

FACULTY SENATE MEETING TRANSCRIPT
Wednesday, October 4, 2017, 3 p.m.
Holmes Student Center Sky Room

VOTING MEMBERS PRESENT: Arado, Azad, Bateni, Beamer, Bishop, Boughton, Buck, Carlson, J. Chen, Chitwood, Chomentowski, Chung, Demir, Duffin, Fredericks, Gebo, Grund, Haji-Sheikh, Hanna, Hathaway, Horn, Hunt, Jaekel, Johnson, Johnston-Rodriguez, Konen, Lampi, Liu, Martin (for Glatz), May, McHone-Chase, Millhorn, Millis, Mooney, Moraga, Naples, Nejd, Newman, Novak, Pluim, Powell, Riley, Rodgers, Ryu, Saborío, Scherer, Schraufnagel, Shi, Shibata, Sirotkin, Slotsve, Staikidis, Surjardi, Than, Thu, Whedbee, Wilson, Zheng

VOTING MEMBERS ABSENT: Baker, Briscoe, Bujarski, G. Chen, Creed, Glatz, Krmeneč, Maddali, Mogren, Montana, Patro, Penrod, Rheineck, Schatteman, Song, Stephen, Ward

OTHERS PRESENT: Burlingame, Click, Costello, Gelman, Groza, Jensen, Klaper, Saalfeld, Torres

OTHERS ABSENT: Doederlein, Kortegast, Falkoff, Bryan

I. CALL TO ORDER

L. Saborío: Good afternoon, let's call the meeting to order.

Faculty Senate President L. Saborío called the meeting to order at 3:01 p.m.

II. ADOPTION OF AGENDA

L. Saborío: First item on our agenda is the adoption of the agenda. Can I get a motion to adopt the agenda, please?

R. Scherer: So moved.

L. Saborío: Thank you and a second? Second, Therese Arado.

I would like to propose an amendment to Item VII. E. We need to add a report by Sarah McHone-Chase. She's on the Resource, Space and Budget Committee. So all in favor of adopting the agenda as amended, please say aye.

Members: Aye.

L. Saborío: Any opposed? And abstains? Great, we have an agenda.

III. APPROVAL OF THE MINUTES OF THE SEPTEMBER 6, 2017 FS MEETING

L. Saborío: Next is the approval of the minutes of the September 6, 2017 Faculty Senate meeting. Can I get a motion to approve the minutes? Therese, thank you. And a second? Janet Hathaway, thank you. Any discussion, comments, changes, questions? So, all in favor of approving the minutes of the September 6 meeting, please say aye.

Members: Aye.

L. Saborío: Opposed? And abstain? Okay, so we have approval of the minutes.

IV. PRESIDENT'S ANNOUNCEMENTS

L. Saborío: I just have a quick announcement. For those of you who may be wondering what happened to the Policy Library, it is still an ongoing project. The divisions across campus were asked to submit policies, university-wide policies, from their divisions. And we received numerous policies. Two GAs were then charged with the task of then uploading these policies into the Policy Library template. The website has been developed with categories and certain fields, although there still is some tweaking that I think needs to be done there. And there is a Policy on Managing Policies that was reviewed and revised by several stakeholder groups and is currently awaiting – we're waiting for input from the General Counsel office.

The policy librarian position, I know Kendall's looking at me – the position has not been determined yet, but I can say that we will need someone to organize these policies and decide on, let's say if they want a numbering system, or how to run the search engine and several other items. That has been left up to President Freeman, and I'm sure she's in discussion with the Board of Trustees and her executive cabinet regarding that position. So we're waiting for a decision.

So that's it for my announcements. Any questions regarding the Policy Library? I did take a look at it online, and it is a mess. But it's a work-in-progress, and we do have a lot of policies uploaded there, so it's moving forward.

V. ITEMS FOR FACULTY SENATE CONSIDERATION

A. Undergraduate Recruitment Plan Discussion

[Reference material](#) – Pages 3-11

[NIU Enrollment presentation](#)

Sol Jensen

Vice President for Enrollment Management, Marketing and Communications

L. Saborío: So then let's move on to Items for Consideration. First up we have Sol Jensen, and Sol Jensen became vice president of the Division of Enrollment Management, Marketing and Communications on June 19. And he comes to NIU from the University of North Dakota where he served as an assistant vice president of enrollment services since 2013. And Sol Jensen is here to talk to us today about his undergraduate recruitment plan for enrollment. So welcome, Sol.

S. Jensen: Thank you. Good afternoon, colleagues. Thank you for the invitation. Hopefully, I don't bother people. I would prefer to stand and be able to see you all, and, hopefully, you can see me better. It's a pretty full house. I just have a couple slides, maybe 14-15, that I want to go through. I don't want to spend a whole lot of time there. Honestly, I would love to then spend whatever time we would be granted after that to really receive information back from you, and feedback on how we're doing, and how we can improve.

But I do want to at least give a bit of a vision of where we're heading. This is for the fall semester. Bits of this have been presented to other entities including the board. So in terms of just what to share today, just a couple slides on where we're at right now with enrollment, the recruitment plan as it stands, and then some long-term planning and reporting, which is really more of a collaboration between the provost and I and others.

So where we stand with enrollment – I know this may be challenging to see – but we had a great freshman class come in this year. Hopefully, you've all heard about that. We did have a three percent increase in our freshman class, which is news because it's the first time in seven or eight years we've had an increase in our incoming class. You can see almost 40 percent were in the top 25 percent of their high school class; ten percent enrolled as honors students. The 3.28 average high school GPA is the highest in about 12 years for our incoming class, so again, we're strengthening our class while we're also strengthening diversity. So we're very proud of that. And then here we see we're still about 95 percent students from the state of Illinois, 41 percent identified as minority students, and over half identify as first generation. So again, we're very, very pleased with where we stand.

