

AGENDA

FACULTY SENATE Wednesday, October 31, 2018, 3 p.m. Holmes Student Center Sky Room

I. CALL TO ORDER

II. ADOPTION OF THE AGENDA

III. APPROVAL OF THE [OCTOBER 3, 2018](#) MINUTES

IV. PRESIDENT'S ANNOUNCEMENTS

V. ITEMS FOR FACULTY SENATE CONSIDERATION

- A. Accessible Course Materials
Katy Whitelaw, Information Technology Accessibility Officer
go.niu.edu/technology-accessibility
- B. Policy Library Update
Rebecca Hunt, Policy Librarian
- C. Executive Vice President and Provost Selection Criteria – Per NIU Bylaws, Article 19.3.1.1(1), The Faculty Senate or Steering Committee of the Faculty Senate shall have the opportunity to review the [provost] [selection criteria](#) prior to the advertisement of the position – Pages 4-6

VI. CONSENT AGENDA

VII. REPORTS FROM ADVISORY COMMITTEES

- A. FAC to IBHE – Linda Saborío – report
IBHE memorandum – [ISBE Actions Regarding Educator Shortages](#) – Pages 7-9
- B. University Advisory Committee to the Board of Trustees – no report
Holly Nicholson, Cathy Doederlein, Therese Arado,
Alex Gelman, Sarah Marsh, Kendall Thu

VIII. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – no report
- B. Academic Affairs Committee – Sarah Johnston-Rodriguez, Chair – no report

- C. Committee on the Economic Status of the Profession – Alicia Schatteman, Chair – no report
- D. Rules, Governance and Elections Committee – Clanitra Stewart Nejd, Liaison/Spokesperson – report
 - 1. Approve George Slotsve to serve as the Faculty Senate representative to the 2018-19 General Counsel Search Committee
- E. Resources, Space and Budget Committee – Kirk Duffin, Liaison/Spokesperson – no report

IX. UNFINISHED BUSINESS

X. NEW BUSINESS

XI. PUBLIC COMMENT

XII. INFORMATION ITEMS

- A. [Minutes](#), Academic Planning Council
- B. [Minutes](#), Athletic Board
- C. [Minutes](#), Baccalaureate Council
- D. [Minutes](#), Board of Trustees
- E. [Minutes](#), Campus Security and Environmental Quality Committee
- F. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- G. [Minutes](#), General Education Committee
- H. [Minutes](#), Graduate Council
- I. [Minutes](#), Graduate Council Curriculum Committee
- 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. 2018-19 Faculty Senate remaining meeting dates:
Oct 3, Oct 31, Nov 28, Jan 23, Feb 20, Mar 27, Apr 24
- R. NIU liaison to [State Universities Retirement System Members Advisory Committee](#)
SURSMAC [sample meeting agenda](#)
SURSMAC [Constitution and Bylaws](#)
NIU HRS is recruiting one academic and one non-academic employee to serve as liaisons to the State Universities Retirement System Members Advisory Committee. To learn more, contact [Celeste Latham](#) or [Liz Guess](#).

- S. At large committee vacancies
Several university committees currently have at large faculty vacancies, which can be filled by faculty from any college (as opposed to specific college representation). If you have interest in serving, or know someone who does, please contact [Pat Erickson](#).

[Campus Parking Committee](#)

Two faculty vacancies currently exist: a one-year term (2018-19) and a fall 2018 semester only term.

The CPC meets at 1 p.m. on the third Thursday of the month: Nov 15, no Dec meeting, Jan 17, Feb 21, Mar 21, Apr 18, May 16. CPC does not meet in the summer.

[Parking Appeals Committee](#)

One faculty vacancy currently exists: a three-year term (2018-19, 2019-20, 2020-21).

The PAC meets at 1:30 p.m. generally on the second and fourth Tuesdays of the month: Nov 13 and 27, Dec 11, Jan 22, Feb 12 and 26, Mar 12 and 26, Apr 9 and 23, May 14 and 28. PAC meets once a month during the summer.

