I. CALL TO ORDER

II. VERIFICATION OF QUORUM

III. ADOPTION OF THE AGENDA

IV. APPROVAL OF THE MAY 2, 2018 MINUTES

V. PUBLIC COMMENT

VI. PRESIDENT’S ANNOUNCEMENTS
   A. Ombudsperson Annual Report per Bylaws, Article 20.1 – Sarah Klaper – Pages 4-17

VII. CONSENT AGENDA
   A. Approve the 2018-19 UC Standing Committee membership rosters per NIU Bylaws Article 2 – Page 18
   B. Approve the 2018-19 University Advisory Committee to the BOT membership roster, confirming Sarah Marsh for a three-year term (2018-2021) per NIU Bylaws, Article 17.4.1.1 – Page 19
   C. Review Policies for Distance Education Courses Carrying Undergraduate Credit every 5 years, APPM Section III, Item 23 – refer to Academic Policy Committee – Pages 20-21
   D. Approve nominee, Richard Baert, Pensions & Investments Newspaper (a Crain Communications publication), to serve as a community-at-large member of the Northern Star Publications Board for a three-year term (2018-2021) per committee membership guidelines – Page 22

VIII. UNFINISHED BUSINESS
IX. NEW BUSINESS

A. Proposed amendment to NIU Bylaws Article 15.7 Committee on Initial Teacher Certification – Pages 23-25
   FIRST READING
   Jenny Parker, Associate Vice Provost for Educator Licensure and Preparation

B. Temporary appointment timeline waiver request per NIU Bylaws, Article 19.5.2.2
   Abul Azad, Acting Associate Dean for Undergraduate Academic Affairs, Outreach and Diversity, College of Engineering and Engineering Technology – Pages 26-27
   Donald Peterson, Dean, College of Engineering and Engineering Technology

C. Temporary appointment timeline waiver request per NIU Bylaws, Article 19.5.2.2
   Federico Sciammarella, Interim Chair, Department of Mechanical Engineering, College of Engineering and Engineering Technology – Pages 28-29
   Donald Peterson, Dean, College of Engineering and Engineering Technology

X. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

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

B. University Advisory Committee to the Board of Trustees – 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 – no 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
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
R. 2017-18 Annual Report, Athletic Board
S. 2017-18 Annual Report, Faculty & SPS Personnel Advisor
T. 2017-18 Annual Report, Graduate Council
U. 2017-18 Annual Report, Office of the Ombudsperson
V. 2017-18 Annual Report, University Assessment Panel
W. 2017-18 Annual Report, University Benefits Committee
X. 2017-18 Annual Report, University Committee on Initial Educator Licensure
Y. 2017-18 Annual Report, University Council Personnel Committee
Z. 2018-19 Faculty Senate meeting dates:
   Sep 12, Oct 10, Nov 7, Dec 5, Jan 30, Feb 27, Apr 3, May 1

AA. NIU liaison to SURSMAC
   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
Northern Illinois University

OFFICE OF THE OMBUDSPERSON

ANNUAL REPORT

May 16, 2017—May 15, 2018

Sarah Klaper, J.D.
University Ombudsperson

“I hope people tell you often what a blessing you are to

“Thank you for very much for checking into
this – this is the first time it has been
explained to me in this way.”

“Thanks for your ear and advice. I appreciate the opportunity to both
talk concerns aloud, and to have your

“Thank you for all you did
to facilitate our meeting.”

“Thank you for all you do around
here. I appreciate your kindness

“I wanted to thank you for everything you did
throughout this entire process. Honestly . . . you were
so supportive, you were helpful & you provided such

“Thank you for all you did
to facilitate our meeting.”
Acknowledgments

“This is the only place on campus where I feel completely safe, and that I can tell you things without worrying about being in worse trouble.”

-- Staff Visitor to Office of the Ombudsperson 2018

That sentiment is one of the main reasons that the Office of the Ombudsperson exists, and the staff actively works to create that environment. Coming to the Office of the Ombudsperson should be the best part of any distressed visitor’s day. The staff members make it so.

Administrative Assistant Gay Campbell started in the Office in June 2016. We are thrilled to have her as the first person most visitors meet or with whom they engage upon reaching out to the Office of the Ombudsperson. Gay has an extensive knowledge of the campus and community, and she is always kind and a good listener. Her knowledge of policies, procedures, and offices on campus helps not only our office function to the best of our ability, but also each visitor with that “quick question.” She gets visitors on the right path, calms their nerves, and helps them to feel heard.

Due to budget cuts, we continue to be down to one graduate assistant again this year. Kristina Wilkerson has been crucial to the functioning of the Office for the past three years. Her knowledge of policies and issues on campus is extensive. Kristina has continued to provide research and policy analysis, outreach, administrative assistance, and direct service work with undergraduate and some graduate student visitors. She has been proactive in teaching students how to best advocate for themselves. She was so integral in helping one student to advocate for himself, and to develop strategies to be successful in his program, that he came to the office three times to make sure that she would please attend his graduation. This has been Kristina’s last year at the Office of the Ombudsperson, as she is moving on with her career and finishing her dissertation. We wish Kristina nothing but success and happiness in her future, and we wholeheartedly thank her for all of her work at our office.

Many other individual members of the NIU community helped us to serve the entire campus community this year through administrative and policy assistance, collaboration, and being referral points for individual concerns. Although you are not named specifically here, please know that we are deeply appreciative of your efforts and assistance.

Finally, we would like to thank all of the faculty, staff, students, personnel advisors, and administrators (including the presidents of each of the councils and the heads of the different presidential commissions), who have been excellent partners, and who have offered assistance in a myriad of ways throughout the past year. We truly appreciate your willingness to share information, to allow us to attend your meetings, and to work together to address issues to make NIU a place where we can all live, learn, and work together.

