

## TRANSCRIPT

University Council  
Wednesday, November 2, 2022, 3 p.m.  
Altgeld Hall 315  
Northern Illinois University  
DeKalb, Illinois

**VOTING MEMBERS PRESENT:** Beyer, Costello, Cripe, Falkoff, Freeman, Garcia, Geller, Heckman (for Cofer), Hulseberg, Ingram, Kassel, Morris (for Monteiro), Nicholson, Olson, Pietrowski, Pitney, Rogers, Scheibe, Simonson, Srygler, Stein (for Vaughn), Walther

**VOTING MEMBERS ABSENT:** Bohanon, Douglass, Monteiro, Morgan, Vaughn

**OTHERS PRESENT:** Blazey, Bryan, Gallaher, Hodson, Hughes, McCord, Montana, Pederson, Saborío

### I. CALL TO ORDER

**L. Freeman:** I'll call the meeting to order.

Meeting called to order at 3 p.m.

### II. VERIFICATION OF QUORUM

**L. Freeman:** Pat has already verified to me that we have a quorum.

### III. ADOPTION OF THE AGENDA

**L. Freeman:** May I have a motion and a second to adopt the agenda.

**B. Pitney:** So moved.

**M. Geller:** Second.

**L. Freeman:** All in favor, say aye.

**Members:** Aye.

**L. Freeman:** Any opposed? Abstentions? Thank you.

### IV. APPROVAL OF THE OCTOBER 5, 2022, MINUTES

**L. Freeman:** May I have a motion and a second to approve the October 5, 2022, minutes.

**B. Pitney:** So moved.

**L. Garcia:** Second

**L. Freeman:** All in favor, say aye.

**Members:** Aye.

**L. Freeman:** Any opposed? Abstentions? Thank you.

## **V. PUBLIC COMMENT**

**L. Freeman:** Pat, have we received any timely requests for public comment?

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

## **VI. NIU PRESIDENT LISA FREEMAN'S ANNOUNCEMENTS**

**L. Freeman:** [inaudible] The President's Office was overflowing with toilet paper and macaroni and cheese and soup cans and checks. And that will be so very, very much appreciated by students whose food security is not as good as some of ours. And so, thank you very, very much for recognizing that.

And then I want to do a very special acknowledgement and thank you to Provost Ingram. There's going to be a lot of time for us to celebrate all of her accomplishments and if I spent all the time here today listing them, we'd never get to the very exciting items for council consideration. But I do want to say that this institution – our faculty, students and staff – really do owe you a heap of gratitude for all that you have done since joining NIU. During the interview process, you clearly made it so obvious that you shared our Huskie values. You joined our institution really just as COVID joined our world, and worked heroically with the team in Academic Affairs, with the Center for Innovative Teaching and Learning, with our faculty and staff, to pivot our campus to a different mode of teaching, and to always put the safety of our students, faculty and staff at the top of every decision that you considered.

Your student centricity, if that's a noun, is unequalled; and you have just done so much to make sure that we continue as a campus to work toward making an education more accessible, more affordable, to supporting the success of our students, to making sure that students are guided by an academic plan, a financial plan and a career plan when they join us, when they leave and thereafter. And I'm just going to ask everybody here – again, this isn't the last time that we're going to say thank you to Provost Ingram, but it's a great opportunity in this month of gratitude to do so, so please join me in a round of applause.

**B. Ingram:** Thank you for those kind words, President Freeman. It's truly been a joy to be provost working with you and working on this campus. And what I've really appreciated is the commitment of everybody in this room, but the entire campus, to the success of our students, but also to the success of our staff and faculty. And I truly look forward to joining you as a faculty colleague when I end my time as provost. So, thank you.

**L. Freeman:** And I want to remind everybody that, while we're starting to say thank you and celebrate, Provost Ingram will be in her position until the end of the academic year doing the great work of provost and helping to ensure a smooth transition. And I would expect an announcement about the transition plan not next week, but the week after. So, we're working on it.

And with that, this is the time in the meeting where I hand the gavel over to my wonderful colleague, the Faculty Senate president, Ismael Montana.

## **VII. ITEMS FOR UNIVERSITY COUNCIL CONSIDERATION**

**I. Montana:** Thank you, President Freeman. We will move on to our next agenda item, which takes us to Roman numeral VII, Items for University Council Consideration. And we have two agenda items.

A. [University Benefits Committee](#)

Chris McCord, UBC member  
Professor, Department of Mathematical Sciences

Dan Pedersen, UBC member  
Executive Director, Housing and Residential Services

**I. Montana:** Item VII.A. is a presentation on University Benefits Committee. This university-level committee per NIU Bylaws, Article 8.2.2, acts as an advisory body to the president on any and all employee benefits pertaining to faculty, operating staff and supportive professional staff. Among its duties, it reviews benefit plans and proposals received from the University Council, Operating Staff Council and Supportive Professional Staff Council and makes recommendations to the president concerning employees. We are delighted today to have Liz Guess with us, director of Insurance and Benefits, Human Resource Services, who is joining us today to share an update on the University Benefits Committee. I'm sure that after her presentation, Liz will welcome members of the University Council feedback. So, without further ado, please join me in welcoming Liz to deliver her presentation.

**P. Erickson:** Ismael, I think maybe you and I didn't connect on this point, and instead of Liz today, we're glad to have Chris McCord and Dan Pedersen coming to tell us about that committee.

**I. Montana:** The University Benefits Committee?

**P. Erickson:** Yes – we sit really close to each other, but I guess we don't communicate.

**L. Freeman:** I think we would have figured it out.

**D. Pedersen:** I'm sure Liz would do a better job. I'm Dan Pedersen. I serve as the director of Housing and Residential Services at the university and am one of the members of the University Benefits Committee.

**C. McCord:** Chris McCord, faculty member in the Department of Mathematical Sciences, also a member of the committee. We have been asked to give a brief overview of who we are and what we do. The University Benefits Committee is, as Ismael has indicated, mandated in the university – well, do I still say the bylaws, or has it moved out of the bylaws by now?

**L. Freeman:** Governing documents.

**C. McCord:** Governing documents of the university call for such a committee. We wanted very briefly review who we are. We are, like many university committees, carefully constructed to represent the diversity of the university. We have membership to represent the Operating Staff Council, the SPS Council, Faculty Senate, administration. We have ten members in all; eight come from the ranks of employees to represent areas of the university as an organization. And our duties, as Ismael indicated, are advisory.

**D. Pedersen:** We act in an advisory capacity directly to the president, but we receive all of our feedback or ideas from the membership, the shared governance members of the committee. But we can also receive suggestions and items for the committee to look at from any constituency group at the university. As the slide indicates, we will review and present any of these ideas and plans and proposals to either University Council, Operating Staff Council, the SPS Council or whatever body is asking us to investigate or look or maybe do benchmarking with other institutions on various topics. And then those recommendations would make their way to the President's Office if they did have some kind of an impact on our benefits program.

