

TRANSCRIPT

University Council
Wednesday, December 6, 2023, 3 p.m.
Altgeld Hall 315
Northern Illinois University
DeKalb, Illinois

VOTING MEMBERS PRESENT: Bohanon, Falkoff, González (for Elish-Piper), Hartman, Hensley, Howell, Johnson, Martin, Monteiro, Morris, Myung, Njue, O’Grady, Phares, Pitney, Reneau (for Freeman), Richter, Rogers, (for Middlemist), Walther, Ziarati

VOTING MEMBERS ABSENT: Birch, Elish-Piper, Freeman, Middlemist, Stoker, Sutcliffe, Vaughn

OTHERS PRESENT: Bryan, Creed, English, Saborío, Silva Tovar, Sumner

I. CALL TO ORDER

B. Creed: I will call to order the University Council meeting Wednesday, Dec. 6, 2023, and it’s 3:04 p.m.

II. VERIFICATION OF QUORUM

B. Creed: Liz, do we have a quorum?

L. Wright: Yes, we have a quorum present.

III. ADOPTION OF THE AGENDA

B. Creed: Can I have a motion to adopt the agenda for today’s meeting?

C. Walther: So moved.

B. Creed: Thank you. And a second?

F. Bohanon: Second.

B. Creed: Thank you. All in favor, say aye.

Members: Aye.

B. Creed: Opposed? Abstentions? We have an agenda.

IV. APPROVAL OF THE NOVEMBER 8, 2023, MINUTES

B. Creed: Can I have a motion to approve the November 8, 2023, minutes?

S. Howell: So moved.

B. Creed: Thank you. And a second?

D. Phares: Second.

B. Creed: Thank you. Any discussion, corrections, deletions? Hearing none, all in favor of approving the November 8, 2023, minutes, please say aye.

Members: Aye.

B. Creed: Opposed? Abstentions? So, our minutes have been approved.

V. PUBLIC COMMENT

B. Creed: Next up is Public Comment. Liz, do we have any requests for public comment?

L. Wright: No, we did not get any requests for public comment.

B. Creed: Thank you.

VI. NIU PRESIDENT LISA FREEMAN'S ANNOUNCEMENTS

B. Creed: That brings us to item VI., which is President Freeman's announcements. With her not being here today, she's asked me to pass along in her place her wishes to all for a happy and healthy holiday season and end of the semester. And I just want to echo those sentiments and hope everybody has as little stress as possible during this stressful time; and that commencement, when we get there, goes off without a hitch and is a wonderful and joyous celebration of our students, their families and all those that have worked to support them along the way.

A. Budget and Planning Update

VII. NEW BUSINESS

A. Temporary Appointment Timeline Waiver Request per NIU Bylaws, Article 10.5.2.2
Interim Chair, School of Interdisciplinary Health Professions (SIHP)
Kelly Fiala, Dean, College of Health and Human Sciences

B. Creed: So, we'll keep that nice and short, which brings us to item VII., which is New Business. We have one item, and at this time, I'd like to call Dean Kelly Fiala up to share the proposed temporary appointment timeline waiver request, and answer any questions from UC members. Before Kelly shares and reads the request, can we have a motion to consider this request?

C-M. Reneau: So moved.

B. Creed: Thank you. And a second?

B. Pitney: Second.

B. Creed: William Pitney. With that, I'll turn it over to Dean Fiala.

K. Fiala: Thank you so much. Thanks for hearing this request today. I'll read through the brief description of the waiver request and am happy to take any questions afterward.

Currently, Dr. Melani Duffrin serves as the School of Interdisciplinary Health Professions interim chair. Moving forward with a temporary appointment – this could be either Dr. Duffrin or another candidate – is a prudent decision for the college as we reevaluate our organizational structure and improve function and consider strategies for improved efficiencies and cost reduction.

