

Fall 11-5-2014

## Senate Meeting, November 5, 2014

Academic Senate  
*Illinois State University*

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**Academic Senate Minutes**  
**Wednesday, November 5, 2014**  
**(Approved)**

***Call to Order***

Senate Chairperson Susan Kalter called the meeting to order.

***Roll Call***

Senate Secretary Ed Stewart called the roll and declared a quorum.

***Approval of Minutes of October 22, 2014***

**Motion XLV-105:** By Senator Bushell, seconded by Senator McHale, to approve the minutes. The minutes were approved by all senators, with the exception of Senator Dyck, who abstained.

***Chairperson's Remarks***

**Senator Kalter:** Congratulations to our very own Senator Lessoff, who has won the Mother Murphy's Peace Standard award from SECA—apparently the top honor this week, though I have no idea what it is!

**Senator Lessoff:** It's a flag!

**Senator Kalter:** Last Wednesday, I attended my first Student Government Association meeting. I'm glad I finally got a break in my Wednesday schedule to allow me to attend, and watch a packed and efficient meeting! Thanks very much to all the student Senators here and other SGA members for their hospitality, especially Senators Joyce, Powers—who did a great job facilitating the meeting, Gallagher, Johnson, Christensen, Mejia, Cassata, Breeden.

The President's office has started forming the search committee for the Vice President for University Advancement search. Please encourage your constituents to serve.

Later on this evening, we will be having two discussions. The Senate will be having a discussion about edTPA, or the Teacher Performance Assessment, that will be replacing the APT, or Assessment of Professional Teaching, in fall 2015 for all our teacher candidates who want to get licensed to teach in the state of Illinois. The Faculty Caucus will later be discussing the Indemnification Act and the legal, insurance, and risk management issues for faculty and departments associated with that Act.

My goal for the edTPA discussion is that we help the Academic Affairs Committee during this important year—prior to full edTPA implementation—to gather in questions and concerns about edTPA and its implementation, that we illuminate and hopefully dissipate areas of confusion that have arisen, that we help the Academic Affairs Committee, the Council for Teacher Education and the Lauby Teacher Education Center inform the campus about edTPA's promise, its significance and its challenges, that we recognize, understand, and appreciate the values underlying varying positions around campus about the pros and cons of edTPA, and that we understand ourselves as being in the midst of a *statewide* and a *nationwide* debate about edTPA, about its scholarly underpinnings at Stanford University, about its potential to reform and improve teacher licensing and teacher quality, and about its potential pitfalls and its foreseen and unforeseen potentially negative consequences.

I hope that this and later discussions will promote a dialogue that will help iron out current and anticipated problems as edTPA is implemented, clarify facts, separate fact from arguments on all sides, and promote both a closer collaboration between the Academic Affairs Committee and the Council for Teacher Education, and

more ongoing, widespread campus education about issues affecting our Teacher Education students, programs, and faculty/staff.

My understanding, though it is thin and recent, is that the test which edTPA will be replacing, the APT, is inadequate as a licensure exam, that many if not most teacher educators would prefer a performance-based assessment rather than merely a written exam, and that edTPA tries to be that preferred assessment. However, legitimate concerns and questions have also arisen regarding various aspects of this new form of credentialing and licensure, including the precise ways in which it is being implemented in Illinois. So we should be trying to get those out on the table without judgment as to the answers or the end game.

### ***Student Body President's Remarks***

**Senator Joyce:** Hello Everyone,

With Midterms over with it appears the student body is preparing for the end of the semester and finals. This past weekend was celebrated with two great events. On Halloween itself the dean of student's office sponsored The Haunting at State which was a very well attended and a fun event. The Day of the Dead followed Halloween and the University Programming Board, the Association of Latin American Students, and the Gamma Phi Omega International Sorority co-Sponsored an event that involved creating sugar-skulls from clay and other fun activities.

Yesterday was the conclusion of the midterm elections and it seemed as though university efforts to raise awareness of voting paid off. Throughout the entire day I noticed big lines in the Bone, which hopefully means an increase in student voting.

Yesterday also was the first ever Sustainability Forum put on by the Student Government. Our Secretary of Sustainability presented to a group of student's on how to receive funding for sustainable projects, on top of a couple of the student groups presenting their projects. I highly recommend you all to check out the Solar Car Team and wish them luck in the first ever international tournament.