**C. McCord:** Some samples, some of the things that we have looked at in the recent past. I believe this was your suggestion, Dan. We looked at other universities, how they handled bereavement benefits, parental leave benefits. Parental leave benefits have certainly been an active of discussion for this university. We did a benchmarking against other universities, found how our benefits compared to others. This was something that was sort of internally initially; this did not come from one of the outside bodies calling upon us. This was a members' initiative to say we ought to look at this.

Over the years, parking rates and policies have been a lively subject of discussion. I am sorry to say those took place largely before I joined the committee, so I don't have the pleasure of telling you about our discussions about parking. We have recently weighed in, as many bodies have, on the remote work policy. And we've looked at just sort of generically, broadly, without looking at a specific policy, ways to increase morale.

And I think what this speaks to is, we have adopted, somewhat consciously, a deliberately flexible idea of what constitutes a university benefit and, therefore, what is within our purview. I think there are things we would all recognize immediately as formal benefits – vacation, retirement, health insurance, etc. And then there are things that, whether or not they are a benefit, is a little more gray. We spent some time discussing whether or not we needed to pin that down, and we decided we were better off not to. So, we remain available to weigh in on anything that might be considered a benefit broadly, because we're, at the end of the day, strictly advisory. We set no policy; we do not bring forth policy in any formal sense. We can recommend to bodies that ask us for our input; we can recommend to the president. Dan, anything else?

**D. Pedersen:** Well said. No, I think we covered everything, so we're available for questions in the limited time we have available on your agenda.

**L. Srygler:** Hello, my name is Linda Srygler, and I'm on Operating Staff Council. I have a question I'd like to bring up. I'm also chair of Workplace Guidance, and we've been talking, for over a year now, about staff leaving because they can't afford childcare. So, we're trying to implement a sliding scale for childcare, because income for some people making on the lower end of \$13-\$14 an hour, it's caused us to lose some really great employees. So, is that something maybe we could consider or try to come up with grants or see if that could be included on this council?

**D. Pedersen:** Just so I'm clear, you're asking for us to examine the benefit of

**L. Srygler:** Of childcare.

**D. Pedersen:** Of childcare.

**L. Srygler:** Campus childcare.

**D. Pedersen:** So, the Campus Childcare Center and their rate structure, in terms of whether that would be tiered based upon employee income levels?

**L. Srygler:** Correct.

**D. Pedersen:** Okay, I would have to say right now, I'm not familiar with their tier structure, but we can certainly look into that and see if that's something that falls within our purview.

**L. Srygler:** Thank you.

**C. McCord:** Again, I think I would say within our recent discussions, we would consider such a question within our scope. We would, of course, be very careful about what we might recommend. We have no idea what we might say about it, but we would certainly consider it appropriate for us to offer our opinion. And again, we are deliberately representing broad spectrum of the university, so we would be able to bring a diversity of points of view to that discussion. Thank you.

**D. Pedersen:** Thank you very much for inviting us.

- B. [Campus Sustainability Plan](#) and Status of  
[Northern Illinois Center for Community Sustainability](#) (NICSS)

Jerry Blazey  
Vice President for Research and Innovation Partnerships

Courtney Gallaher  
Associate Professor, Department of Earth, Atmosphere and Environment  
Campus Sustainability Coordinator

**I. Montana:** We will move on to agenda item VII.B. Campus Sustainability Plan and Status of the Northern Illinois Center for Community Sustainability. Vice President for Research and Innovation Partnerships Jerry Blazey will start out with a report on NICCS; and Courtney Gallaher, associate professor in the Department of Earth, Atmosphere and Environment and campus sustainability coordinator, will tell us about the Campus Sustainability Plan.

**J. Blazey:** I'm going to give you a brief update on the [Northern Illinois Center for Community Sustainability](#), just some status, a bit about the programs and the outlook. First of all, I'll start just by describing where and what NICCS is. It will be located out on the west campus, kitty-corner to the Convocation Center out to the northwest. It's actually the first non-University of Illinois system hub of the Illinois Innovation Network. The Illinois Innovation Network received appropriation about four years ago of \$500 million from the state to be matched by a \$500 million from the individual hub. So, it's a \$1 billion fund to build a network of hubs for research, innovation and economic development with a hub located at each of the university campuses. So, we proposed at that time a 30,000 square foot facility that features classrooms for face-to-face and remote meetings, laboratories for research and partnership and spaces to encourage multi-disciplinary and inter-disciplinary collaboration, public outreach and policy development. The original proposal was for \$15 million, so that's sized well for a 30,000 square foot facility four years ago. But since we've had a pandemic and supply chain issues, it may be somewhat smaller, but it's still a substantial building, and we provided a cost of \$8 million. So, it's a total of a \$23 million facility. Our cost match is primarily for instrumentation, land and also amenities like parking and things like that. And so, you can see the location out there on the west campus.

We have gone through a facilitated exercise to develop our mission and our vision, and that was done with an array of stakeholders, including faculty, some staff and collaborators from outside the university. The mission is to address the challenges of environmental change, shifting demographics and social-political inequity impacting our region and world. NICCS will do this by connecting research and innovation to advance sustainability in food systems, water resources and environmental adaptation while also promoting science-based policies and practices for communities. So, the vision is illustrated best by an example. If I think of water resources as the climate changes and water becomes more episodic in our region, getting more in shortage periods, or drought, it will be hotter, so there will be issues about retention of water, the communities are going to need advice and guidance from us and our research to help them cope with those changes that they'll be encountering. There's a link at the bottom there if you want to take a look at it.

Some of our activities: We have monthly meetings; even though we don't have the facility itself yet, we've been meeting virtually for the past several years. We've been having monthly meetings where we exchange information and talk about some of the research. We have been planning exercises, including some conceptual exercises to build up the requirements for the building, and that was actually led by John Heckmann's staff, that facilitated concept design. We've also started an exercise to work with faculty and staff to determine what that instrumentation should look like, because we believe that will inform the upcoming design of the facility.

We've also been doing research in the three areas I talked about: water resources, adaptation and food systems. And we've been doing that as an active participant in the Illinois Innovation Network. They've been funding a lot of [inaudible] funding program. I think we have something like 12 individual efforts that they've funding over the past couple of years. And we have also been involved in partnerships with the public and government and private sectors. And I've just shown a few there. Of special note is USGS U.S. Geological Survey where we are in discussions to collaborate with [inaudible] much more than we have in the past. You may recognize them if you drive down Peace Road [inaudible]. We're talking about a much deeper collaboration in the future.

I don't expect you to read this. This is just a list of our funded efforts. Most of it is funded by the INN, but we also have gotten some federal funding and from the private sector [inaudible] some momentum while we're waiting for the facility to be constructed.