On June 15, 2023, I assumed my position as the permanent dean of the College of Health and Human Sciences. And we are now in our initial phases of strategic planning. In that process, we're seeking a lot of input and it's been brought to me by the faculty that maybe we need to think about our organizational structure. So, essentially, at this time, it's really unclear whether we would change our structure or not; and allowing the interim appointment would afford the college the time necessary to solicit feedback and make a decision regarding that structure. In addition to fulfilling this position on an interim basis, that would allow an opportunity for a faculty member to explore leadership position of that nature.

So, given that Dr. Duffrin is currently in the interim appointment, and NIU Bylaws, Article 10.5.2 specifies that a search for a permanent incumbent must be instituted within six months, I'm requesting a waiver per NIU Bylaw, Article 10.5.2.2. On November 16, 2023, per bylaw requirement, the faculty of the school unanimously voted to support the request to continue with an interim appointment, whether that be Dr. Duffrin or another candidate, for an additional year until June 2025. The proposed process to fill the interim position going forward would include an open call, presentations from candidates and a feedback session for faculty before a decision is made regarding the appointment of the interim chair. If faculty prefer a more streamlined process, adjustments would be made. Any process utilized would include faculty support prior to making that appointment.

I'm happy to take questions.

B. Creed: And as a reminder, if you do have questions, we ask you to come up and use one of the mics. We can pass one of these out to you. All right, hearing no discussion or comments, thank you so much for the presentation. Having a first and a second and then having the presentation and opportunity for discussion, we'll move to a voice vote. All in favor of approving the temporary appointment timeline waiver request per NIU Bylaws, Article 10.5.2.2, please say aye.

Members: Aye.

B. Creed: All opposed? Any abstentions. Thank you, it passes.

VIII. ITEMS FOR UNIVERSITY COUNCIL CONSIDERATION

- A. Supreme Court Decision on Affirmative Action and its Impact on NIU
Bryan Perry, Vice President and General Counsel

B. Creed: This brings us to item VIII., which are Items for University Council Consideration. We have two presentations slated for today; however, General Counsel Perry has reached out and is not able to make today's meeting due to a family emergency. So, we will be looking to reschedule that presentation and have him come back at a later time and share that information, updates on the Supreme Court decision related to affirmative action in higher ed and its impact on NIU.

- B. Academic Diversity, Equity and Inclusion: It's All in the Name
Carol Sumner, Vice President and Chief Diversity Officer
Jade Silva Tovar, Assistant Vice President for Diversity, Equity and Inclusion
Joe Flynn, Executive Director, Equity and Inclusion

B. Creed: So, we'll move to item B, which is Academic Diversity, Equity and Inclusion: It's All in the Name, presented by our chief diversity officer and VP, Dr. Sumner, and Jade Silva Tovar.

C. Sumner: Good afternoon, all. Before I correct my joke, I just want to say, it's good to see you. And now that I have 20 minutes – just kidding – we're going to have some fun today. We too have an absence. Our colleague, Dr. Joe Flynn, needed to have some time. He had to take an appointment and is unable to join us today. So, our new colleague, our new assistant vice president, Jade Silva Tovar, no hyphen, both are her last name, will be presenting on his behalf.

We have lovely PowerPoint slides that we will be moving through today, but if you all have come to know me, you will know that the content is there to help drive the conversation, but I hope that the conversation will be something we can have as a discussion as we talk about who we are.

It's also important to know that standing behind this, you can't see the slides. So, I will need to step to the side and move into some of the space with our interpreter, but I just want you to know I can't see what's up here.

One of the things that's important to know is that this is academic work. It is not work to the side. It is not work on the periphery. It is critical to who we are as an institution and the work that we are a part of. And so, we want to talk about the construct and certainly the context of this institution. We are an emerging Hispanic Serving Institution. That is another facet of our institutional identity that moves forward. Diversity, again, is a part of the academic enterprise, so we want to be able to discuss that. Looking at the work, itself, and escalating and moving things forward, we want to be able to advance the work. And then lastly, engaging and supporting and serving our communities.

