns associated with having so-called temporary faculty who are around for fifteen or twenty years. I think it’s really not fair to them in their own career development and their own peace of mind to be on a year-by-year contract like that and also, as you say, if you keep them around like that, really that ought to be a tenure track position and it’s not being treated as such and probably it should be so that’s another consideration. But then even if they all left every year and we got a whole new batch, we’d have the same number of them and I think we’d still want to consider what we were doing and whether it was appropriate. In fact, having temporary faculty that stay around for a long time probably alleviates some of this because they do get familiar with policies and that kind of thing but as I say, I don’t think it’s particularly fair to them necessarily.

**J. Newman-Ryan:** I think, as I recall, one reason we didn’t specify that as a problem – certainly certain people think that’s a problem – but there are other departments that have had long-time non-tenure track faculty that don’t see that as an issue so I think again it’s probably this whole fact that they seem to be treated very differently in different departments and the problems are perceived differently in each department but, again, without having a well articulated policy of
who these people are and how they should be treated, it’s hard to say. That’s part of the problem.

**D. Wagner:** I’ll make one positive suggestion – at the beginning of every school year, the percentage of non-tenure faculty in each college and in the University be reported somewhere so we’d have an ongoing way to judge what’s happening in terms of this issue. I don’t know if that makes sense or not but it seems to me that would be one way of making this concern somewhat permanent and giving a policy.

**President Willis:** Okay, I don’t know who has that information or how one gets it but I will find out. It’s in the Reference Room in the Library? Okay. I never go to the library. Yes, Pat?

**P. Henry:** I agree with David. I think that would be a good thing to also be able to look and see then, given the fact that there are some departments that do sort of have permanent staff, and I think Foreign Language is one of them, that have permanent, sort of part-time people that just keep being in those positions. At least you could see if there was change over time, if we’re getting increasingly more of them or other departments were getting more when they used to just have a few and I think it’s a legitimate concern especially during budget crunch times to see that people who are – that tenure track positions are disappearing and being sort of band-aided over with part-time.

**President Willis:** Yes, Earl? Get a mike.

**E. Shumaker:** Concerning governance, aren’t there some faculty here – temporary faculty – they’re unionized so they, in regards to governance, they have a union contract.

**President Willis:** Right, but still that doesn’t necessarily preclude them from being involved in other ways but in general, they don’t serve on faculty committees whether they’re unionized or not and even before they were, in general they did not serve on faculty committees and certainly not in the numbers that regular faculty do. So I guess having more and more of them puts more burdens on the rest of us. Yes?

**M. Frank-Stromberg:** By union contract they can’t serve on committees.

**President Willis:** Is that true?

**M. Frank-Stromberg:** Yes, I’m from the School of Nursing and we have a large number and it’s also my understanding that after one semester at 50%, you automatically – it’s not my understanding, it is a rule – you go into the union and the union contract, at least the last time I read it, spells out a lot of the questions you’ve asked.

**President Willis:** Okay, so I should take a look at that.

**J. Newman-Ryan:** Well, we did look at some of that and then, again, we have a lot of that from Steve. It doesn’t address the problem of the fact that then the faculty are serving on twice as many committees is, I guess, what we’re concerned about.
President Willis: Okay, John?

J. Wolfskill: Just to clarify on the issue of the union. Temporary faculty serving on committees or other administrative work, that’s not precluded by the union contract, however, it is specified that they must receive explicit compensation or course reduction or some monetary compensation and that normally is the sticking point.

President Willis: That would make sense. Okay, any other comments or questions? Yes, Carole?

C. Minor: So what will happen with this information?

President Willis: Well, Jody has made a suggestion that we ask the Provost’s Office to look into some of the questions that they have raised and, if this body wishes, I will certainly do that.

C. Minor: Do we need to make a motion for that or ---

President Willis: It wouldn’t hurt, I’d probably do it anyway but ---

F. Bryan: Donna and I were just discussing, I thought it was implied in the motion that this would be forwarded to the Provost’s Office.

President Willis: Okay, that’s fine.

J. Newman-Ryan: If we agree.

C. Minor: But there’s a different thing about forwarding it to the Provost’s Office and asking the Provost to do something about it.

President Willis: Right. I will speak to the Provost.

F. Bryant: And that would require probably a second motion, I mean, this will pass this body and be forwarded, we request a response, which is an extra exclamation point – that we would like them to respond. I think that would be a more – so, deal with this motion now and the second one later.

President Willis: Okay, Carol?

C. DeMoranville: Can I make a friendly amendment to ask it to be forwarded – or received, forwarded and a response from the Provost?

President Willis: Any objection from the maker or the seconder? Okay, sounds good to me. Any further discussion? Okay, so the motion is to accept this report, forward it on to the Provost and ask for a response, the mechanics of which I will take care of. All those in favor? Opposed? Okay. I’ll put it on my “to do” list. All right, Jody, did you have anything else? Okay.
The motion passed.

B. Economic Status of the Profession – Jim Lockard, Chair

**J. Lockard:** No report.

C. Resource, Space and Budget – C. T. Lin, Chair

**C. T. Lin:** No report

D. Faculty Rights and Responsibilities – Mark Cordes, Chair

**M. Cordes:** No report.

E. Rules and Governance – Gretchen Bisplinghoff, Chair

**G. Bisplinghoff:** No report.

F. Elections and Legislative Oversight – John Novak, Chair

**President Willis:** Elections we already did.

**IX. UNFINISHED BUSINESS**

**X. NEW BUSINESS**

**XL. COMMENTS AND QUESTIONS FROM THE FLOOR**

**President Willis:** I have nothing under Unfinished Business or New Business so we can move to Comments and Questions from the Floor. So are there any comments or questions or does everybody just want to get home before they freeze to death?

**XII. INFORMATION ITEMS**

A. **Minutes,** Academic Planning Council
B. **Minutes,** Athletic Board minutes
C. **Minutes,** Campus Security and Environmental Quality
D. **Minutes,** Committee on Initial Teacher Certification
E. **Minutes,** Committee on Undergraduate Curriculum
F. **Minutes,** Graduate Council
G. **Minutes,** Undergraduate Coordinating Council minutes
H. **Minutes,** University Assessment Panel
I. **Minutes,** University Benefits Committee minutes
XIII. ADJOURNMENT

President Willis: If not, I would entertain a motion to adjourn. Okay, see you next month.

The meeting adjourned at 3:50 p.m.