Just a couple additional highlights here. So for the undergraduate side, the freshmen are up three percent. Transfers were down one percent and essentially flat, it was 12 students difference from the year before. The other great thing about enrollment in general is that our undergraduate retention rate improved and is actually the highest that it's been in the last ten years. So that's kudos to everyone across the campus for the efforts that we've been doing there.

But at the same time, I think it's important to note that, even though the freshman class increased, the transfer class was stable, that ultimately we still lost about four percent of the undergraduate students. That's just because we had smaller classes over the past few years. As those students graduate, that leaves fewer students able to return. And so again, when we talk about overall enrollment and the difference between incoming classes, we still think there may be another year where total enrollment is flat or potentially a little bit lower.

The other thing that I'm sure most of you are aware of is that the number of students in the state of Illinois that are graduating will continue to decline. I'll show you a chart on that. In addition to Illinois being the largest exporter of students. And so we do still have a lot of challenges ahead of us. For example, this is a graph chart of high school graduations projections moving for the next 15 to 20 years. It's not a pretty site. And when you look at 95 percent of our incoming class comes from the state of Illinois, we know that we need to do some things differently and that's why I want to share with you all a little bit here today.

First of all, when I got here, the president and I sat down and said: We at least need some overarching guidelines and principles. Where is our recruitment plan going to start? And so again, just to reiterate this, we want to recruit, admit, enroll, retain, graduate diverse, academically prepared student population first and foremost. We want to provide the greatest access and affordability. We want to align our resources, both in our division and as a whole entire campus.

So just a few goals, and I'm purposefully not yet at the stage where there's metrics. I know many of you may say: These are not real goals because there aren't metrics tied to those. We will have metrics very soon. But just to get some things off the ground, we know that we need to increase our market share of Illinois. Now again, we get 95 percent of our students from Illinois, but we used to get more in terms of quantity. So we need to do a better job of recruiting our students from the state of Illinois. We need to increase our out-of-state and our international populations.

And I really want to work closely with colleges and departments on enrollment goals. One of the things that I did in my previous institution that I'm looking to start really in the next month or so is getting out and meeting with department chairs all across campus, and really trying to figure out: What are their goals for enrollment? How can we help? How can we partner and collaborate in accomplishing those goals?

In terms of just a few primary strategies, again I'm keeping this at pretty high level, I don't want to take up too much time. But we really need to enhance our communications. As I've looked into our communication plan, we've done a lot of things over the last couple of years to enhance it. We need to still do more. And a big part of that, since we have faculty in the room, a big part of where we have lacked before in actually showcasing and providing information about our academic programs. And so again, as I reach out and meet with the department chairs, some of the things I'll be asking them are: What are the key selling points about the department? How does it differentiate against our competitors? One of the pieces of data that I have access to, and I'd love to share, is that we've known for a long time where do students that are admitted to NIU – where do they go? We can find that information out. But what I don't believe has been shared as widely is that we can break it down by individual departments. So we can say: Where do students go for all majors, but maybe engineering majors are a little bit different. Not every school has an engineering program. So now we can look and pinpoint: Who are our engineering students – who are we competing with most? And then we can target our marketing and some of the communications based on knowing where those students go.

This kind of gets to my second point, which is we need to do a better job personalizing. We need to personalize our communications. We need to do a better job of reaching out, doing some one-on-one.

Diversifying populations really means that we cannot just continue to be focused on traditional-aged students. We need to focus more on non-traditional students, post-traditional. We need to really focus on freshman transfer. I'm only speaking about undergraduate today, because graduate has a whole separate entity that I will work closely with, but not necessarily directly. But we know we need to increase our graduate population as well. And so just making sure that, especially as we work with our board members and others across campus, that we're not just talking about increasing

new freshmen anymore, that the market out there is very different, and especially when you look at our high school graduation numbers, we know that we have to diversify our population.

And then these next two are really tied together. Everywhere I've been, we've increased the number of students visiting campus. The campus visit is so critical to a student's decision on where to enroll. And then beyond that, because we're going to bring more students, we also have to improve the experience that they will have when they get here so that they leave truly knowing this is the place for them to enroll. And even if they don't because of other factors, that they take that good experience back with them to their schools, their parents or family members take that back to their communities.

And then the final thing is really just re-instilling Huskie Pride, which hopefully, you've seen some of that around the campus, around the community already.

I wanted to speak just a little bit about some faculty or just college initiatives. These are just ideas that I've utilized in the past that have worked. And this is at the end where I'd love to get more of your feedback. But these are just some different things. So with on-campus recruitment activities, again what we'd love to be able to do is to showcase the faculty here on campus. Going to this bottom line here, what you all do enhances our value proposition. The research that we can showcase, the teaching excellence, the experiences you have in or out of classrooms with students. Those types of things really enhance our value proposition that, when we are going out and speaking with other students, these are the types of stories that we're telling.

So when we bring students to campus, or if there are departments that bring students to campus that are separate from our office, we would love to collaborate and partner on that. I know that we've already had a few visits coming in through music. I know we've had some marching band groups I think a couple different times. And we've already been giving out t-shirts to those students. We want their experience to be just as similar as if they would have come through our office.

Off-campus activities, this could be great opportunities for us to use the expertise of the faculty and to go into a classroom, like teaching a mock class, whether it's on-campus or off. One of the things that we had at my prior, prior institution, which was Washington State, is that we had a program called Innovators, where we would highlight, we would actually have a faculty member who is doing some ground-breaking research and we would invite them to a classroom for the whole day at a high school or a community college. And that professor would essentially share their research with classes that had similar interests and really enhance the overall perception and academic reputation of the institution.