So, just to keep [inaudible] the Capital Development Board [inaudible]. They will be responsible for construction of the center [inaudible]. They have recently selected a firm from Chicago, Epstein and Sons, to develop what are called bridging documents. The best way I can explain it, bridging documents are something between our basic concept and the RFP that will be issued to find another firm that will actually design, build, stage [inaudible] the facility. So, this outfit that will build the bridging documents that inform the RFP for the outfit that actually designs the building is selected. The Capital Development Board has selected that firm and is negotiating the contract. Thereafter, we'll be able to move along in the process. And I think we will see the design-build process starting sometime in the calendar year [inaudible] as long as everything goes [inaudible].

In terms of personnel, I mentioned the faculty affiliates. There are about 40 of them right now. It is time to start staffing up and develop a job description for the director of NICCS. I will be posting that as soon as I can, and now I have a real sustainability coordinator January 1, and that's Dr. Courtney Gallaher, who will be presenting her vision and her [inaudible] for campus sustainability right now. So, I invite you to hold your questions until Courtney gives her presentation.

**C. Gallaher:** Thank you for inviting me to talk today. I apologize, I have laryngitis so I'll do the best I can. As VP Blazey said, I'm Courtney Gallaher. I will be the full-time campus sustainability coordinator. I have been serving in this role for the last year part-time, and I really loved getting to be able to implement a lot of what I have spent my entire career teaching about and researching and thinking about how can we really engage with these issues on campus.

When I think about why sustainability is very important for NIU and for all institutions to really be engaged in, a lot of my interest and passion in this area comes from understanding the urgency of the environmental issues that we are facing in the times that we currently live in. So, this, of course, includes things like the urgency of the climate crisis, which is continually highlighted in news cycles these days. It would be hard to be a well-educated person and not know that this is going on. And, of course, there are other environmental crises, and our students see this, and I think they push us to think about the urgency to act.

It's really an opportunity for us to be leaders in our community around sustainability. There will be communities that turn to NIU in the northern Illinois community to ask, what can we be doing for sustainability. And we can be a model for that.

It's a better choice from a long-term operational perspective. As technology improves and green energy gets cheaper, it will make financial sense for NIU to implement a lot of these changes, and those costs can be diverted toward better things.

It also aligns very well with the DEI [diversity, equity and inclusion] issue that NIU is so deeply committed to through the lens of environmental justice and thinking about who is most impacted by the adverse effects of things like climate change. And how can we make sure that conversations about how to move forward are equitable and include everybody's voices in the process.

And then, finally, as I alluded to, students want campuses that are focusing on sustainability. The most recent Princeton review – I think it's called the College Hopes and Dreams Survey – found that 74 percent of students consider sustainability when choosing which campuses to attend. So, this

is an important selling point to them, and I think it's because our students are growing up in a time of existential crisis, and it's important for them to see that we are modeling the behavior that we are committed to their future.

However, they don't necessarily have the skills or knowledge on how to act on these issues, and so that's again, that learning opportunity for us to engage them in the process of learning about sustainability, participating in hands-on sustainability efforts through teaching and research.

NIU is an interesting institution, because we house sustainability in three different places on campus. We have a really strong history of sustainability efforts through academic programs and departments. We, of course, have the Institute for the Environment, Sustainability and Energy. But there are many departments and programs on campus that teach about environmental science and sustainability that offer classes [inaudible], and I'm talking about the humanities, the arts, the College of Engineering [and Engineering Technology], the College of Business. It cuts across all of them. And I would like to see that effort continue and expand.

We also have NICCS, which we just heard about. And I think of that as kind of the outward facing arm of the university where we are providing advice to the community. And then we have campus sustainability, and that's where we're looking inward and thinking about operations and the synergy within the university that all of us share a common vision of environmental and social responsibility and collaborate extensively on these efforts.

As far as what campus sustainability means, it's things like planning to climate change, issues of unsustainable building design, issues around how do we manage our grounds, our trees, our native restoration, our pollinator habitats, stormwater retention so that, when climate change causes these storms, we don't get flooding. It's things like transportation, improving transportation so that we are not as reliant on gas-powered vehicles, waste management recycling and then, of course, collaborating on these teaching, research and outreach opportunities for students.

I want to talk about two things that we kind of already have underway, that are going [inaudible] to move forward on our sustainability planning. The first is the [Association for the Advancement of Sustainability in Higher Education](#) runs this tool called stars, which is the sustainability tracking, assessment and [inaudible] system. And stars is just a self-reporting framework where universities can take stock of everything they're doing and earn credit for different types of activities. And then you earn a score, which translates to a rating of bronze, silver, gold or platinum. And there are lots of benefits for us to do this. The first reason that a lot of universities do this is bragging rights, public recognition. There are rankings that you can find for how sustainable different universities are. It also gives you a good way to benchmark against other institutions. But why I really think it's a valuable exercise plan that we need to be working on is that it creates this baseline for future planning. And we can see areas where we have strengths, but also weaknesses. And that can [inaudible] for future planning opportunities.

Last spring, we completed NIU's first greenhouse gas inventory. A greenhouse gas inventory is just an accounting tool to help us understand where all of our carbon emissions are coming from. Therefore, if we're thinking about efforts toward achieving carbon neutrality, where do we need to focus our energy. There's a full report on the [NIU Sustainability website](#), but this is just a summary of it. The two largest sources of greenhouse gas emissions from NIU do come from energy, such as electricity and natural gas, and transportation. And that includes not just NIU [inaudible] but all of the commuting that we do to get to and from campus, and our students as well. When we're

thinking about these science-based targets to reduce our greenhouse gas emissions, this provides a very clear picture of where we need to be focusing our energy, and where we'll get the most bang for our buck.

One of the exciting things that we can report is that President Freeman signed a formal climate commitment for NIU over the summer; so NIU is now a signatory to the [Second Nature](#) Carbon Commitment. For those of you who might be familiar with the Paris Climate Agreement that is managed through the [Intergovernmental Panel on Climate Change \[IPCC\]](#), Second Nature is the corollary to that, but for universities. So, they manage all of the climate agreements for different universities globally. By signing the Carbon Commitment, we are committing to reduce greenhouse gas emissions and achieve carbon neutrality as soon as possible. The recommendation is no later than 2050 to be in line with what is recommended by the IPCC. So, as soon as you become a signatory, you commit to developing a structure to guide your future planning efforts, which I will be talking about in a second. And then you agree to complete a greenhouse gas inventory, which we have done, and then identify reduction strategies, and that will be part of our planning efforts. And within two years, we need to complete a climate action plan, and I believe we will be able to meet that goal easily.

