

## TRANSCRIPT

### FACULTY SENATE

Wednesday, October 26, 2022, 3 p.m.

Altgeld Hall Auditorium, 2<sup>nd</sup> Floor

Northern Illinois University

DeKalb, Illinois

**VOTING MEMBERS PRESENT:** Akst, Barrett, Benner, Berke, Bohanon, Books, Borre, Buck, Campbell, Cheyney, Chomentowski, Demir, Duffin, Gors, Hartenhoff, Hunter, Ito, Johnson, Jong, Kim, Konen, Lampi, Liberty, Marsh, McGowan, Mellon, Miguel, Montana, Montgomery, Mooberry, Naples, Nesterov, Nicholson, Palese, Puckett, Rejabi, Rogers, Rossetti, Saborío, Scanlon, Sharp, Shulman, Vaezi, Vahabzadeh, Valentiner, Whedbee

**VOTING MEMBERS ABSENT:** Allori, Batz, Chen, Clark, Douglass, Duffrin, Fox, Hu, May, McKee, Penkrot, Saiyed, Serowka, Sirotkin, Slotsve, Zheng

**OTHERS PRESENT:** Bryan, Hughes

#### I. CALL TO ORDER

**I. Montana:** Let's get started. It is 3 o'clock and I'm going to call today's Wednesday, Oct. 26, 2022, Faculty Senate meeting to order.

#### II. VERIFICATION OF QUORUM

**I. Montana:** Per the Illinois Open Meeting Act's provisions, as a public body, Faculty Senate must have a quorum of a simple majority for a meeting to convene. Pat, can you verify that we have a quorum?

**P. Erickson:** We do have a quorum. And broken record that I am, just reminder to fill out your attendance slips and leave them at your place, and we'll pick them after the meeting. Also, remember, even though we can hear you in the room without a microphone, please go to a microphone if you're going to ask a question or make a comment. And it helps us if you tell us who you are and your constituency. Thanks.

**I. Montana:** Thank you, Pat.

#### III. ADOPTION OF THE AGENDA

**I. Montana:** This brings us to item III, which is adoption of the agenda for today's October 26, 2022, Faculty Senate meeting. And may I have a motion and a second to adopt the agenda?

**S. Marsh:** So moved.

**P. Chomentowski:** Second

**I. Montana:** All in favor, signify by saying aye.

**Members:** Aye.

**I. Montana:** Any opposed? Abstentions? Thank you. The approval of the agenda for today's meeting has passed.

#### **IV. APPROVAL OF THE SEPTEMBER 28, 2022, MINUTES**

**I. Montana:** We shall now move to agenda item IV, to approve minutes of the September 28, 2022, meeting. Everyone should have the agenda packet in front of you. This was also sent out by Pat electronically. And you can see the minutes on page 3 through page 5. I will allow about a minute for folks to review the minutes, and we'll take it from there.

May I have a motion and a second to approve the minutes?

**P. Chomentowski:** So moved.

**I. Montana:** Peter. Second?

**L. Saborío:** Second.

**I. Montana:** Linda. All in favor, signify by saying aye.

**Members:** Aye.

**I. Montana:** Any opposed? Abstentions? Any discussion, additions or deletions to the agenda? Seeing no discussion, the minutes for the September 28, 2022, meeting passes. Thank you, everyone.

#### **V. PUBLIC COMMENT**

**I. Montana:** We move to agenda item V., Public Comment. Pat, do we have any timely requests for public comment?

**P. Erickson:** No public comment today.

**I. Montana:** Thank you.

## VI. FACULTY SENATE PRESIDENT'S ANNOUNCEMENTS

**I. Montana:** This brings us to agenda item VI., Faculty Senate President's Announcements. As you can see on the agenda today, we do not have action items. So, today's meeting is one of those meetings that is likely to be very short. And I do have a couple of announcements that I would like to share.