XIII. ADJOURNMENT

Opportunity and Position Summary

Northern Illinois University seeks an executive vice president/provost to lead its academic and co-curricular programs. Reporting to the president, the new executive vice president and chief academic officer will be an innovative leader who will provide a vision for all aspects of academic and student life in the University, including enriching academic programs and faculties and enhancing teaching, research and the student experience. The new executive vice president/provost will work with other members of the leadership team of the University to help achieve the University's strategic goals and its vision of excellence, including enhancing NIU's role as a community and regional leader. The executive vice president/provost will achieve this vision through strengthening administrative processes and support systems, guiding faculty development, fostering partnerships across campus, setting budget policy and overseeing all aspects of the University's academic and student affairs efforts.

The new executive vice president/provost must be a seasoned administrator with demonstrated leadership experience; a deep knowledge of and ability to promote the NIU mission; a clear sense of the diverse challenges of a public research university with undergraduate, graduate and professional schools; and the skills required to promote individual and mutual strength within and among units. Extraordinary communications skills are essential for success, as is the ability to work collaboratively throughout the institution to foster a culture of collegiality and innovation. In addition, the executive vice president/provost will have an earned terminal degree and a record of teaching and scholarly achievement that would merit appointment to the faculty at the rank of professor.

The executive vice president/provost reports directly to the president, is first among equals among the vice presidents and leads the institution in the president's absence. As chief academic officer, the executive vice president/provost leads the deans of the College of Business, the College of Education, the College of Engineering and Engineering Technology, the College of Health and Human Sciences, the College of Law, the College of Liberal Arts and Sciences, the College of Visual and Performing Arts and the University Libraries. Other University leaders reporting to the executive vice president/provost include the vice provosts for faculty affairs, resource planning, institutional effectiveness, and undergraduate studies; the senior associate vice presidents for human resource services (chief human resources officer) and academic diversity (chief diversity officer, a co-report to the president); associate vice presidents for student affairs (dean of students) and graduate studies; title IX coordinator; and the executive director of extended learning.

To seize the moment and set a trajectory for what is already a very successful university, the executive vice president/provost will embrace the central mission and values of the institution. The executive vice president/provost will demonstrate a deep understanding of the current issues in higher education and a track record of successfully implementing change in response to cultural, political, and financial forces. The successful candidate will have a deep appreciation for the business fundamentals of the University while prioritizing student success, faculty scholarship, and staff professional development, as well as diversity, equity and inclusion. Experience with strategic planning and change management is highly desirable, as is experience

in a highly complex, ever-shifting higher education environment. Of greatest import is a leadership style that emphasizes communication, accessibility, collaboration and decisiveness that are critical to leading the academic enterprise during a time of growth and change.

Recruitment will continue until the position is filled. Information regarding the process for nominations and applications for this opportunity may be found near the end of this document in the section entitled "Procedure for Candidacy."

Qualities and Qualifications of the Ideal Candidate

Northern Illinois University is continuously adapting curriculum and co-curricular offerings to prepare students to meet the demands and expectations of a 21st century workforce, and its chief academic officer is a key to its success. NIU's executive vice president/provost will resonate deeply with the University's mission and values, and thus a demonstrated history of dedication to and activity in support of inclusive excellence is highly desirable. The candidate of choice will embrace hard work and a commitment to diversity of all types across the institution. The candidate will be of unimpeachable integrity and superb judgment, exemplified by fairness, flexibility, empathy, responsiveness and broad and compelling personal and professional experience. Exceptional communications skills are required — especially strong listening skills and an ability to find and form consensus.

The successful candidate will possess an earned terminal degree and academic credentials commensurate with an appointment to the Northern Illinois University faculty at the rank of professor. Moreover, the executive vice president/provost will demonstrate a record of accomplishment as the leader of an academic organization whose professional approach is characterized by collaboration, open communication, respect for shared governance, inclusive decision-making, courage of convictions and a sense of humor. Previous experience at the decanal level is highly desirable. An appreciation for engaged, public research institutions is required, and hands-on experience with regional and professional accreditation is desirable. Previous experience with the highly regulated environment of a public university including state appropriations processes, employee classification systems and a collective bargaining units is not absolutely required, but exposure to and/or experience with these areas is highly desirable.

