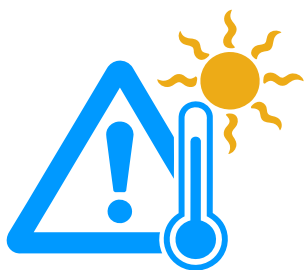




Working Safely When Temperatures Are High

In April of this year, the Occupational Safety and Health Administration (OSHA) revised its National Emphasis Program (NEP) on Outdoor and Indoor Heat-Related Hazards. The updated NEP will remain in effect for five years or until either the federal regulation or Illinois law are published. The NEP targets various industries, such as construction, electric power generation, agriculture, and general industry, where heat illness is most likely to occur. Because of its wide scope, many F&S tasks will be affected.

Safety & Compliance has published the base campus *Heat Illness Prevention Program*. This document provides the policies and requirements campus employees must follow when working in indoor/outdoor “environments where the air temperatures or heat indices reach or exceed 80 degrees Fahrenheit/26 degrees Celsius.” The program document also covers the program responsibilities and outlines them according to the following job categories: Deans, Department Heads, and Directors; Designated Responsible Person(s); Supervision (e.g., supervisors and forepersons); and Faculty, Staff, and Student Workers.



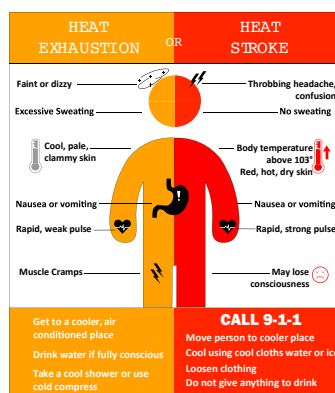
The program document provides a temperature/heat index classification system that should be reviewed when planning. It also offers various safeguards that can be implemented to mitigate risk. Some engineering controls you may see include the use of air conditioning, fans, artificial shade, or reflective

shields. Administrative controls may include scheduling adjustments or using a buddy system. Personal protective equipment (PPE), such as cooling neck wraps, may also be used to help control the environment for workers.

When preparing for the spring and summer seasons on campus, acclimatization must be discussed. These preparations allow team members and their bodies the opportunity to become accustomed to elevated temperatures over time. This is very important at the start of the high temperature season, but it is equally necessary if someone has been off work or if a new heat wave follows a cooler period.

The NEP requires a Heat Illness Prevention Plan (HIPP) be in place “prior to any work occurring in a heat priority area.” The Appendix A part of the program document is a blank HIPP. You can either use it as a reference to create a HIPP of your own, or use it as is and simply fill it in. The HIPP must document several pieces of information: work classification, temperature, humidity, cloud

cover, PPE, locations for potable water breaks, and an emergency plan that must include management/supervisory contact information for both emergency and nonemergency situations. This sort of data collection ensures that temperature variations are accounted for quickly, which is important when Illinois is



notorious for often having large fluctuations in the weather in a single day. A cool morning may quickly give way to a hot, humid afternoon, or vice versa. It can also be used as a basic reference of the signs, symptoms, and first aid procedures for heat rash, heat cramps, heat exhaustion, and heat stroke.

Another area of discussion in the program document is hydration and replenishing of electrolytes.

When heat reaches or exceeds 80 degrees Fahrenheit/26 degrees Celsius, adequate water intake is needed. Adequate intake is defined as “eight ounces every 15 to 20 minutes, which equates to two or more gallons of water per person per day.” It also recommends that “Employees should be instructed to supplement their water intake with electrolyte replacement drinks occasionally but not frequently.”

Also included in the *Heat Illness Prevention Program* document are recommendations for heat-related trainings and a discussion of the monitoring responsibilities of the Designated Responsible Person(s). Appendix B of the document provides definitions of dozens of terms. These range from medical terms for heat-related conditions, such as hyperthermia and rhabdomyolysis, to temperature-related words, such as ambient temperature, dew-point temperature, and natural wet bulb temperature.

F&S asks every team member to become familiar with the *Heat Illness Prevention Program*. Understanding it is an important step to reducing your risk when working in warmer temperatures.

- Download the program document at <https://fs.illinois.edu/heat-illness-prevention-program/>.
- Get the basics with the Quick Start Guide: <https://go.fs.illinois.edu/HeatIllnessPrevention>.
- For questions or additional information, please contact Safety & Compliance, Occupational Safety & Health: oshs@illinois.edu.