The first has to do with the National Council of Faculty Senates. As some of you who have been in this body for over three years or so may recall, our Faculty Senate became an institutional member of the National Council of Faculty Senates. This organization brings together Faculty Senate chairs from over 40 universities, including NIU to discuss shared governance matters in its annual gatherings. And in preparation for this year's gathering, the National Council of Faculty Senates conducted a survey among Faculty Senate chairs to determine issues that are at the top of the shared governance concerns.

Of the host of issues surveyed, the effect of the COVID-19 pandemic on faculty engagement in shared governance was ranked as the number one concern. And this topic will be the main theme for the National Council of Faculty Senates gathering, which is going to take place this Friday, Oct. 28. I'm going to be participating in the meeting, and I'm looking forward to it, and, hopefully, reporting back to the Steering Committee and to this body.

The second topic I want to bring up or touch upon a little bit today pertains to one of the Faculty Senate regular meetings standing agenda items, namely, Reports from Councils, Boards and Standing Committees. The regular reports that chairs of the Faculty Senate standing committees, student bodies and our representative to advisory councils present to this body not only keep us informed about the range of issues or policies in the works, but also these reports should be seen as vehicles for Faculty Senate's meaningful participation in shared governance.

So, at the last Faculty Senate Steering Committee meeting, we discussed how we can make these reports more engaging. One idea was to add in future Faculty Senate agendas, a specific topic or specific question related to the subject matter of any of the reports. This is something not required, but as a way to enable the body to know ahead of time topics that are coming up or will be discussed, because if we know ahead of time, some of us could even take it back to our constituents, engage them and, through that, provide feedback, that will inform active and effective participation in shared governance matters. And again, let's not forget that these reports, as I said, inform the feedback. So, it goes two ways. We are informed, and we should also inform those doing the reporting so that we can be in a position to effectively influence policy and relevant decisions to the purview of this body. So, that's something to look out for in the future Faculty Senate agendas.

One last remark I want to include pertains to the UFA negotiations, the United Faculty Alliance, our faculty union. It's currently undergoing a round of bargaining negotiations with the administration. The two sides have come to tentative agreement on many issues, but remain apart on the question of compensation, and negotiations are continuing. One is scheduled tomorrow, Oct. 27, at 8:30 a.m. at Holmes Student Center, Room 305 and Room 306. And another on November 10 taking place during the same time and at the same venue.

## VII. PROVOST'S ANNOUNCEMENTS

**I. Montana:** So, with this, I want to move on to agenda item VII, and I'm happy to turn the floor over to Provost Ingram for any announcements she might want to make. So, the floor is yours.

**B. Ingram:** Thank you, Ismael. I just have a few things to remind people of. I wanted to update you on searches. As you probably know, the search for the chief financial officer and vice president for administration and finance is wrapping up. We had all the candidates to campus, and I'm hoping there'll be a positive announcement some time maybe next week.

The dean of the College of Health and Human Sciences candidates are coming in. I want to make sure everybody knows when the open forums are. They are on the 9<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup> and 16<sup>th</sup> of November at 3 p.m. And I didn't write down the location. That probably would have been helpful.

**P. Erickson:** Provost Ingram, I think it's Altgeld 315.

**B. Ingram:** Thank you very much, Pat. I highly encourage you to go to those and fill out the forms, because I actually read through all of the documents that we get from people to get a sense of the candidates.

I see Janice [Hamlet] is here. There is a workshop for pre-tenure faculty on tenure and promotion that Chad McEvoy and Janice Hamlet are running tomorrow at 2:30 p.m. in the Illinois Room in the Holmes Student Center. I really encourage all pre-tenure faculty, even if they're in their first or second year here, to go to this workshop. I think these are really terrific opportunities to learn about the process, to get tips from other faculty members; and it's one of the ways we try to support our pre-tenure faculty. So, if you know of some faculty, please let them know when it is. There was no RSVP, I don't think, you can just show up.

Finally, it's sabbatical approval season, and the applications are in from the colleges. And the Faculty Senate Personnel Committee will be meeting very soon to consider the application and do their business of reviewing them and approving them. So, that's moving forward, as well.

Any questions for me today? Great, thank you.