Finally, I would like to conclude, by inviting you all to the first annual Meet Your Dean event, put on by the Student Government Association. This event will be held Tuesday November, 18th from 3 pm till 5. The deans of every college have been invited and many have responded that they will be attending; which will make for a very exciting event. This will give an opportunity for students to come out and meet the dean of their respective college, while also being able to meet their college's Student Senator. I ask that you invite your classes to this event. Not only is this a rare chance for student's to meet their dean, there will also be free food, which seems to grab the attention of us students.

With that, I yield for questions.

**Senator Lessoff:** I noticed students being turned away from voting for various technical reasons related to the registration. I asked my students and they said that they had been instructed to go to downtown Bloomington to the McLean County Election Commission to put in a ballot. Have you heard any reports of that kind of thing?

**Senator Joyce:** To this point, I haven't heard any of that. I walked through here about six times and every time there was a line of about 20 or 30 people. I will look into that. If it was issue, it would have only been for a temporary time.

### ***Executive Session:***

#### ***Request for Endorsement of the Honorary Degree Nominees (Provost Krejci)***

**Senator Kalter:** I will now with your permission do a little changing in the order of the agenda. Our provost must get up to Chicago to the Board of Trustees meeting. So we are going to move into Executive Session to do the request for endorsement of the Honorary Degree Nominees.

The Illinois Open Meetings Act, section 5 ILCS 120/2 section c, 1, allows for closed meetings to consider “The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body”.

**Motion XLV-106:** By Senator Powers, seconded by Senator Cassata, to move into Executive Session. The motion was unanimously approved.

The Senate concluded its business in closed session and returned to open session.

#### ***Administrators' Remarks***

- ***President Larry Dietz – Absent***

- ***Provost Janet Krejci***

**Provost Krejci:** The College of Fine Arts dean search committee is close to being in place. Dan Elkins will be the chair from the Panel of Ten and we have received the names from the college. We are finalizing the last couple of members. We have the students; thank you to Senator Joyce; and the AP and civil service reps. We will be announcing that shortly. We are also parallel playing with the approach for the procurement of search firms. The contract is not yet finalized. The search committee for the Director of the Graduate School is almost complete. I want to congratulate Dr. Fred Smith for giving an outstanding performance last Thursday at a Night Out with the Ancestors: Meet the Neanderthals. I also want to acknowledge the Honors Program that held their first fall festival last Friday.

- ***Vice President of Student Affairs Brent Paterson***

**Senator Paterson:** There are many collaborative efforts that the division is involved with Academic Affairs and other areas, but I wanted to highlight one of those. It is a STEM Fair. The Department of Chemistry, University College and our Dean of Students Office is collaborating with them in an effort to encourage students, especially from underrepresented groups, to become involved in STEM majors. One of our alternative break programs is an international program. Looking at Ebola outbreaks in Ghana, Africa, we decided that going there was not the best thing to do this year. The trip is going to be going to Kenya instead.

One alarming issue is alcohol abuse. This fall, we have had 73 students who have been transported from campus to the hospital because of severe intoxication. Eleven of those were last week. In all of fall of 2013, there were 74 transports to the hospital for alcohol and in fall 2012, 59. I don't know exactly what the cause is. We are going to be looking at that and asking for your and others help on how we may begin to address that with our students.

Our student counseling services has seen a significant increase in the number of students seeking counseling services. In an attempt to address the demand, we have some part-time counselors. We have extended the number of hours that those counselors are working. We are in the process of trying to hire an additional part-time counselor. We do have a counselor on call each day for emergencies. Related to that, we have had 20 students who have been transported to the hospital for psychiatric evaluation. In comparison to fall 2013, we had a total of 18 transports and in fall of 2012, 10 transports. I don't know the cause, but we are looking into that.

The Division of Student Affairs has continued its efforts of diversity and inclusion. Our next step in that was a training program for our directors. We have identified about 25 staff in our division as inclusion practitioners.

**Senator Schneider:** Can you give us any information about an incident in Cardinal Court involving a “bad acid” experience where there was significant injury to students. I would not like to see alcohol tackled without drugs tackled as well. How can we be better informed?

**Senator Paterson:** We did have one student in Cardinal Court and I don't know what drugs the student may have been taking. He did have a cut on his head from a window. No other students were injured. The police have a daily summary of incidents on their web page, so you can look at that. I don't think it's something that we would want to broadcast to campus. There are certain conditions for the Crime Advisories that fall under the Cleary Act.

