

TRANSCRIPT

FACULTY SENATE
Wednesday, September 30, 2020, 3 p.m.
Microsoft Teams Meeting
Northern Illinois University
DeKalb, Illinois

All Faculty Senate members will receive an Outlook invitation to this Teams meeting. Others wishing to join the meeting, please send your request to Pat Erickson at pje@niu.edu, no later than 12 noon, September 30.

VOTING MEMBERS PRESENT: Allori, Aygen, Berke, B. Beyer, Borre, Buck, Carpenter, Chen, Cheyney, Chomentowski, Clark, Creed, Demir, Dmitruk, Doederlein, Duffin, Fredericks, Furr, Grund, Hu, Hua, Ito, A. Johnson, L. Johnson, N. Johnson, Jong, Keddie, Konen, Kurhl, Laben, Lampi, Liberty, Maki, Mayer, McCarthy, McGowan, Mellon, Miguel, Montana, Onder, Palese, Penkrot, Petges, Pohlman, Qin, Richter, Royce, Sharp, Sirotkin, Slotsve, Smith, Subramony, Surjadi, Tatara, Thu, Valentiner, Whedbee

VOTING MEMBERS ABSENT: Fanara,

OTHERS PRESENT: Barnhart, Boston, Bryan, Collins, Douglass, Edghill-Walden, Ghrayeb, Groza, Halverson, Ingram, Jaekel, Klaper, McEvoy, Moyer, Saborío, Skarbinski, Weffer

OTHERS ABSENT: G. Beyer, Ferguson, Marsh

I. CALL TO ORDER

K. Thu: Well, it just turned 3 o'clock on my laptop, so let's go ahead and get started. I'm going to call the meeting to order promptly at 3 p.m. today.

Meeting called to order at 3 p.m.

II. VERIFICATION OF QUORUM

K. Thu: Next thing I need to do is to turn to Pat, virtually turn to Pat and ask whether or not we have a quorum, Pat?

P. Erickson: Yes, I am feverishly taking attendance and counting here in the background. Thanks to everybody who came in five or ten minutes early, and I think we just got there, so we're good to go.

K. Thu: All right, thanks, Pat.

III. ADOPTION OF THE AGENDA

K. Thu: So, the next item is adoption of the agenda. I'll entertain a motion to adopt the agenda.

C. Doederlein: So moved.

K. Thu: Do we have a second?

P. Chomentowski: Second

K. Thu: Do we have any discussion about the agenda? Okay, if not, and this is where I'm changing the voting procedures just a little bit. I'd like you to say yay or nay in the chat box, or abstain from adopting the agenda. So, if you would take a moment to write your vote in the chat box, Natasha will use her computer to add them all up very quickly. I don't think, Ferald, that we actually need an exact vote number, do we? I'm suggesting that, if we look at the preponderance of comments in the chat box, that probably suffices. Is that kosher?

N. Pohlman: As a suggestion, if you just put one yes and one abstain, then people can react with a thumbs-up, which will allow it to be a count of the thumbs-up.

K. Thu: Okay, so, Ferald, did you want to comment?

F. Bryan: It just has to be a majority vote, so it doesn't have to be an exact count.

K. Thu: As of now, Pat, it looks like we have a majority vote to adopt the agenda.

IV. APPROVAL OF THE SEPTEMBER 2, 2020 MINUTES

K. Thu: That brings us to Item number IV, approval of the September 2, 2020 minutes. Again, I'll entertain a motion to approve the minutes.

N. Johnson: So moved.

K. Thu: Moved, Johnson. Do we have a second?

D. Valentiner: Second.

K. Thu: We have a second. Any discussion about the minutes? So, Nick, you're suggesting that they put in number 1 or yes, number 2 for no, is that what you said?

N. Pohlman: No. We just need an individual to type in "yes." So, what I'm going to do is I'm going to type in "yes." And you can react to it with the thumbs-up.

K. Thu: Oh I got you. Well, for now, anybody can react to Nick's yes with a thumbs-up, or you can enter in a yes of your own. We'll get this all ironed out eventually.

N. Pohlman: If we need a particular count, then [inaudible]

K. Thu: Yes, if we need a particular count, we're going to use Qualtrics. But if we need something like this, we'll just do the chat box, or your approach, Nick. It looks to me like we have an overwhelming majority to approve, so the minutes of September 2, 2020, are approved. Thanks, everybody.

V. PUBLIC COMMENT

K. Thu: Pat, do we have any timely requests for public comment?

P. Erickson: Yes, we have just one, and you have that, Kendall.

K. Thu: Yes, okay. I'd like to introduce Rod Moyer. Rod, are you here somewhere?

R. Moyer: Hello, can you hear me?

K. Thu: Yes, we can. So, Rod, go ahead, you have the virtual podium.

R. Moyer: Very, very well. Good afternoon, NIU faculty. I hope everyone is doing a little bit better than awesome today, as I like to say. I want to thank you for hearing my comments today. There are many things that I do want to share with you that will have to wait until our next opportunity. But today I'm excited and honored to discuss my experiences and thoughts as a Black NIU student.

One thing I want to start out by saying is that I love diversity. I absolutely love diversity. I come from a very diverse background. I was adopted by a white woman and raised by my beautiful mother, Judy. She was a teacher for 30 years, and she is from Vermont, a mountain in Vermont. We would go to the mountains in Vermont twice a year. And I just have a very diverse background. I love diversity in terms of race, culture, gender, ideas, thoughts.

And I really have an appreciation for the diverse collection of faculty that we have here at NIU. That's been my opinion and experience as an NIU student. I know for many of you, what you do as professors, this is your life's work. This is your research, the areas that you're passionate about. And you've spent your entire careers, and most of your lives, obtaining experiences, skills sets and developing understandings and better methodologies to engage in your individual areas. You have families, husbands, wives, children. You're involved in your community. You travel. You pursue your passions. Many of you are moderately to heavily involved in research and writings, and that's a fairly full plate.

So, now on top of all of that, you're being asked and expected to solve our world's social issues, racial issues, including the percentage of Black faculty here at our amazing institution, Northern Illinois University. And in a lot of ways, that is okay. Some might argue that it's not fair. But it is the challenge that sits in front of each of you or your industry, specifically here at NIU. And when you juxtapose that over the fact that you don't hire or recruit faculty, it's a multi-faceted dichotomy.

So, what I want to do today is share a few personal stories and ideas that I believe can be impactful to Huskie Nation pertaining to this conversation. Now, if you ask me, I will tell you that I am one of the top student leaders in the 125-year history of NIU. As a class of 2020 graduate, I'm a part of the Dean's List, Honors Program, six current academic honor societies. I earned five scholarships this past year. I was awarded the 2020 NIU Senior Leadership Award, two awards from the College of Liberal Arts and Sciences, the service and engagement, as well as academic achievement award from the 44th Annual O'Connell Awards. Previously, I was awarded just about every leadership award that NIU has ever had, including multiple tuition waivers, scholarships and recognition that's included being featured live on CNN's Anderson Cooper 360, NBC, ABC.

But it's because of those accomplishments that I always say derive from my experiences as a student leader at NIU. It's the experiences I had at NIU and the things we were able to achieve that allowed a lot of those accomplishments to happen. But I share all that with you, not in an attempt to be impressive, but to impress upon you that my perspective comes from a student who has been fully immersed within the organization of Northern Illinois University, including serving as director of cultural affairs, student organizational development, Black Student Union president, vice president of Alpha Phi Alpha Fraternity, Inc., founder of Raising Multicultural Excellence, programming vice president inside of the Residence Hall Association and serving on countless communities.

So, I want to share a few experiences that I think are applicable to this body and that resonate with me as an African American and Puerto Rican student. Now, what is required? And what am I asking of each and every one of you? If you're taking notes, you can write this down. Bullet point number one: Be open minded. Be open minded.