Shortly, we will be launching a formal sustainability and climate action planning task force for NIU, and the goal is to create NIU's first formal sustainability and climate action plan. This is just a road map for us – how do we get from where we are to where we need to be, both in terms of climate greenhouse gas education and climate action planning, but also all of the other types of things that are included in sustainability. The goal is to create this climate action plan that's tied to a net zero goal to provide more concrete actions for us to create a more sustainable campus; to align with NIU's master planning framework that is being developed and implemented; and then to integrate all of these plans into NIU's institutional operations.

Briefly, climate action plans have three components to them. A big part of them are mitigation strategies. This is how you reduce your greenhouse gas emissions. Because the majority of our emissions do come from energy and transportation, these would be focused on things like: How do we improve the sustainability of transportation? How do we improve energy efficiency, for example, in our buildings? And how do we convert our current electrical usage over to things like renewable energy, for example, solar, wind energy? Even if everyone in the entire world stopped emitting carbon emissions today, there is a certain amount of risk that's already built in, because of the existing atmosphere concentrations of greenhouse gases. And so, we, as an institution, need to be thinking about adaptation to future risk. So, these can include things like thinking about floor protection. Or it could be thinking about putting in place disaster management strategies, like how will we deal with intense heat waves. It can be thinking about do we need to upgrade any of our older infrastructure so that it can withstand severe and hazardous weather.

But the sweet spot in all of this planning is really to achieve climate resiliency where we are a more robust institution and community that can withstand some of these shocks to the system. And this occurs from a variety of strategies that include things like improvements to local food systems, water conservation efforts, new energy systems, urban forests. And so, we'll be incorporating all of this into our planning efforts.

Campus sustainability plans include more than just climate action planning. I won't go into the details of this, but just know that the definition of sustainability is broad and includes more than just operations. It's about academics, engagement, planning and administration, diversity and equity,

investment and finance and employee wellbeing. So, in your variety of roles, you will likely be brought into this conversation at some point in time.

The structure of this planning process will include a steering committee that is composed primarily of senior leadership, a smaller working committee that will then engage with stakeholders across campus, and then a long period of public feedback where we can make sure that we go through shared governance processes, and are able to get feedback from students and make sure that everybody's voice is represented in this.

We'll be launching the steering and working committees this fall, and really begin working on drafting the sustainability plan in consultation with all the campus partners in January of 2023. It's an ambitious goal, with releasing a draft plan aligned with Earth Day, which is the end of April 2023. And then the goal is to have a series of public opportunities, for example, public townhalls that might include student voices, but also presentations to all the shared governance groups on the plan next fall semester with the goal of having a final plan in place a year from now.

So, I think at that I will pause for any questions you might have about NICCS or about where we're headed with campus sustainability. Thank you for your time.

**P. Kassel:** I'm Paul Kassel, dean of the College of Visual and Performing Arts. I've heard this presentation several times, and it gets better every time. I actually mean that, because I think it provokes more and more thought. I was wondering if there is a way that we'll be able to eventually track our savings, sort of like a FitBit for our sustainability. I'm serious, because I think that motivates people, and particularly our students. I would like to establish, especially in my college, efforts that would then we could signal and amplify and share and brag about. Are there plans or ways that are handy to measure progress in this regard?

**C. Gallaher:** There are a lot of different things that you can track, and a lot of different ways to do this. One very small example is by putting submeters on all of the buildings, we're able to see the electricity consumption in just one building. And in conversations with one of the engineers here at NIU, Jim Fitzgerald, he would really like to put LCD monitors in the main areas of every building to show the electricity consumption and compare it to other buildings, so departments can show how they're doing. There are modeling tools that we can use to track our progress, of course, with greenhouse gas mitigation. Honestly, I would very much like to involve faculty [inaudible] in the College of Visual and Performing Arts, because I think that this is something where art has a big role in conveying the messaging and creatively engaging people in thinking about what we're doing. And so it would be worth us

**P. Kassel:** [inaudible]

**C. Gallaher:** Well, we won't [inaudible], but I think your point is very well made that you can get a lot more buy-in when you can visually see. And you can do this with all sorts of things: food waste, energy consumption, all of that.

**L. Freeman:** I'd like to just add something to thank Dean Kassel for making that comment. We've been talking about different types of student engagement experiences, different types of things the world will need in the future. And those who can take data to narratives and data storytelling is something that the world needs more and more of. And when you say that to people, they don't quite get what it is, because they're not academics like us. But this is a great opportunity, I think, to

show the world what data storytelling is and to engage our students and have some more student experience attached to sustainability efforts. So, kudos, I can't wait to see what you do.

**P. Kassel:** [inaudible] Blazey know over the years about that visualization, that dramatization, and I'm happy to impart that conversation.

**G. Beyer:** My name is Greg Beyer, and I'm the director of percussion studies in the School of Music, also from the College of Visual and Performing Arts. This is the first time I've seen this presentation, and I really enjoyed it and found it thought provoking as well. I was really excited to hear you talking about things like bike paths, talking about things like beautification of the environment. And that percentage of students that you talked about who think about sustainability when choosing schools, that hits home for me in a really strong way, because as someone who runs a selective admissions program on campus, in every spring for undergraduates, working with them and talking with them, we have competitive and very negotiation-like conversations about trying to encourage student to come and consider NIU and everything that it's worth. And I will tell you that I have lost students to UIUC, ISU, in recent years who have said things to me like, "Well, the bike paths at UIUC are just so great," and "well, you know, when you walk off the ISU campus, you're just right in the middle of downtown." And so, when I have those conversations with perspective students, it stops me in my tracks and makes me ask myself the question, "What can I be doing to impact those kinds of variables on campus." And so, kudos to you for even bringing up this conversation as a campus-wide initiative. I think Dean Kassel is right, that if the more talking points that we have to tell the students about all the good things that we're doing here, the better, because it helps our case when we're having those conversations with perspective students.

And then, finally, I'd just like to ask a question, which is, "To what degree do you have conversations with, and buy-in from, the larger DeKalb community, the leadership in the city?" Because every time that I think about this campus and think about what it could be, I just take a deep breath and am continually patient for the day that we'll see beautification of the Lincoln Highway from the downtown, which admittedly, is growing and becoming something really special. And then the strip of really unfortunate couple of blocks between the downtown proper and our campus. What can we be doing with the community to talk about, and raise awareness of, those issues to see what we can do to make this campus as vibrant and as engaging as possible to perspective students, and for the entire community?

**C. Gallaher:** Yes, your point is excellent and valid; and frankly, we can't solve the issues that we need to solve as an institution on sustainability without getting buy-in from the city of DeKalb. Beautification issues, but also things like transportation. I mean, why don't our students [inaudible] Perhaps it's not safe. So, I have pretty regular conversations with the DeKalb Citizens Environmental Commission, which is the advisory group to Mayor Cohen, about environmental issues. I have come to realize, frankly, that they just don't have the leverage that they need to make actionable changes in city policy, and I need to – circumvent is the wrong word – but I need to be working on building different relationships for us to really make significant progress around those issues. But I fully recognize that we can't operate as an island surrounded by the city of DeKalb.