**Senator Thornton:** I wanted to talk about the increase in alcohol abuse. I understand that the freshman class is a much bigger percentage this year. Could the increase in alcohol abuse be a function of that?

**Senator Paterson:** That was my first inclination. We haven't delved into the data thoroughly enough to discover if that is the case or not.

**Senator Holland:** There is an alcohol taskforce on campus which is trying to deal with the issue of student drinking. We have been meeting now for five years. It is not a new thing. When I first got involved with the committee, I was shocked at the level of alcohol consumption on campus; we are in the 95<sup>th</sup> percentile nationwide.

**Senator Breeden:** There was a Crime Advisory for the incident that Senator Schneider was talking about so students were aware that it happened. Also, all freshmen are required to take some sort of assessment that addresses both drugs and alcohol.

**Senator Kalter:** Is there a difference between the Crime Advisories that the faculty and staff receive and the ones that the students receive?

**Senator Paterson:** No. I don't believe that there was a Crime Advisory. I believe that there was a message that went out through social media.

**Senator Winger:** For 300-level classes, what is the grade point average?

**Senator Kalter:** I am not sure whether they have that data, but I know the charts that the alcohol taskforce has put out show a pretty direct correlation between alcohol abuse and grade point average.

**Senator Winger:** Has the taskforce considered addressing grade inflation for raising the seriousness of the environment?

**Senator Holland:** From reports from other schools, the academic rigor has very little to do with alcohol consumption.

**Senator Kalter:** The Student Code of Conduct, which was passed by the Student Government, is now undergoing further revisions. Are there any particular details about those revisions?

**Senator Paterson:** I am meeting with the Dean of Students and we will be meeting with Connor within the next few days to go over what those suggested revisions are.

**Senator Kalter:** My understanding is that it will go back to the Student Government Association and then back to us.

**Senator Paterson:** Yes.

- *Vice President of Finance and Planning Greg Alt*

**Senator Alt:** I will start my report with a follow up to Senator Crowley's question last time related to the budget request item of \$450,000 for edTPA. The request is to meet the professional development needs of the faculty and staff, provide additional support for teacher education candidates and submit portfolios for official

scoring. The request is not line item other than allocation of approximately \$300,000 for candidate portfolio development and scoring and approximately \$150,000 allocated towards training and professional development. Some additional context in that request includes that there are about 1,000 teachers at the university who will be submitting portfolios annually at the full implementation of edTPA and they will need support as they prepare to meet the requirements of this assessment, both program completion and licensure. This funding will allow students and programs to gain independent feedback on the performance on the edTPA without any additional financial burden placed on students. The university will use these results to guide improvements to programs in order to ensure candidate success and continue its widespread dissemination of our edTPA efforts and innovations.

The state continues on its schedule for payments of 10% being received of our appropriation to date. Progress on Capen Auditorium continues with completion expected for the beginning of fall 2015 classes, which will require that we extend the lease of the Normal Theatre through the spring semester.

**Senator Holland:** Based on the election results, what do you believe is the probability of a rescission?

**Senator Alt:** It will hinge a lot on the expiration of the income tax increase. With the change of the governor, the current stance of the governor-elect is that the income tax would not be extended permanently, but would be phased out over four years back down to the previous 3%. My opinion is that because it would be a phase out, that we would have a better than average chance of avoiding a mid-year rescission. I do think it would be followed by some kind of budget cutback for FY16.

*Committee Reports:*

*Academic Affairs Committee*

**Senator Crowley:** We passed a resolution to reduce the number of hours a student needs to be here at ISU in order to get academic honors and that will be brought to the Executive Committee.

*Administrative Affairs and Budget Committee*

**Senator Lessoff:** The Executive Committee referred to us the proposed double B.A. policy to investigate its budgetary implications for different departments and colleges. The other matter that we discussed is that the committee is charged by university policy to review the forms for annual evaluations of chairs and directors and deans. We discussed the procedure and timetable.

**Senator Schneider:** Could you explain the review of the chairs and directors and deans administrator evaluation review?

**Senator Lessoff:** The university policy says that our committee is among the various bodies to review and approve these forms. We are one of the channels that they go through.

**Senator Schneider:** What forms are you referring to?

**Senator Lessoff:** The annual evaluation forms.

**Senator Schneider:** In the College of Applied Science and Technology, the college has adopted the IDEA evaluation and each college has different evaluative tools.