F&S Recycles: 2026 Dump & Run® Keeps the Circular Economy Running



F&S' Dump & Run program takes place each year during moveout, first from the residence halls and later in the summer from graduate student housing. This year, during the undergrad moveout, eight pods were placed around campus. The Dump & Run collected 68 gaylord boxes full of items. (A gaylord box is a large,

heavy-duty container that fits on a standard pallet and usually measures 40 × 48 inches at the base.) They also collected 97 loose pieces (e.g., furniture or other bulky items). Betsy Ruckman, zero waste coordinator, estimates that approximately 15,000 pounds of items were diverted from the landfill.

Later, five pods were placed at Orchard Downs and Ashton Woods. Ruckman said that netted another 39 gaylord boxes of household items and 44 loose pieces (about 10,000 pounds in total). In addition, approximately 300 pounds of food was donated to student-serving food pantries operated by the McKinley Foundation and Campus Recreation, while household goods from both Dump & Run efforts went to local charitable resale shops.

The University YMCA hosted a third Dump & Run opportunity for the general public in August. The local community once again donated unwanted items, but instead of being dispersed

to various area charities, these became part of the 25th annual Big Sale. Held the weekend before classes began, students and community members purchased and repurposed gently used items from the sale held at the Stock Pavilion. A pat on the back for everyone who participated in these efforts!

For more information, visit these sites:

- Grad Housing Dump & Run: <https://fs.illinois.edu/News/2026-dump-run-grad-housing-edition/>
- Undergrad Dump & Run: <https://icap.sustainability.illinois.edu/project-update/2026-undergrad-dump-run-statistics>
- University YMCA Dump & Run: <https://www.universityymca.org/what-we-offer/programs/dump-run>
- The McKinley Foundation: <https://mckinleycu.org/campus-outreach/> and Campus Recreation: <https://campusrec.illinois.edu/wellness/food-assistance>



Dump & Run is a registered trademark of the University YMCA.

F&S Bicycles: Upcoming Fall Bike Events on Campus

Bike to Work Day—Ride to work for the 16th annual Champaign County Bike to Work Day. Stop by one of the eight welcome stations on campus on Wednesday, September 16, between 7 a.m. and 10 a.m. (rain date: September 17), including ones at Alma Mater Plaza, the Campus Bike Center, and the I Hotel and Illinois Conference Center. There are also 10 additional stops in Champaign, Savoy, and Urbana. Welcome stations will have snacks, merch, and information. Learn more or preregister in order to receive this year's free T-shirt at <https://go.fs.illinois.edu/BiketoWorkDay>.

Light the Night—Illinois law requires bikes ridden at night to have a front light that is visible for at least 500 feet and to have a red rear reflector that is visible from 100 to 600 feet. If you need a light set, bring yourself and your bike to the free light giveaway on Tuesday, September 22, from 4 to 7 p.m. (or while supplies last; rain date: September 23). Five stations on campus will be available, including ones at Alma Mater Plaza, Hallene Gateway, and the intersection of Fourth Street and Gregory Drive. Volunteers will install the front and rear lights on your bicycle for free. Learn more or sign up to volunteer at the event at <https://go.illinois.edu/BikeLights>.

Safety Award Winners from Utilities & Energy Services

Utilities & Energy Services recently hosted a safety lunch for team members and recognized the following shops for remarkable safety milestones. Congratulations to everyone involved in creating a culture of safety!

Team	Achievement	Team Lead
Energy Management Systems Preventative Maintenance PM Team	Energy Management	Nathan Reifsteck
Direct Digital Controls Team (Shop 55)	One Year with No Lost-Time Injuries	Bill Buesing
Temperature Control Team (Shop 41)	One Year with No Lost-Time Injuries	Travis Huls
High-Voltage Electricians Team (Shop 25)	Two Years with No Lost-Time Injuries	Brian Johnson
Utilities Pipefitters UP Distributions Team	Three+ Years Injury Free	Adam Uppinghouse
Retrocommissioning ER Team	Three+ Years Injury Free	Nathan Reifsteck
Utilities Electricians UE Team	Three+ Years Injury Free	Chris Bromley
Systems & Controls SJ Team	Three+ Years Injury Free	Daniel Cummings
Abbott Power Plant	Seven Years with No Lost-Time Injuries	Russ Reynolds

Send your stories and photos to
fscustomerrelations@illinois.edu

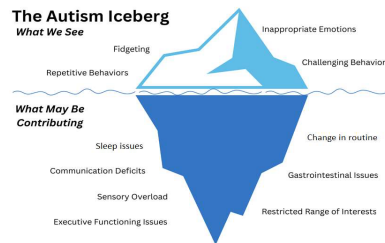
Noontime Knowledge Recap: Supporting Autistic and Neurodivergent Individuals