**L. Freeman:** I will say that there is a standing meeting between the president, the mayor, the chief of staff for NIU, Matt Streb, the city manager for DeKalb, Bill Nicklas, and we generally include both our vice president for student affairs, Clint-Michael Reneau, and our chief engagement officer, Rena Cotsones, in those conversations. I think we should just invite Courtney to present the sustainability plan and have a focused discussion on some of these issues. So, I will put that on my

agenda, and I know that, if I put it on my agenda, that Pat will remind me that I need to move on it on my agenda. And I will very much appreciate that.

**L. Srygler:** Once again, Linda Srygler from Biology. I promised I'd ask this question on behalf of Dr. Holly Jones. She wanted to know if there is any immediate plans to get more charging stations on campus, because every time she comes up, they're always pretty much occupied. And I know we have a plan that's a really great plan, but maybe Facilities can answer – this would be the appropriate audience – Are these already in the works maybe, to try to help all these initiatives by working on this right away.

**C. Gallaher:** [inaudible] further along than they are. I think that it's the sort of thing where we can see this pared in with some other things that we're working on within the next six months to a year. Let's hope – I can't give the specific date. I will say that there is a tremendous amount of funding available for both NIU and the institutions around the country through the Inflation Reduction Act that will make charging stations much more attainable, and that's certainly something we'll be pursuing.

**C. Walther:** Carol Walther, Sociology. Dr. Shore, a Boston College economist talks about four-day work weeks and how it reduces the environmental impact, and everybody's happier, and blah, blah, blah. Is that on the table for a four-day work week?

**C. Gallaher:** That is above my pay grade to give you all permission to have a four-day work week, but I can say work from home policies are really common parts of sustainability programs at other campuses. And it's certainly something that we'll be having a conversation around.

**C. Walther:** I've been here long enough that summer was five days, then it was four days, then it was five days; and I think it would be beneficial, especially during the summer if it was just four days a week.

**L. Freeman:** Let me respond to that. I've been here for 12 years too, and I've seen that change. And I want to say we have the opportunity for flex scheduling in all of our units 12 months of the year. We can have individuals with four-day work weeks with mixed hybrid remote and in-person schedules. The university will not go back to closing the whole university on a single day a week. When we did that, we had a lot of lost opportunity for students and families, who were considering NIU, to come and visit NIU. We closed on Fridays, and that actually hurt our student recruitment efforts tremendously. The savings, in terms of energy, was diminished from what it could have been, because when you turn off the air conditioning in all the buildings on Friday morning, and you turn it back on on Monday, it's really uncomfortable. And it really is inefficient, especially for our heaters and boilers, which work overtime as it is. And the other thing is there are units, like Dr. Blazey's, that have to submit grants to national agencies that don't close on Fridays, and so that was an inconvenience and a challenge. So, I don't think we will ever go back to being a university that has everybody's email saying we close on Fridays over the summer. But I think we have taken steps toward making work more flexible for employees, and I think we can take steps to do that even more, especially as supervisors get comfortable with making decisions in their own units, and we start to see what's working. We have some units on campus where everybody comes in on Wednesday. But there are other units where people work remotely two days a week, it's not the same two days a week for everybody. I think that there are opportunities to have the four-day work

week year around, or different parts of the year, depending on the demand in the unit. So, we really encourage that type of flexibility. I think it's good for employee morale. I think it's good for sustainability in multiple dimensions, but we're not going back to closing on Fridays.

**M. Costello:** Hi, I'm Melanie Costello; I'm the director at Lorado Taft. I was wondering if the Campus Sustainability Plan is going to include the outreach campuses, or if it's just going to focus on the DeKalb campus?

**C. Gallaher:** I am hoping it includes the outreach campuses, but this is the sort of thing where we haven't finalized the scope of the plan, and I've been meaning to have a conversation with you for absolutely ages about this. It would make sense to draw on the resources, particularly of the Lorado Taft campus with the resources and knowledge to think about how to include all of this, because we are, even the satellite campuses, are all part of the NIU institution.

**H. Nicholson:** Holly Nicholson, president of the Operating Staff Council. I bring up the Remote Work Policy very cautiously, because I know it was developed by shared leadership; it was vetted; it's been looked at; it's been talked about. But after your presentation on Tuesday, I did take another look at it, and I think there's an opportunity in there the next time it's reviewed to add a component of sustainability to encourage people to consider using this policy to encourage sustainability at NIU.

**C. Gallaher:** Yes, I had some preliminary conversations with – I know Jessica Reyman was one of the people who worked on that policy, but we didn't have any data at that point in time to share, so it just didn't include much of that at that point.

**L. Freeman:** I think that we do look at policies and update them, but because there are so many remote work resources on the HR website that are just more easily updated in real time, that that's a place where we can create some promotional messages about supervisors using the policy for sustainability and maybe link those to the Policy Library so that we can start to get the message across without going through a policy revision.

**H. Nicholson:** I know someone who could help you with that.

**I. Montana:** Any other questions, comments? Seeing none, please join me in thanking Vice President Blazey and Professor Gallaher.

**C. Gallaher:** Thank you.

## **VIII. UNFINISHED BUSINESS**

- A. Proposed amendment to NIU Bylaws, Article 2.2, UCPC membership and duties  
SECOND READING/VOTE  
Bill Hodson, Senior Associate Vice President, Human Resource Services

**I. Montana:** Our next agenda item under Roman numeral VIII is Unfinished Business. This agenda item pertains to the proposed amendment to NIU Bylaws, Article 2.2, UCPC membership and duties. The proposed amendment to this article is brought forward today for a second reading and a

vote. Before we begin discussion of the amendment of this article, I would like to entertain a motion and a second to approve the amendment.

**L. Stein:** I move to approve.

**M. Geller:** Second.

**I. Montana:** As many of you may recall, the revision and amendment to this article was determined by the University Council Personnel Committee to define the composition and responsibilities of the new University Council Personnel Committee. The former UCPC became the Faculty Senate Personnel Committee. The text highlighted in yellow before you reflects the updates made to the proposal following feedback received during the first reading on September 1, 2022. The updated changes are on pages 5 through 6 in your agenda packet. Bill Hodson, senior vice president of Human Resources, and Chad McEvoy, vice provost for faculty affairs, have worked with the UCPC to implement the revision. I know Chad cannot be here with us today, because he's attending a conference. And, Bill, would you like to come to the podium, and feel free if there is anything you would like to add, and we will also take questions if there are any.

