

TRANSCRIPT

**University Council
Wednesday, October 7, 2020, 3 p.m.
Microsoft Teams Meeting
Northern Illinois University
DeKalb, Illinois**

*All University Council 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, October 7.*

VOTING MEMBERS PRESENT: Arado, B. Beyer, G. Beyer, Borg, Boughton, Brinkmann, Chinniah, Collins, Conderman, Costello, Cripe, Doederlein, Finley (for Garcia), Freeman, Ingram, A. Johnson, N. Johnson, Martin, Monteiro, Narayanan, Nicholson, Olson, Royce, Teso-Warner, Vaughn, Weffer

VOTING MEMBERS ABSENT: Garcia

OTHERS PRESENT: Almaguer, Barnhart, Blazey, Boughton, Brady, Bridges, Bryan, Edghill-Walden, Gelman, Ghrayeb, Glendening, Klaper, McEvoy, Miner, Saborío, Skarbinski, Stang, Sutherlin, Thu, Wesener Michael

I. CALL TO ORDER

L. Freeman: Good afternoon, everybody. I'm going to call the Wednesday, Oct. 7, meeting of University Council to order.

Meeting called to order at 3 p.m.

II. VERIFICATION OF QUORUM

L. Freeman: Can the parliamentarian or Pat, either one, please verify that we have a quorum.

P. Erickson: I can verify that we have a quorum.

III. ADOPTION OF THE AGENDA

L. Freeman: Moving on to Roman numeral III, adoption of the agenda, can I have a motion to adopt the agenda.

C. Doederlein: So moved.

L. Freeman: And a second?

T. Arado: Second.

L. Freeman: All right, we have Doederlein and Arado with a motion and a second. And now we are all going to vote in the chat box by typing either yes or no with Moderator Royce letting us know the outcome.

J. Royce: So, I dare say there were a slew of yesses. I didn't count them all, but there was not a single no. So, if you're willing to accept that.

L. Freeman: I believe we have adopted the agenda as presented.

IV. APPROVAL OF THE SEPTEMBER 9, 2020 MINUTES

L. Freeman: Moving to Roman numeral IV., approval of the September 9, 2020 minutes, found on pages 4 to 7 of the packet. May I have a motion to approve?

T. Arado: Motion to approve.

L. Freeman: And a second.

B. Beyer: Second.

L. Freeman: And thank you, Brad. Thank you, Therese. And let's do that again, voting in the chat box with Jeffry waiting with bated breath for the outcome.

J. Royce: I believe I saw 17 yesses and one sí.

L. Freeman: I appreciate, Simón, the bilingual voting. Thank you for that.

S. Weffer: It's Hispanic Heritage Month; it's really the least I could do.

V. PUBLIC COMMENT

L. Freeman: All right, have we received any requests for public comment.

P. Erickson: We have not.

VI. NIU PRESIDENT LISA FREEMAN'S ANNOUNCEMENTS

L. Freeman: In that case, I will move to Roman numeral VI., the president's announcements, and they'll be very brief. I've already said good afternoon. I do hope that everybody is getting out to enjoy the beautiful fall day. I was able to take a very brief walk right before this meeting to meet with NIU's geese. And it was a real positive attitude adjustment. So, please do enjoy the sunshine.

It's important that we do things to put us in a positive presence. So much has happened at NIU and in our world since this body last met. In fact, actually, so much has happened in the last week, it's impossible not to feel a bit overwhelmed by current events, a little bit exhausted by the professional and personal demands of the pandemic. And so, it's important to remember to take care of ourselves and find joy.

And I want to say thank you for being here, for showing your commitment to NIU by participating in shared governance. It's so important during this tumultuous time. Our work together on University Council is important, not only to navigate the present, but also to imagine and work toward the future we want for NIU and for public higher education in Illinois.

This duality, the need to respond to the need to the current disruption and also look beyond the present, is evident in the items on today's UC agenda. We're going to be discussing modifying the academic calendar to do away with spring break. Consideration of this measure is understandable in the context of the COVID-19 pandemic. But it would be unthinkable in any other time. This is most definitely short-term planning, a specific response to the current health concerns. And it's one that will require us to balance thoughtfully the physical and mental health needs of our community.

We're also going to hear from Dr. Saborío, NIU's representative to the Faculty Advisory Council to the IBHE, the Illinois Board of Higher Education, about that agency's strategic planning process and how we can help shape the shared vision for our higher education in Illinois. And it's just as important for us to pay close attention to that agenda item, as it is to the one about spring break. We can't let crisis response completely crowd out strategy and future vision. That's true for the IBHE's higher education agenda, and it's true for our own.

Since the University Council last met, I finalized the Fiscal Year '21 Presidential and University Goals with our Board of Trustees, and they will be on the board agenda for approval in November. I've begun to share the goals with the university community, faculty, staff and students, so that supporting plans can be developed. And I'll also be commenting formally on future planning for NIU in the State of the University address, which will be delivered virtually on November 17 in the afternoon. More specific details will follow.

I have no further announcements at this time, but I will say, I may want to comment during discussion of the cited agenda items. And that concludes the president's comments. And this is the moment at which I turn the gavel over to my colleague, Dr. Kendall Thu.

VII. ITEMS FOR UNIVERSITY COUNCIL CONSIDERATION

- A. [Huskie Books and Gear/Follett Higher Education](#)
Marilyn Almaguer, Manager
Nathan Sutherlin, Regional Manager

K. Thu: Thank you, President Freeman. Greetings everybody. Good afternoon on this gorgeous fall day. I want to extend my thanks again to all of you for attending this meeting and for your role in shared governance. We have a fairly robust agenda today, but I expect us to get out on time. I also want to remind everybody that, if you want to say something or comment on something, please

indicate so in the chat room rather than raising your hand so we can keep track of the sequence better. So, that's another part of Jeffrey's long job list.

With that, I want to move on to item VII in the agenda. I want to introduce representatives from the Huskies Books and Gear/Follett Higher Education, Marilyn Almaguer and Nathan Sutherlin. Are you with us?

M. Almaguer: Yes.

N. Sutherlin: Yes.

K. Thu: I'm going to go ahead and turn it over to you. Thank you for being here, appreciate it.

N. Sutherlin: Thanks for having us. We've got a few slides that we're going to move through quickly. Hopefully, I can share them and you can see them. Can anybody let me know if they can see the slide?

Unidentified: Yes.

N. Sutherlin: Thank you all for allowing Marilyn and I to take a few minutes of your time in order to go through some updates about the bookstore. And this is really what we're going to go through. The first item that I wanted to share with you is really introduce all the bookstore management to each of you. So, my name is Nathan Sutherlin. I'm the regional manager for the bookstore, so I oversee 25 colleges and universities in the states of Indiana and Illinois for Follett. I've been with the company for 17 years; however, I just started with NIU shortly before classes began this August, so, I'm still learning about the institution. I had the pleasure of being at NIU for the back-to-school season, but I do appreciate the opportunity to work with each of you. So, I'm going to let Marilyn introduce herself, as well as the rest of the bookstore management.

M. Almaguer: Hi. Again, thank you for inviting us to your meeting today. My name is Marilyn Almaguer, and I am the store manager. And I've been with Follett since 2003 in various roles in the corporate office and in the field. Most recently, I relocated from Kansas City, Missouri to DeKalb. I started at the NIU store on August 24. I'm happy to be here, and I'm going to go ahead and introduce the rest of our bookstore pack.

The next person, Don Turk, the manager. I'm sure that many of you recognize his face. He was the store manager prior to Follett lease operating the store. He is now our operations manager. He's been with the NIU bookstore since 2002. So, all of you that do know Don, he is here and he is available to reach out to, in addition to myself and the other staff members.

The next person is Brady Simenson. He recently graduated from NIU with his masters in English. So, he's an alum, and he knows many people, as well. He brings to us some previous text manager experience. He worked with the University of Wisconsin-Stevens Point for three years as a textbook manager. So, I'm happy to have him onboard.

Then there's Cindy Sue Riley. She's our general merchandise manager. She's been with NIU

bookstore for eight years. She has over 20 years' experience in the higher education market, filling various roles in college bookstores in Florida [inaudible] again field management. I feel pretty confident that we have a very great team here to support NIU.

Next, I'm going to go through these kind of quick. I'm going to give you a virtual store tour. Since March, so many of you have not been back into the bookstore, but this is how it looks today. We did go through a great remodel back in 2019. There's two floors to the bookstore. This picture right here is the west entrance to the bookstore. It leads off in the women's department. And the west entrance is where the buses drop students off.

Next. So, here we have the north entrance into the bookstore. That's by the hotel entrance. It starts off into men's and leads into unisex. The next slide is of our gifts and our drink ware, like our gifts and apparel. We've got plenty of NIU gifts to buy for those of you who are putting your holiday lists together. And then, here is a glance at our spirit wear and our tailgating accessories. Then this slide right here is of the Huskie computer department, where we have our computers set up and we sell Apple products. And we are currently looking for a repair technician to join the bookstore team. Then the next slide is the textbook area, which is the bottom portion of the store. And now I'll turn it over to Nathan, who is going to talk to you about Follett's COVID-19 response.

N. Sutherlin: So, I just wanted to share a little bit about what we're doing in the bookstore and with Follett as a whole, in order to keep our staff, faculty members, as well as students, safe. We're very committed to following the CDC guidelines for training for our staff members. We have a daily certification for all staff members to make sure that they are healthy, as well as we provide personnel protective equipment, and we do have enhanced cleaning throughout the day to make sure that we are keeping everybody safe that does come in to the store. So, I just wanted to share that, because I did have a couple of questions about what our procedures are. I'm sure that these slides will be sent out after the meeting, so if you do have any more questions about that, you can let me know.