The Diversity and Inclusion Committee welcomed leaders from the campus chapter of The Autism Program (TAP) to the recent Noontime Knowledge. One speaker was Adrienne Shockley, associate director of TAP and an instructor on autism and neurodiversity in the Department of Human Development and Family Studies at the university. She was joined by Cassie Alpers, who serves as assistant director of TAP and has a background in special education. They shared information about autism, resources that TAP offers, and ways to support neurodivergent individuals.

Shockley and Alpers noted the campus chapter of TAP is not a clinic for autism diagnosis. Instead, this office serves as a resource for autistic individuals and their loved ones. This includes new diagnosis orientations, where they help participants figure out “what autism looks like in their family” and then offer specific advice on how to navigate it. Families are also connected to local specialists and support groups.

What Is Autism?

You may have heard the terms “neurodivergent,” and “autism spectrum,” but what do these mean? Neurodivergent is an umbrella term that describes natural differences in how people’s brains process information. It includes conditions such as autism, ADHD, and dyslexia. Rather than viewing these differences as something to “fix,” TAP emphasizes inclusion, acceptance, and support, recognizing that every person’s brain operates uniquely.



Cassie Alpers

Autism affects how people communicate, interact with others, learn, and process the world around them. It is classified as a “spectrum condition,” which means that it encompasses a wide range in levels of symptoms, skills, and support needs. As Alpers said, “if you’ve met one person with autism, you’ve met one person with autism.” No two individuals present exactly the same.

What Does Neurodivergence Look Like in Adults?

Some neurodiverse individuals are not diagnosed until adulthood. This is especially common among females. Autism in women has historically been underdiagnosed due to limited research and recognition of how neurodivergence presents differently than in males.

Adults with autism may have differences in how they interact socially, such as difficulty determining unspoken social expectations, challenges initiating and maintaining relationships, or appearing blunt without intending to be rude. Difficulties with executive functioning—skills used to manage everyday tasks—are also common. This may include struggles with planning, organizing, task initiation and follow-through, and prioritization.

Processing everyday sensory input, such as bright lights or loud noises, can also be overwhelming. Shockley and Alpers gave “a little taste of what sensory overload could feel like” when they shared a short video meant to show an autistic child’s point of view as he walks through a mall with his mother. Before they played it, they did give a flashing-lights warning and encouraged those affected by such lighting effects to turn away. After the video (<https://www.youtube.com/watch?v=aPknwW8mPAM>), they noted not every autistic individual was “going to experience this level of dysregulation, but they definitely can.”

Supporting Neurodivergence in the Workplace



Adrienne Shockley

Shockley and Alpers explained that there are many ways to support neurodiverse team members in the workplace. Clear communication is one method. Providing regular feedback, specific instructions and expectations, structure, and consistent check-ins can help individuals feel supported. Offering a combination of both verbal and written instruction also makes information easier to process and reference later.

Additionally, fostering a workplace culture built on empathy, patience, flexibility, and open-mindedness benefits everyone—especially neurodivergent team members. If a coworker discloses that they are neurodivergent, Shockley and Alpers recommend asking them if accommodations might be helpful. Reflecting on the executive functioning challenges in autism can help you think of ways to accommodate needs as well.

Many neurodiverse people utilize sensory aids, such as fidget tools, to help maintain focus and self-regulate. You may remember the general popularity of fidget spinners about a decade ago, but sensory tools serve a purpose beyond being toys. Accepting the use of these tools helps autistic individuals regulate.

Supporting the neurodivergent individuals in your life starts with understanding that people think, learn, and communicate in different ways. Embracing those differences and providing support helps neurodivergent people feel confident, accepted, and included.

Request Free Materials from TAP

The campus chapter of TAP offers free resources, including lists of local diagnostic providers and customized visual supports. Autistic people are often visual learners, so TAP designs custom checklists, instructional guides for different social situations, and various academic supports. While most of TAP’s work is geared toward children, these tools can be adapted for individuals of all ages.

To request free materials from TAP, email tap.uiuc@gmail.com.

Shockley and Alpers’ PowerPoint presentation contains additional information and resource suggestions. To access it, visit <https://go.fs.illinois.edu/Neurodiverse>.