**Senator Lessoff:** That's true, but nonetheless, we have the obligation to review them.

**Senator Schneider:** With the recommendation to adopt or change?

**Senator Lessoff:** Yes, the policy reads 'all college councils or equivalent bodies are charged with developing questions appropriate for dean, department/school chairperson/director reviews. These questionnaires will be

submitted for approval to the Chairpersons/Directors Council, the Deans Council, the provost, the president and the Administrative Affairs and Budget Committee of the Academic Senate.’

### ***Faculty Affairs Committee***

**Senator Horst:** We finalized our wording for the Honorary Degree Policy. We finished our discussion of the pension and sabbatical issue. We started discussion on the dismissal and suspension language that has been put forward to us by the Provost’s Office and we began a review of the Distinguished Professor Policy.

**Senator Kalter:** Were the pensions and sabbaticals tied together?

**Senator Horst:** There was an issue when people were taking a full-year sabbatical close to their retirement age and that was negatively affecting their pensions. We advocated that this be communicated to faculty effectively. We are working with the Provost’s Office to develop language saying if you are taking a sabbatical close to retirement, you should see your HR officer.

### ***Planning and Finance Committee***

**Senator Rich:** We had an information session related to financial sustainability. Our guests were Provost Krejci and Chuck McGuire. Our topic was revenue and costs associated with instruction. General revenue and the income fund are the primary sources for supporting our core mission and a significant portion of these funds support direct instruction. On the cost side, ISU has relatively low costs of direct instruction, however, not low cost for such things as academic student support and student services. The distinguishing feature usually associated with high cost is small class sizes and ISU is unusual among our public peers and view that as a strategic advantage for the university. We also touched on a number of cost saving strategies elsewhere, including proliferation of online courses, instructor qualifications and status and increased international student enrollment.

### ***Rules Committee***

**Senator Bushell:** We reviewed and approved an addition to the Blue Book for the Planning and Finance Committee and also CFA Bylaws. They came back to us after a few additional changes from their college council. We reviewed and approved those as well. We will send those two documents to Exec. Also, we began discussion on the Academic Senate Bylaws.

**Senator Horst:** Since it took several years for the fine arts bylaws to get through the Rules Committee, will they have to revise their bylaws almost immediately because it is on a five-year cycle?

**Senator Bushell:** Common sense would say the clock starts when it gets approved.

### ***Discussion:***

***edTPA and K-12 Issues (Elisa Palmer, edTPA Coordinator; Deb Garrahy, Director of Clinical Experiences and Licensure Processes; Lynn Steffen, Assoc. Director of Clinical Experiences)***

### **Related Documents:**

- 1) 105 ILCS 5/21B-30 Section of the Illinois School Code***
- 2) 25.720 Section of the Illinois Administrative Code***
- 3) edTPA Details – Email from Ameer Atkins, COE Senior Assoc. Dean***
- 4) edTPA Overview***
- 5) edTPA and ISU History***
- 6) Core Components of Effective Beginning Teaching***
- 7) 2013 edTPA Field Test Summary Report (Distributed by Email Only)***

**Senator Kalter:** We are going to be limiting this discussion to about 20 to 25 minutes because we do have other business tonight. We are trying to get questions on the table and start a dialogue.

**Director Garrahy:** edTPA may be a recent conversation for the Senate, but it has not been a recent conversation for the Council for Teacher Education. On October 18, 2011, when the council voted unanimously to have a fall 2013 campus implementation date, it has provided us with an outstanding opportunity for our teacher candidates. ISU is leading the way in edTPA nationally. A point of clarification: edTPA has not officially been designated to replace the APT Test.

**Senator Crowley:** I think the concern today is not so much the effort to be excellent; it is a matter of trying to sift out how do we do this. How do we go about implementing edTPA? When we embraced it on the outset, we did not quite fully know what we were embracing and this is why we are doing this here tonight. We are discussing what it is that we are doing and is it good for our students. What is the problem that edTPA is addressing on our campus? What data supports that there is a problem and how do we know that the proposed solution actually addresses the problem? Are we concerned about the role of Pearson Publishing Company and how have we gone down the road of checking it out with ISU General Counsel to see that there is no misstep in terms of private business and public education?