Next, I want to share some course materials trends. Toward the end of the presentation, we'll talk about some of the learnings, key learnings from this past fall. And really, these trends illustrate some things we saw that we didn't necessarily expect for this fall term. What you can see here on the left-hand side of the screen is what we have for total unit sales for fall of 2020. As a whole, the bookstore was up 39 percent in unit sales. This bucks the current trend in higher education at this point in time. On average, my stores are down 20 percent, whereas NIU was up 40 percent. We did have a shift in our balance of sales, both in units and in dollars to a greater availability of rental titles as well as used titles and digital titles, which did save students money.

What we saw, partly due to the increase in enrollment for the university, as well as we saw an increase in our market share. When we look at market share, it's really our opportunity to sell an acquired book to each student that's enrolled in a class. We monitor these trends just to see how we're doing with our performance in the bookstore. And last fall, our market share was a little over 13 and-a-half percent, where this fall, so far, and we will sell some more. Currently, it's at 19 percent of our total opportunities were sold by the bookstore. So, again, this has bucked current trends due to the pandemic. And we saw a great amount of sales through the bookstore that we didn't necessarily anticipate.

One thing that we have an opportunity on, and we're going to talk about a little bit later in the presentation, is where we're at with adoption. I've pulled a snapshot of where we were on the first day of class, August 24. And this year, we had about 90 percent of our adoptions in on the first day of class. About a week before classes started, we were at 80 percent. So, we were doing better than last year, the graph line in orange. But we were behind where we were two years ago, the lighter blue graph.

At NIU, we have fully implemented our Follett Discover suite of tools. And so Marilyn's going to talk about how we can really work with faculty members in order to drive that adoption compliance. Because, really, that's what determines our success in working with the students and being able to provide students the materials they need if we have that adoption. I'm going to turn it over to Marilyn to talk about Follett Discover, and then we'll go through our key learnings at the end.

M. Almaguer: Follett Discover is a tool that we use in conjunction with NIU to communicate our course-related materials. At the faculty level, the faculty can adopt into your Blackboard, and it gets approved, it feeds over to us, and then it's available for students to view and purchase so they can keep those compliant with HEOA regulations on having course materials available for viewing for the students when they go to register for their classes. So, when they register for their classes, they can shop for materials right when they're doing that. They can go back later and access through Blackboard and continue to purchase materials or have access to materials through the Blackboard. And then they can organize their materials alphabetically by author should they like that.

Again, Discover-Adopt is what we're speak to today. It can be done at three different levels. It can be done through the instructor, a concierge and an administrator. And we'll talk about that in the next few slides. Basically, for faculty members, it's a single sign-on. They will see the classes that they have that they're responsible for, that they can adopt. You can adopt – we have over 1.5 million publishers in which you can adopt traditional materials, your open education resource materials or even materials that faculty members have created on their own and adopted in through Course Track. At the concierge level and at the administrator level, there's an additional tool called analytics dashboard, which we'll talk about.

So, again, adopting can be done by the instructor, who adopts materials for themselves for their class. You can re-adopt your materials again for the next term. You can adopt through just by keying in your ISBN or the materials that you know that you want. Or you can go shopping and pull out of our resource library. And you can create libraries and put books on the shelf, which basically means they're always there the next time you go in. You can share these adoptions with other instructors and department chairs.

The next level of adoption is concierge. A concierge is somebody who is going to adopt on behalf of faculty members. Their process, their sign-in is a little differently, how they get into the system, but again, it's a streamlined process that you can share adoptions with directors and department chairs. And you also have an analytics dashboard that you can take a look at that, again, we'll talk about that in the next few slides.

Administrator Access. After the concierge, the administrators make their adoptions. The administrator has the ability to approve the adoptions. Once those adoptions are approved, they flow over to the Follett bookstore side, and we work our magic on the end process so that they're available for students to purchase and place purchase orders and all those other good things.

You also have the ability to set restrictions, if you will. You can go in and create a list of books that are viewable only for a faculty member to adopt from. So, you can kind of contain the content of what items can be adopted. And you can go ahead and pre-approve adoptions for faculty, as well, for submission over to the bookstore. And, again, you have an analytics dashboard as well, based on your department.

This is the analytics dashboard, which I love. This is such a great way to stay organized and keep track of where we are in the process. So, these next three slides basically are going to review one computer screen. At the level here, you can go ahead and view your adoption progress by department and by course. You can create reports for review and progress. And there's a top part of it that's not showing, but it will also tell you what percentage you've adopted out of how many. So, like right now, our adoptions are due on October 15, and we have 203 adoptions out of 2398. So, we're about eight percent adopted.

This is great, because this allows you to drill down even further. It allows you to see your department, your course, your section, who the instructor is, and who's actually completed their courses. You'll see in the green highlights, it says yes, yes, yes. All of those people have completed their adoption. In that column, you will also see complete-no, where people haven't done their adoptions yet. And from this screen, you can send them an email to help to generate email to ask them to go ahead and complete their adoption. You can also create great reports, export them out to excel. It's just a great way to stay organized and keep track of where we are with the adoption process.

Training. We also have training available. When somebody logs in – and you any time you go into Follett Discover, if you want to rework or re-watch a training video, all you need to do is scroll down to the very bottom of the screen, and you can always re-watch the video. We have training videos that come up the first time you log into the system. Anytime you log into the system, you want to refresh, scroll all the way down to the bottom of the screen, and you can hit “view the demo.” We also have paper versions of the step-by-step user guidance, with screen shots for every role. I actually have them, saved to my computer. So, if anybody would like me to email them, training guide of a step-by-step process, I am more than happy to do so.

Also, when we're not in COVID-19, and I am very open to how we would like to facilitate additional training if needed. But we will typically have open houses or meetings or demonstrations to train people on getting into Discover-Adopt so they're comfortable with it. I also, during this time right now we're doing all of our screen adoptions, if anybody wants one-on-one, or if you want a virtual or zoom call, contact me. I am more than happy to walk anybody through. Again, this is typically done through lunch-and-learns or open houses or visitor days or whenever there's a meeting. So, I would like to throw out there – I'm not quite sure how you are conducting your faculty meetings the week of January 4 through 8, but if there is any opportunity for me to get on the schedule or conduct any training sessions, because, once we get through spring 2021, we are

going to roll right into needing summer adoptions and fall adoptions in March and April. So, the training really never stops. The presentations never stop. Always available to lend a hand and walk somebody through the training. If you notice on the right-hand side of the screen here, there are live links to access training videos. At this point, I'm going to go ahead and turn it back over to Nathan for key learning.

K. Thu: Nathan, this is Kendall. If I could ask to sort of wrap it up in two or three minutes. I don't mean to be rude, but we have a lot of other things to get through.

N. Sutherlin: So, just our key learnings for the fall term. What we're asking for is that we can get all adoptions submitted by October 15, thereabouts, so that we can begin sourcing for spring, so we're not scrambling at the last minute to get books in right before classes start. We did face some staffing difficulties for this past term. Marilyn and Brady started right before classes started, or the first day of classes. I was also new to the university. So, we are working to get everybody up to speed so we don't have some of the issues that we had with fall, based upon people being in their position long before the classes start.

We did see a lot more call on email volumes. We are working with that to assign different staff members, because we have a lot of students that are on campus, and if they've got questions, they're not stopping by the bookstore, they're coming in. We are making adjustments with our online order fulfillment in order to process those more quickly, because we did see a large increase in those online orders. We continue to work through supply chain issues and delivery issues, based upon the pandemic. And then we're going to continue to work with faculty members if there are any course materials issues based upon those supply chain, so that we can make sure that we have everything in stock. And then also continue to work with digital materials, because those can be delivered very quickly.

Marilyn and I are always available. We would appreciate your feedback on what we can do, other than these key learnings, in order to make the student experience better, the faculty experience better. So, I'll turn it back over to you, Kendall, and thank you for your time.

K. Thu: Thank you, Nathan. Thank you, Marilyn. I do want to spend a few minutes and allow faculty or students to ask questions. The request to have you present was from the faculty, so any of you who have questions or comments, please indicate in the chat box, and we'll call on you, or Jeffrey will call on you.

J. Royce: I saw that Provost Ingram had her virtual hand raised. Beth, did you still have a question to ask.

B. Ingram: No, I don't.

J. Royce: I see a comment from Fred Barnhart saying, I'm glad to see Follett working to provide OERs in addition to textbooks. But no questions, yet, have come through.

F. Barnhart: Actually, I do have a question real quick. So, the library does subscribe to several open access resources that could be used as textbooks. If there is a way, I would love to see us

cooperate on making those more discoverable and incorporate them in some way.

N. Sutherlin: Okay, I'll reach out after the meeting.

F. Barnhart: And just a shoutout to Marilyn. She has been very helpful so far in providing us with some information, so thank you.

M. Almaguer: Thank you.

J. Royce: Question [from T. Borg via chat box]. What is the percentage of digital vs. print orders? Are students going digital?

N. Sutherlin: We did see an increase. Let me grab that information real quick. Last fall, we sold about 500 digital units. This fall, it was 2300 units. So, we did see a great increase with digital units, really based upon, I think, the pandemic and where we're seeing the industry go.