The Office of the Ombudsperson

The Office of the Ombudsperson (Office) is a confidential, neutral, and independent resource for conflict resolution at NIU. The Office serves the entire campus community, including faculty, staff, students, and administrators. As a confidential resource, members of the Office neither disclose who visits the Office, nor the content of conversations. The Office maintains the International Ombudsman Association Standards of Practice found at http://www.ombudsassociation.org/sites/default/files/IOA_Standards_of_Practice_Oct09.pdf. As such, the only exceptions to confidentiality are for reports of child abuse and neglect (as required
by Illinois law), and instances of an imminent risk of serious physical harm. Pursuant to Article 20 of the Bylaws of NIU (found at http://www.niu.edu/u_council/constitution/bylaws/article20.shtml), the University Ombudsperson is a direct report to the President and is evaluated by the University Council.

The Office consists of the University Ombudsperson, an administrative assistant, and one graduate assistant. While the University Ombudsperson sees all categories of employees, students, families, and alumni at NIU, the graduate assistant spends the majority of her time working with undergraduates, doing outreach, and conducting research. In addition to her administrative duties, the administrative assistant works through university and Office policies and procedures. She has also been integral in assessing and improving office procedures, including keeping the rest of us (who are less-than-administratively-gifted) on task. The administrative assistant is the first person a visitor sees upon entering the Office. She sets the tone of the Office, and she is responsible for making the visitor feels as calm as possible, feel respected, and feel heard.

Individuals come to the Office with a mix of fairly simple procedural questions, as well as many complex issues that are all balled-up in a big knot. For the fairly simple procedural questions, we are an information clearinghouse for university policies and procedures. We give direction to those individuals with questions about whom they should address a concern, what office addresses a particular issue, what university policy applies, or the best ways to approach a situation.

For the individuals with the more-complex issues that resemble a big knot, our services are similarly more complex. We begin by actively listening to the concerns at hand. Then, we work to unbind the multiple issues that are knotted together so that they are in manageable pieces and are not so overwhelming. We then advise the visitor regarding the university policies that apply to each component of the issue, we work with them to develop strategies regarding the options for dealing with the issue, and we coach individuals regarding the best interpersonal communication methods to address those concerns.

When discussing options with visitors to the office, we go through the full range of options available, from the least-active, least-formal option, to informal options, to formal routes of complaint both on and off campus. We always stress the best practice of going back to the person with whom the visitor has an issue to discuss the matter first. Sometimes that is not possible, or the visitor has already attempted that unsuccessfully. In those cases, we will advise about how to move forward with other informal or formal options.

The Office of the Ombudsperson is also characteristically a practical office. If the visitor is incorrect about a university policy, or if the visitor has exhausted all formal processes to deal with the situation, we honestly assess the situation. We are really good at giving bad news. However, even in giving that “bad news,” we try to give options to the individual on how to move forward. The visitor leaves the office with an action plan in mind in order to keep moving forward.

Even though I formerly practiced law in both Illinois and Ohio, in the position of University Ombudsperson, I am not a practicing attorney. I do not represent the university or visitors to my office as an attorney. I do not give legal advice. I do not advocate for any individual or group. Instead, I work with visitors to understand policies and to develop strategies surrounding those policies so that they are empowered to advocate for themselves.

The University Ombudsperson is also tasked with identifying trends in conflict across the university
community, and informing administrators and governing bodies regarding those issues. The Ombudsperson does not have decision-making authority within the university system, is not a “reporter” for any other office, and is not authorized to receive notice on behalf of the university. However, the Ombudsperson will recommend changes to policies and procedures that can in turn improve the university community. In this way, the Office of the Ombudsperson seeks to reduce incidents of conflict and to make the NIU experience successful for everyone who works and attends school here.

**Neutrality**
The Ombudsperson is a designated neutral in all matters that come to the office. According to the Ombudsperson’s job description, “As a designated neutral party, the Ombudsperson shall not serve as an advocate for any individual.” This office also complies with the Standards of Practice of the International Ombudsman Association, including the standards of Neutrality and Impartiality. Section 2 of the Standards of Practice elaborates on the concept of neutrality, stating in part:

2.1 The Ombudsman is neutral, impartial, and unaligned.
2.2 The Ombudsman strives for impartiality, fairness and objectivity in the treatment of people and the consideration of issues. **The Ombudsman advocates for fair and equitably administered processes and does not advocate on behalf of any individual within the organization.** (emphasis added).

Therefore, although I absolutely do not advocate on behalf of any individual, I can and do advocate for fair and equitably administered processes within the institution. If I receive reports that a policy is not being applied fairly, or that a new policy has been created that is not fair and equitable on its face (e.g. a new attendance policy), I will talk with the decision-maker on the creation or application of that policy to ask questions about the background of the policy or practice, to discuss the matter further, and to make recommendations on how to tweak the policy to make it more fair in order to avoid future conflict on the issue. In discussing the issue with the decision-maker, I look at the bigger picture beyond individual concerns, toward how to prevent the issue from gaining momentum and causing bigger conflicts for all involved.

**The Data**
This year’s data reflects a changing institution. While the total number of cases is down (with fewer staff), the complexity of the cases has increased. Our cases are detailed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex cases</td>
<td>704</td>
</tr>
<tr>
<td>Simple Referrals</td>
<td>82</td>
</tr>
<tr>
<td>Policy Development</td>
<td>16</td>
</tr>
</tbody>
</table>

I continue to work to record visitors who stop me in hallways, at receptions, at meetings, at lunch, in the grocery store, etc. to discuss pending issues, even very serious concerns that take a significant amount of time to address. I have implemented a new system to better document these cases for the next reporting year so that they can be better tracked for purposes of the Annual Report. Regardless, based on a small amount of research, the NIU Office of the Ombudsperson, with one professional ombudsperson, typically sees the same number, if not more, visitors than ombuds offices at other academic institutions, even those with more professional staff. So, we do the best we can in this office to document visitors.