**Coordinator Palmer:** One of the questions was what is the problem at ISU that edTPA is attempting to solve. edTPA is a state-mandated assessment as of fall 2015. Therefore, CTE decided to implement it two years ahead of time so that we could get the infrastructure in place to help our candidates be successful.

**Senator Stewart:** If a student fails edTPA, what can be done to get them up to snuff so that they pass? But the big question is degree granting. Is there anything in edTPA and the state mandate that says that students don't get their education degree if they don't pass?

**Coordinator Palmer:** There was a joint letter released by the ISBE and the IBHE last year giving the universities the option, but the way the school code is written, there are limited options when it comes to that. Here is what it said: "For students unable to successfully complete these requirements, an institution may issue a degree, provided all required credits have been earned and graduation requirements have been met. However, the issuing institution must clearly designate that the student has completed the degree, but has not met requirements leading to completion of an approved teacher preparation program. An institution may consider a variety of approaches in making this designation."

**Senator Powers:** If they do not pass the edTPA before graduation, are they allowed to take it after they graduate?

**Coordinator Palmer:** Currently, we are working through those processes with the Council for Teacher Education. We have been working for the past 14 months for a retake support system to get candidates as quickly to degree and licensure as possible. We will be bringing those recommendations forward to CTE over the next six months.

**Senator Johnson:** I am a student in Special Education and some of my professors have told me stories of students working on the edTPA doing the video section and then they have a student that they are working with in the video who suddenly can't come to school or is gone for a number of weeks because of personal issues. In a situation like that, what would occur?

**Coordinator Palmer:** Normally, in those situations, they would simply choose another focus student to work with for the assessment.

**Senator Kalter:** Is it difficult for students to find another student?

**Coordinator Palmer:** No, not in those settings. That is not what we have experienced.

**Senator Kalter:** So even for a situation in Special Education as opposed to another kind of classroom, the student is able to find another student to work with and to film?



**Coordinator Palmer:** Correct. For Special Education, especially, we are in situations where they cannot video because of privacy or security reasons and there is a method that we can request that they not have to video and that is paperwork that I submit.

**Senator McHale:** Do they go through IRB for this process?

**Coordinator Palmer:** No.

**Senator McHale:** I am not sure what this body is deliberating. Can that be clarified? Are we just getting filled in or are we going to make some decision?

**Senator Kalter:** The Council for Teacher Education is an External Committee of the Senate that reports to the Senate through the Academic Affairs Committee. Given that this is the year before this is all being implemented, they are working on some things that may eventually come through the Senate. Usually, when an External Committee works on things, there are two kinds of things that come to the Senate as opposed to just being decided by an External Committee. One is policy level changes that might go in the undergraduate catalog and the other kinds of things are curriculum changes. One of the things that is happening as a result of this joint ISBE/IBHE letter was an issue under Dr. Bowman about our institutional academic freedom. We sort of won, but because the way licensure works, we won that point, but because we issue the licenses, not much is different from whether we had done that or not.

CTE is going to be looking at things like what happens when students do not pass their teacher education program. In some majors, that is not a very difficult thing because all of the requirements that they would have taken for an English Education major can be used as electives and they can just get an English major. There are other degree programs that may be looking at the need to change programs and those kinds of things come up to us through the CTE and also the UCC. Those are the kinds of things that we are making sure we can work out.

**Assoc. Director Steffen:** We do not issue licenses. We notify the State Board of Education of those students that complete entitlement programs.

**Senator Kalter:** I am glad that you clarified that. The Senate has a letter from Associate Dean Adkins talking about how they wanted us to stamp on the transcript “Not for Licensure” and the way she put it is that is not the Illinois State way. I am wondering if it is the State of Illinois way. What do you think their logic might be of having that permanent record of failure on a transcript?

**Assoc. Director Steffen:** It can impact their ability to get licensed in other states as well. If you have that on a transcript, then everyone knows that it was some sort of a quasi-education program that the student went through, but it did not prepare them to be a licensed teacher in Illinois. To give somebody a degree in education who can't be a teacher in Illinois presents some moral problems for teacher ed and ISU.

**Senator Ellerton:** IRB approval is required in so many of the interactions we have with children. Is there any ethics IRB approval needed because these videos are going out to other people?

**Coordinator Palmer:** The parents of every student who appears in a video signs a special form that outlines who will be allowed to see that video.