J. Royce: Another comment [from G. Conderman via chat box] a compliment regarding the responsiveness of the staff.

K. Thu: Well, if there are no more questions or comments, thank you again for coming. That was very informative. There are things that I learned that I certainly didn't know before. And thank you again. This might be appropriate to put on the Faculty Senate agenda, since we have more faculty there these days. But I appreciate the effort. Thanks again.

N. Sutherlin: Thank you.

B. Budget Overview
Provost Beth Ingram
CFO Sarah Chinniah

K. Thu: With that, we'll move on to item B under Roman numeral VII, budget overview from our provost and CFO. So, Beth and Sarah, however you want to handle this. I'm turning it over to you.

G. Ingram: Thank you. I think Sarah's going to kick us off, and then I'm going to make some comments in the middle.

S. Chinniah: All right, everyone should see a title slide. Good afternoon. Thanks for the invitation for Provost Ingram and I to speak today. A little bit of an overview before I start. I believe Kendall indicated we had somewhere around 15 to 20 minutes. And, as Beth and I were determining how to approach our time together, there were some requests and questions that Kendall posed to us to consider, as well as questions that Natasha had raised in an earlier meeting. And it occurred to us that, typically as part of our shared governance forum in the past, I would regularly speak to Resource, Space and Budget Committee. But with the changes to shared governance, RSB is no longer in place, and UC becomes the forum in which we would typically talk about our budget, our budget process, perhaps facilities projects, other types of initiatives more on the business side, the resource side, that are going on on campus.

It reminded us that we have a great opportunity as we meet with UC to consider perhaps some regular updates or talking points that brings in an element of those types of discussions that had taken place in RSB with this forum. And in the nature of perhaps launching those types of discussions, we wanted to use our time today to provide a basic overview so that we can align on terminology, perhaps set some definitions, respond to some questions, so that perhaps in the next meeting, those questions, Kendall, you posed, Natasha, you asked about, we might be in a better position to more directly respond to. So, please know, if today's meeting doesn't directly respond to some of the questions you were hoping to hear, it's not that we were ignoring it or wanting to send a message. Rather, we thought that it would be important to level set. So, it's with that framework that we're going to approach today's discussion. And I think the provost and I are happy to take questions or comments along the way. So, if that helps to facilitate a more productive conversation, please feel free to jump in.

With that overview in place, how we thought we would approach our time today was to talk a little bit and level set about language. We often use the budget and the budget process interchangeably. And wanted to maybe just come to some sort of agreement about how perhaps those two – what look like similar items – are actually different in how we think and operate. We want to spend some time thinking about fund types.

B. Ingram: Sarah, the slide didn't advance.

S. Chinniah: Oh, it didn't? All right. Sorry about that.

K. Thu: Is it the Today's Agenda slide?

S. Chinniah: Today's Agenda, yes.

K. Thu: I see it. You don't see it, Beth?

B. Ingram: No, but that's fine.

Unidentified: I can't either.

K. Thu: And, Jeffrey, you can't see it?

J. Royce: No, I cannot.

K. Thu: It looks like there's a mix here. Some can and some can't. Maybe you can go ahead, Sarah, and I'll ask Pat if she can work on straightening it out.

P. Erickson: Kendall, I do not have those slides.

K. Thu: Okay.

L. Freeman: I was able to move ahead by myself.

B. Ingram: That's what I did too. I just moved the slide too.

K. Thu: Go ahead. Let us know, though, in the chat box if you're having problems.

S. Chinniah: Okay, sorry about that, everyone. I'm on slide 2. It should say Today's Agenda. We're going align a little bit on terminology. That includes what will surely be a very hearty discussion on fund types. We also want to talk a little bit about sources of revenue and expenses. Again, this is just to level set. We're not going to spend a lot of time, but provide a high-level overview. We want to talk a little bit about the uniqueness about fiscal 21, mainly caused by COVID, the pandemic, again, circumstances that are not unique all to NIU, but that specifically how it relates on the financial side. And then highlight some potential topics for future discussion.

I'm going to go on to slide 3 if it didn't change for everybody. A little bit about how we distinguish, and we'd like to motivate our conversation among campus, how we talk about the budget vs. the budget process, and how we think about the budget, which is an academically responsive and fiscally responsible tool. It's how we think about our resources. It's how we allocate resources in support of priorities. We follow a guiding principle that our budget is aligned with our academic priorities in mind, and that we do so in a fiscally responsible way. And we think about our budget as a tool, specifically one that enables the university to achieve its mission and priorities. So, it's a tool that we use to forecast, that we use to enable initiative, priorities, perhaps even sunset some ideas. But it's really a tool that enables a larger set of priorities.

Our budget process is a process that delivers the budget. So, it's a process that we set forward to start to look at those structural challenges [inaudible] our finances and how we avoid reoccurring shortfalls. We are looking at a tool that is supportive of multi-year planning; so, it's something that we can look at setting a set of parameters that, in the next two to three years, perhaps there are targets, perhaps there are benchmarks that we want to achieve or that we are aware of certain changes. Instead of reacting to it in the moment, we use our budget process to position us to be responsive to take advantage of certain benefits that may happen, or to prepare, perhaps there's a negative event. We also want to ensure that the budget process, as we think about it, is understood by campus and is responsive to feedback.

I'm going to advance to the next slide and talk about types of funds. Provost Ingram, would you like me to keep going?

B. Ingram: Sure, you're doing great, Sarah. Just let me know if you want me to duck in.

S. Chinniah: All right, maybe we can tag team this one to make sure my examples resonate with the audience. I promised you a really exciting conversation about fund types. The provost has a really great analogy when we talk about the types of funds that we have. I think it's easy to think about all funds or money having the same color or flavor. What we realize in a university budget – and again, NIU is not unique – our funds, our sources of revenue, even our expenses, they have different colors or different flavors, meaning that there are different ways in which we can use those

funds. The technical terms in which we think about it are fund types. We look to summarize the fund types on slide 4. And you may hear this with some of your business managers or in some of the meetings that you attend. These are the most common.

We have 02 funds, which are our central funds. These are funds that come in either from tuition or from our state appropriation. They're the most flexible funds we have, meaning how they come in and how we can use them. We have a lot of flexibility to assign those priorities.

We have 04 funds. These are funds that typically come in, lab funds, course and materials fees. Perhaps they are for our faculty members that are in certain departments or programs, those are often deployed within the colleges, either to support specific needs within programs or to allow for or recognize the high cost or high value programming that's put forward that may need some additional funds to support.

We have 29 funds, or what we refer to as auxiliary funding. These are funds that typically support housing or dining or concessions. They typically reside in areas like Athletics, Student Affairs, even in Admin and Finance. You may hear them referred to as bond funds or have to do with our bond refinancing, because they are loosely affiliated with some of the bond buildings or some of the financing that we've done to support modifications. I think the most recent that we've talked about was the HSC using some of the bond funds to support the renovations there. So, you think about the activities that happen there, the new dining venues, the hotel, as well as some of the other activities. Those are typically auxiliary-funded buildings. I'm sure Jeffry could go into great detail; he's very familiar with our auxiliary funding.

B. Ingram: The one thing I'd throw in here, Sarah, is that we're really talking about where the money's coming from. Now, how it's spent is a separate issue. But the 29s are when a student moves into the dorms and pay for residence life.

S. Chinniah: Right.

B. Ingram: The 04s are when a student takes a class and pays a fee, because they're in a particular class.

S. Chinniah: Right. So, following that, that's a very similar to 41s. So, these are fees that students may pay to support certain activities. They're funds that come in from vending or laundry commissions, different tickets or commissions or types of activities there.

B. Ingram: And grant funding, which we should have put in here. That's where grant funds go.

S. Chinniah: And then we have our 55 funds, which are advancement or development or fundraising funds. But those are typically leveraged through the foundation, primarily.

So, going on to slide 5. So, why did we want to spend a few minutes talking about the different flavors of funds or the different fund types. Well, to the point the provost made, this is what makes our revenue base. This is how the funds come in. And, as you look at the total revenue for the university, just a scale of reference of how those fund types are divided up, you see that, primarily,

our budget is derived from those 02 and those 04 funds, about 52 percent. And we're looking at fiscal '20 data, so it might be slightly different if you were to look at this year's, but it's a good approximation. We have about 14 percent that comes from those auxiliary funds, primarily that residence life and dining. And the rest, a little bit more than a third, comes from the remainder of the different types of funds, those 41s and 55s. So, this is a university perspective of how those resources come in to us.

Going on to slide 6, there's a lot going on on this slide, and it's one that I would encourage you to come back to. But we wanted to show the different divisions and how those different fund types make up the division's revenue that they have to support their activity. And what you'll see on this slide is that no division is even close to the same mix of different types of funds. So, there's great variability that influences the funding for each of the units. So, no unit is quite the same. And we see that when you look at a budget – and to be clear, this doesn't at all show the budgets of units, it just shows that, respective of the budget, how those funds come in. It's a way of viewing the university, but it doesn't tell the whole story. These fund types, in some ways, set the guidelines in which, to the provost's points, the funds come in. But then there are often times provisions on how those funds can be used. And then, based on that, divisions are funded differently and perhaps may have different guidelines or different limitations. So, as we saw some of the decisions play out that I think motivated some of the questions that invited Beth and I here today, it's because of the fund types that we might not have seen the same actions across all the divisions. I think the important thing is that the designation of the fund types really impact how funds are used, specifically how we impact students and their needs, how we maintain services, and how we keep pace with peer institutions.

Let me just pause for a moment here, because that's a lot of what can be dense information, if there are any questions or comments.