**B. Hodson:** Thank you for the invitation today. I do have the opportunity to say that this is a way that this committee is going to be revived and focused at looking at personnel policies. At the current moment, personnel policies, Human Resource Services policies, are created and [inaudible] as, for example, certainly with the remote work policy. But this will give an advisory arm to HR policies. And we're currently reviewing a number of policies right now, so this would be a valuable service to HR and other organizations that we could receive this input from a wide representation of people. So, that's where I see the primary focus more than anything else. I'm certainly open to questions that you have.

**B. Pitney:** Hello, Bill Pitney, College of Education. I've got a question about the highlighted portion just below that, Pat [referring to 2.2.2.2]. It speaks to duties and responsibilities being related to position classification for other than tenured or tenure-track faculty. When the first reading was done, I raised a concern about which university body might be best positioned to deal with promotion criteria for clinical faculty and also our research faculty that would both be considered non-tenure-track. At that point, Vice Provost McEvoy mentioned that his interpretation was that the Faculty Senate Personnel Committee might be best positioned to do that, but now I see this language. So, I'm wondering if the intent is to have this body, the UCPC, oversee the promotion pieces for clinical and research faculty, or would that still be Faculty Senate Personnel Committee. I'm just hoping for some clarification.

**B. Hodson:** Good question. I would certainly defer to the Faculty Senate for those particular overviews. I would not say it's part of the purview of our committee.

**J. Olson:** Janet Olson from College of Health and Human Sciences, and I had a similar comment to Bill's about where clinical faculty are going to fit in this system, and I'm wondering at the wording. Maybe we would use the word, regular faculty instead of tenured/tenure-track faculty. So, would the clinical faculty be excluded also from this body and then overseen by Faculty Senate Personnel Committee.

**M. Geller:** Hi, Meredith Geller, College of Law. I'm an instructor. I don't like the term, regular faculty. I would just say that that seems like a rather exclusive term. I think that, if we are going to

explicitly exclude clinical faculty, we certainly could write that in there, but I think that regular implies irregular, and I think that's not really the language that we should use.

**L. Stein:** So, I made the motion to approve; I didn't understand the distinction between regular faculty and clinical faculty. So, I'd ask the seconder if she would agree to a friendly second approving the report with that change.

**M. Geller:** [off-microphone] agreed.

**B. Ingram:** Could we just say faculty as opposed to trying to qualify, because I think there is a definition of faculty now that we're using.

**M. Geller:** The reason why we included – I know a division between the tenure-track faculty – was because there was concern in the last meeting about the overlap of duties between the Faculty Senate Personnel Committee and the University Council Personnel Committee. And the UCPC was never designed to encompass the same people that are encompassed in the Faculty Senate Personnel Committee, but the way that the Faculty Senate Personnel Committee bylaws or regulations or whatever are written, it makes it seem more unclear. I think that's why we use the term tenured/tenure track faculty. I know that Wendy Vaughn, who is a clinical professor is on the UCPC, and part of her concern has been that there is a question about where clinicians within the College of Law, for example, fit, whether they are Faculty Senate when we are not clinicians within the faculty of the College of Law are not tenure-track and, therefore, that's part of the UCPC was designed to encompass those parties that are not covered by the Faculty Senate Personnel Committee, such as instructors, such as clinicians. At least clinicians – not clinical faculty – I don't believe clinical faculty throughout the university, but I know clinicians, for example, in the College of Law, are not considered tenure-track; and, therefore, they would be nowhere. They would have no home for any kind of personnel issues, and that was what the UCPC was designed to encompass – those job positions that are not – and especially those faculty positions – that are not encompassed by the Faculty Senate.

**Unidentified:** [inaudible]

**L. Stein:** I'm Larry Stein from the College of Law. I'm an assistant clinical professor, and I amended my motion and when Meredith agreed to that amendment, that made the motion what it is as amended.

**L. Freeman:** Can I just ask for clarification.

**M. Geller:** Yeah. I was just going to say my only concern is that, again as I said, since the College of Law clinical faculty are not tenured/tenure-track faculty, they do not, from my understanding, get covered by the Faculty Senate, which is why – I know Wendy Vaughn is on our UCPC – and when part of what we've been talking about significantly is that the UCPC is designed to be a home for those positions that are not covered by Faculty Senate. So, to the extent that we could perhaps have a carve-out for those clinical positions that are not covered by the Faculty Senate, I think that I would have no problem agreeing with that. I just don't want to foreclose our clinicians in the College of Law from having a place to go with personnel issues and any other clinicians who would have similar issues on campus.

**L. Freeman:** I just want to make sure I'm following the conversation, so maybe I could recap what I think I heard, and then ask for a clarification. I'm guessing if I'm confused, I might not be the only one. I think what I heard Professor Pitney say was, he questioned whether the UCPC was, indeed, supposed to be the place for any faculty, and whether they had the right expertise for looking at promotion and tenure policies, which are separate and distinct from most HR personnel policies, and was questioning whether faculty in the loose non-governance document defining sense of the word, should all go to Faculty Senate. Is that what you were asking to FSPC?

**B. Pitney:** If the Faculty Senate would oversee promotion criteria for non-tenured faculty, yes.

**L. Freeman:** And then I think what we heard afterward was, for that to happen, there would have to be modification of the FSPC description, not just modification of this. Is that what I actually heard?

**M. Geller:** I think when we were talking about this, our concern was that the FSPC seems to deal with those kinds of promotion issues for a certain category of faculty, but not other categories of faculty, but that the FSPC regulations were not written to really reflect what the FSPC was doing and what the UCPC was designed to do, which was, as I said, to give a home to these classifications that don't fit. And so, the concern was for those of us who are non-tenured faculty, those of us who don't fall under the typical FSPC ambit, for example, I know that Wendy has raised the issue of the fact that the clinical faculty in the College of Law have promotion, but they don't seem to be included in FSPC. I don't even know if we have a clinician on FSPC – no. And, so I think that was part of the concern that I know Wendy expressed, which was that for a body where there is no members of the category, UCPC should be getting those kinds of personnel issues.

**L. Freeman:** Let me ask a question that maybe nobody can answer, but can I go ahead and ask it anyway? I'm the president, I guess I can go ahead anyway. FSPC is a relatively new creature. For many, many years, UCPC did everything. When Faculty Senate President Thu led the redesign and streamline of our shared governance committees and doctrines, I actually don't remember if this was deliberate, if it was that FSPC was supposed to be the home for only tenure-track faculty, and all other faculty with clinical or other promotion and tenure pathways were supposed to go to UCPC or stay with UCPC? Can anybody tell me if that was deliberate or if it was an inadvertent language created, because I just don't know.

**B. Ingram:** I can tell you what I think the issue is, and Chad would be much better at this, but he's not available. I think it was an inadvertent oversight. I don't think it was meant that FSPC would only deal with tenure-track faculty. The practical issues that the membership of FSPC is only tenure-track faculty, and so it does not allow for members that are not tenure-track. And so, there was concern about dealing with issues when there's no representation. So, that's the issue on the FSPS.