And then I think the last thing is just the personal communications. Any communications, whether it's a phone call or an email or whatever that case may be, maybe it's a one-on-one face-to-face at a campus visit or a tour, these things make a big difference to prospective students. And let me show you this – this is dated by a couple of years, this is from 2015. But this is Ruffalo Noel Levitz. They're one of the national leading consulting firms. This is not from any consulting they did for us. This is just a national survey they did about a quarter-million students.

Factors in the decision to enroll. You see number 1 and 3, those are both financially related, so how much does it cost and how much financial aid do we give them. But 2 and 4 are things that we can directly impact ourselves. One is academic reputation so again this is our opportunity to really showcase how excellent our academic programs are, the types of research and the impact the research is having on society. And then that personalized attention. I get a lot of questions about, well that's a lot of work, that's a lot of time, that's a lot of resources. It's one of the most important factors in helping to enroll students.

And then just I think a final slide or two on some of the marketing, advertising. Hopefully, you've seen the updates we've made to the home page, which is a lot more prospective student-friendly, a lot more recruitment-focused. We've re-envisioned NIU Today, which I hope that you're all receiving and enjoying. This is really our opportunity to showcase the best things that are happening all over campus. And a lot of that is the faculty and the research and the accomplishments that are happening between faculty, our students and other staff members. So I will always encourage, if you have colleagues or if you, yourself, have a story that you think should be told to the rest of the campus, please let us know, because these are the types of things that we really want to share.

Of course, different ways to engage, different channels, different advertising. We've ramped this up already the last year. We want to continue to make our branding more consistent across campus. We are also creating sub-brands. So College of Business is, I think, almost done. We've shown it to the dean, and I think he really likes what he's seen. And we're moving on to the next college, and we will eventually get to every college. And every college will have a unique sub-brand that still relates up to the over-arching institutional brand. And so I think that will be a really positive thing moving forward.

And then as we get more sophisticated, we want to do promotion of individual academic programs. We've done a pretty good job of promoting the entire institution. I think now we need to do individual programs, digital advertising and such. And that's sort of the next step that we have.

So again, just long-term planning, this is something really that between my area and the provost's office that we'll be working on. But just to give you some idea of what we are working on. So additional market analysis, forecasting, modeling capabilities. We want to be able to provide online dashboards that are available so that chairs or deans or, quite frankly, even board members, would have access to see on a weekly basis how many students are applying, how many students have been admitted, how many students are enrolling from every college, every department. It can be broken down so we can see how things are going. So if the numbers are lower than expected, we can maybe do some of that personalized communication that we talked about before and maybe ramp that up. If they're up, I think many of you or the chairs or deans would like to know that, if we need to add another introductory course or something along those lines. So we can do this and have better planning before we get into July or August when orientation sessions have come and gone.

Really looking into capacity management and then just various assessments of all the various initiatives that we're working on.

This is just one example of what a dashboard could look like. This is one that I built at my previous institution. So just on a week-by-week basis, you can compare where we're at with the last five-six

years. Over on the left-hand down here, you can toggle between freshman transfer, you can have whatever college you want, and then here's a list of all the undergraduate majors. Click on that and everything will just populate and you can see where the college or department's at. And that's just one of the dashboards. You can see down here there's even one for average high school GPA, one for ACT, diversity numbers, these are different dashboards that have been built.

So one last thing, I believe this was in the packet of information with the agenda. This was just a sample or a template. I know that Katy Saalfeld here, our director of admissions, she has gone out and met with a couple different departments already who have come to us and said that they are really interested in wanting to work with us on recruitment. So this is just a template, and it's really just a conversation between colleagues on practices that are currently being undertaken from the department, different practices that we're doing. I really just think that moving forward there has to be a lot more openness and transparency about what we are doing. We're creating a communication plan that, when it's all said and done, I will have no issues sharing with anyone, because anyone should be understanding what our communication plan is with prospective students, and then be willing to provide input on how that's working or not, and how effective it is.

So with that, I would love to entertain, if there is time, to take any questions or just any feedback. You know, I would love again to have an understanding from some of you about what is working, what's not working, how can we improve. What are some of your thoughts on how faculty could be involved in recruitment, because that's why I'm here is really to kind of hear back from you all.

M. Haji-Sheikh: One of the things that I didn't hear, I just got in here at the end, but our enrollment increases are related to things we, seeds we planted ten years ago. We're not, it's not happening because somebody two years ago went out and did something. We go back and we had a person specifically hired to go into middle schools and present. And then some of those middle schoolers came to our college at different stages in their education. You really got to go see them early. If you're going in the high school, your whole plan is about going to see high schools, you're already late, because everybody else is already seeing them. So one of the reasons we're growing is because we, of course engineering is cool, middle schoolers get into it. But the other thing is that we also, they know who NIU is in this region from engineering, and they know. So I've even had parents that say: Well my cousin goes to NIU or went to NIU, their kids are going because they want to go to engineering here. It's about, so I think, like I said, if you're, I was part of the group that help start this thing back ten years ago with Dr. Tahernezehadi. And some of it means going to teachers too. And what we did was we had the masters in science and teaching and engineering as an experimental thing that we did. But that got us a lot of publicity within teachers too. So it's not just this going, go up and give a talk to a junior in high school and he's going to come here. That's not going to happen.

S. Jensen: You're absolutely correct. Yeah, times have changed. When I first got into admissions, almost 20 years ago, you'd go and set up a table or a little booth at a high school, and they would actually let students out of class. And those are not the way things work anymore. And so one of the things that I really do want to do to your point is that, you know, we do have a great – the outreach group through the P-20 network, there's a lot of opportunities there. I think that we have to even collaborate more and how everything from STEMfest and all the many things that they're doing bringing students to campus over the summers during camps and whatnot, I think we have a great

opportunity to leverage what they're doing even more and making sure that that does build a pipeline well into the future. But thank you for that comment, absolutely correct.