The first is understanding the context of the work and who we are. And I want to be able to talk about this. You all have heard me say this. I think there are at times a focus on diversity, equity and inclusion, specific to race or gender or sexual orientation or a protected class. And I'd like to think more broadly about the way that we engage and enact the work of diversity, equity and inclusion. And what I would say is that if you were to line up five individuals of the same race, of the same gender and the same sexual orientation, they would still have diversity amongst them. So, I need us to think of the ways in which we are all a part of this work and not for some versus others, or some without others. It is all of us. And that means, as we're looking at this, we're also looking at socio-

economic status, Pell eligibility. Minoritized and under-represented can be a number of things, not just race and gender. And underserved, those who do not have resources. Some of those are not race specific and some of those are not specific to students. And so, we want to think about how are we engaging with our campus community more broadly.

I'd also ask if we think about the context of who we are as an institution in the state of Illinois, and as an institution that currently sits where it does in DeKalb and in the shadow of Chicago. There are so many things that make this place special, and we have a long history of saying diversity, equity and inclusion as core elements of who we are. This state has a governor who has expanded upon that, even to the point of this summer, looking at how are we talking about neuro-diverse individuals and the contributions of individuals that have been considered a part of it, but not always mentioned, like individuals with disabilities or those who have invisible disabilities, or rural students, or students who come from places that have more or less than 50,000 students. Those are factors, sometimes as invisible as they are, they mean something when someone is looking to belong.

Lastly, I would share that, as an institution, as an R2 emerging HSI, we are uniquely positioned to be able to look at how we can partner with other institutions that are not an R2 or an R3, like community colleges, city colleges. And as an HSI, an emerging HSI, we are even more uniquely positioned, because that designation first starts with access. So, we're looking at Pell-eligible, students based on low socio-economic status and the cost of attendance. If you don't meet those criteria, it does not matter how many Hispanic or Latino full-time undergraduate students you have. And I'm always prefacing that, because individuals want to position the HSI designation as serving only Hispanic or Latino populations. It is a recognition that, as an institution, we value access. And by student population, the Hispanic or Latino student population is significant enough that we must be attentive to their needs. That includes faculty, staff, administrators, curricular, all of the things that are a part of the institution.

I do want to clarify something that I saw in the student newspaper today, because I said it in the Faculty Senate meeting, and I want to make sure that we're clear. When I talked about race does not always matter, and that's a part of the quote, and they kind of ended it there. When I'm in my black community, my race may not matter at all. They may [inaudible] because they don't like me. It has nothing to do with my race. But there are places in our communities where our race may not be a factor. But not being first gen, or being a student that did not come from a low income, or being a student who came from a mother who was Greek affiliated – those do offer distinct perspectives and experiences that will have an influence. So, I want us to situate, when you see that quote in the student paper, that's I meant.

I'm going to turn this over now to our colleague, Jade Silva Tovar, to talk about our HSI designation and to move us through the rest of this presentation.

J. Silva Tovar: Thank you. Hello, everyone. As we think about our Hispanic-Serving Institution, it's really being able to focus in on what do we mean by servingness. And that aligns with our equity plans as an institution. And so, how are we looking at our curriculum? How is that being responsive to the needs of our Hispanic Latinex students, first generation, Pell-eligible students? And what are those pathways to completion? As we start to think also about how are we engaging our K-12 population, not only our students, but our faculty and staff, and then their families. And so, as we think about students with their families, and then they have children of their own, we also need to think about the parents of the students or how they consider family. How are we creating a

campus environment that is inclusive and culturally responsive to the needs of our Hispanic Latinex students – and again, really centering that need for first generation, Pell-eligible and other marginalized communities.

It's also looking at and really honing in on the data; so making data-informed decisions as we think about what are equity gaps in our colleges, are there courses that seem to be weed-out courses that actually are not benefiting our students and propelling them to stop out or transfer to another institution. It's also being able to look at what are the non-academic factors that our students are experiencing as we think about mental health and culturally responsive ways to engage our students in that and thinking about dismantling perceptions about mental health in that process. But we also look at how are we then creating pathways as an R2 institution of graduate students going on into master's, doctoral and then diversifying our faculty in the pathway to the professorate. And so, there is opportunities for us through grants, federal funding, but to really be a leader in the state of Illinois, for us to do that as an R2 emerging Hispanic-Serving Institution. So, I look forward with engaging the campus community throughout that process.