**Director Garrahy:** I have worked with our General Counsel on having an edTPA statement included in our school contracts with all of our school partners across the state. It is in the contract that they sign to accept our student teachers.

**Senator Ellerton:** The transparency of requirements in specific curriculum areas is very important because assessors of the tapes may have different interpretations of what is meant by the different aspects that students

are expected to fulfill. To what extent is that going to be shared and flexible with interpretation? The expectations for some of the planning and some of the work with students, how is that shared with students and how flexible is that going to be?

**Coordinator Palmer:** Each content area has their own assessment handbook. The assessment is structured similarly for all content areas, but within each handbook, there are some differentiations based on the content area. We are also working with programs to backwards map and embed edTPA related activities and terminology into their coursework leading up to student teaching.

**Senator Kalter:** Eight members of the English Education Department wrote a very thoughtful letter. One of the things they are worried about, you don't necessarily have to respond to it here, but I wanted you to be aware. Apparently, some of the scorers that Pearson has hired can have subject area test scoring even though they have had only one student from that area in their classroom. What Senator Ellerton is bringing up is are the people scoring the exams qualified and is Pearson and SCALE checking that well. Two other things I wanted to bring up. They have found instances where students are either being able to game the exam or plagiarize the exam. I think we ought to have that on our radar. The other thoughtful thing that they wrote is that people around the state, especially in the Chicago area, are concerned about how this plays into recruitment of diverse students because there is "a complete absence of research documenting the performance of subgroups distinguished by race, ethnicity and/or language variation." If we are collecting concerns, those are three of the several concerns.

**Senator Ellerton:** Another concern is to what extent is this introduction of edTPA going to dominate and make us change our curriculum?

**Coordinator Palmer:** One of things with the scoring issue was actually discussed in documents you were given for tonight in terms of whose hired for scoring, the training process they go through, etc. To address the subgroups, if you look at the technical report from 2013, I believe there is some data there about the different subgroups and the mean scores of their assessment.

**Senator Kalter:** We shouldn't necessarily dismiss that example; we should investigate it.

**Senator Schneider:** These women and the Dean of the College of Education have been working on this for 14 months on a state mandate. I am not really sure why we are talking about this, why the concerns are only now being raised when this information is being shared throughout campus. The dean of the college is not able to come here to address the concerns.

**Senator Kalter:** These concerns have not just come up. They have been bubbling up over the past several years. We did invite the dean and because he couldn't come, we wanted to make sure that because of the short implementation time, that all of this is aired finally. We decided on the conversation and hopefully the dean will be able to join us at a future date.

**Senator Schneider:** If these concerns have been bubbling up for years, why are they just now coming to the forefront?

**Senator Kalter:** That is an excellent question.

**Senator Gizzi:** IBHE-FAC dealt with this about two years ago when the mandate came about. We talked directly with the board about it. It seems that you are doing a wonderful job of implementing this. The one question I recall from IBHE-FAC was about the cost to the student. How do we help our students deal with this cost issue?

**Director Garrahy:** We are being given the credit for this. We are just the messenger. This goes back to every teacher education faculty in your departments because this is one additional item for a faculty member to deal with that may not always appear in an SFSC or DFSC. This might be something that may be overlooked and I

have brought copies of the five-page report that was sent to the Senate electronically. Senator Gizzi, to go back to your question, this is a concern. It is a \$300 fee in addition to all of the other requirements our teacher candidates must meet. That includes an annual criminal background check. So, it is a concern, especially when you have 1,000 student teachers a year. I do not have an answer for you.

**Senator Horst:** I am wondering how we are moving forward with this. Do you have a plan of maybe creating a document that would discuss our strategies for implementation and for addressing some of these problems and is there a document that is going to come forward to the Senate this year so that we could deal with something a little more concrete?

**Coordinator Palmer:** In terms of which aspect?

**Senator Horst:** Are you thinking of developing a document about this whole issue?

**Coordinator Palmer:** We have several documents about the assessment.

**Senator Horst:** We have a lot of documents here. There are a lot of issues floating around and it would be nice if we could address it more coherently.