K. Thu: Any questions? Natasha is usually the first one out of the gate. Go ahead, Natasha.

N. Johnson: Yes, I really do like this chart, and I'll definitely take a look at it again after all of this. But, as I'm looking for advancement, it looks like 100 percent is 02 funding. Is that correct?

B. Ingram: I would say this particular chart left off the 55s.

N. Johnson: Okay, because I was thinking if it was all 02 and then you didn't get state funding, then that means they're automatically laying people off, because there's no additional funds. But if some funds were left off, then that's understandable.

S. Chinniah: The foundation is a separate entity, and this is only a small portion of the activities that are supported. But, yes, they would have access to foundation funds that support a significant part of their enterprise.

K. Thu: Other questions? Looks like, Jeffry, go ahead.

J. Royce: Don't worry, Kendall. I'm not asleep. A question from Terry [Borg via chat box]. Why have you not included the 44 cost center? How do grants fit in this mix?

S. Chinniah: Terry, we did that for simplicity, because 44s are like a flow-through and in-and-out. We can certainly re-run that with the 44s, because I think you would see a little bit more activity, depending, with RIPS and perhaps Academic Affairs. We can certainly re-run that, but since that's typically a wash with activities, we made the judgment call to just leave that out and not add another color into the mix. Certainly happy to come back with an updated matrix, because I think that could be interesting to see how that affects certain units, as well.

K. Thu: I agree with that, Sarah. I think doing this again with that added in will help complete the picture.

S. Chinniah: Sure.

B. Ingram: Some of the grant funding flows through the 41s as well, like the in-directs.

K. Thu: Right, absolutely. Well, go ahead, Sarah, keep going.

S. Chinniah: All right. Types of expenses. We're going to move off fund types for a minute and just talk about – you know, we talked a little bit about the money coming in. So, as we think about it going out, we're looking at types of expenses differently. I don't think fund types really tell the type of the story that questions in RSB previously and some of the questions Beth and I have received from members in this forum were looking for. So, as we think about expenses, we looked at summarizing them in four general buckets. Personnel, which includes all of our workforce, so staff, student workers, faculty. We have operations, which let me come back to. We have scholarships. We spend a significant portion of our budget, as well as account for funds that we receive from the state, primarily MAP and PELL in our budget. That accounts for about seven percent of the expenses that we have going out. And then we also have a good percentage, an equal percentage to scholarship, that go to servicing outstanding debt. What's left after paying our work force, supporting student financial aid, making our debt payments is about 36 percent that we summarized under operations. And that goes to everything else, everything from copy paper to utility bills to perhaps there might be contracts that you're thinking about in your college or in your division. But that's about 36 percent of our total budget goes to support all those other activities.

Going on to slide 8, also presenting when you think about our total expenses; again, this is fiscal '20 information. In our budget, we had thought that there would be about \$424 million spent last year. This is a snapshot of some of the divisions. As you look at the expense centers, if you will, across the university, Academic Affairs is our largest division. It's our division that has the scholarship, the teaching that our students come to NIU to experience. It makes about 34 percent of our expenses. Admin and Finance is about 16 percent. In that number also includes some of the capital funding in support of our buildings. That goes into the 16 percent. Student Affairs accounts for about 12. And then we grouped the rest under other, and we noted the higher of the other, just as a point of reference. So, you see Athletics. You see Enrollment Management, Marketing and Communications. Our Outreach function, utilities and then the rest.

Going on to slide 9, we're going to take that expense base, and we're going to limit it only to those 02 and 04 funds. Remember, these are about 50 percent of the funds we have coming in. So, this is

about 50 percent of the expenses. And it's interesting to see how those percentages shift just a bit. You see that Academic Affairs accounts now for about 60 percent. And that makes sense, right, when you think about how we allocate our 02s and 04s, it goes to support the main academic enterprise of the institution. So, when you think about Academic Affairs accounting for about 60 percent of those 02, 04 expenses, that makes sense. You also see, because of that shift up in that division, how the other divisions shift down. And, really, in the other area, as you look at OERD, as you look at Athletics and Student Affairs, you start to see the impact of those other fund types on how those units receive the funding and then how they may use that to make decisions.

And I think I'd like to, just as an example, I think we've all heard about the decision made when we think about our Hoffman Estates programming. And OERD, not only gets a small percentage of 02, 04 funds, but they're primarily funded by revenue that they generate from programs at Hoffman Estates or in other areas. With changes due to COVID and market, and not being able to get that revenue from running those programs, they made the decision to move away from that offering programs at Hoffman and temporarily suspend operations there. So, you see how different funding types may impact different decisions that are made within the university.

K. Thu: Sarah, sorry to interrupt. We have a point of clarification. Could you explain what those initials are, or the abbreviations on the right-hand side.

S. Chinniah: Yes, I see President Freeman gave me a hand there. So, EMMC is our Enrollment Management, Marketing and Communications function. And OERD is Outreach, Engagement and Regional Development.

B. Ingram: And the piece I would add is EMMC also has our financial aid function. And a lot of the financial aid function, PELL grants, AIMHIGH, MAP, comes in as grants.

S. Chinniah: Moving on to slide 10. So, that gave an overview, just very, very high level of revenue, expenses, fund types, just to do some level setting. It would be similar to an overview that we had provided to RSB in previous years without a lot of the numbers reconciliation that I tend to want to show. But I think at a high level, it just starts to frame some of the parameters that we look at when we think about the funds coming in and then how funds are used.

As we think about the uniqueness in fiscal '21, it's complicated. Our expenses will exceed our revenue by about \$32 million. So, when you think about your household budgets, at least how I think about mine, I always to make sure that the money that is going out is somewhat close to the money that is coming in. Otherwise, I'm dipping into my savings account. And you do that too often, you might not have a savings account. So, when you think about the university having commitments that are going out that are about \$32 million higher than what we have coming in, that doesn't give us a lot of breathing room with our savings account. So, it's something that we manage, and we're having conversations with our board, with shared governance, with other forums to talk about what that means.

J. Royce: Sarah, it looks like Natasha has another question.

N. Johnson: I remember last year on the Resource, Space and Budget Committee, how we talked about there was going to be – before the pandemic ever hit – we were talking about how there was going to be a five-year plan to get us back to where we should be. Do you have the difference of what that was, because we were already in a situation. And then how much of this deficit is from the pandemic.

S. Chinniah: You gave me the perfect segue to the next bullet. Thank you for that. Natasha's right. Last year we talked about a multi-year plan, because we were going to fund some initiatives that were going to position NIU for the future. When we think about our deficit, so about \$32 million, there's two components that go into that \$32 million. There's the part that's caused by the pandemic, and the part that's structural. I get asked this question a lot, and it's one that I really struggle with giving a number, because I think that the funding last year makes it challenging to know how much of a structural that there is, because we lost some funding last year, and we made some commitments. I would say conservatively, we're probably about two thirds/one third. Two thirds are pandemic-related. One third may be structural. I do think that the uncertainties that are listed on the slide, depending on where those pressures are, that could cause that percentage I gave you to fluctuate. Depending on the uncertainty with the state budget, or the unexpected expenses or revenue shortfalls, that may be COVID-related, may not be. I think that's what causes me to just give those rough, because any day, if one of those kind of spikes up a little bit, you could get a slightly different number.

J. Royce: The question I hear a lot, when it says expenses will exceed revenue by \$32 million, when we hear news that enrollment is up, credits are up, I guess, is that due to actual costs involved, the continuing costs involved with the pandemic? Or is it due to those uncertainties in our funding that may not be as high as they were before? Or both. I notice some details there are the questions I usually get. And obviously, I have no ability to answer.

S. Chinniah: That's a very insightful question. I'm working backwards on how best to answer that. I think the \$32 million that we're seeing, we were very fortunate that we exceeded our enrollment projections. When you consider the numbers that we were forecasting in June, we were looking at about a \$38 million gap. We had excellent enrollment results that really closed that gap substantially. Unfortunately, throughout summer, as we were getting better information on enrollment, we were also making decisions about what it would take to open campus and offer classes in a safe manner. And that came with expenses – expenses for PPE, expenses for new technology, expenses for different types of support that would be needed. So, as we saw our revenue increase, we also saw our expenses increase.

B. Ingram: I would add one comment to that. This is a forward-looking number. It's a prediction about the future. And it takes into account what's happened up to a particular point. But it also anticipates what we expect to happen for the rest of the year. And so, the number's going to go up or down, depending on the uncertainties below, but also the behavior that we manage over the next nine months.

S. Chinniah: President Freeman, I think you wanted to make some comments as well.

L. Freeman: In answering Jeffrey's very insightful question, I just want to point out that we're not alone here. In the absence of federal relief to universities and concerns about the stability of state funding, universities across the Midwest, universities across the country, are experiencing this, a forward-looking sea of red ink, basically, in this year's budget. And most are pulling whatever levers are available to them to try to make the deficit as small as possible. No one, no university that I know, no CFO statement, president's statement is saying we're going to be able to balance this year's budget given the expenses and changes related to the pandemic. And depending on whether you're a public or a private university, the levers you have to pull address the deficit differ. And we are operating, as Sarah said, in a dynamic situation, as the slide says. And so, as we get more information, it helps us focus the plans and the steps that we may take to make sure that we're not endangering the future of the university as we do all the things that we need to do to get through this very dynamic period safely. But we are certainly not alone.

K. Thu: Thank you, Lisa. Sarah, do you have some more to add or are you ready for questions?

S. Chinniah: I'm just going to jump ahead to the last slide. Thank everybody for patience today in what was probably more of a technical conversation than what was warranted or maybe wanted. We'd like to use the groundwork that we set today to perhaps come back and have discussions around the topics we've outlined on this slide, open to suggestions as well. I'll just leave it at that; and if there are any further questions, Beth and I and perhaps President Freeman are all available to respond.