We also have our retention initiatives, which I'll turn back over to Dr. Sumner.

C. Sumner: Several of us in the university leadership team are a part of the university retention work. I will look at my dear colleague, you all know and affectionally call him by another name, but Dr. Reneau, and I and Alicia Schatteman and Bárbara [González] and the provost are part of a group SET. Now don't ask me what that acronym is. We have more acronyms at this institution and in higher ed; you could run the alphabet several times over. But it is a SET group, and it is focused on retention. The other is the SEM 2.0 group; that is looking across the institution more broadly. The other that is up here, and I think we have a survey that we're doing for the institution, which is an equity survey for the state of Illinois. It will be due in 2024. So, please be prepared to look for that survey. It is something that we do as a part of a partnership for college completion. It will be taking stock of how we as an institution are working to create an equity plan across the institution.

J. Silva Tovar: Our Truth, Racial Healing and Transformation Center work. Leading this with our colleagues in Student Affairs. And the expansion of this work into our GIVE Circles and so that's growth, inclusive, vulnerability and empathy circles, to really talk about individuals' experiences. So, as Dr. Sumner mentioned, we're more than just what you may see on the outside, or the perceptions. And so, how do we come together as a campus community to unpack and understand that for common understanding and learning as we grow together as a community.

We also will be celebrating the National Day of Racial Healing on January 16, and so we'll be sending out information and working alongside our colleagues in Student Affairs on that. And then we are going to be hosting some upcoming sessions. One just passed for faculty and staff. So, be on the lookout for those opportunities. Some of you may have attended the Real Talk Conference. Our hope is to be able to do that every year and expand the work. We just recent reviewed the feedback that we received from that conference and hope to continue making it bigger and better each year.

Additionally, we'll have our faculty initiatives with our FAACE program, Dr. Flynn leading that for the team. We do have a session coming up. You can go to the [website](#) to register on Growth Mindset and Equity Minded Grading. He's been working diligently to look at how we're engaging in the classroom. If you or your colleagues have ways that you want to learn and grow, he's been leading that charge of how we're creating equity and inclusive practices within the classroom environment and teaching.

C. Sumner: What I will close with is that we did not do an overview of ADEI, which is the division. We know that those programs and services have been around. If you're not familiar, we have several cultural programs, cultural centers, work that we have historically been involved with, with social justice education, prevention education and outreach. We work with the president's commissions. We are here to be a collaborator.

What I want to maybe just close with is this: We are challenging and reconsidering all framing of the way that we look at diversity, equity and inclusion. We are simultaneously looking at the ways that we have set in motion certain things like social justice education. It is not only about race. Some of the new facets could include environmental and sustainability justice. Have we framed that? Have we considered that? And as we think of prevention, what are other ways that we can look at prevention, not just sexual violence prevention, but other ways to go about engaging?

So, we look for you to be partners and collaborators with us as we are exploring this work for Northern Illinois University and for the DeKalb and greater Chicagoland area, but moreover as a state leader. NIU is known for what we have done historically, and I look forward to being known for what we will do moving forward.

I don't know if there are questions. If there are, we are here to serve and answer. If I don't have it, I will get it for you.

B. Creed: Thank you so much for that. If you do have questions, please do feel free. We can bring the mic to you or otherwise. But I just want to say, I do appreciate what Dr. Sumner was just talking about with their willingness to partner and help us think as a campus in more inclusive or expansive ways about social justice and diversity, equity and inclusion. She'll be coming to our Faculty Senate Social Justice Committee to help us faculty do that work and engage and help us move that work forward.