**Coordinator Palmer:** I think if the questions were sent to us, we would be glad to develop a document.

**Senator Kalter:** One of the things that the Executive Committee talked about in planning a discussion about this was indeed to collect questions, sort of in the same pattern as the Gen Ed taskforce discussion a couple of years ago where we had a big discussion and then sent it to the Academic Affairs Committee. One of the things I would suggest is to ask if your constituents have questions; we are going to collect those and send them through the Academic Affairs Committee to be discussed and have a dialogue between CTE and the Academic Affairs Committee about how are we working out these particular issues. Some of these issues cannot be worked out at ISU. Some of them are issues that ISU hopefully at some point will advocate with the state about. One of the things that has not yet been brought up is that many of the students because of the marrying of licensure to graduation are taking edTPA in the first eight weeks of student teaching rather than as a final exam. That is a pretty serious concern. The question is can we get a list of questions and concerns and have an ongoing conversation to see who is going to be working those out, how do we get those worked out, how do we get the communication out.

**Senator McHale:** My question is related to Senator Gizzi's. So what you are telling us is that Pearson has a monopoly on the accreditation of our teachers in the State of Illinois. How much money is Pearson making per student with their monopoly here and how much is Pearson making as they have a monopoly on all of the teacher education assessment in the whole state and is this a new thing where a corporation is solely responsible for the accreditation of teachers?

**Coordinator Palmer:** I am not going to address the other state tests, but I will address edTPA. I think there is a misconception about who has designed the assessment, who trains the scorers and those types of things.

**Senator McHale:** I was worried about the money.

**Coordinator Palmer:** This assessment was designed by Stanford University. They are actually the ones who own the assessment. They own the handbooks, the design all of the trainer materials. Pearson is their operational partner through which all of the electronics for submission, reporting of scores, etc. occurs. Currently, from what I have read, Pearson is actually losing money on the edTPA because of the amount of training and those types of things that are going on. Other than that, I can't address the rest of the question.

**Director Garrahy:** That was a state-level decision, not an Illinois State level decision.

**Assoc. Coordinator Steffen:** Throughout the country, many of the states have licensure exams and they usually join up with one of the two major testing companies, Pearson or ETS. In our case, Illinois chose to have an Illinois specific test developed. They put out their bids and they went with National Evaluation Systems and then they were bought by Pearson.

**Senator Eckrich:** Is it correct that the state said we had to have a performance assessment and they recommended Pearson or did they dictate Pearson.

**Assoc. Director Steffen:** The legislature said all teacher candidates have to pass a performance assessment that would be selected by the state superintendent in conjunction with the State Educator Licensure Board. Basically, they chose edTPA, which really was the first national level test that was emerging. In fact, it is the only one that is out there right now. It was really a decision between SCALE, the developers of this assessment, to team up with Pearson for the actual implementation piece.

**Senator Eckrich:** I misspoke. My question was about edTPA, not Pearson. So it was the state superintendent's recommendation that we go with edTPA?

**Assoc. Director Steffen:** We had no decision in that. At the time they were making the choice, it was really the only national assessment out there.

**Senator Kalter:** I am going to wrap up the discussion, but I can see by the discussion that there are still questions; you can send them to us, either Senator Crowley or the Executive Committee and we will forward them on. I think it is important for us to remember that this is a controversial topic. The people who are concerned about it are not outliers. Thank you to our guests.

**Action Items:**

**10.10.14.01 Honorary Degree Policy - Revised (Faculty Affairs Committee)**

**Senator Horst:** I want to include a friendly amendment that was drafted after Senator Bushell's comment under the nomination section. We are going to delete the first sentence and replace it with: "The committee will solicit nominations for Honorary Degrees and make recommendations to the President."

**Motion XLV-108:** By Senator Horst to approve the Honorary Degree Policy, as amended by the friendly amendment. The motion was unanimously approved.

**10.10.14.02 Academic Personnel Policy - Revised (Faculty Affairs Committee)**

**Motion XLV-109:** By Senator Horst to approve the revised Academic Personnel Policy. The motion was unanimously approved.

**Communications:**

**10.20.14.01 Chicago State University De-Recognition of Senate Sense of the Senate Resolution (Executive Committee)**

**Senator Kalter:** We have one prepared communication, the Chicago State University De-Recognition of Senate Sense of the Senate Resolution. Thank you Senator Lessoff for volunteering to draft this.

**Senator Lessoff:** This resulted from a communication to our Senate from other senates in the state asking for solidarity with the Faculty Senate at Chicago State University in what amounts to a clash with their board of trustees and administration. I don't want to say a lot about it because Chicago State's administrative issues are well known and widely reported. The feeling on the Executive Committee was strong that it was the responsibility of this body to act in solidarity with other senates around the state on this issue.