**I. Montana:** Thank you, Provost Ingram.

## VIII. ITEMS FOR FACULTY SENATE CONSIDERATION

**I. Montana:** We move on to agenda item VIII., Items for Faculty Senate Consideration. As you can see, we do not have an agenda item here.

## **IX. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES**

- A. Faculty Advisory Council to the IBHE – report  
Linda Saborío, NIU representative to FAC-IBHE

**I. Montana:** So, we're going to move on to agenda item IX., Reports from Councils, Boards and Standing Committees. At this point, I'd like to invite Linda Saborío, Faculty Advisory Council to the IBHE representative.

**L. Saborío:** Thank you, good afternoon. Let me just start by saying that Pat, we would never refer to you as an old record, never.

Today I'm going to be reporting out on the September 16, FAC meeting at Illinois Central College [ICC]. We did convene last week for our October meeting, but I'm going to wait to report out on that in November, because there's a lot to say about what's happening in our meetings this year. So, to begin with, the IBHE liaison report by Stephanie Bernoteit. Stephanie shared some slides with us called A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth. She wanted to equip us to share this work with our colleagues as it impacts what happens at our institutions. She named three goals: to close equity gaps, improve financial future for individuals and institutions, and grow talent for the state. Current work underway includes that of the Illinois Commission on Equitable Public and University Funding. And I believe that Simón Weffer is on this commission, and so is President Freeman.

We have worked with work groups developing a nuanced, literature-based understanding of adequacy funding, providing adequate support of teaching and learning for a wide variety of students with an equity lens. And it has, thus far, been applied in K-12 context only.

There is also a growth strategy around staying in Illinois for higher ed. One approach is the Illinois Tutoring Initiative. ICC is one of the key colleges, along with several public institutions; NIU is one of them. SIU, Governors State and more. And I'm not exactly sure what it is that we're doing, so I'm just reporting out here; please keep that in mind. The ICCB and IBHE are offering high-impact tutoring for third through eighth grade and high school students in school districts with needs focusing on learning supports for students in key areas of reading and math. So, this all sounds very good and very promising.

The work of the Early Childhood Access Consortium for Equity falls under the growth goal, but touches also on equity and affordability. This is a unique initiative nationally. Sixty-one public and private higher ed institutions are participating, as well as IBHE [Illinois Board of Higher Education]; ICCB [Illinois Community College Board]; ISBE, which is the Illinois State Board of Education, for those of you who don't know; ISAC, the Illinois Student Assistance Commission; the Governor's Office of Early Childhood Development; and IDHS, Illinois Department of Human Services. They are unbundling and tackling collectively pathways for incumbent early childhood workforce and employers so much needed workforce, right.

Next steps, she asked for a detail of implementation plan for IBHE staff and an accountability system that includes institutional equity plans and practices, including guidance for public universities to launch their own equity plans. That was for our equity group, you asked about that.

The public university representative to the IBHE, Jen Delaney, then reported out. And she shared with us her concerns regarding the direction of the funding commission, particularly with notions of adequacy and how that intersects with education and research. If you're interested in knowing more, Jen forwarded her notes on this to me. They are a couple pages long, so I didn't want to stand up here and read them all, but I can ask her if she would be okay with me sharing them with you or with this body.

We had a presentation by Dean Joe Bergman from Illinois Central College. Dean Bergman presented on ICC's Multiple Measures Initiative. Data has shown that many of the placement tests in use disproportionately place students in developmental courses, and this can add on two to three semesters and can generate spending \$7 billion a year just on developmental courses. And I'm presuming that was a national figure. Studies on the psychological effects of developmental courses suggests the message higher education are sending students is not a sense of belonging. So, ICC looked at their own data, and they entered variables into spreadsheets for analysis, including ACT/SAT scores, placement test scores, high school GPAs, last English and math classes and math GPA. And what they found after a series of comparisons is that the high school GPA, overall, is the best predictor of student success in the developmental math and English courses. As you can imagine, we had several follow-up questions from our math, chemistry and English colleagues about this initiative, and if you want to know more, I'll be happy to share that with you.