C. Sumner: Thank you all for your time and attention.

B. Creed: And I'll just point out that Dr. Sumner and Jade did not take up the extra ten minutes, and you can thank them for that, as well. Maybe that's what the round of applause was for.

IX. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

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

B. Creed: That brings us to item IX, Reports from Councils, Boards and Standing Committees. And I saw Linda come in, so we have that Faculty Advisory Council to the IBHE report first.

L. Saborío: Good afternoon, everyone. On November 19, our meeting was hosted by Northeastern Illinois University. We had a brief welcome by their provost who boasted NEIU as one of the most diverse campuses where students can graduate with the least amount of debt. I wonder if he compared that to NIU, just wondering. Following the provost's warm welcoming remarks was a presentation by Jennifer Foster at ICCB, another acronym. They're also at the state level, not just NIU. It stands for Illinois Community College Board. She highlighted the ICCB's focus on college prep and transferability. As one example, Jennifer talked about the need to provide greater access to dual credit by expanding it to underserved and underrepresented students, particularly in rural and low-income areas where students may have limited access, something we just heard about today.

She also discussed competency-based instruction and a new workforce equity initiative, which includes short-term certificates and accelerated time to completion around high-demand areas.

Jennifer Delaney, our IBHE faculty rep, announced that she is stepping down, because she will be accepting a position at UC-Berkeley starting in January. Huge loss for us really. Jennifer's been fantastic on the IBHE. And I had to ask her why would she choose California over Illinois? I really don't understand that. She suggested that we continue to ask for more visibility with the IBHE, that we ask the board to respond not only to undergraduates, but also graduates and research, and that we push forward on ideas on faculty recruitment, retention and diversity.

We then had a mid-morning presentation about [NEIU's University Without Walls Stateville Program](#). After a gap of 25 years, the University Without Walls Program was brought back to Stateville Correctional Center in 2017. This is a non-traditional degree program in partnership with Chicago's Prison + Neighborhood Arts/Education Project. And the program graduated seven students in their first cohort, and in 2020 welcomed five inmates into their second cohort. And they hope to see it expand even beyond that.

And then finally, it's like herding cats, we had to get into our working groups. And in my College Affordability and Student Debt Working Group, we're kind of wrapping up, I think. We've gone as far as we can in our group, and we might even disband at this next meeting. At this last meeting in November, there were just two members of the group present. We drafted a summary of our work over the past few semesters, and it includes information on the [Nevada Promise Scholarship](#) and the [Tennessee Promise Scholarship](#), as well as statistics on middle class student debt. Both of those Promise Scholarships offer last dollar amount to students after they've received any financial aid and perhaps any merit scholarships. If you would like to see the full summary, please contact me, it's not that long, two or three pages only.

This concludes report, and I'll entertain any questions at this time, or not.

B. Creed: Thank you, Linda. Any questions.

L. Saborío: Yes.

Unidentified: [inaudible]

L. Saborío: NEIU. It's called University Without Walls Stateville Program. Please, go ahead.

S. Howell: I'll just repeat the question for everyone who's watching at home. Just wanted to know what institution you were referring to when you were talking about that.

L. Saborío: Yes, thank you. And you are?

S. Howell: Steve Howell, from KNPE.

L. Saborío: Just helping Pat out here when she has to do the minutes. It's NEIU's University Without Walls Stateville Program. And there was one that was on – I don't know if you saw it – on the news, but I think it was Northwestern's program, they have a similar program. Did you see that on the news where they had just graduated several cohorts in their Stateville program.

Wonderful, they've got you working today walking around with the mic. Okay, thank you.

B. Creed: Thank you, Linda.

- B. University Advisory Committee to the Board of Trustees – report
Felicia Bohanon, Natasha Johnson, Ben Creed
Larissa Garcia (Katy Jaekel alternate for fall 2023), Karen Whedbee, Brad Cripe

B. Creed: Next up is the University Advisory Committee to the Board of Trustees report, which I will be giving. The Board of Trustees met on November 9 to engage with a variety of topics through their three main committees, and they'll meet again tomorrow in the full Board of Trustees. I wanted to highlight a few items from the meeting on the 9th. First of all, there was a new trustee that was seated, Leland Strom. So that's an existing seat being filled by a new member.