**L. Freeman:** That's helpful, thank you. Now, I see the issue.

**J. Olson:** Just one more comment. I think also when you look at the procedural policies for how clinical faculty are evaluated and moved forward on promotion, the policies are somewhat ambiguous; it says that they're going to be looked at by the appropriate faculty body, and it doesn't define what that faculty body is. So, that could be another place where we take a look at the wording.

**B. Ingram:** Can I just raise a point of order and maybe our parliamentarian. I don't think the original person who puts this up for a vote can actually amend it in the way that it was amended. We need somebody to stand up and say exactly what the amendment would be, and then we would vote on the amendment, and then the original motion. I don't think you can just kind of say I want to change the wording.

**F. Bryan:** That's correct, Provost Ingram. In fact, Pat and I were both trying to understand what the amendment was or what the amended wording was. I think, in this case, especially given the level of disagreement and misunderstanding there is, we need a formal amendment to clarify what it is we're changing. And just to clarify, this would be an amendment to our existing language, and that would require just a majority vote. But then we'd still have to vote on the amendment two-thirds.

**L. Stein:** Point of order. I believe that, before there's been a vote, an amendment to a motion that's pending only requires the consent of the seconder.

**F. Bryan:** We have that tradition; friendly amendments are not things that Robert's [Rules of Order] really likes very much, and under these circumstances, since there is lack of clarity even among us and the recording secretary as to what the amendment is, I think we need an amendment, carefully worded, to explain what change is wanted from the second reading version here, please.

**L. Stein:** I'll make a proposed amended motion. I move that this body approve, in general, the document, and request that it be revised to clarify the issues relating to clinical faculty. That's my amendment.

**I. Montana:** Can we get a second?

**P. Erickson:** Do you need to hear that again?

**I. Montana:** Is there a second to this motion?

**L. Stein:** Do you want me to repeat it.

**B. Ingram:** I don't think it's an amendment.

**Unidentified:** [inaudible]

**B. Ingram:** Right.

**M. Geller:** It sounds like that's an assignment for UCPC to clarify that language. If we had an actual amendment, I think that we could change it, but I don't think we know exactly what to do, because I know that UCPC has discussed this issue, and the reason why we didn't include any specificity for clinicians was because of the fact that there are no clinicians on the FSPC and that would mean that clinicians' promotion and tenure questions are being subjected to review by faculty members who are not in that category, whereas, in the UCPC, there are faculty in that category.

**F. Bryan:** The proposed amendment fails for the lack of a second, so we're back to the original wording.

**B. Ingram:** Can we call the question?

**F. Bryan:** I should point out that these minutes can provide guidance to the Faculty Senate Personnel Committee, and we can certainly have a separate action, if we wish, later to advise the Faculty Senate Personnel Committee of this issue. That's just advice I'm giving.

**B. Ingram:** I think I can call the question, is that correct?

**P. Erickson:** Okay, we're ready to vote than on this proposal as it stands. And the first thing I'm going to do is call up the list. If your name is on the list, or if you are here for today for someone whose name is on the list, you're a voting member, you should have a clicker. Remember, we don't need to turn the clickers on. When the time comes, we'll click the number that corresponds with our vote. It looks like you all have clickers. We need to have two-thirds of our membership in the room to take this vote, and we do have that. And then, once we vote, two-thirds of those voting need to vote yes in order to pass the proposal. If you click 3 to abstain, it means you're not voting, so you're not part of that yes/no calculation. So, now I'm going to open up that poll.

**L. Stein:** I believe I'm here [inaudible]

**P. Erickson:** Larry, you are here as a voting alternate today for Wendy, so you should have a clicker.

**L. Stein:** I don't have a clicker.

**P. Erickson:** Well, they're in the back of the room there. Go grab one. [pause] And you can click 1 or A; that means yes, I agree with the motion to approve the proposed amendment. Two or B is no, I do not agree with the motion to approve this amendment. Three or C is to abstain; I'm here, but I'm choosing not to vote. [pause] Maybe another few seconds. If you're having trouble with your clicker.

**M. Falkoff:** [inaudible]

**P. Erickson:** Is it not reading it? Okay.

**B. Ingram:** Try again. When I first did it, it wasn't working.

**P. Erickson:** Sometimes you have to really – you got it? Okay. There you go; you voted now. Are we good? Everybody satisfied? [pause]. Okay, that's two-thirds, right, ten to five. So that passes ten to five. Ten is two-thirds of 15.

Yes – 10

No – 5

Abstain 5

**I. Montana:** Thank you, everyone. This was highly spirited. Thank you for your comments, consistent with the first reading and the level of engagement and discussions.

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

**I. Montana:** Next we have reports from councils, boards and standing committees. This is agenda item IX. And before we dive into today's report, I just want to mention an idea that was floated at Faculty Senate, in order to give the reports from councils, boards and standing committees a little twist by adding a topic or specific question as a subject line of these reports. The rationale behind this idea is to enable Faculty Senate and University Council – Faculty Senate in the sense that these reports also are delivered at that venue – to allow members in these two bodies to be informed ahead of time about the subject matter of the incoming report. Knowing the subject matter of this report ahead of time could also translate into kind of an active engagement and, hopefully, provide feedback to those delivering the report. And, as a caveat, this is more of a recommendation and not a requirement. So, if anyone is delivering a report and would like to emphasize an item, send us the topic or question. This will be listed in the agenda. So, that is the idea that we are going to be implementing, not necessarily today, but on future UC agendas.

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

**I. Montana:** With that, I will move to agenda item IX.A., and we have Linda Saborío, who is going to provide a report on the Faculty Advisory Council to the IBHE [Illinois Board of Higher Education]. Linda, the floor is yours.

**L. Saborío:** Good afternoon. I don't have a PowerPoint, Pat, so, sorry, nothing for you today. I'm going to be reporting out on the September 16 FAC meeting at Illinois Central College [ICC] in Peoria. We did convene, I think it was two weeks ago now, for our October meeting, but I'm going to wait to report out on that one at the next meeting in November. So, I'd like to start with the IBHE liaison report by Stephanie Bernoteit. Stephanie shared some slides with us called A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth. She wanted to equip us to share this work with our colleagues as it impacts what happens at our institutions. She named three goals: to close equity gaps, improve the financial future for individuals and institutions, and grow talent for the state. Current work underway includes that of the Illinois Commission on Equitable Public University Funding. Simón Weffer is also on this commission, and President Freeman, as well, with work groups developing a nuanced literature-based understanding of adequacy, providing adequate support of teaching and learning for a wide variety of students with an equity lens. Illinois is one of the first states to look at this notion of adequacy for higher education. It has, thus far, been applied to K-12 contexts.