I want to tell you a story about an encounter that I had with an NIU faculty member. And I called his office. I was referred to his office by a different department in the university. And I've been actually contracted by like 77 universities around the country have brought me out to teach my curriculums. So, I'm always interested where people come from, because a lot of the universities that you come from, I've been to many, many times. And when I got on the phone with this individual, I was like, hey, how's it going. I looked you up and I see you come from this university? And the fact that I was discussing where this individual comes from, it offended him. And I felt like it offended him. I felt like he was offended. I felt like he kind of had an attitude. So, I asked him about it. I said, you know, did I say something wrong or, you know, do something wrong? I kind of sense you have an attitude. He acknowledged, yes I have an attitude. And he told me what I did wrong. He said "violated a social norm," to use his term. I violated a social norm by asking him about his background and where he was from.

So, my ask of you, NIU faculty, is not to judge, is to truly be open minded. Black and brown students, many times, come from backgrounds that have lived a life full of experiences that are not "social norms." So many Black and brown boys, number one, grow up being abused for years. There's no health. A honey Bun at a gas station can be a typical meal, right? So, think about that from a lack of nourishment. And in a lot of ways, life is really about living and not dying from hunger, from abuse and all of the circumstances that many Black and Brown youth come from, especially in the city of Chicago.

It's interesting, because working with youth, I bring a lot of youth downtown to different universities. And so many youth, you talk about high school seniors, have not been outside of a two-block radius of their home. Think about that. High School seniors, and this is common. This is the social norm. You take them downtown, that's like going to Paris or something. So, there are things that are normal for me and for my community that may differ from some of your social norms. And I say that, because I asked you to be open minded. When you notice the scent of marijuana on a student, when you notice a lack of manners or professionalism or tact, when you notice someone has low class attendance, not participating all, you observe the student being late all the time, talking while you're talking, which I always felt was an instructor's opportunity to be more engaging, when you notice these things, these are things you can ignore, right, because after all, we're in college and everyone can make their own decisions and their own choices. We don't want to get bad grades, and these things, but a lot of times behavior is exhibited, and I ask you to be open minded.

If you're taking notes, here's bullet point number two: Take the Tupac Shakur approach. Be like Tupac. Here's what I mean. Tupac tells a story about the rose that grew through the concrete. Imagine in the middle of a concrete street, a beautiful red rose. You know, yes, the petals are a little dusty. One of the petals is a little bit ripped. But instead of noticing what's wrong with our rose, how about we marvel at the fact that a beautiful rose was able to grow and flourish from the concrete. I ask you to be open minded and preconceived notions or ideas that you may have about what social norms. I mean it's probably not a social norm for a student to speak to this body. I've been doing a lot of public comments recently, and typically, I'm the only one, right? So, just because something isn't normal, it should not automatically be put in a default category that it's a concern or something is wrong. Embrace diversity. Appreciate differences. And be open minded.

So, back to Black faculty at NIU. Back to Black faculty at NIU. Just like the experience that I had with the professor, who I'm not naming, and this was about two years ago, people can feel that. I felt that. I sensed that. I sensed an energy, a toxic energy. And students sensing those energies when it's coming from things such as that, that doesn't help the relationships. And when things like the [inaudible] at the Center for Black Studies being defaced last week, one of the things that can help overcome and move past that as a university, as Huskies, is the relationship that, as students, we have with each and every one of you. Great faculty like Daryl Dugas. This guy stands in his hallway and greets his students before they come into class, one at a time, with an amazing greeting of love. He wasn't my professor, but I had a class next to him, and I got in line just to tell him thank you for being great, every day when I saw him. Great professors like Carrie Kortegast, Kathleen Valde, Karen Whedbee, oh my goodness, what an amazing professor. Dr. Molly Swick, Betty LaFrance, Professor Scudder, formerly Jimmy Manning. I love the diversity of professors that I have, and you guys are a diverse body. So, when we say we need more Black faculty, please don't take that like we're saying there's something wrong with you. You guys are amazing, diverse. And I love the experiences that I've had with you. But I ask you, be open minded and be like Tupac. And with those things as an energy together, I think that those can help us move forward as an institution.

I think my time is up. I think I'm over my time. So, I'm going to wrap up by just saying thank you for taking your time today. Thank you for the amazing work that each and every one of you do. And thank you for hearing my comments today. God bless.

K. Thu: Thank you, Rod. Thanks for taking the time. And thanks for your thoughtful and reflective and instructive comments. Really appreciate it.

VI. FS PRESIDENT'S ANNOUNCEMENTS

K. Thu: Let's move on to the Faculty Senate president's announcements. I just have a couple of items. One is, I believe Pat circulated an announcement yesterday, or linked to an announcement about the Center for Black Studies and the College of Visual and Performing Arts event tomorrow afternoon from 1 to 4. They will be having a paint the Black Lives Matter at the university entrance, the entrance over by the lagoon. You don't have to be an artist to attend. They will provide the paint, the paint brushes and the cleaning supplies. So, please show up if you can, to support their effort. I love the last sentence in the announcement, "that this event is being held to testify and signify to all that NIU holds an unshakeable [I love this – an unshakeable] belief that Black Lives Matter."

And we have a lot of work to do. And I echo Rod's sentiments. I'm still traumatized by the racist, hateful bigotry that was painted at the Center for Black Studies. I know it was just one in a series of events, but also the invective racist bigotry that was injected into the subsequent town hall meeting. If I feel hurt by all that, through my white prism, I can't imagine what our Black colleagues and friends and students are feeling. So, we stand by you. We stand with you. And we're all in this together. And we have a lot of work to do as you're going to see in the agenda ahead.

Before I move on, next week at the University Council meeting, they're going to be considering a change to the spring calendar. And I wanted to spend a few minutes getting your input so that I can take that over to the University Council meeting next Wednesday. Some of you have heard this already. But they're considering, because of public health issues and COVID-19, they're considering canceling spring break and ending the spring semester one week early. I've heard a number of comments from faculty, students and colleagues that I plan to take into that meeting with me. I've also relayed them to the provost and to the president. But I want to spend maybe five minutes here or so listening to any of you and what your perspectives are.

And I want to start with faculty, actually. We're still Faculty Senate. So, I want to hear from faculty what you think about that proposal.

N. Johnson: I think Ferald Bryan has his hand up.

K. Thu: Ferald?

M. Smith [via chat box] Can you say more about the rationale?

K. Thu: So, somebody is asking me more about the rationale. The rationale is that students will be more likely to travel elsewhere and be more likely to be exposed to COVID-19 and bring that back to campus. We want to try to avoid that from happening. I'm not a public health expert. There are faculty in this meeting that have more expertise than I do. But that's sort of the fundamental premise of it. Any faculty comments?

G. Aygen: [via chat box] That's is a good argument.

K. Borre [via chat box] Campuses all over the country are canceling spring break. It is a wise public health move.

P. Skarbinski: [via chat box] I think eradicating spring break is a bad idea. It is exhausting teaching online and students and faculty need a week to rest during a tiring semester.

K. Thu: Go ahead, Peter.

P. Chomentowski: I have several faculty members at other universities where they canceled Thanksgiving this year for the same preference. And they just decided to end everything a week earlier. And they literally ended the semester right on Thanksgiving weekend, which is the same idea, because they were worried about travel. I think it's a common theme.

K. Thu: Yes, it's only for this spring. It's not meant to be a permanent policy. I know that, while many of us agree with the approach, we've sort of groan in the background, because spring break is a time to unwind. It's time to sort of exhale. It's a time to catch up for many of us. And it's just a break. So, I think the students are going to bring to that meeting next week some alternative ideas around spring break. One suggestion was, well, could we have a three-day weekend, for example. I presented that to the president yesterday, and she thought, well, that's a possibility. Could we ask faculty to maybe lighten the workload during that week. Well, that's a possibility, as well. So, all these strands of comments, I want to bring to the meeting next week. So, I see that Brad has a question. Go ahead, Brad.

B. Beyer: Thank you. Can everyone hear me?

K. Thu: You're good.

B. Beyer: I know that Kendall and I have talked about this kind of over the past couple of weeks. But I guess a question that I would have would be: I understand the public health aspect, and I think that's completely valid. I recognize that we have lots of students that go travel, particularly to states that may not be doing so well COVID-wise, and then the concern would be bringing that back to NIU and the DeKalb community. But I think it would just have to be done in the right way, because my concern is – and you know, I'm working on a project for the next Faculty Senate meeting for mental health – and just [inaudible] the SGA involved in terms of the status of mental health and how it's becoming a more increasing problems for college students, particularly during a pandemic when most of us can't see, can the numbers or whatever in the same way that we would like to.