The Finance, Audit, Compliance, Facilities and Operations Committee (FACFO) heard a series of reports related to the university finances. They also heard the recommendations related to state budget requests, the IBHE capital budget requests, and heard about a number of upgrades, replacement, repairs across campus.

The Academic Affairs, Student Affairs and Personnel Committee received updates on academic programs reviews from across campus, and they also received a presentation from Drs. Melissa Lenczewski and Christine Mooney about their transdisciplinary, multi-institutional work to develop BASICS, which is Business and Science Integrated Curriculum for Sustainability. This PowerPoint and the presentation was well-received. The PowerPoint is available on the Board of Trustees documents, or I'm sure either Dr. Lenczewski or Dr. Mooney would be happy to meet and share more about it. But it was a great presentation that talked about how you develop transdisciplinary curriculum, the resource intensiveness, the time intensiveness of it, and then the impact, as well, on faculty members, but most importantly on student learning. And it was well-received by the Board of Trustees. They were extremely engaged with the presentation, stating their desire to support and elevate this type of work and calling it a game changer. I think it aligns well, it was a great representation of the work going on on campus for the Board of Trustees to see the value of transdisciplinary work, and I just want to plug some of the work that's been going on within the Faculty Senate related to bylaws to make sure transdisciplinary work is part of what is seen as valid and valued work of faculty members in our tenure and promotion bylaws, as well. So, that's going on in conjunction with that.

The Research, Innovation, Legal and Legislative Affairs Committee received reports from VP for RIPS Yvonne Harris and AVP Dara Little. Some highlights from those reports are recognition of Dara Little for her work, on Dr. Skasinsky's work with the Illinois Innovation Network, and Dr. Tao Li's work in new membership at Argonne National Research Center. Senior leadership also presented in this committee. Some of the themes presented to the IBHE during the annual big picture meeting, which is a conversation between NIU and IBHE, which focuses on showing how NIU's efforts are in alignment with the strategic plan of the IBHE and how we fit into the broader ecosystem of higher ed in Illinois. There was an effort to demonstrate the alignment of the work

here on our campus with those nine growth strategies that IBHE has for higher ed more broadly.

And I just again will encourage folks to look at those board reports, which are posted for tomorrow's meeting to see maybe there's a moment to jump in to learn or listen in on a topic that might be relevant to you.

And that concludes my report.

C. Rules, Governance and Elections Committee – Marc Falkoff, Chair – no report

B. Creed: Next up, there's no report from Rules, Governance and Elections Committee.

D. Student Government Association – report
Olivia Newman, SGA President
Cole Hensley, Speaker of the Senate

B. Creed: That brings us to the Student Government Association, and I think we have a report from Cole on that, so I invite Cole up.

C. English: Hello, I'm Chris. I'm stepping in for Olivia, the president of SGA, for the executive side today. On the executive side, we had our State of the Senate yesterday, but it got canceled, so we're going to send something out about where we are. But executive side, we're still shuffling our cabinet a little bit, figuring out how to fill that as best as possible. We recently had a new director appointed by the senate, and we're continuing to work to improve student access. One of the things we're working with the senate on is putting up a finals distress week with some giveaways, like cups and stuff, as well as working with a place on campus, counseling as well, to have some distress stuff for finals week. That's kind of exec side.

This funding allocation, we have spent over 80 percent of our supplemental funding. Annual funding was distributed and has been effectively used so far, and we have some money that we transitioned from the fall supplemental funding bin into the spring supplemental funding bin, which means there is around \$35,000 in that supplemental funding for student orgs to have access to.

Unidentified: And then on the senate side of things within SGA, we had our last meeting last Friday. To sum things up for the semester, we approved over 20 new orgs, so they will be eligible for funding starting next spring. With that, Olivia and I have been working on shifting the culture within SGA so with that there's been some pushback. We've just removed the vice president within SGA. Olivia's looking for a replacement, and I believe there's a director that's going to be up for removal soon.