**Senator Kalter:** We did indeed receive a communication from some senators at Chicago State saying that their board of trustees is no longer recognizing them. That is a very unusual and very scary kind of move. It is not in

the spirit of shared governance. We talked about this in Exec and decided to bring forth a Sense of the Senate Resolution.

**Motion XLV-110:** By Senator Lessoff, seconded by Senator Hoelscher, to approve the Sense of the Senate Resolution.

**Senator Horst:** The vice chair at Chicago State is another composer. He has been informing me for quite some time about the disrespect that the senate receives up there and I have heard that the administration comes with newspapers and just completely ignores the body. This has been an ongoing situation and I wholeheartedly support this resolution.

**Senator Marx:** Has the board provided any rationale for their ignoring the senate?

**Senator Kalter:** To my knowledge, no. The email that we received was a very short, one sentence email from the board secretary to the chair of that senate that said ‘We are no longer sending you materials because we don’t recognize you anymore.’

**Senator Lessoff:** The background of the clash was reported, among other places, in the *Chronicle of Higher Education*. There were all kinds of details about what lead to the board of trustees deciding that it didn’t want to recognize the Chicago State Senate anymore. Ultimately, this was about the ongoing struggles over the faculty’s lack of faith and trust in the administration.

**Senator Winger:** So the faculty no longer trusts the administration and, for good reason, I’m sure. Could you say a little more so that we know what we are endorsing?

**Senator Kalter:** One issue that came up in the meeting of the Council of Illinois University Senates was the plagiarism that was committed by the provost of that university, alleged at least, and was discovered by the chair of the senate there.

**Senator Winger:** In the provost’s academic work?

**Senator Kalter:** Apparently so. There has also been I believe freedom of speech issues on the campus.

**Senator Winger:** On the administration side and the board is backing the administration?

**Senator Kalter:** Yes, the board has been backing the administration.

**Senator Winger:** How is this board appointed?

**Senator Kalter:** Boards are appointed by the governor of the state.

**Senator Holland:** This has been a very long dispute. Eight or ten years ago, I was hearing from the chair of their senate that they were having major disputes. Part of it had to do with the lack of input of faculty on any of their presidential searches and the faculty completely disagreed with the board about who the president would be.

**Senator Winger:** Are there any academics on the board?

**Senator Holland:** I have no idea, but I would guess probably not.

**Senator Eckrich:** What is the role of the president of the university? The resolution doesn’t say anything about that. My understanding is that senates are advisory to the president. Where is the president on all of this?

**Senator Lessoff:** You are asking for details that I don't quite remember, but the board of trustees drew recognition from the faculty senate at the university by backing up an administration, which a large portion of the faculty represented by the senate had a long record of clashes and not very much faith in.

**Senator Kalter:** I know that former President Bowman was well aware of the issues with the president and the board. I also do not quite recall Senator Dietz communication in our Executive Committee discussion, but I believe he was also well aware of it.

**Senator Eckrich:** Does the board have any power to de-recognize the senate?

**Senator Lessoff:** They did it.

**Senator Eckrich:** But why does the senate have to abide by their decision?

**Senator Lessoff:** In theory, the board could do that. At this very university, there have been reorganizations of the Academic Senate in the past that flowed from various factions of the administration. What was happening is the board of trustees was refusing to recognize any communications and saying we don't regard you as a body that has any standing at our university anymore. They did it whether it was legitimate or not.

**Senator Winger:** What you are pointing to is an underlying flaw in the Constitution of the university, which is potentially true here. Constitutionally, you have an inadequate system of checks and balances.

**Senator Horst:** My colleague was Paul Borg, who was on the Senate for a long time. There was a period at ISU where there was a dysfunctional relationship between the administration and the Senate. We live in great times; the shared governance community here is very strong, but there could be an alternate universe where ISU did not have Paul Borg and there was no Memorandum of Understanding.

**Motion XLV-111:** By Senator McHale, seconded by Senator Thornton, to call the question and end the debate. The motion was unanimously approved.

The motion to endorse the Sense of the Senate Resolution was approved by the Senate, with the exception of Senator Rich, who abstained.

### *Adjournment*

**Motion XLV-112:** By Senator Hoelscher, seconded by Senator Thurman, to adjourn. The motion was unanimously approved.