So, my question and concern would be, like I think burnout is a real thing. And a lot of students, myself included, use spring break as truly a break from school to just unplug and kind of recharge before pushing through to the end of the semester. So, I would have to ask, I'm glad to hear that you said [inaudible] President Freeman and others about doing maybe a three-day weekend or somehow lightening the coursework, because I think spring break truly is a break, itself. I'd like to see that incorporated into the plans.

K. Thu: Thanks, Brad. Somebody else has their hand up. I see the initials, I don't know who it is.

M. Berke: I agree with Brad, and I agree with Pat in the chat. I am not a big one for canceling spring break. I agree with Pat. It's exhausting to teach online. I've been teaching probably 35 years. This is the most stressful semester I have ever had, and I have been teaching this stuff for a long time. And I agree with Brad that it is a break from a burnout. And by ending the semester a week early, I'm not sure you're going to really get that burnout effect. That's really not going to do it. I have actually polled some of my students before spring break. How many of you go places? There's a very small percentage of people that actually travel. A lot of people go home. They don't do a lot. So, I'd be interested to know how many students actually travel a lot. And there's a whole bunch of states where now you can't, you're not really supposed to go to. So, we're limited. Basically, I understand the public health angle of it, because I'm in the School of Health Studies, I get that. I don't think, in the long run, I just don't think it's a good idea.

K. Thu: We have time for maybe one or two other comments. And by the way, if you don't want to comment here, you can send a note to me, and I'll make sure it gets reflected in the conversation next week.

N. Johnson: George is next.

G. Slotsve: I just wanted to say, I'm basically in favor of it, but then I've been teaching in person, and I'll be teaching in person next semester. So, anything that will [inaudible] contact would be much appreciated. I'm teaching in person this semester and plan wrapping my semester in-person meetings as of Thanksgiving so that people can go home if they want for Thanksgiving, but we're not returning to class. I guess teaching in person, I'm in favor of going right through spring break. I don't see how that's really [inaudible] different from fall semester [inaudible], so I'm in favor of it.

M. Mellon: [via chat box] I am in favor of it as well.

K. Thu: Okay. Well, we're going to have to move on here, but I appreciate you sharing these comments and sentiments. I think most of us feel the same way. Personally, I'm ambivalent about it. But, to me, the public health issue, and most other campuses, many other campuses around the country are doing this in the spring semester, as well as what George talked about for the fall semester. That doesn't mean we have to follow the herd, but it does mean that we have to have a meaningful conversation. Again, if you had additional comments or views about this, please email me. I think it's going to be a lively conversation next week as well.

VII. ITEMS FOR FACULTY SENATE CONSIDERATION

A. Antiracism Planning Forum for Shared Governance

K. Thu: So, let's go ahead and move on to item VII, items for Faculty Senate consideration. If Pat wouldn't mind projecting page 10 in your packet. This is the result of our polling that we did of the last few weeks about prioritizing antiracism issues. And I'll give Pat a moment to bring that up. There we go. So, as you know I asked all of you to vote on which of these issue areas are priorities. And just as a reminder, most of these, not all of these, came from recommendations out of the Black

student town hall meeting that was held. I can't remember when it was held, earlier in the summer or late spring. A few of them I've added from conversations that I've had. For example, the tenure and promotion policies and practices, that's something I added in there. So, I asked all of you to identify which ones are the priorities, and I want to go through that briefly here before we segue into a discussion of our ad hoc committee.

So, the items in brighter yellow are the top point getters. So, at the very top of the list is the lack of representation of Black faculty and staff. That was, by far and away, the most important issue on the minds of people in Faculty Senate. After that comes student retention, which is item 16. And then after that comes mandatory antiracism training, that's item number 2. And then after that, greater financial support for Black and other students of color, that's number 14. And then number 11, inventory of courses on racism and social justice. Now, a lot of these point totals are very close and so differentiate by one point or two points, is probably not particularly meaningful.

The items in a lighter yellow are those that are right up there close to the top five. But I've put them in lighter yellow just to make note that they don't seem to be as prioritized as the other ones. If you look at item 11, inventory of courses, number 7, seminars about systemic racism, number 9, decolonizing the curriculum, all three of those really are about curriculum and about decolonizing the curriculum. So, I would see all of those bundled together.

So, that's the result. It looks like Simón has a hand up. I'm going to let you comment on what you see here, and then we'll talk about our ad hoc committee. Simón?

S. Weffer: Thanks, Kendall. I appreciate this, and this is a great list. My concern is actually around these curriculum issues, because in terms of person power, there's very few of us that do things in systemic racism. There are relative small numbers of us that understand and could work toward decolonizing the curriculum. And my concern is that this will fall back on what is predominantly the faculty of color, who are already underrepresented and overtaxed. And it's additional service work, as positive as it is, it just puts more stress on the limited resources, which is number one. And so, if we're going to move forward on something like this, we need to think about how we get the faculty and instructor resources to be able to do those things, because there's just not enough of us on campus that actually teach and do research on systemic racism to be able to lift an entire campus. And so, these are all well-meaning, but that's where the resources would have to go, targeted hires, cluster hires, those sorts of things to really work on those curricular issues. Thanks, Kendall.

D. Valentiner: [via chat box] Well said, Simón.

K. Thu: Thanks, Simón. I appreciate it. We always have to be mindful of overwhelming our faculty of color. And certain items here, they're not just singular items, they affect other items on the list. The lack of representation of Black faculty and staff, that relates to what Simón was just talking about. It relates to how we develop and revise our curriculum. I think I saw somebody else's hand up.

V. Edghill-Walden: Good afternoon. I want to agree with Simón. I also want to say that I chair the Committee on Academic Equity and Inclusive Excellence. We had this conversation last week. And they brought up similar points, and also recommended, and we are actually probably going to

put together a smaller group to really look at it, building out a framework on how we define and operationalize what we mean by being an antiracist institution. I think that there's a lot of broad definitions or a varying understanding of what that might mean as an institution. And I think, in order for us to really embrace and figure out what that is, we cannot continue to rely on the limited resources as Simón said. And really looking at how we bring in resource or allocate resource to support developing that framework, understanding what that means to the institution, and then being able to do the work of decolonizing anything. I don't think we fully, really understand what that means right now, and we need the resource and expertise for us to be able to do that. But, as Simón said, we don't want to rely on the few faculty, which are predominantly faculty of color, to lead that, because they're tired, we are tired.

K. Thu: Thanks, Vernese. I saw another hand up, but I didn't see the name. Go ahead, David.

D. Valentiner: I just want to build on an observation that you had that there is relationships between different items on the list. I think that, if we had a better understanding of the relationships among these items, it may help us to figure out where the lynchpin is, where the greatest leverage is. We can think about there are some things that are easier to do, but may not actually have much effect on other things. There are other things that are easier to do that might have more effect. So, when I just tried to draw a little diagram, try to piece out where the leverage is, I thought it was very interesting. I do think that that first item comes up, it's not only important in terms of votes, but it's very important in terms of its effects on so many other things. And I think maybe that's why it had so many votes is because people just kind of implicitly recognize that, if we could do something about representation, it would bring about changes to the curriculum. It would bring about changes in the relationship between Black and white students, and have all those other effects. So, one of the things that I would encourage maybe to consider as the next step is to think about what those relationships are and what the implications of that are for developing the most effective strategies.

K. Thu: Thanks, David. I should have made clear at the outset that I'm going to pass this along to our ad hoc committee that we're going to get to in a minute to let them grapple with these issues in that committee and have the kind of conversation that we've already started here, there, and see what we can do, especially the relationships between these items and what is more paramount, what can have a cascading effect on the others, and I think item 1 is clearly in that category. But we can't – I had conversation with the president and the provost about this – we can't get stuck in the mindset of, well we don't have any money, so we can't do this. We just can't think that way. We have to think action oriented in what we need to do, how we need to do it. And I think Vernese's point about not necessarily always understanding what this entails is important as well. But we've got to keep going. We're not just starting from scratch. We've made progress, but we've got to compound that progress exponentially. Any other comments on the survey results before I turn to the ad hoc committee?

