

PUBLIC NOTICE AND AGENDA

**University Council
Wednesday, November 7, 2018, 3 p.m.
Altgeld Hall 315
Northern Illinois University
DeKalb, Illinois**

I. CALL TO ORDER

II. VERIFICATION OF QUORUM

III. ADOPTION OF THE AGENDA

IV. APPROVAL OF THE [OCTOBER 10, 2018](#) MINUTES

V. PUBLIC COMMENT

VI. PRESIDENT'S ANNOUNCEMENTS

- A. Policy Library update – Rebecca Hunt, Policy Librarian

VII. CONSENT AGENDA

VIII. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

- A. Faculty Advisory Council to the IBHE – Linda Saborío – report
IBHE memorandum – [ISBE Actions Regarding Educator Shortages](#) – Pages 3-5
- B. University Advisory Committee to the Board of Trustees – no report
Holly Nicholson, Catherine Doederlein, Therese Arado
Alex Gelman, Sarah Marsh, Kendall Thu
- C. Academic Policy Committee – Vicki Collins, Chair – no report
- D. Resources, Space and Budget Committee – Jim Wilson, Chair – report
- E. Rules, Governance and Elections Committee – Richard Siegesmund, Chair –
no report
- F. University Affairs Committee – Hamid Bateni, Chair – no report
- G. Student Association – report
Khiree Cross, President
Tristan Martin, Speaker of the Senate

- H. Operating Staff Council – Holly Nicholson, President – report
- I. Supportive Professional Staff Council – Catherine Doederlein, President – report

IX. UNFINISHED BUSINESS

X. NEW BUSINESS

- A. Per NIU Bylaws, [Article 19.4.2](#), approve [2018-19 General Counsel Search Committee Structure](#) – Page 6

XI. 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 University Council future meeting dates:
Dec 5, Jan 30, Feb 27, Apr 3, May 1
- 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](#).

XII. ADJOURNMENT



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.

2018-19 General Counsel Search Committee Structure
Chair Sean Frazier, Director of Athletics
Research and Innovation Partnerships Representative
Administration and Finance Representative
Dean Representative
Faculty Senate Representative
Foundation Representative
General Counsel Representative
Human Resource Services Representative
Information Technology Representative
Law Student Representative
Operating Staff Council Representative
Public Safety Representative
Student Affairs Representative
Supportive Professional Staff Council Representative
Undergraduate Student Representative