In addition to raw numbers of visitors, starting in October 2013, we began tracking how many times
we saw individual visitors on the same issue. Many cases are complex and take more than one contact to help the individual resolve the situation. Therefore, the numbers of visitors tends to not be a completely accurate reflection of the total time spent on visitor concerns. Out of the 704 visitors to the office with complex issues, 96 of those individuals required multiple visits. The number of multiple visit concerns broke down in this fashion:

2 visits = 33
3 visits = 28
4 visits = 15
5 visits = 06
6 visits = 06
7 visits = 03
9 visits = 04
12 visits = 01

In addition to the Office staff assisting individuals and groups, I have attended and participated in the meetings of the presidential commissions, University Council, Faculty Senate, Operating Staff Council, SPS Council, and Graduate Council throughout this year. I have also attended committee meetings regarding workplace issues and morale for operating staff and SPS, the Student Conduit Advisory Board, and the AAEC Advisory Committee. I have also been active on task forces to review and make recommendations regarding Student Conduit, and employee service requirements/abilities. Attending all of these meetings is time-consuming. However, it has been extremely helpful in getting to know the campus and the issues pending across campus in order to better advise individuals and decision-makers.

The entire Office has also been extremely active in outreach through presentations and as exhibitors at different campus fairs. We have presented to literally thousands of people through Jobs PLUS, Graduate Career and Professional Development, UNIV 101 & 201 classes, CAHC 211 instructor classes, international student orientations, different student and faculty/staff organizations, International Student Orientation, First and Second Year Experience, and with Faculty Development, Human Resource Services, and Employee Assistance. We also exhibited at the Wellness Fair, and the Half-Way There event.

The Ombudsperson also presented at the Summer Meeting of Academic Ombuds hosted at Michigan State University in 2017, and at the University of Iowa in June 2018. She also worked on the organizing committee for those meetings, as well on the Title IX and Government Action Committees for the International Ombudsman Association.

**Trends and Comments**

**Budget and Morale**

Morale still dominates concerns of visitors to the Office of the Ombudsperson (183 people reporting morale concerns). The budget “hangover” and talk of 700+ days without a budget is also a lead of the vast majority of conversations regarding concerns, and possible resolutions at every level of NIU. The 3% raise and subsequent union contracts did help morale improve briefly. However, ongoing budget concerns still prevent individuals and groups from moving forward on plans that they feel can greatly improve hiring, retention, programming, research, and curriculum goals.
Perpetual insecurity in all realms has taken a toll on morale, physical, and mental health of visitors to this office. For example, sixty-one people reported health concerns as an issue that prompted their visits to the Office of the Ombudsperson, as opposed to twenty-one visitors with health concerns last year. Most employees reporting health concerns explained how stress from an insecure work environment, budget stresses, vacant positions, increased work demands, fears of retaliation, etc. had caused them to have to go on medication for anxiety/depression, heart issues, and so on. Coming to this office was a “last resort” to see if the ombudsperson could help make things better.

Changes in HRS also have effects that are felt throughout campus. HRS has again had multiple retirements and resignations in key positions. Some have been refilled, and HRS is working toward a reorganization to better address the university’s needs. However, vacancies and confusion during the reorganization process, in conjunction with new policies and procedures from SUCCS, have created delays and frustrations as individual employees and supervisors have trouble completing HRS-related tasks regarding hiring and promotion (108 individuals reported issues with job classifications, 104 with job descriptions, and 160 with job duties). Each new position and promotion needs to be assessed to determine if the job is now really a part of the Civil Service System per new SUCCS rules. That coinciding with the immediate need for HRS input and action to transition employees in the outsourcing and layoff processes has caused delays in processing employment actions for many months at a time in some cases.

A full 30% of individuals contacting this office (238 individuals) had concerns about policies and procedures affecting their employment, and they sought clarity regarding those policies that they did not feel they could find elsewhere. Twenty-six percent of employee visitors to the Office reported concerns with working conditions, down from 48% last reporting year. The philosophy of doing more with less is still a common theme across campus. However, the 3% raise helped just a bit. The theme that is still prevalent despite the raise is that offices and departments have been depleted through attrition, and employees are being required to do multiple jobs for a stagnant salary, with more expensive benefits.

Despite initiatives from upper administration, employees and hiring managers are still under the impression that starting salaries are mandated to be at the lowest level for a Civil Service Classification or for SPS/Faculty salary range (instead of considering a person’s experience to bump them up in the range), and the only way to get a raise at NIU is to get a competing offer, to move Civil Service Classifications, to wait for unions to negotiate a new contract, or to leave. Automatically starting individuals at the lowest levels and requiring employees to get competing offers to get a raise is counterproductive to retention. It forces new employees to take the job at a low level of pay, but then to continue looking for something else that pays more, instead of integrating into their new role as a proud Huskie. Requiring competing offers also encourages good employees to look elsewhere instead of letting them know how valued they are here, as trusted professionals, at NIU.

Each year, this Office talks about improving morale by increasing communication and transparency. If people know what is happening and why, they can have empathy and understanding, and they are less anxious and upset. They can potentially see “the light at the end of the tunnel” instead of feeling in the dark. In addition, if they are treated as respected members of the team, who can provide valuable input, they are more likely to “buy in” and feel like true members of the community.
Student Concerns
Despite being down one graduate assistant to perform student outreach again this year, students continued to be the Office's largest constituency at over 33% of the total visitors.

The Office has increased outreach through many avenues. Our graduate assistant has continued her renewed focus on outreach to UNIV 101 and 201 courses, has continued to work with the SA, and has offered presentations regarding conflict resolution to student organizations and residence halls. In addition, the Office worked with Housing to having our graduate assistant populate a “satellite office” or display in different residence halls once each week to increase visibility and accessibility.