M. Smith: Thanks. I just had a quick comment too, and I agree with Simón and Vernese. And I just wanted to add one other thing that ease of implementation. I agree with what you said, Kendall, that we shouldn't let cost be a barrier. But I'm thinking about, in particular, number 11, the inventory of courses on racism and social justice. It seems like that would be a good place to start, because it's very easy to do. And at least we would get a better understanding of the resources that we already have and the gap that we need to overcome. I'm sure there are courses that aren't labeled with

racism or social justice, but that should probably treat that pretty significantly, and they just kind of pass under the radar. So, I think that might not be a bad place to start.

K. Thu: I tend to agree. We already actually have a set of courses that fulfill the diversity requirement. So, those are already posted on our website. But, as you say, they may not be completely inclusive of all courses. So, knowing what we do first is an important first step, right, before we move on. Tamara:

T. Boston: Hi. I just wanted you all to know that we are aware that some of the courses in the human diversity requirement have not been updated in a couple years. And that is one of the tasks of the Committee for Academic Equity and Inclusive Excellence, is to go through what already exists and determine what needs to be removed and what needs to be added. Thank you.

K. Thu: Thank you. So, I think one of the things that we're constantly hearing here is the need for us to connect with other places on campus as the faculty voice moves ahead with all of this.

B. Approve FS-Ad Hoc Social Justice Committee membership

K. Thu: If there are no other comments, I'm going to move to the item B., which is a related item, the Ad Hoc Social Justice Committee membership, which Pat has just posted. I want to thank everyone for agreeing to serve on this body. As you've heard, this body can connect with other entities on campus to do its bidding. And I want to thank Ismael for agreeing to be chair, and I promised Ismael that Pat and I will be steadfast resources for you, so we can be your labor force in whatever you decide to do. I'm going to hand the survey results over to this committee to consider at their first meeting. I believe we have a first meeting already set up. And this committee will decide how often it will meet, what it wants to do, and then report back out to the full senate for comment and suggestions. What I would like to do, I would like to entertain a motion to approve this as our committee on social justice for one academic year. At the end of this academic year, we can revisit it. It might be the case that you want to do away with it. You might want to actually keep it as a standing committee of Faculty Senate. But right now what I would like to do is to entertain a motion to approve this committee as a standing ad hoc committee for a full academic year. Do I hear a motion. And then we can have discussion.

S. Weffer: I'll move.

K. Thu: Simón has moved. Do we have a second.

G. Aygen: I'll second.

K. Thu: Okay, we have a second. Now, is there any discussion? I will say that the charge to the committee is fairly broad at this point. And the committee is going to have to decide what it wants to focus on. Are there issues in this survey that they want to tackle? And how do they want to go about it? But, really, what I'm looking for are action plans, actions that we can take and what the voice of the faculty says on our responses to the issues that we face. And I know we're asking a lot of this group, and I appreciate the willingness to step up. It's not as though we don't already have so

many items on our plates, and this is another one. But this is so important that we can't ignore it. Any discussion about this group before we vote?

I. Montana: What I would like to say is I just want to compare with what Vernese and Simón already kind of laid out in terms of the goals and the purpose, and the resources that we need to move things forward. So, I guess those are some of the things that I think, in terms of clarity, that we need to have clarity about. So, this committee is going to be scheduled for one year. What are the tangible goals? What is it that we want to achieve?

K. Thu: Yes, that's part of the deliberation of the committee, I'm not going to prejudge. Thus far, I think there's been a general recognition of the need that we don't have an existing body to do a lot of this. And I see the committee as self-defining, deciding what your general goal is. But I hope that includes action plans and tangible way that we can move ahead on issues. And yes, it's going to take resources, there's no question about it, particularly the first one, more representative faculty of color. How do we do that? We haven't done a very good job. From 2011 to 2019, there is virtually no change in the composition of the faculty. So, thanks, Ismael, for those comments. Other comments, questions? I see two hands. Kris Borre, go ahead.

K. Borre: Thank you, Kendall. I'm happy to serve on the committee, but I just have a question, I guess. The list of items that we voted on, they're really related to faculty and academic activities. Yet, when I talk to my students and I hear from my students, the concern largely, in addition to that they have concerns about the course they're taking, but the concern also is the quality of life on campus and the social relationships among students and student organizations on campus. And so my question is, does this committee, are they to be focused on academic faculty-based matters, or is the purpose also to extend in a broader way to outside of the faculty purview, maybe into like student services and the way funding goes to student organizations and that kind of thing.

K. Thu: I would prefer that the committee stick to the issues surrounding antiracism.

K. Borre: Okay.

K. Thu: The kinds of issues that you raise, Kris, can also be raised in general in our shared governance bodies. I think this committee is going to have enough to handle without broadening its scope. But again, it's really up to the committee to decide. Other comments or questions, and then we're going to have to move on.

Okay, as Natasha has pointed out, if you would put your hand down after your hand is up, that will help us figure out who wants to talk and who just has a lingering hand.

So, now we need a vote. Can we do a Qualtrics on this, Pat?

P. Erickson: Yes, we can do a Qualtrics. Give me a minute to pull that up.

K. Thu: Okay, let's do that so we have a record. I think this is important that we don't just do it in the chat box.

P. Erickson: Okay. I think you can probably see that on your screen now. I have a number of general ballots set up. Give me a second and I'm going to copy and paste that first one into the chat feature. So, we're going to do this general ballot number 1. I'll put that in the chat. It will become a hyperlink.

K. Thu: While you're doing that, Beth has a question.

B. McGowan: [via chat box] Can we be clear about the exact question we are voting on?

K. Thu: What you're voting on is this committee as a standing committee for one year of the Faculty Senate to deal with antiracism issues. Basically, it's a recognition by the full Faculty Senate that this committee is a subcommittee of the Faculty Senate. Good question, Beth. So, I was thinking this was going to be a shorter

B. Creed: What do the numbers represent:

K. Thu: I think Pat will walk us through that. Are you talking about the numbers in the Qualtrics?

P. Erickson: Does everyone see that link, that hyperlink in the chat. So, you just need to click on that. If you are voting member, although I wonder if we should take a look at the voting member slide in case anybody has a question on that. Let me pull that back up here.

K. Thu: So, while you're doing that, Pat, there's a question about the numbers in the survey. So, I assume 1 is yes, 2 means no, and 3 is abstention.

P. Erickson: Yes.

K. Thu: So, 1 is approving the committee, 2 is disagreeing and disapproving of the committee, and 3 is abstention. And only members of Faculty Senate should vote. So, here's the list of those that are allowed to vote. So, I'll give you a minute or so to go ahead and vote.

P. Erickson: Okay, has everybody had enough time to find their name or identify that they're not a voting member, and I'll go back to the other slide. I'm going to do it, and you'll tell me if you don't like it.

B. Ingram: I have to leave at 4 for another meeting. Let me know if there are questions about X.B. by messaging me on Teams.

K. Thu: Okay, I got your text, Beth, well, not your text, your chat. So, the results, or Pat, do you need a little time.

P. Erickson: 36 people have voted so far. I don't think that's all of us.

K. Thu: While we're doing that, the provost has to leave at 4 o'clock. Ferald, would it be unheard of for me to move to new business item B next so that she can be here for that conversation?

F. Bryan: Kendall, it's fine if there's no objection. We can do it by unanimous consent.

K. Thu: Okay.

P. Erickson: And we have 43 votes cast now. Maybe we'll wait, I don't know, another moment. It's your call, Kendall.

K. Thu: I think we can go ahead and move on. I think the picture is pretty clear.

P. Erickson: Okay, let me pull that over so people can see that. Can you see that? I hope you can. Here's choice number 1, which was yes, 42 votes. Number 2, no, one vote. Zero abstain.