K. Thu: Thank you very much. I just want to echo something that Sarah said at the outset, which is, you're going to have additional opportunities to ask questions about the budget. The way the Resource, Space and Budget Committee used to work is that it was almost a standing item on the agenda. And I see us doing something similar here as a University Council that's going to serve that function. So, we may not spend the same amount of time that we're spending on it in this meeting, but you'll have additional opportunities to learn more and to ask more questions. So, this is not a one-and-done. And as well, Beth and Sarah are very amenable to responding to email queries, so please think of this as sort of the first step in the process. So, with that, I think, Jeffrey, if we have any questions, we'll go to those. And then we'll wrap this up.

G. Beyer: [via chat box] The conversation is extremely helpful. Thank you.

B. Cripe: [via chat box] There is nothing more exciting to a professor of accountancy than a CFO budget presentation. This is the highlight of my professional day. Well done, Sarah.

J. Royce: I have a quick suggestion for future discussion topics. If we can include the difference between debts and deficit. I know that sometimes it's lost on a few people, and how it's handled and managed differently.

B. Ingram: That is so near and dear to my heart as an economist, Jeffrey. I can queue you up for that question. I've spent half my life explaining that to people.

J. Royce: A question [from P. Skarbinski via chat box] Will we get a copy of this presentation?

S. Chinniah: Happy to make it available.

K. Thu: Again, if any of you in the UC have a suggestion or question for what you would like to see in the budget agenda item, please feel free to contact me, and I'll help facilitate that. Any other questions? Okay, if not, thank you, Sarah. Thank you, Beth. We look forward at the next UC meetings. Oh, wait, Greg Beyer has a question.

G. Beyer: Thank you all very, very much, Sarah. This presentation is extremely helpful to receive a really clear understanding of the umbrella terms that we're speaking about so that we can have common vocabulary. And I'm excited to see that one of the potential topics for future discussion has to do with the way that the budget is experienced by colleges and programs within the university, because I know, as a member of the College of Visual and Performing Arts, that the directors have concerns that the percentages of the budget that you explained, i.e., that 50 percent of the budget would go to personnel, 36 percent of the budget would go to operations, that these percentages don't necessarily square with the ways in which the directors are perceiving the budgets that they're given. So, I think it would be enlightening to have a discussion about how those percentages work in real terms at the local level, particularly in a time when we're talking more and more about local control of budgets. I think opening up lines of communication between yourselves and the directors of programs would be useful and helpful to make sure that we have all hands on deck working together to make sure that programs are viable for the future.

K. Thu: Thanks, Greg. Certainly add that in as part of the next budget discussion in UC. So, thank you very much.

VIII. CONSENT AGENDA

- A. Per NIU Bylaws, Article 2.1.1(A), approve the 2020-21 UC faculty representatives to the FS-UC Rules, Governance and Elections Committee

K. Thu: With that, I think I'd like to go ahead and move on. I expect a lively discussion of our calendar here very shortly. But before we get there, I wanted to move to our consent agenda, Roman number VIII. And I'll give Pat a second to pull up the proposed approval of members of the Rules, Governance and Elections Committee. And while she's doing that, Ferald, how do we vote on the consent agenda? I don't remember how we did that in the past.

F. Bryan: It should be a simple majority vote, Kendall.

K. Thu: Do we do this via the chat box? Or do we need to have Pat do a Qualtrics?

F. Bryan: It's really the choice of the body, but since there are no people running against each other, we can probably just do it in the chat box, to approve it as an en masse omnibus motion.

K. Thu: Okay, that sounds good. So, these are the four faculty that you'll be voting on for membership in the Faculty Senate/University Council Rules, Governance and Elections Committee.

This is the only remaining committee that's joint between UC and FS. And, of course, the UC selects our members from UC. Do we entertain a motion for this, Ferald? I apologize that I can't remember how to do consent agendas anymore.

F. Bryan: It's a consent agenda. It's already on the agenda, so it just needs to be voted on; all in favor, and so forth.

K. Thu: Okay, so all in favor, say yes in the chat box. Against, no. And abstention as well. While we're doing that, I want to thank Brad, Kevin, Janet and particularly Therese for serving on the committee. I want to thank Therese for agreeing to be the chair of the committee. She has ample experience on RSB and in shared governance. So, thank you all. And we'll take a minute more to get all those votes in. Jeffry's computer is working away at counting.

J. Royce: We're currently at 22 or 23 yesses. No nos, no abstains.

K. Thu: Okay, so I'm going to consider that approved and move on to unfinished business.

IX. UNFINISHED BUSINESS

X. NEW BUSINESS

A. Approval of proposed 2021 university holidays

K. Thu: We have two items under unfinished business, and I'm going to ask Pat if she would move to the proposed 2021 university holidays. It's on page 9 of your packet. Here they are. There's nothing remarkable here that I can tell. These are the slate of holidays that we typically have, including the holiday break around the end of the semester. So, I'll entertain a motion to approve the university holidays for 2021.

T. Arado: So moved.

K. Thu: Do we have a second?

T. Borg: Second.

K. Thu: Do we have any discussion? Again, this is unremarkable. If not, I think we'll use the same procedure to approve. Please say yes in the chat box, or no, or abstain.

J. Royce: Currently at 25 yesses.

K. Thu: Okay, so I will consider that approved, but don't stop voting if you haven't voted.

B. Proposed amendment to Spring 2021 academic calendar

K. Thu: Item B under new business, proposed amendment to the Spring 2021 academic calendar. I'll entertain a motion to approve, we'll get a second and then we'll have discussion. Just so you know, just because we're getting a motion to approve and a second, that doesn't mean that we're approving the calendar as is. So, do I get a motion to approve?

N. Johnson: So moved.

H. Nicholson: Second.

K. Thu: Johnson and who was the second?

H. Nicholson: Nicholson.

K. Thu: Thank you, Holly. Okay, discussion. And I think I'll open it up with the kind of feedback that I've received on this. And I know President Freeman would like to say a few words. As you might imagine, the idea of canceling spring break comes as a mixed bag. From a public health perspective, it makes complete sense, and as I've said to many others, I'm supportive. But what I've heard from faculty, staff and students is, for the most part, not universally, they support the approach. They also point out the mental health challenges that come with this. That we usually, we meaning faculty and students and staff, we usually look forward to spring break as a time to sort of exhale, to catch up, to get some freedom from the slog that is the semester. And doing away with that spring break means that it adds another layer to the stress and anxiety that we all experience.

So, I've heard from a number of people, some of whom are in this group, that have various comments and suggestions. One suggestion that came out from my conversation with the student government leaders is to perhaps have one, possibly two, three-day weekends instead of spring break. I know there are some challenges with that, particularly from the standpoint of CVPA. But I want to add that opening to facilitate this discussion. And I'll also add that last Friday I was on a phone call with all of my Faculty Senate counterparts at all Illinois institutions around the state, and canceling spring break is very common, if not almost universal at Illinois institutions. And with that, I want to turn to President Freeman, because I know, Lisa, you wanted to say a few words.

L. Freeman: Well, Kendall, you said that faculty, students and staff look forward every year to spring break. And the faculty and students look forward, because they get spring break off. And the staff look forward, because the faculty and students are gone, and staff have fewer meetings. But I think the pandemic has taken its toll on faculty, students and staff alike, just in terms of COVID fatigue and Zoom fatigue and all the frustrations of schooling children at home and working. And so, I would propose that, if we went with a model where there were two long weekends or two days, that we also make those administrative closure days so our staff reap the same mental health benefit as our faculty and students. I've spoken to the Board of Trustees about that, and they are in favor and will make any approval that's needed for that change to the calendar. So, I just wanted to share that as people started to have the discussion.

K. Thu: Thank you, Lisa. And I'll also add that we had the General Counsel's office look into what

we can and can't do. And it appears the idea of having two three-day weekends is possible. So, with that, I want to open it up for comments and questions. And I'm going to turn to Jeffrey to help me find out who to turn to.

J. Royce: Thank you, Kendall. A few comments of appreciation for President Freeman's remarks about staff and spring break. And then a first question from Jay [Monteiro]. Should graduation be moved a week earlier as well?

K. Thu: Lisa or Beth, do you want to respond to that?

L. Freeman: I'm going to let the provost respond with what logistically would be involved with trying to make that change.

B. Ingram: I think that it's an interesting idea. I think that logistically, it would be pretty difficult, because we schedule it so far in advance, and families make plans. And in addition, there's been a request that the grading period be left open, especially for graduate students who need to finish theses, that that extra week is important. We could certainly talk about it, but logistically it would be a challenge.

K. Thu: And just a reminder, this would also include ending the semester a week early. Greg Beyer, do you want to comment on what the challenges are for three-day weekends in terms of performances in CVPA?

G. Beyer: Kendall, no, actually, I don't. I was actually caught off guard when you mentioned that there were reservations on the part of CVPA. I wasn't clear what you were referring to. Maybe would you refresh my memory?

K. Thu: Sure. I'm not saying that this is the stance of CVPA. I'm saying that I've heard from faculty within CVPA about how this might affect their performance schedules, particularly performances that occur on a Friday or maybe a Saturday, I'm not sure. If there's anybody from Theatre, for example, that's on, if you want to comment, please do. And then I see there's several comments and questions.

J. Royce: There are a number that just came in. Janet Olson asks, what does keeping the semester open an extra week mean for when degrees would be posted?