There is also a growth strategy around staying in Illinois for higher ed. One approach is the Illinois Tutoring Initiative. ICC is one of the key colleges, along with several public universities, such as ours, SIUCE [Southern Illinois University Carbondale/Edwardsville] and Governors State. And there are more. The ICCB [Illinois Community College Board] and IBHE are offering high-impact tutoring for third to eighth grade and high school students in districts with needs, focusing on learning supports for students in key areas of reading and math. Also, the work of the Early Childhood Access Consortium for Equity falls under the growth goal, but touches also on equity and affordability. This is a unique initiative nationally. Sixty-one public and private higher ed institutions are participating, as well as IBHE, ICCB, ISBE [Illinois State Board of Education], ISAC [Illinois Student Assistance Commission], the Governor's Office of Early Childhood Development and IDHS [Illinois Department of Human Services]. They are unbundling and tackling, collectively, pathways for incumbent early childhood workforce and employers.

Next steps – she asked for a detailed implementation plan for IBHE staff and an accountability system that includes institutional equity plans and practices, including guidance for public universities to launch equity plans.

The public university representative to the IBHE, Jen Delaney, then reported out. She shared with us her concerns regarding the direction of the funding commission, particularly with notions of adequacy. So, if you're interested in knowing more about her concerns, she did forward me several pages of notes, and I would be more than happy to ask her if she would allow me to share them with you. So, please just send me an email if you're interested in knowing more about her concerns with adequacy funding.

**L. Freeman:** Linda, Jennifer also made public comment at the last meeting of the adequacy work group, and that's available at the website, so everyone can hear Jennifer's comments.

**L. Saborío:** It probably mirrors what she sent me in her notes, thank you. Then we had a presentation by Dean Joe Bergman from Illinois Central College. Dean Bergman presented on ICC's multiple measures initiative. Data has shown that many of the placement tests in use disproportionately place students in developmental courses. This can add two to three semesters and can generate spending \$7 billion a year just on developmental courses. Presumably, this was a national figure. Plus, studies in the psychological effects of developmental courses suggest the message institutions are sending students is not a sense of belonging. So, ICC looked at their own data, and they entered variables into spreadsheets for analysis. That included ACT, SAT scores, placement test scores, high school GPAs, the last English and math classes, math GPA. And what they found after a series of comparisons is that the high school GPA, overall, is the best predictor of student success in developmental math and English courses. As you can imagine, we had several follow-up questions from our math, chemistry and English colleagues on the FAC-IBHE.

And with that, I'm going to jump to our equity working group report. In June, the FAC equity working group presented their position paper to the IBHE, and they posted it. It's been posted on the Faculty Senate page, the [link for the FAC-to-IBHE](#). Ismael has a copy of the recording that he can share with any interested parties. And the position paper's been posted on the Faculty Senate page. There's also a website with information about higher ed institutions with equity plans. It's [partnershipfcc.org](#). This year, the equity working group is working on compiling a list of resources on institutional equity plans and practices that higher ed institutions can use as guidance when launching their own DEI [diversity, equity and inclusion] plans. So, they're going to try and compile.

Did you want me to talk about the questions? I thought it was for Faculty Senate only, but it's for UC, as well. So, as Ismael mentioned, I'm going to propose two questions/areas of concern to this body for consideration or homework as they used to call it. Regarding early college credit, there are really two parts to this question that we're working on the FAC. Is there any impact on general ed studies and programs? Are institutions losing revenue to early college credit? And, are programs being closed? And then the second part is: How does early college credit impact students? Does it create equity? And, are students conceptually prepared for the higher level course? How do we ensure the rigor and quality of these courses?

That's the first part of the homework. The second part is about faculty burnout. This is from the FAC. They are all feeling this, it's not just me. Are you feeling any faculty – and I'm going to add staff and instructor and all those different levels of faculty on there – burnout? If so, what impact is

it having in your classroom or in your workspace? Is it affecting retention? And, what can we do to address this issue?

And that concludes my report? Are there any questions? Additional information that you would like? Please feel free to email me, and I can share it with you. Thank you.

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

- B. University Advisory Committee to the Board of Trustees – no report  
Felicia Bohanon, Holly Nicholson, Ismael Montana  
Katy Jaekel, Karen Whedbee, Brad Cripe

**I. Montana:** Now, we move to agenda item number IX.B., University Advisory Committee to the Board of Trustees. We do not have a report today, unless my colleagues have anything to say related to previous meetings.

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

**I. Montana:** So, we'll move to item IX.C., Rules, Governance and Elections Committee. I see there is no report, am I right on that?

**P. Erickson:** Yes.

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

**I. Montana:** The next item would be IX.D., Student Government Association. Do we have Dallas or a Student Government Association designee here?

- E. Operating Staff Council – Holly Nicholson, President – report

**I. Montana:** Okay, we will move to the next agenda item, IX.E., Operating Staff Council, Holly Nicholson.

**H. Nicholson:** Hi everyone. Last week I spoke to the Faculty Senate about the impacts of administrative professional vacancies in their areas, and I had people come up to me afterward to share their stories. So, this issue is something that we've been working on for a few years, a proposal. And I think now hearing those stories, we will re-double our efforts on that. So, feel free to keep sharing your experiences with us. And just as importantly, any data you might have to demonstrate what you're going through, so that we can advocate appropriately.

We are also interested in hearing specific documented impacts you experience due to loss of staff or changing priorities in any university area that would have to do with operating staff. And, of course, encourage people to consult resources, such as the personnel advisor, John Hulseberg, and the ombudsperson, and the workplace guidance committee of the OSC that Linda [Srygler] chairs.

And then, finally, a reminder that, if you know any staff with leadership skills or that would find career fulfillment in shared governance or shared leadership, please refer them to me, and I would be happy to talk to them about any opportunities that we have. Any questions?

F. Supportive Professional Staff Council – Felicia Bohanon, President – report

**I. Montana:** All right, we move to the final agenda item under IX.F., Supportive Professional Staff Council. I don't see Felicia, and I wonder if there is a designee? If not, thank you for those who presented reports today.

## **X. 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. [2021-22 Annual Reports](#)
- R. UC 2022-23 dates: Nov 2, Nov 30, Feb 1, Mar 1, Apr 5, May 3

**I. Montana:** Our next agenda item is X., Informational Items. You can always access minutes about any of these university committees. Of note, however, is the next UC meeting will be November 30.

**L. Freeman:** That's right.

## **XI. ADJOURNMENT**

**I. Montana:** With that, unless I missed anything, I would like to say it is time to entertain a motion to adjourn the meeting.

**H. Nicholson:** So moved.

**M. Geller:** Second.

**I. Montana:** All in favor, say aye.

**Members:** Aye.

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

Meeting adjourned at 4:25 p.m.