And with that, I'm going to jump to our equity working group report, because it was something you asked me about. In June, the FAC equity working group presented their position paper to the IBHE, and it was very well received. Ismael has a copy of the recording he can share with any interested parties. I have one as well, if you're interested in listening. And I also shared a copy of the position paper, and I'm wondering should we post that on the site, I could share that with you later, Pat.

There is also a website available with information about higher ed institution with equity plans, if you're interested. It's [www.partnershipfcc.org](http://www.partnershipfcc.org). This year the equity working group has been asked to compile a list of resources on institutional equity plans and practices, and also to look at more literature on equity, EI, plans.

And finally, as Ismael mentioned in his opening remarks, I would like to request two questions – I have two, not just one – areas of concern to this body for consideration, somewhat like homework, however you want to take it.

Number one is regarding early college credit, which you can imagine comes in various different modes. You can have AP credit, you can, for example the [inaudible] biliteracy here gives you 12 credit hours. It could be dual credit, one that we've been talking about in one of our working groups. So, there are two parts to this question: Is there any impact on general ed studies and programs? Are institutions losing revenue to early college credit? And are programs being closed? The second part is: How does early college credit impact students? Does it create equity, and are you feeling like your students are conceptually prepared for the higher-level course?

The second question is one that I can certainly understand. It's about faculty burnout. Are you feeling any faculty burnout? If so, what impact is it having in your classroom, and is it affecting faculty retention? What can we do to address this issue? Anybody else feeling faculty burnout a little bit? Raise your hand, we'll ask the provost to cover her eyes. We'll do an anonymous Qualtrics survey about that one later as Ismael suggests.

And that concludes my report. Any questions? Again, you're welcome to email me if you want additional information. I didn't want to go through Jen Delaney's entire two pages of notes here, but it is very interesting the questions that she raises and the concerns about the notion of adequacy in terms of funding. Maybe that's something we could ask Simón Weffer to join us – he's on the commission – and maybe keep us updated on their developments in terms of trying to define what is adequacy in higher ed. Any questions, I'll give everybody a minute.

**I. Montana:** Questions for Linda?

**L. Saborío:** Can we email you the homework later? Thank you very much.

**I. Montana:** Thank you so very, very much. Getting to talk and discuss with Linda some of the issues that she champions at IBHE. I came to be acquainted with those issues, including the work of the equity working group, which I found to be of interest to our Faculty Senate Social Justice Committee. And thanks to Linda for forwarding to us the working paper, which I have shared with the committee, and we will make that working paper also available. This is the result of the work that reflects Illinois colleges' experience in this domain in general.

B. University Advisory Committee to the Board of Trustees – report  
Felicia Bohanon, Holly Nicholson, Ismael Montana  
Katy Jaekel, Karen Whedbee, Brad Cripe

**I. Montana:** We will move to agenda item IX. B., and that is University Advisory Committee to the Board of Trustees. Since our last meeting, the board has not met yet. The only new information is that it has approved and published the 2023 meeting dates, which are now available on the [Board of Trustees website](#). And I know I'm not alone; Felicia and Holly, if there is anything you would like to add, please let me know. Thumbs up? Okay, thank you both.

C. Faculty Rights and Responsibilities Committee – no report

**I. Montana:** So, we will move to item IX.C., Faculty Rights and Responsibilities Committee. We do not have a report, am I right?

D. Social Justice Committee – report  
David Valentiner, Chair

**I. Montana:** Item IX.D., Social Justice Committee, David Valentiner will be providing an update or report.

**D. Valentin:** Well, I have a brief report. As you may know, the Social Justice Committee has three working groups: the academic affairs group; the diversity, equity and inclusion group; and the institutional racism group. And each of those groups has its charge and is working on various activities. Those are very active groups doing a lot of different work. Part of the challenge of the Social Justice Committee is that the work of trying to make NIU a more socially just institution and to participate to have greater social justice in our society, that the work really requires work in every department, in every unit. It's really a distributed process. It's not like you can delegate this work to the curriculum committee, for example, can go off and meet and make changes, and then those changes can then be implemented. The work of social justice really has to happen in every department and in every program. For example, one of the things that the committee is charged with is to reevaluate the curriculum. And there's no way that one committee could evaluate the curriculum for the entire university; that's something that has to be done in a distributed fashion.