B. Brinkmann: [via chat box] I would advise keeping the existing grade deadline the same. The extra week is important for graduate students and students in clinicals.

K. Thu: Beth, do you have a response to that?

B. Ingram: I didn't mean to say keeping the semester an extra week open. I meant keeping the grading period, to have the deadline for grades being submitted not change at the end of the semester. And that was, I think, Bob's [Brinkmann] comment about the deadlines for graduate students. Degrees would be posted based on the regular deadlines that we have.

K. Thu: Okay.

J. Royce: There's also a couple of questions about possible concerns with the three-day weekends for Monday-Wednesday-Friday classes being affected much more than others. I don't know if that. Simón, I don't know if you're looking for a response to that?

S. Weffer: Not necessarily. It's just that it means certain instructors and certain types of courses are disproportionately impacted. Generally, if we have Monday-Wednesday-Friday and Tuesday-Thursday classes, it tends to work out. But if we have multiple three-day weekends, then that class is getting hit once on either side, so they're actually losing almost a full week of courses; they would miss two-thirds of a week.

K. Thu: Well, I'd just say it has been the case in the past where, when a regular holiday falls on a Monday or a Friday, it also impacts those Monday-Wednesday-Friday classes more than the Tuesday-Thursday. But you're right, Simón.

S. Weffer: Thinking about it this way, we build in – I teach a Monday night class, so I know that Labor Day, that class is gone. But I know that well in advance, versus losing two additional classes, potentially, or an additional class. That changes the dynamics of those courses quite a bit, as opposed to a whole week off.

J. Royce: Simón, I'm sorry for mispronouncing your name earlier. There is another question from Terry [Borg]. If there is a gap of a week between end of courses and graduation, what would this mean for students in the residence halls? Would they be permitted to remain there?

B. Ingram: I don't know if somebody from Student Affairs is on the line. Certainly, there are a set of logistical issues that we need to work through. I think that our decision-making is always guided by the health, well-being and success of our students, faculty and staff. And we would continue to make decisions along those lines. We don't have that many seniors who actually live in the residence halls, if the concern is that students would need to stay here through graduation. But, certainly, we would take their needs into consideration.

K. Thu: Next, Jeffrey?

J. Royce: We have a question from Natasha [Johnson]. Is there any concern that some students would put the semester on hold because of this? Natasha, I don't know if you want elaborate a little further?

N. Johnson: Just mainly, like if this was to go out in the news and then people are like, oh, you know I'm really looking forward to the break. Or, I feel like, because of the pandemic, I'm already overwhelmed, there's already a lot going on. Do you have any concerns that people will be like, you know, I'll just take the semester off and jump back in next semester? I don't know if anybody did any temperature gauges or check with students or surveyed just in case, to see how they felt. Just asking.

K. Thu: I would turn to our Student Government Association leaders to see if they've heard anything along those lines. And I know Brad [Beyer] is in the queue for making comments. Maybe when we get to him, he can comment on that point, Natasha.

J. Royce: We can go to Brad next. Patricia [Skarbinski] just made a comment that I recommend everyone read regarding long weekends.

P. Skarbinski: [via chat box] Theatre and Dance does have performances during the weekend evenings. But we will work around the three-day weekends and not schedule them on those weekends, if we know those dates in advance.

K. Thu: Go ahead, Brad.

J. Royce: Brad, do you have general comments?

B. Beyer: Yes. I honestly haven't heard. As a senior, myself, I don't know even if spring break wasn't going to happen if I would consider delaying graduation or taking a semester off. I honestly really haven't heard very much at all. I don't know if Antonio [Johnson] or Devlin [Collins], who are also with us today. I really haven't heard anything that would make that a concern. I will say, when the idea was first floated to me, I think students are generally understanding when we kind of floated this idea to some of our leaders in student government. I'd say, like Kendall said, it was a pretty mixed bag. Some were for it. Some didn't love it. I liked the idea, and I know Kendall and I have been emailing about this, and we also had a chance to talk on Monday morning about doing a three-day weekend the week of spring break, which I believe is March 7 to 14. So that Friday, March 12, for instance, not having classes or somehow extending that into a three-day weekend. As President Freeman said, I know a university closure where staff have the day off is different than just not having classes off for faculty and staff. If it sounds like that's an option, then I think it's a good idea. But I will say is that, over the past couple of days, as I've really thought about this and the idea of having our first three-day weekend in January with MLK, that Monday off, and then having another three-day weekend during what would have been spring break, that way, you effectively have two three-day weekends, but we're still finishing early, we're still sending the message, like we've talked about in terms of mitigating the spread of COVID and the public health aspect to that. When I pitched that idea, I would say that that seems to be the most receptive and agreed upon among some of the students that I've talked to, and a couple faculty members. But, the concern that was brought up – and honestly, I don't know what the work around to this is – doing like a Monday off and then a Friday off, you have Monday-Wednesday-Friday classes getting hit twice. I don't know enough, personally, how we would work around that. But, to address the student perspective, what I just talked about seems to be a happy medium. I really like the idea and that's where I'll leave it. If Antonio or Devlin have other follow-ups. Thank you.

K. Thu: Thank you, Brad. I wonder if we want to hear from Devlin next, because we're onto the, in particular, Devlin and Brad, whether you'd prefer one three-day weekend or two? Maybe you want just one, because of the hit it's going to take on Monday-Wednesday-Friday classes. Devlin, go ahead.

J. Royce: Devlin, if you're speaking, you're on mute.

K. Thu: Let's come back to Devlin.

P. Skarbinski: [via chat box] Could one weekend be a four-day weekend with Thursday-Friday off? And then another three-day weekend with a Monday off? Could that balance out the Monday-Wednesday-Friday, Tuesday-Thursday fairness?

J. Royce: There's a follow-up comment. Greg, I still have you on next. Bradrick [Cripe] had a comment. If the purpose of removing spring break is a public health issue, how does including three- or four-day weekends take away from that goal?

K. Thu: Well, the idea is that, with a three-day weekend, you're less likely to travel than you would with a full week off. That's not to say that anybody might do that. If you get a three-day weekend, somebody will likely take off on Thursday, for example. There's no perfect answer here. We're just dealing with uncertainties as best we can. I think people will travel. You give them a full spring break or at least the likelihood is much greater. And given the spikes that we're seeing in COVID-19 around the country right now, that makes it even more important to take the right public health step.

J. Royce: Greg, I saw your hand up for a second. Do you still have a question?

G. Beyer: I do. And thank you for throwing me under the proverbial bus a minute ago, Kendall, and giving me a little bit of time to think about it. As I think about it more carefully on a local level in the School of Music, there are many performances of students that have been deliberately scheduled already, recitals and so on, right up through that last week of April. I think the last one that I saw on the calendar right now is April 29, which would be during our final examinations. And there's nothing scheduled during that week of spring break. And the schedule gets more and more full as the semester progresses. One quick question that occurs to me is that a very easy solution to this would be, has anyone considered the possibility of starting one week later, as opposed to ending it one week earlier.

J. Royce: [via chat box] From a rest and recuperation standpoint, starting a week later would certainly offset the loss of spring break much more effectively, I think. Great idea, Brad.

K. Thu: I'm going to let Beth respond to that, because we talked about that, and there were some logistical problems that she pointed out that I don't remember.

B. Ingram: Here's what I would say. If it's a logistical problem, we can always work through it. I think that UC should make the best decision for our faculty, staff and students. I think the logistical issues had to do with how we create dates for billing for financial aid disbursement and some things like that, that are queued off the first day of classes. They could be overcome, but there would have to be some manual programming of some changes in dates that affect some elements of things like financial aid and drop deadlines. I do know that, when Omar Ghayeb reported to me on what other institutions were doing, a lot of them were starting a week late in Illinois. I don't know, Kendall, if you know from your call yesterday.

L. Freeman: Illinois State made the same decision we did, to look at ending a week early rather than starting a week later, because of the financial aid disbursement issue.

K. Thu: And I'll say that most of the comments that I get from faculty are in support of ending the semester early rather than starting the semester later. As a matter of process here, and I don't want to cut off the discussion, but we have to move on at some point. I wonder if we could do a brief Qualtrics poll with the following options: One, we cancel spring break and we end the semester one week early. So, Pat, I'm wondering whether you can put this together hastily. The second option is we have one three-day weekend the week of spring break, that's what I heard the second. The third option is to have a three-day weekend in the spring break, but one other three-day weekend as well. And then the fourth option I've heard is we just delay the start of the semester by one week, and then end the semester at the usual time. So, Ferald, our parliamentarian, has his hand up, and so I'm going to turn to him. Ferald, go ahead.

F. Bryan: Kendall, I rarely say anything, but the motion on the floor is moved and seconded to eliminate spring break. Roberts is not fond of informal polls, which is what this would be. If people want something other than elimination of spring break, then they need to vote this down.

K. Thu: What I'm moving towards, Ferald, is amending the motion. So, in order to know what the amendment might look like, I think it would be useful to know the disposition of UC members.

F. Bryan: Kendall, I respectfully suggest that that could get confusing. We have a motion on the floor. If someone wants to propose an amendment, we could vote on that, and vote that up or down. But right now, an amendment to either having or not having spring break would not be clear to me how that would work. I would suggest we have a motion on the floor. We've had extensive discussion. Some of the alternates that have been mentioned sound interesting, but they aren't relevant to the particular point that we have on the floor – do we or do we not want spring break. I think we need to go up or down on that and then consider alternatives. I'm just advising, Kendall, you can do what you want. But that's my advice.