Student concerns continue to focus on syllabi clarity (72 students reporting), students’ ability to get disability accommodations (52 students reporting such issues), sanctions in the student conduct system (52 students reporting such concerns), program dismissals and attempts at reinstatement (40 students reporting), and faculty and staff unprofessionalism (183 students, faculty, and staff expressing concerns). The Office continues to proactively work with other departments across campus to attend to the needs of students in financial or other crisis.

Syllabus clarity and faculty/staff unprofessionalism are the two most disturbing trends seen this year. Some standardization to the content of syllabi beyond the minimal requirements for an ADA statement in APPM Article III, Section 3 should be considered without it being a crisis vote, or being seen as an attack on Academic Freedom. Minimal statements regarding academic misconduct, grading standards, office hours, and assignment schedules would be incredibly helpful. Both students and instructors would benefit from the clarity that a well-written syllabus provides. Students would better know what is expected of them, in addition to resources available to assist them. In addition, it would help instructors avoid time-consuming grade appeals. If syllabus clarity could be achieved by department requirements as opposed to changes in the APPM, so be it. The lack of basic information in syllabi in many areas of campus, however, is completely unhelpful.

Unprofessionalism in faculty and staff has been recognized by students as well as by other employees across campus. This issue has many layers, including employees who don’t feel respected, trusted, or appreciated by the institution who then treat others in kind. The problem is that incivility begets incivility, and our students (an employees) suffer for it. Any way that we can create the expectation of civility department by department, as well as in the institution as a whole, would be helpful. It should be a basic expectation that all employees will act as professionals, and anyone who does not will be addressed. Supervisor training and consistency on this issue would help tremendously so that when students and other employees raise concerns, they are met with constructive answers and a path forward.

The administration’s dedication to hiring an (increasingly diverse) faculty pool will hopefully help address some of the other concerns laid out above. In addition, this Office continues to see faculty and staff who are dedicated to working with students to make sure that they get what they need to be successful and to graduate, or to find “work arounds” to challenges.

Faculty and Staff
The numbers of faculty and professional staff visitors to the Office have increased again. These numbers could be seen as a positive, or as negative for the institution. It could be that with
increased visibility and reputation across campus, employees see the Office of the Ombudsperson as a greater resource to assist them through crisis and concerns. It could also be that the work stress level (as described above) is taking a toll on our colleagues.

Despite the formation of two large employee unions in the past several years, every category of employee visitor is up this year over last year in the Office of the Ombudsperson.

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>250</td>
<td>262</td>
</tr>
<tr>
<td>Faculty</td>
<td>85</td>
<td>111</td>
</tr>
<tr>
<td>Operating Staff</td>
<td>92</td>
<td>139</td>
</tr>
<tr>
<td>SPS</td>
<td>131</td>
<td>168</td>
</tr>
</tbody>
</table>

For the second year in a row, SPS visitors to the Office well outnumber the Operating Staff visitors. Again, that increase in SPS is indicative of SPS feeling particularly insecure as the last large group of non-unionized employees on campus without civil service protections. In addition, new SUCCS rules about moving the vast majority of SPS to Operating Staff has caused increased concern and questions. The issues brought to the Office of the Ombudsperson have centered on treatment by supervisors and colleagues, including unprofessional behavior (183 students, faculty, and staff reporting), poor supervisory skills (162 employees reporting), job duties (160 employees reporting), working conditions (206 employees reporting), intimidation (107 employees reporting), and supervisor/employee relations (196 employees reporting).

Again this year, effective communication in decision-making processes and general collegiality continues to be at the core of most concerns, whether it be tenure and promotion, or office/departmental policy and interpersonal issues. In addition, the Office still regularly encounters supervisors at all levels of the university (from directors and chairs up through vice presidents and provosts) who do not feel empowered to take control of situations and remedy them in an effective manner for themselves or for their employees. EAP has begun a voluntary supervisor training program, and many on campus have high hopes for its success. However, the culture and the feeling of stagnation will not progress until supervisor training and a focus on respect, reasonableness, consistency, and collegiality is the expectation across campus. As was stated last year, the outmoded idea that the university cannot “mandate” training for its employees is not helpful in moving NIU forward in its mission for the benefit of students, employees, and the community.

As is stated each year, despite all of the challenges and frustrations, we are in control of our own behavior and our own interactions with others. If we as a collective can find a way to effectively advocate for our needs and concerns while being leaders at every level and keeping collegiality and our humanity intact, we will be better as individuals, and as an institution.
Data Tables

When interpreting the data displayed throughout the following pages, it is crucial to keep the following points in mind in order to place the data in the proper context.

- These data represent the largely unsubstantiated and uninvestigated allegations of individuals contacting the Office of the Ombudsperson for assistance. They are, at best, honest singular perceptions, not the objective judgments of uninvolved parties.
- The incidents reflected in the data represent concerns presented by individuals who chose to contact our Office for advice and assistance.

Questions or comments regarding this report are welcome and may be directed to the NIU Office of the Ombudsperson.
Appendix A

Ombuds Staff Outreach, Service, and Support Activities of 2016-17

**Presentations by Ombudsperson or Staff**
- CHANCE Orientation
- International Student Orientation
- Residence Hall Student Floor Programs
- Teaching Assistant Orientation
- Teaching Effectiveness Institute
- UNIV101/201 and Other Classes

**Office Outreach Activities**
- Employee Wellness Fair
- Holmes Student Center Window Display
- Message on Campus TV and Electronic Message Boards
- New Faculty Forum
- New International Students Welcome Fair
- Office Flyers Posted on Campus Bulletin Boards and Buses
- Student Association Meetings
- Table Tents in Holmes Student Center Café
- Table Tents in Residence Hall Cafeterias
- Transfer Students Open House

**Training Sessions Provided by Ombudsperson**
- Jobs PLUS student trainings
- Training re Relationships with Students, Title IX, and FERPA
- HR Workshop – Resolving Conflict
- HR Workshop – The Art of Disagreeing AND Maintaining Professional or Personal Relationships
- HR Workshop – A Sign of a Great Leader-Hearing and Responding to Negative Feedback
- HR Workshop – Using Principles of Negotiation to Resolve Conflict
- Teaching Assistant Training
- Honors Training
- Workshop – Realistic Positivity as a Leadership Quality