The executive vice president/provost will be an experienced and successful leader of people and programs with a minimum of 10 years of progressive responsibility in one or more leadership positions with considerable managerial authority in a higher education context of comparable or greater complexity. An empowering and transparent management style and a record for facilitating the success of other academic leaders are essential. The executive vice president/provost will also demonstrate considerable understanding of the business enterprise of higher education. Knowledge of and experience with higher education financing and budgets and a strong history of productive allocation of resources is required. Demonstrated experience with developing, implementing and launching innovative academic programs and/or practices is essential. Candidates with experience at the leadership level of strategic planning exercises will be at a particular advantage, as will be candidates with extensive experience in academic and co-curricular program review.

Perhaps no aspect of the new executive vice president/provost's experience, skill set and intellectual capacity will be as important as a sound and actionable understanding of higher education's current and evolving environment combined with a record of leading an institution during a period of change. Evidence of thought-leadership, action-oriented creative planning and successful implementation are essential. Strategic thinking skills are required, including the ability to see the big picture while at the same time implementing and delegating the steps necessary to achieve the vision. The new executive vice president/provost will demonstrate an entrepreneurial spirit, creativity and the agility necessary to bring ideas to fruition in a timely fashion. Combined with a deep respect for the role of faculty, staff and students in the governance of the institution, the executive vice president/provost will be a leader who actively employs a leadership approach emphasizing a shared strategic vision, empowering others while inspiring university-wide support of a common, socially just priorities.

Procedure for Candidacy

Confidential review of applications will begin immediately and continue until the position is filled; for fullest consideration, **materials should be conveyed no later than December 31, 2018.** Nominations, expressions of interest and applications (including a statement of application, a curriculum vitae/resume and the names and contact information for five references; references will not be contacted without the expressed permission of the candidate) should be submitted via email to NIUProvost@wittkieffer.com.

Material that must be mailed may be sent to:

Provost
Northern Illinois University
c/o Witt/Kieffer
Attention: Dennis M. Barden, Charlene Aguilar, and Andrew Bowen
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Confidential inquiries and questions may be directed to the Witt/Kieffer consultants supporting this search: Dennis M. Barden, Charlene Aguilar, and Andrew Bowen at 630-575-6152.

The material presented in this leadership profile should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Northern Illinois University documents and personal interviews and is believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern. All images and logos used in this leadership profile were attained from Northern Illinois University and/or are owned by Witt/Kieffer via Getty Images.

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Illinois Board of Higher Education

Bruce Rauner, Governor
Tom Cross, Chair • Dr. Al Bowman, Executive Director

MEMORANDUM

TO: Academic Leadership Group

FROM: Tom Cross, Chair
Dr. Al Bowman, Executive Director

DATE: October 15, 2018

RE: ISBE Actions Regarding Educator Shortages – October 17, 2018

On October 17, 2018, the Illinois State Board of Education (ISBE) will take action on various recommendations from the State Superintendent related to educator shortages in Illinois and the findings of a September 2018 ISBE report entitled, “Teach Illinois: Strong Teachers, Strong Classrooms – Policy Solutions to Alleviate Teacher Shortages in Illinois.” This full report is available online at: <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

I write to you now because the October 17, 2018, ISBE meeting materials include recommended actions from the State Superintendent that specifically denote rule-making to allow entities other than institutions of higher education to prepare educators for Illinois licensure. Please find below a set of key concerns as you prepare your responses on this matter. I have also included relevant excerpts from the Superintendent’s recommendations.

Key Concerns

- The “Teach Illinois” report and Superintendent’s recommendations for ISBE action on October 17, 2018, are a missed opportunity – even a backward step – for the Illinois State Board of Education to work with the state’s higher education agencies and institutions to address educator shortages in a strategic and effective way and largely omit the evidence from a wide body of research on the subject. Examples of more effective approaches include loan forgiveness and other financial incentives that would support recruitment, preparation, and retention of highly qualified candidates into the field. Additionally, these recommendations propose unsubstantiated changes without the benefit of the results of proposed research into more effective ISBE gatekeeping policies related to the Test of Academic Proficiency (TAP) and the inaccuracy of the TAP as a measure of either academic proficiency or signal of teacher effectiveness.
- These documents include no references to effective models of educator preparation in higher education in Illinois, leading readers to conclude that innovative, job-embedded preparation models do not exist among Illinois colleges and universities – when in fact, they do and have been in place for, in some cases, decades. These programs are highly successful as evidenced by high edTPA performance assessment and licensure pass rates, as well as the fact that graduates of these programs are effective and stay in the profession. It is a major omission of these policy recommendations not to draw from existing, exemplary educator preparation models in Illinois higher education.
- Leading countries, such as Finland, often touted for high student achievement rates have invested in extended and intensive educator preparation up to and through the master’s degree level. In Finland, there are no shortcuts to becoming a teacher as those proposed in the Superintendent’s recommendations. Specifically, the Superintendent’s recommendation includes an option for licensed Illinois teachers to