M. Haji-Sheikh: You've got to get to the middle school teachers.

S. Jensen: Yes, and I assume we graduate quite a few of them from here. We were just literally talking yesterday or the other day ago, every one of our alums who's a teacher should at least have an NIU pennant in their classroom. So working with the College of Education and being able to do some of that, I think would be fantastic. Great feedback, others? I love it.

V. Naples: Thank you. One of the things that I do in my commute to and from the university is I listen to the radio. And I have been very unhappy over many of the last four or five years that there is a lot of radio advertisement for other institutions. And being a little paternalistic about it, I think, well they're poaching on our territory, because I think people who are listening in our area should be more aware of NIU. I broached this kind of a comment to your predecessor, and he said: No, no, students don't listen to the radio. And that may or may not be true, I don't know, but their parents do. And the more our name is in front of them, the more likely they are to consider NIU and to be aware of the opportunities it provides. So I don't know about the relative expenses of advertising on radio, but I think that might be a reasonable avenue to pursue, because I don't hear anything advertising NIU. Kish does. Elgin Community College, Southern Illinois does. University of Phoenix, DeVry, all of those other places. We need to be in that mix.

And then just a couple of other comments or questions, have you examined the issues that some other universities are doing that they are restructuring the cost per credit hour, depending on how many credit hours you take. So if you take a fuller schedule, you essentially are getting a discount, and that allows you to do several things, like complete your degree sooner including a mix of online and other courses, and being able to take some of the courses without physically being present on campus, because that is sometimes a difficult thing, especially if we are looking at students that you just mentioned, the non-traditional students.

And then the final point that I also have talked to your predecessor fairly extensively about, it is at this point, very difficult for anyone to complete a degree, whether it's an undergraduate or a graduate degree, unless they are able to take the majority of their courses during the day. That cuts out a huge population of people who would like to return to school. I have made a choice personally to teach a lot of my classes at night, and I have had some of the most delightful adult students that really enhance the mix of the classroom. I think everybody else would benefit from that. As well as inter-session courses, short courses, half-semester courses, weekend courses, blended courses – some on campus and some online. The more flexibility we have, I think the better we will be able to address the needs of a greater diversity of students who are looking for degrees but can't take the time off to come and do a regular Monday through Friday class schedule.

S. Jensen: Yes, absolutely. In fact, again this was a shortened form of the presentation. If I showed the entire thing, it actually broke it down by the different market segments like freshman, transfer, adult population, non-resident international. I will certainly be one of the biggest supporters of increasing flexibility of the course offerings. I know that right now Omar Ghrayeb is working on some proposals for online and some of them are off-campus opportunities. I think we really need to

be able to offer more course availability to students who are full-time workers or even work different shifts or different hours. And that change, even offering night courses on a regular courses still maybe doesn't cut all of our population, because their work schedule changes week to week. And so maybe one week they're doing a night shift and the next week they're not. And so being able to really have that asynchronous-type of course would be really beneficial to us.

I appreciate all these comments. There is a small group of us that is looking at some various things with tuition. I don't think we've looked at what you've proposed, so I'll take that back to them. Appreciate it, thank you. Other thoughts or ideas? I don't want this to dominate the entire meeting. We've got other colleagues here that have great information.

K. Duffin: I'm just going to share some experiences. This is a couple years old, so I don't know how things have changed recently. But over the years, we've had faculty members in our department who have been interested in going out and getting involved, participating in schools out there and help recruiting and things like that, and there are a lot of opportunities – at least in my discipline – for extra-curricular clubs and things like that. And so we'd go back to the department and we'd say: How can we get involved in this? And the answer comes back filtered through I don't know how many different groups, but it's essentially: We've got to work through the university, we'll let you know when we need you. And so we can go out and get involved as individuals, and we have faculty members that do. But as participants, members of the university community, no we can't, or at least that's the sentiment that exists at our department level.

A few years ago, I was walking the halls in my daughter's high school here in DeKalb. And I happened to pass a counselor's office, and outside there was this nice little poster, a little grid of all these different disciplines as rows. And then in columns were all the institutions in Illinois that offered degrees and programs in that discipline. I thought, oh well, hey, let's see what they've got on computer science. NIU was not listed. And I started checking other disciplines as well. NIU was not listed. I'm thinking, how can this be? We're not getting the information out to where it needs to go. Just an experience.

S. Jensen: Yes, thank you, I appreciate those experiences. I've heard several others like that from a couple years ago. I appreciate that.

S. Johnston-Rodriguez: I'd just like to reinforce that. I think that, as somebody who's out in schools a lot, and we have been told repeatedly in the past that we should not, because we do make connections, and that has to go through some other channel, there's other people that do this, and we can't compete. And yet we find that, as we're out in different districts, that people aren't even aware that we have certain programs in the schools. And we'd really like to recruit honor students in the high schools, and we know it starts even earlier than that. And I just think that's a big issue.

S. Jensen: Thank you.

M. Haji-Sheikh: One more thing on that particular vein. We have an outreach group that apparently was told that they were supposed to start merging in and only getting directions from the main university before they went out and talked to middle school and high school. So I know there's always a wish to centralize control of these things, but I also warn that, if you start messing

around with something that is working, which is presently what engineering is doing, is working. I mean we have a fairly increase in students every year. We need to make sure that we don't, under the wish of trying to centralize the message, kill the messenger.

S. Jensen: Thank you.

K. Thu: Well, I'll just share quite the opposite experience. I haven't been told by anybody that I can't go out and visit with high schools or junior colleges. So my colleague, Dan Gebo, and I have done just that. We're a small department, so the dividends are going to be small, but we see some payoff from it. So I don't know where it's coming from, where others are hearing that they shouldn't go out because there's a centralized command and control. I think what we've been told or what I've heard is: Just let us know where you're going.