K. Thu: Okay, thank you very much, everybody. We'll keep everyone posted on the work of that committee. And again, my appreciation to members and their willingness to serve.

X. NEW BUSINESS

- B.** Approve search committee structure for Dean of the Graduate School and Associate Vice President for International Affairs per FS Bylaws Article 10.3.2.1(B)

K. Thu: I'd like to change the order here and move to item X.B. next. Ferald, do I need a motion to make that change, or how do we get unanimous consent?

F. Bryan: I would simply ask if there are any objections. And if there aren't, you can assume unanimous consent. I think that's the easiest way through this technology.

K. Thu: Is there any objection for us to move to item X.B. next, while the provost is on with us? Okay, if not, I'm going to have Pat – I don't know, Pat, if you are able at this point, to pull up page 16 in the packet. I'm asking a lot of you.

P. Erickson: I'm just going to that page, Kendall.

K. Thu: This is the search committee membership for the graduate school dean. And, Beth, if you're still here, do you just want to say a few words about this?

B. Ingram: For academic dean searches, the colleges determine the membership of the committee. And most of the colleges have bylaws about that. In our bylaws for the dean of the graduate school - and the person is also the associate vice president for international affairs, the process is for me to suggest constituencies that should be represented, and then take that to Faculty Senate for your comment and ultimate approval.

This is a list of constituencies, not names, that's what the bylaws request that I put forward. Linda has a questions.

L. Saborío: Do you mind Kendall? I'm not a member, so I'm kind of intruding in your meeting here.

K. Thu: No, that's what this is for.

L. Saborío: Number 4 says seven faculty members, one from each college to represent. And then it says, under d., Faculty Senate. So, would that be a Faculty Senate member?

K. Thu: I think that might need clarification.

L. Saborío: Then number 6 says another member from Faculty Senate.

B. Ingram: Yes, I didn't mean for that to be in there twice.

L. Saborío: Okay.

K. Thu: Good catch, Linda. So, Beth will take that out of 4.d.?

B. Ingram: Yes.

L. Saborío: Unless you meant to put like a non-faculty member of Faculty Senate on there. I wasn't sure about that.

B. Ingram: If that's your suggestion, this is open, I'm pretty flexible. I just wanted to give you something to consider. I think when I was thinking about this, I was looking at past compositions. I mean number 6 to actually be chosen by Faculty Senate. I think the senate should have a faculty senator that they choose.

K. Thu: I think I missed a step here. We should have gotten a motion to approve this and then a second. And then we have this discussion where we make changes. So, can I backtrack a little bit and ask for a motion to approve?

E. Fredericks: So moved.

K. Thu: Thanks, Elisa. Do we have a second?

P. Chomentowski: Second.

K. Thu: Okay, now back to the conversation. So, we agreed that Faculty Senate under 4.d. is going to be removed or replaced? Where did we end up with that, Beth?

B. Ingram: Well, remove it, because there's a Faculty Senate representative under 6.

K. Thu: Okay, that sounds good. Other comments or suggestions? I see somebody's hand up. I'm not sure who that is.

N. Johnson: It's Linda.

K. Thu: Okay, I see. Anybody else? Linda, do you want to comment again?

L. Saborío: No, sorry.

K. Thu: That was just a lingering hand.

L. Saborío: It was. I'm getting a little exercise here.

K. Thu: Okay. Otherwise, apparently, it looks good, Beth. So, I'm going to turn to Ferald again. This is a heavy-hitting day for you, Ferald. Do you think we need a Qualtrics survey for this, or can we do it by chat box?

F. Bryan: All it requires, as I understand, is a majority vote; so, I think it can be done by the chat box in the manner that's already been prescribed, a majority vote.

K. Thu: So, proposal is to accept this with the change to the Faculty Senate item under number 4. So, please place in the chat box whether you approve, disapprove or abstain. And I'll have Natasha take a quick look at the numbers.

N. Johnson: Looks like 34, 35, 36.

K. Thu: Okay, where are we, Natasha?

N. Johnson: I believe it's 43.

K. Thu: Okay, that should do it, right, Pat?

P. Erickson: Absolutely.

K. Thu: Okay, thank you, Natasha. And thanks, everybody, for voting so quickly.

B. Ingram: And thank you for moving the item, Kendall. I really appreciate your considering this item out of order. So, thank you very much.

K. Thu: Okay, thanks, Beth.

VIII. CONSENT AGENDA

IX. UNFINISHED BUSINESS

- A. Proposed amendment to FS Bylaws 3.3 Faculty Senate Personnel Committee –
SECOND READING – VOTE

K. Thu: Okay, let's go back to unfinished business, item A., proposed amendment to the Faculty Senate Bylaws. We had a first reading at our last meeting. So, now we're having a second reading to actually approve. Just as a reminder, this is a clean-up item from our shared governance changes.

And we forgot to include the vice provost for faculty affairs in the committee membership for the Faculty Senate Personnel Committee. As I suggested last time, this might have been my mistake. So, this is to add that back in and get the name right. So, again, I'll entertain a motion to approve.

B. McGowan: So moved.

K. Thu: Do we have a second?

G. Aygen: I second it.

K. Thu: Any discussion? Okay, if not, again, this can be a chat box vote. Just indicate if you say yes to approving these changes.

F. Bryan: Kendall,

K. Thu: Oh, I'm sorry, this has to be Qualtrics, right?

F. Bryan: Yes. And two-thirds vote.

K. Thu: Okay, so we need Qualtrics. This is a change to the bylaws, so, yes, we have to have a vote. Thanks, Ferald.

P. Erickson: And I'm just now putting that link into the chat box.

K. Thu: So, just as a reminder, 1 is to approve, 2 is to not approve, 3 is to abstain. So, there's the link. And let us know if you're having any problem. Let us know, Pat, when you think you have enough votes.

P. Erickson: Okay. I can see that 45 people have voted. As is happening frequently with Qualtrics, it likes to take its time to populate a report. So, I can see people are voting. I just can't see what they're voting yet, or what the numbers are. But, let's give it another minute maybe.

K. Thu: Yes, Pat has informed me that Qualtrics is a little bit clunky in terms of its turnaround time. You wouldn't think something as simple as this would take very long to report out, but I don't know how these things work. Anybody having a problem? Okay. So, we're going to have to do this again for the next item. Any report, Pat.

P. Erickson: Not yet. I see 51 people have voted. Still waiting for it to generate a report. Let's see what it's got here. Not yet. I don't know if you want to come back to it, Kendall?

K. Thu: Yes, why don't we do that.

P. Erickson: Okay.

K. Thu: Can you maneuver it okay, Pat, if I ask you to go to page 13 in the packet.

P. Erickson: Yes, absolutely.

K. Thu: Okay, let's turn to that.

- B. Proposed amendment to FS Bylaws 4.9.1, CAEIE membership
Vernese Edghill-Walden, Vice President for Diversity
Tamara Boston, Program Coordinator, Academic Diversity, Equity and Inclusion
SECOND READING – VOTE

K. Thu: So, this is, again, a second reading of a proposed amendment to the Faculty Senate Bylaws. As Vernese indicated last time, this is to supplement the membership on her committee, which is the Committee for Academic Equity and Inclusive Excellence. It adds an IT accessibility officer to the committee and then added representation from the University Libraries, which was left off previously. I'll entertain a motion to approve.

B. McGowan: So moved.

K. Thu: Thanks, Beth. Do we have a second?

N. Johnson: Second.

K. Thu: Second, Johnson. Any discussion? Okay, if not, Qualtrics survey number what?

P. Erickson: Number 3.

K. Thu: Number 3. Kris has a question.

K. Borre: I did talk with Vernese about having an instructor join this committee, and she indicated that she thought it was a good idea. But I don't see that on this list. And so I wonder if in future, if we vote for acceptance, if an instructor could be added in the future?

K. Thu: Yes, so, we'll entertain a motion, a separate motion from this. If you have a proposal, you have to work with Pat to come up with the language, work with Vernese or Tamara, actually.