The work also needs to be coordinated up the line. I think as Linda was talking about, that there are initiatives taking place at IBHE that are filtering down to us, and we need to have good communication. And toward that end, Vernese Edghill-Walden is creating something called the Community of Practice. And so, in some ways, the work groups of the Social Justice Committee, we're doing what we do, but we're also kind of waiting to find out how this plan is going to work, that we're going to be able to have effective communication up and down the layers and across the university. So, that's something that we're hoping will be rolled out over the next couple of months.

In the absence of having that right now, I just invite all of you who have concerns related to social justice issues to contact me, send me an email or maybe I'll just stay a few minutes after today's meeting, and you're welcome to stop by and talk if you want to share any of those concerns. And I encourage you to foster and encourage, look for opportunities within your departments and units, to have some of those conversations about social justice issues and to also avail yourselves, and ask your colleagues to avail themselves, of the resources through ADEI [Academic Diversity, Equity and Inclusion], including the [FACCE \[Faculty Academy for Cultural Competence and Equity\] training program](#), the [ACUE \[Association of College and University Educators\] program](#), the [Microcredentials](#), the [CODE \[Conversations on Diversity and Equity\] workshops](#) and so on.

So, that's my report.

**I. Montana:** Thank you, David. Questions for David? Comments?

- E. FS-UC Rules, Governance and Elections Committee –report  
Lori Hartenhoff, FS/RGE Liaison/Spokesperson
  - 1. Election of Faculty Personnel Advisor
    - a. Rodney Caughron
    - b. Emerson Sebastiao
    - c. Carrie Kortegast

**I. Montana:** Seeing none, we will move to agenda item IX.E., Faculty Senate-University Council Rules, Governance and Elections Committee, Lori Hartenhoff, the floor is yours.



**L. Hartenhoff:** Good afternoon. As you remember, Professor Howell resigned from the position of the faculty personnel advisor early in the fall. As a result, letters of self-nomination for the position were solicited. Three letters were received by the October deadline. The three letters were then shared with the Faculty Senate voting members, and the three candidates are Rodney Caughron, Emerson Sebastiao and Carrie Kortegast. You'll be using your clicker to elect one of these candidates.

**P. Erickson:** Okay, we have our three candidates. First I think I will ask everybody to take a look and see if you are a voting member. If you don't know, here is the list. If you're on the list, or if you're here for someone who is on that list, then that means you are a voting member and you should have a clicker from the back of the room. Looks like you're all prepared, so that's great.

Let's go back up here and look at these folks again. We have the three candidates. I'm going to pull up another quick slide so you can see on your clickers, if you want to vote for Rodney Caughron, when I open the poll, you're going to click 1 or A. If you want to vote for Emerson, you're going to click 2 or B. If you want to vote for Carrie, you're going to click on 3 or C. Let's just open that poll, and you can go ahead and click your number in now. And remember, you don't need to turn the clicker on or off. You just push the number that corresponds with your vote.

Another few seconds maybe. If you are having trouble with your clicker, don't be shy, let us know that, and we'll help you with that. Okay, I think we have a clear majority vote there for Carrie Kortegast. Thank you.

Rodney Caughron – 1 vote  
Emerson Sabastiao – 6 votes  
Carrie Kortegast – 29 votes

**I. Montana:** Thank you, Lori, and thank you, Pat, for walking us through this process.

F. Student Government Association – report  
Dallas Douglass, Speaker of the Senate

**I. Montana:** We will continue and move on to agenda item IX.F., Student Government Association report, and this will be given by Dallas, if Dallas is here with us. Dallas or a student representative. In case Dallas comes in late, we can go back to this report.