S. Jensen: Thank you. Yes, I think to just maybe wrap up, I'm too new here to really know what's been said. I think, in my previous experiences at other institutions of similar size, there is some power in having at least the collaboration and then the knowledge of going out. I think the other piece that can be added to it that, when things can get into our system, our communications system, it just makes for a more – going back to personalized experiences – we want to make sure that those types of things can be tracked if they can, because then it actually adds more power back to you or to whoever is going out making the visits, that we can down the road say: Actually, we've tracked and done some metrics on those students who faculty have connected with, whether it's on-campus or off-campus, and we can demonstrate that there's a ten percent higher likelihood of those students enrolling, or whatever that case is, you know, really trying to prove the point that the students want to have that personalized communication prior to enrollment. And we could actually help with metrics on that.

Our time is up here, but I'm happy to have any further dialog and conversation with any of your or in any of your departments. I've been getting around and meeting with a lot of the college senates, and I'm having similar just conversations and letting them really kind of fill in some of the feedback and knowledge about what they have heard or experienced over the last couple of years. And we're moving forward and ready to collaborate and really improve the enrollment in ways that we're envisioning to do.

So thank you for the invitation. Hopefully, it's not the last time. Hopefully, I didn't bore you all, and there are other opportunities to share where we're heading. I appreciate the time, thank you.

L. Saborío: Thank you, Sol.

B. [The Green Team and Campus Sustainability Proposed resolution regarding sustainability](#) – Page 12
[NIU Green Team presentation](#)

Melissa Burlingame, Green Team Chair
Asst. Director, Institute for the Study of the Environment, Sustainability and Energy

Melanie Costello, Green Team Member

Director, Lorado Taft Field Campus

L. Saborío: Next up under Items for Faculty Senate consideration, we have the Green Team. Melissa Burlingame is the Green Team chair and the assistant director for the Institute for the Study of the Environment, Sustainability and Energy. And she's here today with Melanie Costello, who is a Green Team member and the director of Larado Taft Field Campus. They also have a proposed resolution that you can read, it's on page 12 of your packet. And we will be voting on this after their presentation. Welcome, Melissa and Melanie.

M. Burlingame: We've been sitting for a while. We would like to stand. Thank you so much for having us. We are on a tour of doing presentations, because we hear that people don't know who we are. So here we are introducing ourselves, and I'll do real quick and then turn it over. The Green Team has been on campus since 2007 as part of a state mandate to report on environmental initiatives for each of the state universities. We report to the vice president of admin and finance. We look for cost-effective initiatives that promote environmental sustainability that are consistent with NIU's mission. And that is our website, so hopefully, you've had some time to go check that out. I'm going to turn this over.

M. Costello: So just to start the presentation, we just included in the slide a little bit of what sustainability is with a definition, a fairly common definition. Essentially, sustainability is meeting the needs of the present without compromising the needs of future generations. And when you're looking at sustainability, you need to keep in mind three entities of sustainability.

Environmental sustainability is what people tend to think of, but it's not the only party of it. There is also economic sustainability, which, of course, is hugely important, as well as social sustainability. As far as environmental sustainability and economic sustainability, probably all three, NIU has done a lot in the past. I've only been a part of the Green Team for maybe a year, maybe not even quite a year, and I've learned a lot about what NIU has done that I was not even aware of. A lot of it just happens behind the scene, things like switching to LED lighting. That's something we've been doing at Larado Taft campus as well. But that's also happening here on the main campus. Various construction projects done with sustainability in mind. Permeable parking – I think that's fabulous. And various building automation control systems happening.

Over 50 million improvements, over 15 years is the result and \$4 million in savings annually, so when you're looking at sustainability, the economic piece is very important. And this is happening because, largely, the economic piece of it, because making these changes saves money over the long run.

But there's a lot of other things to do. There are a lot of other ideas that are coming out, things like looking at more naturalized areas on campus, water resources and management, more coordinated efforts. One of the issues is that the efforts that were shown in the past slide, and other efforts that are going on, are just happening in various areas by various groups without much coordination or knowledge of what's going on. So that's something that the Green team has been working on. And of course, more additional ideas generated by different stakeholders, which is one of the reasons that we're doing these presentations, our tour.

M. Burlingame: So we thought we should give you some idea about what we've been doing. And most of this is being done through project with students, many of them paid for through the Student Engagement Fund, an amazing resource. We worked with some students who had said they didn't know how to get things done on campus, where to start. So we sat down and we did a project and we said: What are the different steps? What are the different pieces that a student needs to know, or a faculty member, or a community member, to initiate a change on campus? And so we put together a proposal process. And we are like a starting point. And we would review your proposal, find out who it would go to, and initiate the conversation up the ladder. We ask about things like funding: Is this related to a class? Is this a research project? If this is an outside organization, what are they hoping to get from us? How to work with us.

Again going to the not knowing what's been going on, we've got a student right now working on building a database of past initiatives and current initiatives that we hope to make available at least within the next six months so that we can keep track of what we've been doing and then continue to keep track of what we are doing moving forward.

So those are some of the longer-term things – or some short, some long. And then we're also doing shorter projects, feasibility reports. We have lots of really passionate students and faculty and staff and community members – and lots of opportunities for service learning. So through the Environmental Management Geography 453 class, we've got students who are working in project teams to assess whether or not these projects could happen here on campus and what that could look like. So these students are getting practical experience and also helping us to decide what we can pursue and what we shouldn't.

The other thing that we're doing is building relationships so that's coming to these different meetings and getting you more informed on what we're doing, and inviting you to join us. As the Green Team, we meet every other month. We're reviewing the structure of how we meet so that we can involve more people. The other big thing we're doing through building relationships is generating ideas for shorter-term projects. So if you have ideas, our email is greenteam@niu.edu.