P. Erickson: Kendall, maybe we can give a little background on that?

K. Thu: Yes.

P. Erickson: Vernese and Tamara and I have been working on that. That will be reviewed and then potentially come to Faculty Senate as a separate project.

K. Thu: Right.

K. Borre: Thank you, Pat.

T. Boston: Thank you, Pat.

K. Thu: So, Pat, do we have the Qualtrics set for this one.

P. Erickson: Okay, let me get back to where I was here. So, this is ballot number 3, right?

K. Thu: I think so.

P. Erickson: Okay, there you should see it.

K. Thu: Yes, I see it. We might crash Qualtrics, right?

P. Erickson: We might.

K. Thu: Can it handle all this? Kris, do you still have your hand up?

K. Borre: Sorry, I'll take that down.

P. Erickson: Kendall, I don't know how much chaos you want me to introduce, but I could show the report for the first – or the ballot we just did previously if you want to get that out of the way.

K. Thu: Yes, let's do that, and then maybe that will be enough time for this third ballot to work. Go ahead.

P. Erickson: Sounds good. So, this is the ballot from item IX.A. where we proposed to update the Faculty Senate Personnel Committee membership. You can see that is 48 yes, 1 no, 3 abstain. And now we'll wait for this current ballot number 3.

K. Thu: Thank you, Pat. I think we're going to be able to finish by 4:30, so I appreciate your patience.

P. Erickson: I think I'm going to suggest we come back to this one, too, to just give it time to populate, so we don't feel pressured.

K. Thu: That sounds good.

X. NEW BUSINESS

- A. Proposed amendment to Faculty Senate Bylaws Article 4.5.1 Baccalaureate Council membership and Article 4.6.2.1 General Education Committee membership – Omar Ghrayeb, Vice Provost for Undergraduate Studies
FIRST READING

K. Thu: Let's move on to new business, item A., proposed amendment to Faculty Senate Bylaws 4.5.1, the Baccalaureate Council membership and General Ed Committee membership. And I don't know, Omar, are you with us?

O. Ghrayeb: Yes, Kendall, I'm here.

K. Thu: I'm going to turn it over to you and let you walk us through this.

O. Ghrayeb: All right. Good afternoon, everyone. Let me start by the rationale. [inaudible] institution we do value student input, especially when it comes to curriculum, when it comes to academic policies and procedures. It really makes a big difference to hear from students. Student voices are critical as we shape the curriculum, and we shape the policies and procedures that serve them. So, for the Baccalaureate Council, as well as the GEC, the General Education Committee, which is a standing committee. For the Baccalaureate Council, we have seven seats for students. And for the GEC, we have three seats for students. Since I came to this position two years ago, we are lucky if we can have one or two students on each committee. And that is not good. Now the existing process in the bylaw says that the SAC in each college will make the nomination, and that is great, and we want the Student Advisory Committees in each college to make the nomination. But what we are seeing and the amendment we are proposing, after the deadline by which the SAC has in each college to make their nomination, if they don't make nomination, we want to give the BC, as well as the GEC the ability to make nomination. I myself this year recruited two students, but they had to go through that process to be nominated. And some students, because, again, it varies from one year to another, depending on who serves on the SAC in each college. And some students, because they find it challenging, [inaudible] to go through that process, they decide not to serve. So, again, I'm not taking over or replacing the SAC. All we are saying, if the SAC does not meet its obligation in this case, we can come in and make nominations. That's it in a nutshell, and I'm sure you have a chance to read the proposed language.

K. Thu: Thanks, Omar. I'll add that I shared this proposal with the Student Government Association leaders. I think I got a nod of approval from Brad Beyer. I'm not sure I heard back from Antonio. But again, this is a very straightforward. It's an ongoing issue with getting, not only students, but sometimes other sectors represented on committees. And this just allows more flexibility in the way we populate the students on those two committees. So, this is a first reading. We don't vote on it today. Yep, there's Brad giving his virtual thumbs up, so thank you, Brad. Any questions or comments about this? If not, then we will have a second reading at our next Faculty Senate meeting, and we'll actually vote. So, I hope, Omar, you'll be able to make the next meeting as well in case there are any questions.

O. Ghrayeb: Sure.

K. Thu: Thank you, Omar, appreciate it.

O. Ghrayeb: Thank you.

K. Thu: Pat, do we have the results from vote number 3?

P. Erickson: You read my mind. This one is 46 yes, 0 no, 3 abstain.

K. Thu: Very good.

XI. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

A. Faculty Advisory Council to the IBHE – Linda Saborío – report

IBHE Strategic Master Plan for Higher Education in Illinois discussion
Further input can be directed to Linda Saborío at lsaborio@niu.edu no later than
Wednesday, Oct. 14.

K. Thu: Now, we turn to reports from councils, board and standing committees. And I know Linda has something important that she wants to share with us, that's already been shared, but I think it's worth repeating and underscoring.

L. Saborío: Yes, finally got to me, thank you. Good afternoon Faculty Senate. Today I want to actually share with you Ginger Ostro's report – Ginger is the IBHE executive director – her report to the FAC regarding the IBHE Strategic Plan for Higher Education in Illinois. I think, Pat, if you first could show the [FAC page](#), right, there you go. For those of you who are interested in viewing the 2008 IBHE Master Plan, as well as what they call the Mid-Term Report, which is 2013, both of those have been posted on the Faculty Senate page. There's a link there that says Faculty Advisory Council to the IBHE, and it's been posted there. So, feel free to take a look at that. It gives you a general idea of what is the Master Plan in Illinois and what they are hoping to accomplish.

So, the IBHE is actually statutorily charged with creating a Master Plan for Higher Education every ten years. The last one was done in 2008. As you can imagine, I don't even know what it would look like, Kendall, trying to put a master plan in 2018, where we were in higher education at that point, right, two years ago? So, they're looking forward to doing it this year.

Here's the plan as shared by Ginger. Once I get her PowerPoint presentation, I can post that on the site as well, I just don't have it. I asked our chair for it, and he said it hasn't been shared with him yet. [inaudible] he's going to be seeking broad engagement and early input during the focus group phase, which is this phase we're in right now. They plan to reach out to formal advisory committees, such as the FAC, as well as other key stakeholder groups for ongoing input as the plan develops. So, everybody that received, hopefully, an email from me with a link to an initial survey. And luckily, that deadline is tomorrow, so there's still time to complete the survey if you get a chance. I don't know, did you look at it Kendall? I found it to be a little bit structured.

K. Thu: I took the survey.

L. Saborío: Yes, no [inaudible] for open-ended input at all.

K. Thu: Right, there wasn't any opportunity. I have things that I want to see in the report that wasn't covered by the survey. So, for example, I want to see the IBHE recognize tenure-track faculty as the core of higher education.

L. Saborío: Right.

K. Thu: And that should be – I want the IBHE to recognize that – crafted in the report. There was nothing in the survey that allowed me to provide that comment. So, I’m providing that comment directly to you, Linda.

L. Saborío: Okay, but if you can put that in an email to me, that would be even better.

K. Thu: I will do that. I also canvassed my department.

L. Saborío: [inaudible] how everybody has the opportunity to provide input as well as students on the Faculty Senate, as well, and faculty and staff.

So, second, the IBHE, they’re going to create the Strategic Plan Advisory Committee. That’s the second step. And they’re going to be charged with the task of providing ample opportunity for ongoing input through platforms such as virtual town hall meetings, social media and much more. So, you may receive additional emails from me with instructions on how to participate in some of these opportunities. So there may be more coming up. And, of course, this entire process will be undergirded by research data and analysis.

And then the timeline. So, the month of October is when the committee would continue to seek initial feedback from stakeholder groups. In February, they’re hoping to have a draft of the plan and to make it available for high-level overview. And then, hopefully in the spring, they will share that with the public at an IBHE board meeting.

The four questions – and this gets back to the open-ended opportunity – Ginger asked the FAC to share these four questions with our shared governance groups, and Pat has them up on the board for you.

The first one: Why is having a Strategic Plan for higher education in Illinois important to you? And what do you hope it accomplishes?

What questions do you think the Strategic Plan needs to answer? Such as, what are some things that we added? We added funding model linked to goals, what is higher education, why it’s important, what’s the value to the state. And there’s much more, right?