With that, I'm open to questions.

B. Creed: Thank you.

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

B. Creed: Next up is our Operating Staff Council. Natasha, is there a report?

T. Morris: Good afternoon, everyone. I am not Natasha Johnson, president of Operating Staff Council. I am a member of Operating Staff Council, Tiffany Morris. Operating Staff Council has a lot of moving parts going on right now, but we will say that staff is very grateful for the work Local 1890 has done. It's put the morale a little bit better, so that's good.

We're also working on the final steps of the QR code for the Civil Service Emergency Fund, so those of you who enjoy planting seeds into others, you'll see those coming to you very soon across campus, as well as on the website. The emergency fund goes to help our colleagues. A lot of our colleagues are in need.

The other initiative we've done is to collaborate with the Huskie Pantry to make sure that our colleagues have somewhere to at least get the food and things that they need in these hard times, I would say. So that's it for Operating Staff Council. Any questions?

B. Creed: Thank you. And my apologies. Natasha had reached out to let us know, I have it in my notes, but I didn't look, so I apologize, Tiffany.

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

B. Creed: Next up is a report from Supportive Professional Staff Council, Felicia, thank you.

F. Bohanon: The Supportive Professional Staff Council is focusing on how we can engage in basically meet with SPS staff. And so we held our first event for this year, which was a trivia night, which was hosted by Cathy Doederlein, and we had a great turnout. One of the things is that we really have, over the last couple of years, found that staff are just not engaged period. And so, one of the things we want to do is look at what it is the council does and then have them to connect. And so this is one of three events we'll have during the year.

We also are hosting a professional development opportunity for SPS staff related to SPS sabbaticals. Dr. González will be speaking about SPS sabbaticals, and that will take place on December 14 between 11:30 and 12 o'clock, so we'll be sending out the link for that. We will be hosting each month at the end of our meeting, a professional development topic that's relevant. So, this will be our first one for the year.

We're also at this time accepting applications for the SPS scholarship, and that can either go to a grandchild or child of an SPS employee, or someone who's been mentored by an SPS staff member. That information is on our website. We give two scholarships. The deadline for that is February 28.

We are also accepting nominations for SPS awards. The deadline for that is February 16. At this time, all we're asking for is the name and one or two sentences in terms of nominations for that. And that's also on our website in terms of what the awards are and the qualifications for that.

Any questions? Thank you.

B. Creed: Thank you, Felicia.

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](#), Comm. on the Improvement of the Undergraduate Academic Experience
- G. [Minutes](#), General Education Committee
- H. [Minutes](#), Graduate Council
- I. [Minutes](#), Honors Committee
- J. [Minutes](#), Operating Staff Council
- K. [Minutes](#), Supportive Professional Staff Council
- L. [Minutes](#), University Assessment Panel
- M. [Minutes](#), University Benefits Committee
- N. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- O. [Minutes](#), University Committee on Initial Educator Licensure
- P. 2023-24 UC schedule: Sep 13, Oct 11, Nov 8, Dec 6, Jan 31, Feb 28, Apr 3, May 1

B. Creed: That brings us to information items, Roman numeral X. The standard A through O are there, different minutes and policies are available. Item P, just as a reminder, we do not meet again this calendar year. Our next meeting will be January 31. It's kind of surprising that the semester is winding down. It feels like it should have already wound down, and also has a long way to go. But just before we move to adjournment, I just want to say once again, I wish everybody a healthy and productive end of the semester; and if I don't see you before the holidays and the break, have a wonderful and restful break.

XI. ADJOURNMENT

B. Creed: That brings us to Item XI, adjournment. Do I have a motion to adjourn. Johnson first. A second? Second Monteiro. And all in favor?

Members: Aye.

B. Creed: Thank you all.

Meeting adjourned at 3:45 p.m.