And then trying to attack the low-hanging fruit, and then as far as projects, that's what those students are working on. And then planning for how to incorporate sustainability across campus so that we're not left doing piecemeal projects or not communicating projects or collaborating. And so we have students who are working with us to start writing a sustainability plan, so they're learning how to strategic plan through the lens of sustainability. We have lots and lots and lots of things going on.

So we hope that you will support our efforts to facilitate coordinated sustainability improvements. Does that mean that we're going to be the nation's leader, probably not. We're doing this in a very cost-conscious, staff time-conscious-type way, engaging students as much as we can, because we know they have the energy, and this is an amazing opportunity for them to learn through this process.

So the draft resolution that we've provided you – we're essentially asking for your support for what we're currently doing and for where we see ourselves going, seeking recognition for a lot of the

efforts that we already are doing, and continuing to build relationships across campus. So that's what we've got, and that is our contact information. Any questions?

T. Buck: I was curious, I'm not familiar with NIU having any solar panels. Are they installed anywhere on campus?

M. Burlingame: The only locations that I'm aware of solar panels are on Still Hall and Anderson, and Gabel. And they're solar water heating for the two pools. The one on Still, I'm not sure what the purpose of those is for. But we have solar water heating. We actually have a solar company coming to the Green Team meeting in December to discuss their ideas of what it could look like. We probably wouldn't push for moving forward until we have a better idea of what solar could look like on campus.

T. Buck: Okay, that's good. I'm glad that someone's coming to present and talk about it. We put solar panels on our home last April, and it's working out quite nicely, so I was going to suggest that we have someone come and talk about that.

The other thing I was going to say, I know Sierra Magazine ranks different colleges based on their green and sustainable efforts. So it could be a really good recruitment tool. I know out there there are a lot of...

M. Burlingame: And same with the Princeton Review ranks greenest colleges. The Association for the Advancement of Sustainability in Higher Education does a lot. There are lots of ways. We've been working with Katy [Saalfeld] to get on those top lists, because what we forgot to mention is that we see this as a way to recruit students, to engage students, because they're looking for campuses that are more environmentally friendly.

M. Haji-Sheikh: Just a point, the Engineering Building, some of the other new buildings, were also designed to be passively heated in winter. In fact, if you notice, the Engineering Building has kind of a hallway on the south side. That's actually a passive thermal pipe, and it's got an air redistribution system in it, but it's old school, it's 1996 design.

R. Scherer: Thanks for coming by for this. I have solar panels on my roof at home as well. The ask of this body and of University Council is a fairly straight-forward statement. It seems like all you're asking for is affirmation for what you're doing. Is there more you think you might want to ask for, or are you maybe looking for an incremental?

M. Burlingame: We're looking for your support for what we're doing moving forward, your support and trust that we're going to create a sustainability plan that is conscious of what our needs on this campus are. And so when we come forward in 18 to 24 months with a sustainability plan – and we'll be including people throughout the entire process and comments and whatnot – but making sure that when we come time for our living document to then be initiated, that you've been included through the process and you're more likely to support us as we move forward from that point. So we're just starting the conversation. We hope that it continues. Sure we have lots of asks.

R. Scherer: I don't see anything controversial in there.

M. Burlingame: No.

K. Thu: I appreciate all you're doing, Melissa, and you're the person for the lead role in all this, so thank you for all that you're doing. I'm fully supportive of the resolution. I would like to see us think about sustainability, not just on campus, but as part of a broader community development effort. So last week was the first meeting of the mayoral-appointed task force on the northern Annie Glidden corridor, and there were 120 people from the community that turned out for that meeting at Westminster Church. And there were a lot of NIU students there that spoke up. It would be nice to have sustainability as part of that conversation linking NIU and the community at large. Maybe you were there, Melissa.

M. Burlingame: I am only one person. No.

K. Thu: Well maybe there are some students that could get involved in voicing sustainability as a collaborative between NIU and the community development at large.

M. Burlingame: We were trying to figure out how to – that's part of the how-to assess our meetings so that we have more student engagement so that we can be making more of an impact.

K. Thu: I move to approve the resolution.

M. Haji-Sheikh: I second.

L. Saborío: That moves it nicely along, doesn't it. So we have a motion and a second. Do we have any discussion? No discussion, okay. I think we're going to use our clickers for this. Do we need clickers?

M. Haji-Sheikh: We can vote by affirmation.

R. Scherer: I think affirmation is fine.

L. Saborío: Clickers? There's nothing controversial here. We're urging them to do what they're already doing, right? Do you miss the clickers? Do we need to get the clickers out because you miss them? Is that what it is? Okay. You went and got them, right? Do we need to do a count? I think we have plenty here. So Pat wants me to remind you that 1 or A is yes. 2/B is no. And 3/C is abstain. Okay, everybody can click. And you should get a smiley face when you're done. Everybody voted? Anyone need more time?

1/A-yes – 51 votes

2/B-no – 1 vote

3/C-abstain – 1 vote

Okay, 51, 1 and 1, there you go. So the resolution passes. Thank you very much to Melissa and Melanie.

VI. CONSENT AGENDA

VII. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – no report
- B. Academic Affairs Committee – Clanitra Stewart Nejd, Chair – no report
- C. Committee on the Economic Status of the Profession – Laura Beamer, Chair – no report
- D. Rules, Governance and Elections Committee – Keith Millis, Liaison/Spokesperson – no report
- E. Resources, Space and Budget Committee – Sarah McHone-Chase, Liaison/Spokesperson - report

L. Saborío: So let's move on. Consent Agenda, we don't have anything today for you, but reports, we do have a report, Sarah McHone-Chase, Resources, Space and Budget. Go right ahead.

S. McHone-Chase: Hi, this will be really short. I just wanted to mention that at our meeting on Friday this week, we are going to have the president and the provost. And they will be answering our questions, which we have already submitted to them. But if any of our senators have questions, they can submit those questions to any of the committee members, and if we have time during that meeting, we can ask those questions on behalf of the senators. And that's all I have.