**Ombudsperson Service/Committees**
- Affirmative Action/Equity Resources Advisory Committee
- Faculty Senate
- Operating Staff Council
- Operating Staff Morale Committee
- Operating Staff Workplace Issues Committee
- Presidential Commission on Persons with Disabilities
- Presidential Commission on Sexual Orientation & Gender Identity
- Presidential Commission on the Status of Minorities
- Presidential Commission on the Status of Women
- Summer Meeting of Academic Ombuds Planning/Presenter
- Supportive Professional Staff Council
- Supportive Professional Staff Council Workplace Issues Committee
- Government Planning Action Committee – International
- Ombudsman Association
- University Council
### Table 1
Status, Gender and Ethnicity of Office Contacts in 2017-2018

<table>
<thead>
<tr>
<th>Status of Contact</th>
<th>Male</th>
<th>Female</th>
<th>Non-Binary</th>
<th>Trans.</th>
<th>Other</th>
<th>Unknown</th>
<th>TOTAL</th>
<th>African-Am.</th>
<th>Asian</th>
<th>Cauc.</th>
<th>Latino/a</th>
<th>Other</th>
<th>Unknown</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>59</td>
<td>89</td>
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<td>5</td>
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<td>Graduate</td>
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<td>0</td>
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<td>14</td>
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<tr>
<td>Student-at-Large</td>
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<td>0</td>
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</tr>
<tr>
<td>Former Student/Alum</td>
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<td>0</td>
<td>14</td>
<td>14</td>
<td>2</td>
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<td>9</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>Faculty (Tenured)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>86</td>
<td>3</td>
<td>5</td>
<td>78</td>
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|                       | 289  | 407    | 0          | 5      | 0     | 3       | 704   | 97         | 36    | 495   | 28       | 4     | * 33    | 693   |

* unable to determine via phone or email communications

**does not include participants in workshops, presentations by members of the Office staff, or consultations with external entities
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<th>Faculty</th>
<th>Staff Supportive</th>
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*These data represent only allegations and should not be interpreted as confirmed incidents.*
### Table 3
#### All Issues Presented in 2017-2018*

<table>
<thead>
<tr>
<th>Category</th>
<th>Issues</th>
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<tr>
<td><strong>Financial Concerns</strong></td>
<td>contracts(1), emergency funding(9), encumbrances(11), evictions(1), fees(9), financial aid(17), fines(4), insurance(2), leases(4), other(4), paycheck(1), policy issue(7), refunds(4), residency(2), scholarship(7), tuition(5), tuition waiver(8)</td>
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<tr>
<td><strong>Student Academic Status</strong></td>
<td>academic advising(37), Academic probation/dismissal(16), add/drop(1), admission(5), certification(1), class permits(14), class scheduling(2), clinical/student teaching course(29), comprehensive exams(3), credit transfer(3), degree/graduation requirements(54), hardship withdrawal(1), incompletes(9), medical withdrawal(5), other(3), policy issue(51), program admission(4), program dismissal(40), registration (MyNIU)(11), reinstatement(25), repeat courses(8), SAP(3), staff/hearing(12), thesis/dissertation(10), transcripts(16), withdrawals(16)</td>
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<tr>
<td><strong>Student Conduct</strong></td>
<td>Academic misconduct(13), alcohol(7), assault(9), battery(6), classroom disruption(23), deceitfulness(10), discrimination(3), drugs(7), due process(41), harassment(12), intimidation(15), judicial system(3), other(12), policy issue(46), residence hall misconduct(5), roommate disputes(7), sanctions(52), student conduct(50), Title IX(19)</td>
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<tr>
<td><strong>Classroom Instruction</strong></td>
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<td><strong>Faculty/Staff Performance</strong></td>
<td>deceitfulness(68), derogatory comments(91), discrimination(41), favoritism(17), harassment(38), inaccurate advising(9), inattentiveness(81), incompetence(90), intimidation(107), other(4), retaliation(53), retention of tests/papers(6), rudeness(99), theft(1), Title IX(37), unprofessionalism(183)</td>
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<td><strong>Employment</strong></td>
<td>academic freedom(5), disciplinary action(52), discrimination(19), grievance(98), harassment(14), hearing(6), hiring process(69), inadequate staffing(20), insubordination(9), job classification(108), job description(104), job duties(160), lay-off(9), merit raise(3), morale(183), other(7), payroll(2), performance evaluation(47), personality conflicts(150), policy issue(238), poor supervisory skills(162), probation(17), promotion(15), retirement(3), salary/benefits(82), separation(9), sexual harassment(6), student employment(25), supervisor/employee relations(196), suspension(7), tenure(24), termination(19), transfer(16), union(112), work schedule(67), working conditions(206), workload(97)</td>
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</tr>
</tbody>
</table>
*These data represent only allegations and should not be interpreted as confirmed incidents
# University Council Standing Committees – 2018-19

## UC Steering Committee
- **Faculty-BUS**: James Burton, at large
- **Faculty-EDU**: Vicki Collins, APC Chair
- **Faculty-EET**: Gary Chen, at large
- **Faculty-HHS**: Hamid Bateni, UAC Chair
- **Faculty-LAS**: Jim Wilson, RSB Chair
- **Faculty-LAW**: Therese Arado, UC Ex. Sec.
- **Faculty-LIB**: Jim Millhorn, at large
- **Faculty-VPA**: Richard Siegesmund, RGE Chair
- **Administrator-EDU**: Laurie Elish-Piper
- **Administrator-LIB**: Fred Barnhart
- **SPS**: Cathy Doederlein
- **OS**: Holly Nicholson
- **Student**: TBD
- **Student**: TBD