become endorsed in a new specialty area by completing 18 hours of higher education coursework or merely passing a short subject matter test. Under these recommended provisions, as one example, it appears an elementary teacher who wants to be a special education teacher can take substantive higher education coursework in focused special education content or hope to pass a brief exam in special education and achieve the special education endorsement with no preparation in the field.

- Under the label of “innovation,” unspecified entities other than colleges and universities will be allowed to prepare and recommend candidates for educator licensure in Illinois. If these recommendations are enacted, it will create a bifurcated ISBE licensure system with the following problems:
 - Organizations or entities with no accreditation to operate in postsecondary education will be allowed to prepare teachers in “job-embedded programs.” The Higher Learning Commission (HLC) and the Council for Accreditation of Educator Preparation (CAEP) provide a number of quality assurances through their regulation of higher education programs. Other entities will not be subject to these same standards.
 - There will be no capacity for ISBE to ensure, without the support of accreditation and other postsecondary regulation that these organizations are providing the “job-embedded” educator preparation programs they purport to offer; have qualified instructors; meet standards for program quality; or even properly verify that candidates they recommend for licensure actually attended or successfully completed the program of study.
 - Candidates who enter these programs will have no assurance that their course of study has any value outside that single, job-embedded setting and that the ISBE license they achieve under these parameters will have any value for other forms of professional employment. Further, these candidates cannot be assured that appropriate records or transcripts of their work by these organizations will be maintained or deemed valid for future use.

Accreditation and other regulatory protections for students are de facto components of educator preparation provided through institutions of higher education.

- The ISBE recommendations, in large part, have the potential to exacerbate well-known inequities in Illinois schools. Despite efforts to address funding inequities through recent changes, these proposed policies will introduce new disparities.
 - Some schools will be able to employ professionally prepared educators with degrees in the field and substantial, guided preparatory experience. Other schools will be left to hire individuals without professional preparation and leave them to “learn on the job.”
 - There are well-documented disparities among school districts and Regional Offices of Education in providing new teacher induction and ongoing professional development. Resource-strapped entities that are not able to provide quality professional development are not likely to be able to add educator preparation, as well.
- Ultimately, many of these recommendations will only exacerbate the educator shortage issue. The research on educator shortages is clear. Under-prepared individuals who are left to learn on the job leave teaching at higher rates. Illinois schools will only experience more churn and difficulty in filling educator positions through these approaches.

Relevant Excerpts

The ISBE materials are available online at: https://www.isbe.net/Documents_Board_Meetings/10-17-18-Packet.pdf. The full set of recommended actions begins on page 57. Please find below relevant excerpts beginning on page 65.

2. Job-Embedded Programs

Generally, there is support for creating additional avenues of entry for individuals into teaching. In particular, commenters identified those serving as paraprofessionals and those who wished to change careers should have **additional ways of receiving a license**

apart from completing a program through an institution of higher education. Language in 21B-20 (Types of Licenses), 21B-25 (Endorsement on Licenses), and 21B-50 (Alternative Educator Licensure Programs) requires modification in order to increase the avenues of entry to obtain a professional educator license in Illinois. These recommended changes align with Recommendation IV of the Teach Illinois report. More specifically:

ILCS 105 21B-20 (Types of Licenses)

- o Add language "...or demonstrates competency by other means" throughout 21B-20 to increase the range of delivery of content opportunities currently limited to "coursework."
- o Change reference of Alternative Educator Licensure programs to Job-Embedded Licensure Programs.
- ILCS 105 21B-25 (Endorsement on Licenses)
 - o Add "or other organizations" to language currently limiting the offering of educator preparation programs to "institutions" only.