L. Saborío: So we'll look forward to your report next month then after that meeting.

S. McHone-Chase: That's right, thank you.

L. Saborío: Absolutely. And who here is on the Resources, Space and Budget Committee? Great. Any additional questions? Email them. All right, thank you, Sarah.

VIII. UNFINISHED BUSINESS

IX. NEW BUSINESS

- A. Approve Faculty Senate Vice President George Slotsve to serve on the General Counsel Search Committee

L. Saborío: Okay, Unfinished Business, nothing there. That's good, right. And New Business. So we're going to ask you to approve the Faculty Senate vice president, George Slotsve, to serve on the General Counsel search committee. This is a search that they decided to move forward with. We've had acting general counsel, Greg Brady, in this position now for more than six months. And it's been a while, so they decided to move forward with a national search. This is a national search. And George Slotsve is willing to serve. Should I not say willing, George? To serve on the committee as

a representative of Faculty Senate. Are there any questions before we? Do I need to take a motion and a second? I need a motion.

S. McHone-Chase: I move.

L. Saborío: Sarah, and a second with Mark Riley, okay. Then I need to ask any questions or discussion. We're missing Ferald, if you noticed. He's not here today. He had a family event, a really important one to attend to today down in Springfield. It's only the third time that he's missed, I think. Go ahead.

V. Naples: I just have a quick question. What is the time frame for moving forward with this search, and when do they expect to have a candidate in place?

L. Saborío: They just started to form the committee. Once we have the committee structure, it needs to be approved by University Council, so that will be on the November agenda. So that's the only time frame that I have right now – that they are just working on getting the committee structure in place. And then they'll move forward from there, because they're going to need the committee first in order to define the position, and then move forward.

V. Naples: Thank you.

L. Saborío: I'll ask and see what the time frame is. All in favor of approving George to serve – thank you, George – on the search committee for General Counsel, please say aye.

Members: Aye.

L. Saborío: Any opposed? Abstain?

G. Slotsve: I abstain.

L. Saborío: You abstain? You're not allowed to abstain. Thank you, and he's been approved.

X. REPORTS FROM ADVISORY COMMITTEES

A. FAC to IBHE – Paul Stoddard – report

L. Saborío: Reports from Advisory Committees, do we have Paul Stoddard here today? I thought I saw him. There he is in the back. Yes, Paul, you have a report for us?

P. Stoddard: A relatively brief one. The FAC had its first meeting of the academic year September 8 at UIUC. We got the usual introduction from UIUC. They are not the University of Illinois System, so be sure to refer to them in that manner from now on, please. And they gave us some nice statistics about how wonderful they are. They are wonderful.

Then we broke into our caucuses, as we usually do. And basically, each caucus discussed things that they'd like to see the FAC address this year. The public school, that's us, caucus is particularly

concerned about the state of liberal arts education. We're not really happy with where the current governor seems to want us to go with this. Some of us that are at local institutions are not happy about the way the local institutions have been moving with regard to general education and liberal arts in general. So we're looking at this, we're thinking we might have to coordinate with, or exert a little pressure on the Illinois Articulation Initiative Panels to make sure that courses being approved for gen ed credit statewide actually are addressing things that need to be addressed in general education courses.

Other than that, we talked about what it means to be on the FAC. We talked about where our next meeting will be, which will be Chicago State a week from Friday, and then we adjourned and went home.

L. Saborío: Thank you.

P. Stoddard: Any questions?

L. Saborío: Do you have a question?

M. Haji-Sheikh: No, actually I'm waiting for Comments and Questions [from the Floor].

L. Saborío: Okay, we're getting there.

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

XI. COMMENTS AND QUESTIONS FROM THE FLOOR

L. Saborío: That concludes our reports from the advisory committees. Next we have Comments and Questions from the Floor.

M. Haji-Sheikh: Just want to give an update. Those in the engineering school know this, but we're about to apply for two new degree programs, one in mechatronics and one in biomedical engineering. And we're applying for three new Ph.D. programs, one in mechanical engineering, one in electrical engineering and one in industrial and systems engineering.

L. Saborío: Wow, where are you in the process?

M. Haji-Sheikh: We're just about completing the pre-proposals to go to the provost's office. This is just to catch the Faculty Senate up on what's going on. Hopefully, it will go through smoothly. My fingers are crossed. I've been editing everybody's proposals for the last two days with my wife, because she's a master editor. Hopefully, it will go smoothly, and I'm hoping that we can contribute to the continual growth of the university.

L. Saborío: Thank you. Virginia, did you have an update for us from United Faculty Alliance?

V. Naples: Yes, actually I do. Some of you may know I'm the president of the United Faculty Alliance. And we had the announcement from Acting President Freeman that there was to be a three percent raise, but it was unclear exactly to whom those raises were to go. And I wanted to give you just a bit of an update on that. We are actively negotiating with the administration. Most of the details are in the hands of our bargaining team. They have had a meeting already and have presented a proposal and received counter proposals back. We are continuing to work on that. What we would hope is that we can maximize cooperation between the administration and the Board of Trustees and the union, not just the faculty union, but all of the unions on campus, because we would like to see optimizing the opportunities for all of the employees for NIU to help us move forward with teaching, research, service, helping our students' careers, and making sure that the university is as successful as possible. We don't know exactly when we will have a definitive answer, but I will promise to keep the Faculty Senate updated on that. Does anybody have any questions?

J. Novak: I just got an email today that kind of gave a lot more information than that, explaining that there were about two dozen positions within the union that bargaining on the university part does not want to include, and that they also want a promise that we'll never strike. So that seems like pretty, I don't know, it doesn't sound like we're coming close to a match, but at least we're negotiating. Is this true?