G. Operating Staff Council – report  
Holly Nicholson, President  
Natasha Johnson, OSC/FS representative

**I. Montana:** We'll move to agenda item IX.G., Operating Staff Council report by Holly Nicholson or Natasha Johnson.

**H. Nicholson:** Hi everyone. I've been doing some reflection since Ismael made the suggestion that we try to ask more questions and be more interactive. Civil Service employees affect all of us in our

work and our lives here at NIU. And for a while, we've been creating a procedure to present to HR for when administrative professionals leave the university. Often when that happens, there is extra work; there are processes that become inefficient; there's lost knowledge. And so, if you have any insights, if you work with administrative personnel day to day, if you have any insights that will help our proposal, please reach out to me or to [osc@niu.edu](mailto:osc@niu.edu), and someone will forward it to me. We also want to hear what other impacts you experience by loss of staff or changing priorities in any of the operations of the university. I won't put you on the spot now, but please contact me if you have anything.

And finally, if you work with staff that have great leadership skills or would find career fulfillment in shared governance, I would love to have a conversation with them and talk to them about all the opportunities we have. We sometimes have trouble getting participation in some of our activities. Pat knows very well – I think we're still short on all of our UC committees. So, yes, I would love to have a conversation with them or with you, and that's all I have. Does anyone have any questions, comments? Thank you.

**I. Montana:** Thank you, Holly.

H. Supportive Professional Staff Council – report  
Felicia Bohanon, President  
Andrew Rogers, SPSC/FS representative

**I. Montana:** Agenda item IX.H., Supportive Professional Staff Council report by Felicia Bohanon or Andrew Rogers.

**F. Bohanon:** Good afternoon. The SPS Council has been working on looking at data from 2019 to 2022, looking for changes as it relates to hires, those individuals who have converted from SPS to civil service, and also in terms of retirements. And so, in terms of feedback or one of the things that we're interested in is any information you'd like to share about changes, the impact that it's had in terms of individual changing from SPS to civil service and either the benefits or concerns that have come up. And so, that's one of the things that we're interested in receiving some feedback on.

The other thing that we're looking at is during the last academic year, we sent out a survey to SPS staff in terms of concerns and issues that they had, as well as things that they thought that were going well here at NIU, and we're in the process of analyzing that data.

And then the third thing, Holly mentioned one of the things that we're trying to increase is involvement in SPS, particularly in terms of committees. So, one of the things that we'll be sending out through NIU Today is just to try to get individuals more involved in some of the committees. We realize that it's difficult in terms of making, perhaps, a commitment as far as the council, and participating on a monthly basis, but looking as possibly serving on committees. So, we'll be sending out that request. Thank you.

**I. Montana:** Thank you, Felicia. Questions, comments for Felicia? Okay, well, as I said at the very beginning, we are thinking of finding ways to make this reporting segment more engaging. Many of the issues that were reported today, or the questions that were asked, would be more effective and

implemented only if we get the desired response and engagement from Faculty Senate. So, as we move forward, we definitely will be implementing that strategy, identifying a topic or writing out, out loud, a specific question any given committee or council would like to engage Faculty Senate with. So, I want to thank everyone who presented on these reports.

## **X. INFORMATION ITEMS**

**I. Montana:** With that, we come to agenda item X., which is Information Items. Again, that is exactly what they are, informational. And there are links where you can find minutes, agendas for any of these university committees and the like. One thing of note is agenda item X.Q., and that is the next meeting for Faculty Senate will be November 16, and the last for this semester.

- 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](#), 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. FS 2022-23 dates: Oct 26, Nov 16, Jan 25, Feb 22, Mar 29, Apr 26
- R. [2021-22 Annual Reports](#)

## **XI. ADJOURNMENT**

**I. Montana:** So, with that, we come to adjournment, and I would like to entertain a motion and a second to adjourn today's meeting.

**H. Nicholson:** So moved.

**D. Valentiner:** Second.

**I. Montana:** All in favor?

**Members:** Aye.

**I Montana:** Any opposed? Thank you. Meeting adjourned.

Meeting adjourned at 3:40 p.m.