What does success in the higher education system look like five years from now (2025 if you can believe that)? 10 years from now (2030)? Your ideas on that.

And finally, what would it take to close equity gaps in higher education attainment?

Good questions. I’m interested in hearing from all of you, so please feel free to share this document with your colleagues. This is faculty, staff, students alike, right? Gather their responses and, if you could submit those to me by October 14, that’s a couple days before our next FAC meeting – and we are going to be discussing this in our caucus groups at the next FAC meeting – so that we can then respond to the IBHE with your input.

So, I'm just going to go ahead and end it there, as I know it's getting kind of late. Are there any questions for me?

K. Thu: Those of you who have already shared your comments on here, we can take a couple minutes. So, for example, Beth, you had something that you wanted to see incorporated into the report.

L. Saborío: And I don't have access to the chat, so I can't see what's happening there. I don't know why. I've tried several things. I figured you guys kicked me off there, because I'm not a member, so I don't know what it was.

B. McGowan: Kendall, were you speaking to me?

K. Thu: Yes, I was, because I remember your comments on this.

B. McGowan: Linda, the thing that I said, this was in a conversation with Kendall at Faculty Senate Steering Committee meeting. Higher education in the nation has been a jewel, really, of the nation. And we've been known across the world for really our work and our graduate work and so forth, and higher education in general. But I am concerned because there is a concerted effort across the nation to actually dismantle higher education, especially the private – I mean public – schools. I think we can see that really clearly in Wisconsin. I think that it has also happened in the state of Illinois. And I want that concerted effort to destroy what is actually a national treasure to be understood within the report. So, thank you, Kendall.

L. Saborío: Thank you.

K. Thu: Thanks, Beth. I think we all recognize that as a pressing issue.

L. Saborío: Thank you. I'm making notes here, so please go ahead. Anybody else?

K. Thu: So, again, you could email me or you could email Linda directly so I don't get in the way.

L. Saborío: That's fine, either way, right.

K. Thu: I know this is sort of a high-level process that's removed from our daily lives, but it's nonetheless very important. As faculty, we need to have a voice in shaping the future of higher education in Illinois, and this is one of the important ways to do that.

L. Saborío: And we're talking about the next five or ten years from now, so it's important.

K. Thu: Absolutely.

L. Saborío: I'd really like to hear from you. Thank you very much. And let me know if you have any questions.

K. Thu: Okay, sounds good. Thanks, Linda.

- B. University Advisory Committee to the Board of Trustees – report
Natasha Johnson, Cathy Doederlein, Kendall Thu
Katy Jaekel, Sarah Marsh, Greg Beyer

K. Thu: Okay, next we have the University Advisory Committee to the Board of Trustees. I just want to very quickly highlight a couple of things that came out of the last board meeting, which was earlier in September. The board approved a three percent raise for non-represented employees at NIU. So, I think the work of unions has a spin-off effect on other employees, and that's a positive.

The board was presented with a revised budget. A good share of the revision was based upon increases in enrollment, the one percent increase that we saw. The preliminary budget that was presented to the board earlier this year reflected about \$38, \$39 million structural deficit. The assumptions in that preliminary budget were built upon a decline of about seven to eight percent in our student enrollment. Now that we know that we have a one percent increase, the budget was revised to reflect greater enrollment of students and the revenue that would bring. So, now it makes a dent in it, but it certainly doesn't do away with it. So, now, the new budget that the board approved was roughly around \$32 million structural deficit. So, we still have a lot of work to do. So, that was also presented to the board.

Then we also had a very nice presentation by Fred Barnhart, giving an overview of the library, which I very much appreciated. If other members of UAC want to comment on the board meeting? Please do go to the board, BOT website at NIU. You can get additional information about what goes on there.

So, if not, we're going to go ahead and move on.

- C. Faculty Rights and Responsibilities Committee – Peter Chomentowski, Chair –
no report

K. Thu: Peter, I don't think you have a report from Faculty Rights and Responsibilities, is that right?

P. Chomentowski: No sir.

K. Thu: Okay. And just again, I need to meet with you individually to talk about something that I would like to relay to your committee.

- D. Rules, Governance and Elections Committee – Ben Creed,
Liaison/Spokesperson – report

1. Per Faculty Senate Bylaws, Article 4.4.1.1 (E), selection of one tenured or tenure-track faculty member of Faculty Senate to serve as a nonvoting member of the [Graduate Council](#) for 2020-21.

The GC meets monthly on Mondays at 10 a.m. 2020-21 dates are: Oct 5, Nov 2, Dec 7, Feb 1, Mar 1, Apr 5, May 3.

K. Thu: Rules, Governance and Elections, Ben, are you there?

B. Creed: Yes, just trying to get my mic up.

K. Thu: Okay, I'm going to let you and Pat tag team this.

B. Creed: According to Faculty Senate Bylaws, Article 4.4.1.1(E), whenever a situation occurs that no faculty member of Faculty Senate has been elected or appointed to the Graduate Council through normal means, Faculty Senate is entitled to elect one Faculty Senate faculty member to serve on the Graduate Council as a nonvoting member for just that year. And we do have just that situation this year. The Graduate Council meets monthly on Mondays at 10 a.m. The meetings dates are: November 2, December 7, February 1, March 1, April 5 and May 3.

At this time, we'll be opening the floor up for self-nominations. If you would like to volunteer for this nonvoting, tenured or tenure-track faculty seat on the Graduate Council for academic year 2020-21, please unmute your microphones and let us know.

K. Thu: Do we have any nominations or self-nominations? Again, when I see this, I'm always reminded of how thinly spread we already are, and I appreciate someone stepping up. Maybe, Ben or Pat, you can describe what kind of work this entails. I don't think it's a heavy lift.

P. Chomentowski: I'll nominate myself.

K. Thu: Okay, is that Peter?

P. Chomentowski: Yes.

K. Thu: Okay, great.

B. Creed: Thank you. Are there any others?

Unidentified: How many people do you guys need?

B. Creed: We are just looking for one at this moment, I believe.

Unidentified: Okay.

K. Thu: And do we have to vote on this?

B. Creed: Yes. We can do a voice vote unless there's anyone else who wants to self-nominate. Not hearing any, we can use the chat box that we've been using before. Yes for yes, no for no and abstain for abstain.

K. Thu: So, let's go ahead and do that now. We'll give it a minute.

K. Thu: How's it looking, Natasha?

N. Johnson: Forty-something. I'm trying to hear the beep, beep, beeps, because it comes up so much. I think it's forty-something.

K. Thu: Okay.

B. Creed: Thank you, Peter, for the self-nomination. It looks like you'll be serving in that capacity.

K. Thu: Thanks, Ben. Thanks, Peter. Appreciate it.

P. Chomentowski: Thank you very much.

- E. Student Government Association – report
Antonio Johnson, President
Bradley Beyer, Speaker of the Senate

K. Thu: We might make 4:30 after all. Next we have a report from the Student Government Association. Antonio and Brad, there's no particular order here, so maybe, Antonio, do you want to go first?

A. Johnson: Sure, hi everyone. I don't have a long report today, but I do look forward to serving on this social justice ad hoc committee. And I have been working with students who are trying to figure out how the grade appeal process works, and I've just been walking them through those steps. And I'll let Brad touch on other things that we're working on.

K. Thu: Thanks, Antonio.

B. Beyer: Other than just normal student government operations, one of the things that I personally have been involved with pretty heavily are just voting. The election is practically right around the corner, and so I've been working with All In Democracy Challenge, and we're starting to kind of mobilize some efforts to really get students out to vote. I know that, obviously because of what happened at the Center for Black Studies, there are concerns about students feeling safe if they're going to vote. I've been in communication with Matt Streb and some of the others in the Democracy Challenge team to kind of think through ways on how to make voting safe, but also readily accessible for students, because we're in a pandemic. So, honestly, that's what I've been prioritizing. The senate just passed a resolution encouraging students to vote, that was passed this past Sunday. And I honestly think that's it for me.