## University Affairs
- **Faculty-EDU**: Bill Penrod
- **Faculty-EET**: Gary Chen
- **Faculty-HHS**: Hamid Bateni, Chair
- **Faculty-LAS**: Virginia Naples
- **Faculty-LAS**: Jie Song
- **Faculty-LAS**: Eric Mogren
- **Faculty-LAS**: Amanda Littauer
- **Dean-BUS**: Balagi Rajagopalan
- **Dean-GRAD**: Brad Bond
- **Administrator**: Sarah Garner
- **SPS**: TBD
- **OS**: Jay Monteiro
- **Student**: TBD
- **Student**: TBD

## FS-UC Rules, Governance and Elections
- **UC Faculty-BUS**: TBD for Patro
- **UC Faculty-HHS**: Lin Shi
- **UC Faculty-VPA**: Richard Siegesmund, Chair
- **UC Faculty-VPA**: Judith Chitwood
- **FS Faculty-EDU**: Peter Chomentowski
- **FS Faculty-EET**: Bob Tatara
- **FS Faculty-LAS**: Keith Millis
- **FS Faculty-LAW**: Clanitra Stewart Nejdl, FS Liaison/Spokesperson
- **SPS Council**: Cathy Doederlein
- **OS Council**: Jay Monteiro
- **Dean-VPA**: Paul Kassel
- **Student**: TBD

## FS-UC Resources, Space and Budget
- **UC Faculty-LAS**: Michael Haji-Sheikh
- **UC Faculty-LAS**: Kendall Thu
- **UC Faculty-LAS**: Jim Wilson, Chair
- **UC Faculty-LAW**: Sharon Nelson
- **UC Faculty-LIB**: Jim Millhorn
- **UC Faculty-VPA**: Doug Boughton
- **FS Faculty-BUS**: Mark Riley
- **FS Faculty-EDU**: Laura Johnson
- **FS Faculty-HHS**: Fall-Jane Rose Njue
- **FS Faculty-LAS**: Spring-Florenzia Surjadi
- **FS Faculty-LAS**: Kirk Duffin
- **FS Faculty-LAS**: Kirk Duffin

## Academic Policy
- **Faculty-BUS**: James Burton
- **Faculty-EDU**: Vicki Collins, Chair
- **Faculty-HHS**: Jie Chen
- **Faculty-LAS**: Amy Newman
- **Faculty-LAS**: Joseph Stephen
- **Faculty-LAS**: Omar Chmaissem
- **Faculty-VPA**: Kryssi Staikidis
- **Dean-HHS**: Derryl Block
- **Dean-LAS**: Judy Lederwood
- **Administrator**: Omar Ghrayeb
- **Undergrad Student**: TBD
- **Grad Student**: TBD

## SPS Council
- **Cathy Doederlein**
- **TBD**

## OS Council
- **Jay Monteiro**
- **TBD**

## Dean-VPA
- **Paul Kassel**
- **TBD**

## Student Council
- **TBD**
- **TBD**

## CFO
- **Sarah McGill**

## Provost
- **Chris McCord**
NIU Bylaws Article 17.4 University Advisory Committee to the Board of Trustees (UAC)

17.4 University Advisory Committee (UAC) to the Board of Trustees

17.4.1 Composition

17.4.1.1 The committee shall consist of the president of the Faculty Senate, the presidents of the Supportive Professional Staff Council and the Operating Staff Council, and three additional faculty members selected to represent the faculty's multiple roles in the university, particularly those in teaching, research, and service. These faculty shall be nominated by the Executive Secretary of the University Council and confirmed by the University Council. They shall serve three-year staggered terms. In the event of a mid-term vacancy in a faculty position, the Executive Secretary shall nominate a person to fill the remainder of that term with the nomination confirmed by the University Council. In the nomination of the faculty representatives, the Executive Secretary shall consult with the Faculty Senate.

17.4.2 Duties

17.4.2.1 The Board of Trustees expects the president to meet regularly with the University Advisory Committee. The president shall keep the University Advisory Committee informed of and shall seek and receive advice from it about matters coming before the Board of Trustees. The University Advisory Committee may appoint one or two of its members to serve as liaison to each of the working committees of the board. A University Advisory Committee liaison, or a spokesperson chosen by the University Advisory Committee because of expertise on a specific issue, will be recognized at a regularly scheduled point on the committee agenda.

17.4.2.2 The committee shall be accountable to the University Council. Members of the committee shall also be accountable to their specific university organization--Faculty Senate, Operating Staff Council, or Supportive Professional Staff Council.

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<td>Barb Andree</td>
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<td>Holly Nicholson</td>
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Policies for Distance Education Courses Carrying Undergraduate Credit Offered by Northern Illinois University

Section III. Item 23.

In conformity with federal guidelines, the Higher Learning Commission defines distance learning or distance education as:

Education that delivers instruction to students who are separated from the instructor and that supports regular and substantive interaction between students and the instructor synchronously or asynchronously using one or more of the following technologies: the Internet; one-way and two-way transmission through open broadcast, closed-circuit cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio-conferencing; or videocassettes, DVDs, and CD-ROMs used in conjunction with any of the other technologies.

The Higher Learning Commission further defines a distance education course as one in which 75% or more of the instruction is offered by distance education. Courses that include some distance education component, but less than 75%, are referred to as hybrid or blended courses.

Except for those aspects noted below, distance education courses and hybrid courses are expected to be treated as equal to face-to-face courses. To ensure that distance education courses are equivalent in student outcomes, the following considerations should be given particular attention.

Instructor Considerations

Distance education courses must be accessible to all NIU students and should include significant interaction (e.g., email, discussion boards, chat lines, etc.) between students and instructor, and among students, when such opportunities would normally be part of the course if offered in traditional on-campus mode.

Instructors should pay particular attention to and provide explicit plans for assessing the effectiveness of teaching the course online and communicate these plans and the results of their implementation when requested to do so.

Ownership and use of online material is governed by the university intellectual property policy.