K. Thu: We often make friendly amendments to motions. Wouldn't that be appropriate?

F. Bryan: Of course, we have a tradition of friendly amendments. I just don't want it to be confusing, because I've heard a series of three-day weekends. I've heard starting a week late, a week early. We've got a lot of different options in there. That can be confusing if the motion is focused on do we have or not have spring break in spring 2021.

L. Freeman: Can we re-state the motion for everybody, because I don't even remember exactly what the motion said.

K. Thu: The motion is to accept the spring calendar as amended in the document that's in the packet. That means doing away with spring break and ending a week earlier, nothing else. So, what I've heard the most support for is to have the two three-day weekends. If somebody wants to make a motion, as a friendly amendment, to add that in, I think that would be okay, Ferald?

F. Bryan: As long as people are clear that that's a friendly amendment and how correctly that would be an alternative to not having spring break.

J. Royce: Kendall, Ferald, if I can put in my two cents. Can we just ask everyone if this is their preferred path forward, what we see on the screen, vote yes. Everyone else who prefers one of the other options we've discussed, vote no, because this may be a moot point. If the majority of us prefer what's on the screen, there's no point in a friendly amendment, no point in further discussion. If the nays have it, then we can discuss where to go from there.

F. Bryan: Jeffry, thank you, that's essentially what I said.

K. Thu: It looks like Simón has a question.

S. Weffer: I just want to clarify, the motion is to eliminate spring break. The multiple three-day weekends actually don't have to do with eliminating spring break. It's to build in mental health break time throughout the rest of the semester. So, if we look at this as a two-part process, the first part is: Do we eliminate spring break? The second part is: Do we change the calendar further beyond just eliminating spring break? I hope that clarifies.

K. Thu: I think that's right, Simón. I think that's cleaner and it addresses Ferald's concerns. So, why don't we first go ahead and we have a motion and we have a second for the proposal that's before us. If we vote yes or not, that doesn't affect what we can do as a second piece of this. Is that correct, Ferald?

F. Bryan: Yes, the intent of the body is, obviously, to make some changes in the spring 2021 calendar. So, certainly there could be alternatives offered to change that calendar. Right now, we're just voting, as I understand it, just to have or don't have spring break.

K. Thu: So, what we're going to vote on then is the current proposal that's before you. Yes, accept the changes as indicated in the document of your packet, the one that's on the screen right now. Or vote no, or abstain. And I think we can probably do this. You don't have a Qualtrics available for that, right, Pat?

P. Erickson: Yes, I do have lots of Qualtrics ballots with our typical three choices. And, while you've all been talking, I have completely tuned you out, so I hope I didn't miss anything. I did create a ballot with six choices.

K. Thu: Okay, we're going to vote on this proposal right now, the motion about this particular calendar that's in front of you. If you will present that Qualtrics survey with the three response options, Pat, yes, no or abstain, then we can all vote, and we'll have a record of the vote.

P. Erickson: Hopefully, you can see I've dragged over some URLs. I'm going to copy and paste the first one into the chat. That will make it a hyperlink, which you can then click on to vote. There are three choices on that ballot. I think you said one is yes, approve the motion as shown on the screen. Two is no, and three is abstain.

K. Thu: So, we're ready to vote. Everybody go to the link. We'll give you a minute or two to vote. And I'll rely on Pat to see the numbers coming in. And maybe, while we're voting, Lisa, do you want to make mention of what the University of Toledo is doing, because that's relevant for what's being considered here.

L. Freeman: Sure, I put it in the chat box, and I have to say I don't actually remember the total details, but basically, they were giving, I think, Kendall, remind me, three days off, like one Tuesday, one Wednesday and one Thursday, or something like that. They took care of having the same [inaudible] that meet all the time problem by having these floating weekdays as what they're doing for mental health. I can probably find the Toledo URL and put it in the chatbox.

[From chat box] University of Toledo plan: In lieu of a traditional spring break, there will be several instructional breaks scheduled during the semester. There will be no classes on the following days: Tuesday, Feb. 16; Wednesday, March 10; Monday, March 29; at the end of the last week of classes for the semester, Thursday and Friday, April 29 and 30.

K. Thu: Pat, where are we with the voting?

P. Erickson: At least 24 people have voted, but I do not yet have a results report populated.

K. Thu: Okay. I know that's a little clunky to get that report generated. I don't know whether we can move on. I suppose we can't really move on additional suggestions for days off.

P. Erickson: I see now that 25 people have voted. And my report is only acknowledging 22 votes. However, if I show you those results, I think we will see that the other votes maybe won't change the outcome. Do you want me to go ahead and show you that.

K. Thu: Yes, please.

P. Erickson: So, you can see that option 1, yes, has 18 votes. Two, no and two abstain. And I'll just acknowledge that there are two or three votes that were not populated in the report, and I can get those later, but the outcome is there.

K. Thu: Okay, so we certainly have the results here. So, the motion is approved. Now, I think I'll entertain a motion to entertain I guess what we can refer to as two three-day weekends.

J. Royce: Natasha [Johnson] has made such a motion in the chat box, Kendall.

K. Thu: Okay, do we have a second.

T. Arado: I'll second it.

K. Thu: Thanks, Therese. Discussion about this proposal? We already know the downside, which is that it's going to affect Monday-Wednesday-Fridays. So, there would be one three-day weekend during spring break week. Where would the other one be.

B. Ingram: Can I make a suggestion? And I realize we have a motion on the floor, but the other possibility is to offer two non-instructional days that President Freeman will work on in conjunction with shared governance and my office to figure out where those make sense to have, as opposed to us now trying to figure out what the scheduling of those might be.

K. Thu: Thank you, Beth. So, we could just agree that one of those would be during spring break, right? And the other to be determined by conversations that Beth is talking about.

B. Ingram: Yes.

K. Thu: And we certainly can do that. The other piece of this is that, if we're going to make this decision, we have to do it lickety-split, because we have to let students and everybody know what spring is going to look like.

B. Ingram: Right.

K. Thu: So, is there anymore discussion? Or have we worn everybody down? All right, if there's no more discussion, then we're going to vote again on this. The motion is to have two three-day weekends, one three-day weekend in spring break, and the other three-day weekend to be determined with conversations with President Freeman, the provost and shared governance, in consultation with each other.

L. Freeman: Kendall, do we want it to be another three-day weekend. Or do we want it to be another non-instruction, administrative closure day? I'm just asking?

K. Thu: Are they mutually exclusive?

B. Ingram: Well, a three-day weekend means it has to be a Friday or a Monday. The option was of it being a Tuesday or Thursday, which might actually give President Freeman a little more flexibility in thinking about scheduling.

K. Thu: Oh, I see. I take the point, and it speaks to what Simón brought up earlier. And that's what Toledo is doing, right? Let's see, who made the motion? Natasha, I don't think anything in your motion, Natasha, indicated or specified when.

B. Ingram: But it did say three-day weekend.

K. Thu: So, Natasha, as the originator of the motion, would you be amenable to a friendly amendment that specifies one three-day weekend during spring break and then another day that President Freeman is talking about, to be determined.

N. Johnson: Yes, do you want me to say it? I move to have the friendly amendment to make the motion of making a one day three-day weekend, and then the other optional day that happens will go through the president and everybody else that's involved, student governments, and Beth.

K. Thu: Okay, Ferald, make sure I'm doing this right.

F. Bryan: You're fine, Kendall. It's a little messy, but it's okay.

K. Thu: So, that's the friendly amendment. One three-day weekend on spring break. Another free day. I guess I'm going to call it, I can't remember the characterization that President Freeman gave.

F. Bryan: Does the seconder agree with the change?

T. Arado: The seconder agrees, yes.

F. Bryan: Thank you.

K. Thu: Okay, are we clear enough to vote. So, what you're going to be voting on is: three-day weekend during spring break. And what are you calling it, Lisa?

L. Freeman: Non-instructional, administrative closure day. So, no classes, and it's just like we have administrative closure during the holiday period.

K. Thu: Thank you. And that day to be determined based upon

L. Freeman: To be determined in consultation with the impacted

K. Thu: Okay. So, again one is going to be yes. Two is no. Three is abstain. And as soon as Pat gets the Qualtrics posted – oh, there we go, she's masterful at this. So, we're ready to vote. And I certainly aware that we're getting closer to the dinner hour. And so I'm going to, just as a preview, try to make your reports quick in the next section of the agenda. Although, Linda, I don't want to short-circuit your report. Pat, are we about ready.

P. Erickson: I think we are ready. I'll just pull that over. And you can see, option 1 has 17 votes. Option 2 has five votes. And 3 abstain has two votes.

K. Thu: Okay, so the motion passes. Thank you, everybody for your patience. Thank you for your thoughtful consideration of what's an important issue for our students and faculty and staff, as well. So, I appreciate the consideration that you've given to the issue.

XI. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

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

K. Thu: With that, I think we can move on to the last section of the agenda. We're going to start with Linda and the report from the Faculty Advisory Council to the IBHE, Linda?

L. Saborío: I wanted to talk to you today about the IBHE's Strategic Plan for Higher Education in Illinois. At the September 18 meeting, the FAC spent a good amount of time with Ginger Ostro, who is the executive director of IBHE, talking about this plan. The last strategic plan – I don't know if you have that page up or not, there we go – was created in 2008. And it was followed up then in

2013, it was followed by the mid-term report or the five-year update. Both of those items are available on [the page that Pat is showing you](#) right now. If you're interested in taking a look at the last report, then that is available.