V. Naples: We have not actually come to an agreement, but the union's position so far is that, no, we aren't going to agree to those kinds of things, and we've presented some counter proposals. There is some controversy over who is and is not in the bargaining unit, and we are continuing to work on those issues, as well as others.

J. Novak: Thank you.

V. Naples: I'm hoping we will get collaboration and cooperation, because additional conflict is going to make it harder for everybody to move forward in a positive manner.

M. Haji-Sheikh: I have a question. Has any other group of faculty, any administrators, or anybody else been asked to give up anything for the three percent? Or are only the unions being asked to give up stuff for the three percent? Because that would be an unfair situation if only the faculty union and the staff unions were the ones having to give up some options in this case.

V. Naples: Yes, that is the present position, and that is the position to which we will not agree, because we would like to see everyone treated equitably and fairly. And that's a very important point we want to keep in mind.

L. Saborío: Right, but they are asking you to define who's in the union and who is not. So that really, is that giving up?

V. Naples: What they have done is they have questioned the inclusiveness of some people that we believed were in the bargaining unit, and we need to talk about those issues in greater detail.

L. Saborío: Okay, go ahead.

Unidentified: I'm curious, what positions are in question?

V. Naples: My understanding that it is some assistant chairs, some directors, and a variety of other positions where they don't have a lot of people in each of those categories.

L. Saborío: Center directors, right?

V. Naples: Yes, center directors, correct.

L. Saborío: Kendall.

K. Thu: I just want to add that all the chairs in the College of Liberal Arts and Sciences agreed to a letter that we sent to Provost McCord and President Freeman encouraging them to think about capping the three percent increases, not just among the vice presidents and the deans, but the multitude of assistant, associate vice presidents and deans that are included in the increase. And that's a lot of money going on, because, if you don't do that, then the regressive system that we have with those at the top getting more is going to continue, and we're not going to be able to give more to those at the bottom.

The second thing is that we voluntarily refused our own three percent raise for chairs in the college.

V. Naples: Yes, thank you, Kendall. And we certainly appreciate that. One of the other things is that my understanding – and I just have a rough estimate – is that it's about 131 individuals of higher level administration that would be eligible for the raise. In her State of the University address, President Freeman said that she personally would be foregoing as would the other vice presidents, although I'm not entirely clear, I believe that the alternate was that they might instead give the raise to the Foundation or something of that sort. But there is still a very large percentage of people who would be eligible for the raise, and the faculty and the faculty unions and some of the other unions that are either people in negotiations or already in unions are having to negotiate with the administration for that.

M. Haji-Sheikh: Wouldn't, if you've been given the raise and then given it away, increase their retirement numbers?

V. Naples: Assuredly it would. The other thing is that most of the people who are in the administration who are likely to receive the raise are on 11- or 12-month appointments, and the majority of the faculty are on nine. So if you were to get a three percent raise over nine months, it is nowhere near as much as you would get if you were getting a three percent raise over 11 months. So they will be getting an additional incremental proportion beyond what the faculty would be receiving. Also they have not had any proscriptions applied to them about not being eligible for additional raises beyond the three percent, and that is one of the other administrative positions – that if the unionized faculty and/or staff receive a three percent raise, that we can't come back to the well for an additional dip of water later in the fiscal year.

Oh, and one other thing, we are – and Paul just reminded me – we have a presentation about the fiscal state of the university that is taking place on October 12 by a person by the name of Howard Bunsis. He is a CPA, and he works with the American Association of University Professors and is an expert on university finances. So if you have an interest in finding out more about that, that is on October 12. I've got to look up when it is, I brought my flier. Everyone is invited. The presentation occurs from 5 to 6 p.m. on Thursday, Oct. 12. There is a question-and-answer session from 6 to 7. And the location is DuSable Hall, Room 459. So I hope everybody who is interested in the state of the university finances, as analyzed by an independent, outside party, will come and learn anything that you would like to know. Thank you.

L. Saborío: Thank you, Virginia. I just want to say good luck with the negotiations. From what I understand, administration does want to give us three percent. It's going to be an issue of whether they're able to negotiate a contract with the union, looking at the details, from what I understand. But they have said that they want to give us this three percent.

V. Naples: I think every person who might receive a three percent raise would be very pleased to get it. I think we can all agree on that.

L. Saborío: So you have that common ground to start with and can go from there.

V. Naples: I think we have that common ground, we just have to find a means of getting there.

L. Saborío: Right, okay. Any other questions or comments from the floor?

XII. INFORMATION ITEMS

- A. [Minutes](#), Academic Planning Council
- B. [Minutes](#), Athletic Board
- C. [Minutes](#), Baccalaureate Council
- D. [Minutes](#), Board of Trustees
- E. [Minutes](#), Campus Security and Environmental Quality Committee
- F. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- G. [Minutes](#), General Education Committee
- H. [Minutes](#), Graduate Council
- I. [Minutes](#), Graduate Council Curriculum Committee
- J. [Minutes](#), Honors Committee
- K. [Minutes](#), Operating Staff Council
- L. [Minutes](#), Supportive Professional Staff Council
- M. [Minutes](#), University Assessment Panel
- N. [Minutes](#), University Benefits Committee
- O. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- P. [Minutes](#), University Committee on Initial Educator Licensure
- Q. [Nominations for Honorary Degrees](#) – Page 13

L. Saborío: Just want to point out one more item. The information item Q. in your packets is Nominations for Honorary Degrees. It's on page 13. They're due by November 1. If anyone has any ideas of who they'd like to nominate for an honorary degree, the information is in your packet there.

XIII. ADJOURNMENT

L. Saborío: Wow, we did it. That was a lot in one day, wasn't it. Can I get a motion? [J. Novak] There we go. And a second [M. Haji-Sheikh] to adjourn? Thank you. And the meeting is now adjourned.

Meeting adjourned at 4:10 p.m.