Unit/College Considerations

Because the usual criterion of "contact hours" may not be germane, proposals for undergraduate-level courses intended to be offered via distance education should include a rationale as to how the number of credit hours for each proposed course has been determined. This rationale must comply with the credit hour policies articulated in APPM Section III, Item 2.

The course status of distance education courses will be clearly indicated in the online course finder. Any special requirements, including limitations regarding who may enroll in a course in a given term, should also be announced.
The determination of the mode of delivery for a given course rests with the unit.

University Administrative Considerations

Persons receiving undergraduate academic credit for an online course must be admitted to NIU just as would be required for any other course for undergraduate credit.

All online courses carrying undergraduate credit must be assigned an official instructor of record.

HLC requires institutions to verify the identity of students who participate in courses or programs provided to the student through distance education.

Undergraduate distance education courses need not conform to the standard calendar defined in the Course Finder. However, they will be assigned to an academic term for purposes of drop/add, withdrawal, refund policies, etc.

Periodic Review: These Policies shall be reviewed every five years by the Academic Policy Committee of the University Council.

Approved by the University Council April 30, 2014
Editorial Modification, October 16, 2017
Nomination of Richard Baert
to serve as a community-at-large member of the
Northern Star Publications Board

Richard Baert
Senior Reporter
Pensions & Investments Newspaper
Crain Communications, Inc.

I am currently senior reporter at Pensions & Investments newspaper, a Crain Communications Inc. publication jointly based in New York and Chicago that covers the institutional money management industry. My areas of focus are the business of money management, institutional trading and asset servicing/institutional banking. I’ve had this position for five years.

Prior to that, I was news editor at Pensions & Investments, responsible for managing 13 reporters on a daily basis for our newsletter and website and biweekly for our print publication. I held that position for 13 years until I asked for a change.

Before I was at Crain, I was the business desk chief at the Daily Herald in Arlington Heights for five years, the local news editor in charge of the paper’s 27 different local Neighbor news sections for nine years, and a night copy editor and weekend news editor for two years.

My first job after graduation from NIU in 1981 was as reporter, and eventually overnight city editor, at The City News Bureau of Chicago, a wire service for the city’s newspapers, television and radio stations. As editor, I oversaw both a writing desk and a staff of reporters.

I have a Bachelor of Arts degree from NIU awarded in May 1981 in communication studies-radio, television and film. While at Northern as an undergraduate, I worked as a correspondent for the Rockford Register-Star for three years.

I have a Master of Arts from NIU in political science, emphasis in international relations and comparative politics, awarded in August 1992, which I earned while working at the Daily Herald.

I served on the Northern Illinois Newspaper Association board from 1994-2000, and have been on the NIU Publication Board since 2005, the past three years as board chairman.
Proposed amendment to
NIU Bylaws Article 15.7: Committee on Initial Teacher Certification

Educator licensure in Illinois (previously known as teacher certification) has undergone significant changes in the past decade. The university’s committee responsible for educator licensure, however, has not. The University Committee on Initial Educator Licensure (UCIEL) remedied this problem during the 2017-2018 academic year by revising its bylaws to reflect this major transformation of educator licensure and preparation in the state and at the university. UCIEL voted unanimously on May 11, 2018 to approve the revised bylaws.

The major changes covered in this proposed amendment to Article 15.7 of the NIU Bylaws involve a restructuring of the committee membership. Programs that are administratively linked such as secondary sciences, secondary history and social sciences and middle level teaching and learning shall have one voting member for the combined program rather than one representative for each discipline-specific endorsement area. The rationale for this change is two-fold: these programs often do not have enough licensure faculty available to serve as committee members and the added representation has given those programs disproportional influence in matters of policy.

The revised bylaws also include a provision for creating representation for clinical placement coordinators. The rationale for this is based on recommendations from the program prioritization process and new standards from our national accreditation agency (CAEP) that call for more coordination between educator licensure programs and P-12 schools. Clinical school placements are at the heart of educator licensure, yet the vital function played by clinical placement coordinators has not been formally represented in the university committee in the past. Inclusion of a clinical placement representative from each licensing college will allow for greater coordination of P-12 collaboration and data collection across the university.

The final voting membership change is a reduction of student representation from one student representative from each licensing college to one student representative from any licensing college. The rationale for this change is that previously the student representative seats have remained consistently unfilled. Given that students are customarily admitted into licensure programs in their final two years at the university, there is a small pool from which to draw representation. The change to one student representative, chosen by licensing colleges on a rotating basis, is a more feasible method for including a student voice on the committee.

Ex officio, non-voting membership has been increased to include newly formed administrative positions within the University Office of Educator Licensure and Preparation: the associate director for the edTPA and the associate director for professional development schools.

One other substantive change is the elimination curricular approval from the committee’s regular duties. The rationale for this change comes from the restructuring of the university-level curricular committees which have negated the necessity for UCIEL to vote on curricular changes. Therefore this change to the bylaws merely reflects what has already happened in practice.
ARTICLE 15: ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

15.7 Committee on Initial Teacher Certification Educator Licensure

15.7.1 Composition

15.7.1.1 Faculty Representation There shall be one faculty representative on the committee from each program leading to initial teacher certification, and each representative shall have one vote. There shall be one representative from each initial licensure program. Cross-listed or administratively combined programs shall be allocated one voting member for their combined programs. Representation may be granted, at the discretion of the committee, to departments that provide service courses for initial educator licensure programs or have administrative responsibility for special endorsement areas. Each licensing college shall have the responsibility and authority to determine who may serve as program representatives. Each of these representatives shall be elected annually by the faculty of the department having administrative responsibility for the program being represented and shall serve until replaced.

15.7.1.2 Clinical Placement Representation There shall be one clinical placement representative from each licensing college and each representative shall have one vote.