The plan as presented by Ginger is that first, the IBHE is going to seek broad engagement and early input, called the focus group phase. And [inaudible] reach out to formal advisory committees, such as the FAC and other key stakeholder groups for input. And so, as you are well aware, [inaudible] the members to [inaudible] staff and faculty are all encouraged to participate in this process, not just faculty.

Second, the IBHE plans to create a Strategic Plan Advisory Committee, and we have asked on the FAC that one of our faculty members, or a faculty member, be included on that committee. This committee will be charged with the task of providing ample opportunity for ongoing input from various stakeholder groups. And they're planning a virtual town hall meeting or social media, and they have other ideas. So, you might receive additional emails from me with instructions on how you can participate in these opportunities. And, of course, this entire process will be undergirded by research, data and [inaudible].

The timeline, we're looking at the month of October. The Strategic Plan Advisory Committee is going to continue to seek feedback from stakeholder groups. And in February, they plan to have a draft available. It will be made available for high-level overview. And then sometime in the spring, there should be a final draft available to the public.

What Pat is showing you on the screen, this is from Ginger Ostro. She asked the FAC to share these four questions with our shared governance groups, and this is your opportunity then to provide feedback on the process. These are just initial questions to get us thinking. For example, why is having a strategic plan for higher education in Illinois important to you? And you hope it accomplishes. What questions you think the plan needs to answer. What does access or success in the higher education system look like five years from now and ten years from now? So, these are important questions, right? What would it take to close equity gaps in higher education attainment?

I encourage you to share these questions with your colleagues and ask for their input. And then you could email me their responses for our meeting; so, October 14 would be good. And then on the FAC, we meet on the 16th, and we plan to bring all these responses to our meeting and find a way to create a cohesive report to share with the IBHE. Are there any questions on that part, because I do have one more thing that I want to ask the UC before I go today.

K. Thu: Looks like President Freeman has a question or a comment.

L. Freeman: I just want to say that I do think this is really important. One of the focus group, in addition to the Faculty Advisory Council, that the IBHE is working for, is the Public University Presidents and Chancellors. We are considered an important contributing group. So, if there are ideas that emerge from NIU, and we want to get them mentioned twice, Linda and I can both submit the same ideas on our behalf. And that's all I needed to add.

L. Saborío: Great.

K. Thu: Thank you. And you had one more item, Linda?

L. Saborío: I do. I have a colleague who asked if our campus colleagues are holding any discussions about developing post-election response plans. Some institutions are holding Zoom teach-ins, for example. Others are working across discipline areas to support student groups who are planning solidarity events, protests, etc. And others are charging their faculty senates, libraries staff and curriculum committees to create curricular modules with teaching and other resources ranging from understanding the electoral college to how to organize non-violent protests. Does anybody know?

K. Thu: Lisa, go ahead.

L. Freeman: Actually, just yesterday, the deans and all the others of the senior leadership participated in a facilitated round table to talk about campus stress points in the context of the election. Dr. Edghill-Walden reviewed what we did in 2016 and what we learned from having pop-up conversations there. And I know the deans are going back to their colleges. I'm sure one of them might want to comment or the provost, talking about particularly classroom settings. We have Student Affairs, ADEI, talking things that would go on. And we have the rest of the senior leadership team looking at how we prepare for the expressive events and other things that might happen on campus. And so I think there's more to follow, but it's very much on our minds as I think it's on everybody's mind.

L. Saborío: So, we have stuff that's coming down the pipeline, right?

L. Freeman: Yes, it is.

K. Thu: Thanks, Linda, again.

L. Saborío: Somebody else? Go ahead.

V. Edghill-Walden: I was just going to also say that it's my understanding that the Democracy Challenge, and I learned that today from Sandy Lopez, who's on my team. Also, trying to organize some groups to volunteer on election day to help students feel like they are safe going to the polls. If you remember the town hall conversation where students expressed concern about that. And I do know that early voting starts October 18. So, we may not be able to provide that level of volunteerism starting October, but definitely on the election day. So, I would say, if you're interested in wanting to do more on election day, as well, that you should contact Sandy Lopez, because she, along with the committee, is working on how to support students on the actual election day.

L. Saborío: Okay, great.

K. Thu: Thanks, Vernese.

J. Olson: [via chat box] These are excellent questions and comments. Thank you for preparing.

J. Royce: Brad [Beyer] has a comment on the Democracy Challenge.

K. Thu: Well, he's going to do that during his report.

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

K. Thu: Let's turn to the University Advisory Committee to the board, keeping it short, just a couple of highlights from the last board meeting. The board moved a three percent increment increase in salaries for non-represented groups. The board also approved a revised budget based upon the numbers and approach that Sarah Chinniah provided earlier in the meeting. The rest of the meeting results, unless somebody else on the UAC wants to comment, I think I'll just refer you to the meeting results on the board website.

- C. Rules, Governance and Elections Committee – no report

K. Thu: With that, we have no report from Rules, Governance and Elections, although I did task Rules, Governance and Elections with an important assignment. We'll be talking about that later.

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

K. Thu: Student Government Association, Antonio and Brad? Antonio, do you want to go first?

A. Johnson: Good evening, everyone. For the past two weeks, SGA has been working with minority student organizations and the NIU PD to bridge the gap, by getting to know NIU officers and drafting plans for future events and panels with NIU PD so that students can express their concerns and safety measure. We have also been working with minority student organizations to advocate for demands sent by them to target university standing committees, as well, that align with those demands.

Last week, we also launched our Huskies Pack the Polls campaign to encourage students to vote. That's all for me. Thank you.

K. Thu: Thank you, Antonio. I should just point out that, in Faculty Senate, we've moved ahead with a social justice committee that's been seated and had their first meeting. And they're working on their charge. And they will be reaching out to other groups on campus. And I'm very pleased that Ismael Montana agreed to be the chair of that committee. And, of course, Natasha [Johnson] is on it, as well. So, thank you, Antonio. Brad?

B. Beyer: Thank you. Following up with what Antonio brought up, the Student Senate passed a resolution two weeks ago encouraging Huskies, particularly students, to get out and vote and not let COVID and the complications that arise from the pandemic prevent civic engagement and voting.

What I will tell you, though, is that I initially pitched that to the Student Senate three weeks ago. There were some concerns, and I got a lot of questions. This all happened after the incident at the Center for Black Studies, and there were a lot of concerns that was just talked about, that kind of rose out of our town hall in terms of students feeling safe on campus going to vote. And so we ended up tabling that a week so that I could have a chance to bring it to the Democracy Challenge, which I'm a part of. And so, we've started some preliminary ideas. Our next meeting is tomorrow morning, so I'm sure at that point we'll kind of talk about specifics in terms of what we can and cannot do. Sandy Lopez was talking about possibly doing some safe voter ally program where students or faculty/staff could volunteer on election day. That all kind of culminated out of the resolution that we put before the senate. Other than that, I'm sure as we go forward, you'll be hearing more from the Democracy Challenge and from the Student Senate. I will tell you that we're becoming a lot better at running things virtually now than we were the first couple meetings. So, all is well with us.

K. Thu: Thank you very much, Brad. And thanks for all the work you do. And I appreciate all the conversations that you and I have had about the spring calendar and other things. It seems like we've known each other for longer than we actually have. And thanks, Antonio, again.

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

K. Thu: Let's turn to Natasha and a report from the Operating Staff Council.

N. Johnson: At our last meeting, we had Dr. Vernese Edghill-Walden and her team, who presented, gave us some really great information. There were so many questions that got answered. It left staff feeling like they were transparent and got them engaged with some more additional information.

And then we're just currently working on updating some of our bylaws, some of the things that include the OSC president having a two-year term so there's not such a high turnover rate each and every year, and working on a few other things too. So, those were the main efforts, and, obviously, staff are still concerned about jobs and everything, but it was really great to hear from the team that presented that not all the 35 people who were supposedly laid off, some of them were able to be saved, and they figured out some things for them to do. So, that was some really excellent news, and we were appreciative to hear that.

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

F. Supportive Professional Staff Council – Catherine Doederlein, President – report

K. Thu: And last but not least, that's just a standing preface to Cathy Doederlein. Cathy, a report from SPS Council?

C. Doederlein: Yes, thank you so much. We actually have our meeting tomorrow, and we will be having both President Freeman speaking with us, as well as Dr. Edghill-Walden and her team. So, we'll have probably a lot to report next month, based off of that. But just looking forward to that interaction and the opportunity to discuss more directly with HR, concerns that we've continued to raise relative to transitions from SPS to civil service. We've had the chance to be very vocal about

it, but it's good to connect with that core team about those concerns.

Otherwise, we're excited to finally be able to fill some of the committee positions that we've been tasked with filling, so I'm sure Pat's happy to hear that I'll be sending her some more names soon. And that's about it.

K. Thu: 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](#), 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. UC 2020-21 dates: Sep 9, Oct 7, Nov 4, Dec 2, Jan 27, Feb 24, Mar 31, Apr 28
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 the UC meeting.

XIII. ADJOURNMENT

K. Thu: Well, we're right at 5:01. I thought we could finish up exactly at 5 o'clock, but we didn't quite get there. So, if there's no other business, I will entertain a motion to adjourn.

N. Johnson: Motion to adjourn.

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

C. Doederlein: Second.

K. Thu: All those in favor, why don't you turn your cameras on, and we'll just say yes or thumbs up. It's good to see everybody. It looks to me like the motion passes overwhelmingly. So, thank you again for all your patience, everybody. Appreciate it. Take care, and take care of each other, and be well.

Meeting adjourned at 5:03 p.m.