K. Thu: Thanks, Brad. Yes, everybody vote. It's vitally important.

A. Johnson: I'm sorry I forgot to mention, SGA is also launching the campaign. We're going to call it Huskies Pack the Polls. And that's something we're working on, and we're getting some merchandise and things for that. So, look out for that.

K. Thu: Sounds good. I know – I don't know which conversation this came out of – but if faculty would be willing to serve in a voluntary fashion to help create safe space around voting places. I don't know what would be appropriate to do that, but certainly I've heard from faculty that they are willing to do that to help the students feel safe, because that was one of the primary messages that came out of the town hall meeting, students not feeling safe to get to the polls. And that's not acceptable. But I certainly understand the sentiment.

B. Beyer: [via chat box] We are kicking around a "Safe Voter Ally" idea.

K. Thu: Sounds good, Brad, kicking around a safe voter ally idea. Yes, I like it. I like it.

K. Borre: [via chat box] Is transportation needed for students to vote?

M. Berke: [via chat box] 3Ps: Protect the Pack at the Polls.

K. Thu: Well, keep us posted and let us know what we can do to help as a shared governance body.

F. Operating Staff Council – Natasha Johnson, President – report

K. Thu: So, that brings us to Operating Staff Council. Natasha, you're absolved of your chat box duties for a few minutes.

N. Johnson: Thank you. I would say, what we talked about in September had a lot to do with still concerns about jobs and job safety, job security. We did send out a priorities list to try to gather information on what's important to the people. And so far, just taking a look preliminarily, it seems to be overwhelming that people are concerned about their jobs. And I took a look at that – at first, I didn't even think that. But then I thought, oh, it kind of makes sense, because if you lose your job, none of this other stuff matters. You don't care about a raise. You're not here. You don't care about anything else. Your first priority is to make sure you are good. And so that seems to be the number one. Top three, they all had to do with that.

And then we did discuss briefly PPE information. And the ombudsperson, Sarah Klaper, was able to let everybody know, to clarify, because there seemed to be some misunderstanding about who needs to wear a mask and who can't wear a mask. And it was clarified that everybody is expected to wear a mask. The only thing is because, if you can't wear a mask and they're working with you to say like have your classes online and your teachers. Or if you're an employee, then they're working with you to use your benefits or work from home. But right now, no one can be saying no, I talked to someone and I don't have to wear a mask. No, we all have to wear them. So, I was grateful to actually have received the information, because before that it seemed like many of us thought that somebody could easily no, I talked to the university, they know my medical issues and I can't wear them. No, that's not the case.

So, the same stuff right now with job security, worrying about how are we going to overcome this debt situation. But people were kind of grateful to hear the plan that the university president sent out. But then multiple people were also upset on the same point, because they didn't understand

why they would send out information saying there's going to be an increase, but then in the same message, saying we're going to be losing staff.

K. Thu: Understood. That needs to be echoed. It's one of those things where we appreciate what the administration is doing, what the president is doing on the one hand, but sort of scratch your head a little bit about the other piece of the puzzle, which is certainly people's concerns about losing jobs. And I'm afraid that there's going to be more job loss and/or furloughs.

N. Johnson: And I encouraged them also to listen to the Board of Trustees. And if they can listen that day, once the mp4 is up so that they can listen at your own convenience so you can hear what's going on. That way you don't have to feel like you're being blindsided, because everybody is telling everybody as much as they know when they're able to tell them. And, honestly, most people want to know which areas are going to be. I don't know, it could be every area. I mean, this is a lot of debt. And so, like all we can do is try to, as leaders, be as positive as possible, which is what I said about the memo maybe her whole situation was leaving, starting off with something positive to leave people with hope, but then also there are some real issues that we have to address as a university.

K. Thu: Right, thanks, Natasha. Just so those of you know, I asked Sarah Chinniah, our CFO, and Beth Ingram, our provost, to come to University Council next week and give an updated budget report. And specifically what I would like to know more about are the processes, in addition to the numbers, but the processes by which decisions are made. I know what the budget is at the BOT level. I know what the budget is at the college level. I know what the budget is at the department level. I don't know how those streams of decisions are made. And particular with the provost's desire to localize decision-making. So, hopefully, we'll get clarify. And, Natasha, this kind of question should be brought up before the provost and the CFO. Thank you very much.

G. Supportive Professional Staff Council – Cathy Doederlein, President – report

K. Thu: Last but never least, Cathy Doederlein, a report from SPS. Cathy, are you still with us?

C. Doederlein: Thanks so much. I don't have much to say, in part because some of the things have already been touched on. But I did want to just stress that, from an SPS standpoint, we were certainly appreciative of the increment for non-represented faculty and staff as we are the largest singular body that is not represented. And while I agree that the union activity has certainly contributed to that sort of initiative happening, I also think it's a direct indication of the extent to which the president and senior leadership has heard concerns from SPS and other non-represented members in terms of the extent to which we don't necessarily have a mechanism by which we can receive such an increment. So, that was definitely much appreciated.

We will be having both the president and Dr. Edghill-Walden joining us for our meeting next week. So, I'm excited for that. I think there are some important things we can share with them. Certainly the top concern is very similar to operating staff in terms of just the status of staff relative to potential layoffs and also with the shift from SPS to civil service, the impact that people are experiencing and potential anxiety they're experiencing when they make a shift relative to bumping rights and things that relate to seniority. And obviously, SPS are very fortunate; if you're a regular

SPS and have been with NIU for longer than three years, of getting a year's notice, which is really, frankly, unprecedented in a lot of ways. And we certainly appreciate that. So then the stark shift from that to operating staff and only getting 30 days' notice, but having the ability to bump, there's a lot there to process. That just kind of continues to be top of mind for SPS.

I did not do a good job of maintaining being short after saying I would be short, but relatively short.

K. Thu: You did perfectly. Thank you, Cathy.

XII. INFORMATION ITEMS

- A. [Policy Library](#) – Comment on Proposed Policies (right-hand column on web page)
- B. [Minutes](#), Academic Planning Council
- C. [Minutes](#), Athletic Board
- D. [Minutes](#), Baccalaureate Council
- E. [Minutes](#), Board of Trustees
- F. [Minutes](#), Campus Security and Environmental Quality Committee
- G. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- H. [Minutes](#), General Education Committee
- I. [Minutes](#), Graduate Council
- J. [Minutes](#), Graduate Council Curriculum Committee
- K. [Minutes](#), Honors Committee
- L. [Minutes](#), Operating Staff Council
- M. [Minutes](#), Student Senate, Student Government Association
- N. [Minutes](#), Supportive Professional Staff Council
- O. [Minutes](#), University Assessment Panel
- P. [Minutes](#), University Benefits Committee
- Q. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- R. [Minutes](#), University Committee on Initial Educator Licensure

- S. FS 2020-21 dates: Sep 2, Sep 30, Oct 28, Nov 18, Jan 20, Feb 17, Mar 24, Apr 21
All fall 2020 semester meetings will be held via Microsoft Teams. The Teams meeting link and the agendas will typically be sent via email on the Friday preceding each FS meeting.

- T. At large committee vacancies – Several university committees currently have at large faculty vacancies, which can be filled by faculty from any college (as opposed to college-specific representation). If you have interest in serving, or know someone who does, contact Pat Erickson at pje@niu.edu.

[University Benefits Committee](#) – Fall 2020 semester only (to serve as an alternate in an at-large faculty seat). Meets monthly on Thursdays at 2 p.m.

XIII. ADJOURNMENT

K. Thu: Pat, if we don't have anything else, I'm going to entertain a motion to adjourn. Are we good, Pat?

Unidentified: I'll make a motion to adjourn.

Unidentified: I second.

K. Thu: Okay, we have a motion and a second. All in favor, signify in the chat box by saying yes, no or abstention. And while you're doing that, I want to wish you a healthy, safe October. As always, take care of yourselves, support each other, have each other's back, and stay in touch. So, those of you who voted no, you can stay in the meeting. Otherwise, the meeting is officially adjourned. And thanks, Natasha, for monitoring the chat box again. Take care, everybody.

Meeting adjourned at 4:32 p.m.