New Security Checkpoint at Willard Airport



Frequent flyers through CMI (the airport code for the University of Illinois Willard Airport, based on the C, M, and I in Champaign) will have seen a layout change at the Transportation Security Administration (TSA) checkpoint on the second floor of the airport over the past year. The new

setup officially opened with a ceremony in early July. The old checkpoint often caused security line backups and did not meet modern TSA design standards for a security-screening checkpoint.

The new layout has space for multiple lanes. Tim Bannon, Willard Airport's executive director, said that this "represents much more than renovated space. It demonstrates our commitment to preparing Willard Airport for the future." The airport hopes to add additional airlines and flight destinations to support the needs of the campus community. New, automated exit lane technology was also installed, which Bannon said would improve security and efficiency for people deplaning at Willard.

The new checkpoint is to the right as you step off the up escalator. It was an underutilized area (formerly a café/conference space).

While it currently includes a single screening lane, there is now room to expand when another air carrier takes up residence. Federal and state grants and Willard Airport support funded the \$3 million project.

F&S was involved in many aspects of creating this new space. Tarun Kumar, project manager, explained that "the Capital Projects and Contract Administration teams managed the design and construction contracts for the project. The Capital Projects team also oversaw the project's scope, budget, and schedule, while serving as the primary liaison among all parties involved. Engineering Services assisted with the review of design documents and construction submittals to ensure compliance with applicable codes and University Facilities Standards, while F&S inspectors supported the project through required construction inspections and the commissioning process."

Kumar added, "Several F&S shops, including High Voltage Electricians, Pipefitters, Locksmiths, Water Station, Direct Digital Controls, Refrigeration Mechanics, Utilities Pipefitters, and Electricians provided support for required outages and the integration of new project components into the existing airport infrastructure." Take a moment to admire all this F&S effort the next time you're flying out of Willard.

Mentoring

Did you have an adult in your life who took an interest in you and was willing to listen to you and be there for you when you were a child? Some kids don't have that. Yet.

CU One-to-One Mentoring would very much like to change that, but mentors are needed to meet the demand. There are almost always more kids who want a mentor than there are available adults to pair them with in the local schools. Some kids never get off the waiting list. You can help just by showing up.

Mentoring takes place at the child's school, usually during the lunch break. Most mentors start with a third grader. The students look forward to seeing their mentor each week and often say how much it helps them to have an adult be there just for them. Mentors also report how much they enjoy being with their students.

F&S has partnered with CU One-to-One for years, and mentoring is an approved event where time can be charged for this activity. If you're curious about mentoring, attend one of two lunchtime Mentoring Presentations on **Wednesday, September 9**. Join representatives from F&S and CU One-to-One Mentoring in PPSB conference room 128 for pizza and discussion, from noon to 12:30 p.m. or from 12:30 to 1 p.m. Fill out the form at go.fs.illinois.edu/BeAMentor to RSVP and ask your questions about how you could change the life of a child one hour at a time.



A Cause for Cell-ebRATION: New Sculpture at Everitt Lab

The next time you're on the Engineering Quad, note the new geometric sculpture that sits outside Everitt Laboratory. This metal artwork is the culmination of a two-year collaboration between F&S and New York sculptor DeWitt Godfrey as part of campus' Art in Architecture program. An homage to bioengineering, the new sculpture mimics the structure of radiolaria, a species of unicellular plankton. Fittingly, Godfrey titled the sculpture *Mimos*, Greek for "mime," or "to mimic."



Twenty-nine F&S team members took part in bringing Godfrey's artistic vision to life. Interior designer Erika Lee spearheaded the project with coordination from Stan Kaiser in Construction Services. F&S engineers reviewed the artist's drawings. Once the planning and approval process was finalized, Godfrey constructed

the sculpture's metal pieces in his New York studio. They arrived at the university on flatbeds and were transferred to safe storage.

When installation began, cement finishers poured the foundation outside Everitt. Then, under the direction of Erik "Cable" Davis, ironworkers worked alongside Godfrey to meticulously fuse each metal piece into the spherical sculpture. The following week, the Grounds crew added gravel and edging, carefully landscaping the spot where *Mimos* will greet thousands of students, faculty, staff, and visitors to campus.

Reflecting on the experience, Godfrey said it "has been a pleasure to work with the University of Illinois. Sometimes ... people are not as enthusiastic about having art on their campuses ... or it's outside of what they normally do. But here, the project was really embraced from the beginning. I think everybody on the facilities side has done a terrific job [making] sure that the piece turned out the way I was hoping it would."