15.7.1.3 Student Representation There shall be one student representative for each of the colleges housing an initial teacher certification program, and each shall have one vote. There shall be one student representative. The student representative shall have one vote. Each student representative must be admitted to, and enrolled in, an approved initial teacher certification educator licensure program. Each college shall determine the method of selection of its student representative, who shall serve a term of one year beginning August 16 or as soon as approved thereafter.

15.7.1.4 Administrative Representation The following, or their designees, shall be ex officio nonvoting members of the committee: the Vice Provost responsible for undergraduate education, the dean of each college housing an initial teacher certification educator licensure program, the dean of the Graduate School, the director of the Office of Registration and Records, the coordinator of Community College Relations, the university certification officer, and the university coordinator of teacher certification. The Transfer Center coordinator, the catalog editor and curriculum coordinator, the Associate Vice Provost for educator licensure, the university licensure officer, the associate director for educator licensure, the associate director for the edTPA, and the associate director for professional development schools. Each administrative representative shall serve as long he or she holds his or her office.
15.7.2 Chair and Other Officers Each spring the committee shall elect a faculty representative to serve as chair-elect commencing with the start of the following academic year.

The chair elect shall serve one year in that capacity, then serve as chair for one year, and then be designated as past chair for one year. The chair shall serve as presiding officer of the committee. In the absence of the chair, the chair-elect shall serve as chair; in the absence of both the chair and the chair-elect, the past chair shall serve as chair.

The committee shall elect other officers, and establish committees, as it deems necessary for its operation.

15.7.3 Duties Each faculty representative, or his/her designee, shall serve as the official program contact person for the certification educator licensure program represented.

Responsibilities of the committee include reviewing and approving all curriculum relevant to educator licensure, developing policy, and procedural proposals specific to initial teacher certification educator licensure and reviewing and advising on preparation of reports for relevant external accreditation. Curricular proposals approved by the committee will be forwarded to the Baccalaureate Council or the Graduate Council Curriculum Committee, as appropriate, for its consideration.

Minutes and reports of the committee will be distributed in a timely manner to members of the committee, to the Faculty Senate, and to the University Council. Substantive changes in policies under the jurisdiction of the committee must be reported to the University Council.
Temporary Appointment Timeline Waiver Request per NIU Bylaws Article 19.5.2.2
Abul Azad, Acting Associate Dean for Undergraduate Academic Affairs, Outreach, and Diversity
College of Engineering and Engineering Technology

From Dean Donald Peterson

Dr. Abul Azad was appointed to the position of Acting Associate Dean for Undergraduate Academic Affairs, Outreach, and Diversity on January 1, 2018. Per Article 19.5.2.2, I request a waiver of the timeline restrictions outlined in Article 19.5.2. Dr. Azad reports directly to me as Dean of the College of Engineering and Engineering Technology (CEET).

After discussion with the College Senate on June 19, 2018, and through electronic discussion initiated via e-mail with the College Council (completed by July 2, 2018), the continuance of the acting appointment was approved unanimously by both groups as was the submission of the request for a waiver to the University Council for September 12, 2018, per Article 19.5.2.2. The search for a new Chair will begin in the Fall of 2018.

BRIEF DESCRIPTION OF SITUATION

Following an internal application process for Acting Associate Dean, Dr. Abul Azad was selected. He accepted the appointment and began his service on January 1, 2018. Due to the search cycle for such positions in engineering, CEET will initiate and conduct a search for a permanent Associate Dean in the Fall of 2018, and his Acting Associate Dean position needs to be extended beyond the typical time frame allowed by NIU Bylaws 19.5.

BRIEF DESCRIPTION OF DR. AZAD’S CREDENTIALS

Dr. Azad has been a faculty member at NIU since 2001 and is Professor in the Department of Engineering Technology in CEET. Based on his service to his department and the college, he several years of experience in leadership and service duties. Dr. Azad received his Ph.D. in Automatic Control and Systems Engineering from the University of Sheffield, his M.S. in Electrical and Electronic Engineering from the University of Dhaka, as well as his B.S. in Electrical and Electronic Engineering from University of Dhaka.

The relevant bylaw article can be found on the next page:
NIU BYLAWS
Article 19.5 Acting and Other Temporary Administrative Appointments

19.5.1 If it is necessary to fill an administrative office, either because the incumbent is on leave of absence or because the office must be filled on a temporary basis while the search procedures specified in section 19.3 of these bylaws or in other university regulations are being completed, the administrative officer to whom the person to be appointed will report may appoint a temporary, acting replacement. This appointment shall be made only after consultation with the principal faculty committee and other committees routinely involved in advising the administrative office being filled. Questions regarding the appropriate committees for such consultation in any particular instance shall be resolved by the University Council Rules and Governance Committee.

19.5.2 When a vacant administrative office is being filled with a temporary or acting appointment, search procedures to secure a permanent incumbent for the office must be instituted within six months of such an appointment. Temporary or acting appointments made under such circumstances shall be for a term of no more than one year, and may not be renewed unless the subsequent search to fill the position fails to produce a permanent appointee.

19.5.2.1 This section of these bylaws may be waived when the office responsible for making the acting or temporary appointment is itself filled by an administrative officer holding office on an acting or temporary basis. In such instances, this section shall become operative on the date that an administrative officer who has a regular appointment as the incumbent in the appointing office assumes the responsibilities of that office.

19.5.2.2 This section of these bylaws may be waived if approval for such a waiver is obtained by the officer making the acting or temporary appointment from appropriate advisory committee and subsequently from the University Council. Questions about the appropriate advisory committee for any position shall be resolved by the University Council Rules and Governance Committee.
Temporary Appointment Timeline Waiver Request per NIU Bylaws Article 19.5.2.2
Federico Sciammarella, Interim Chair
Department of Mechanical Engineering
College of Engineering and Engineering Technology

From Dean Donald Peterson

Dr. Federico Sciammarella was appointed to the position of Interim Chair of the Department of Mechanical Engineering on January 1, 2017. Per Article 19.5.2.2, I request a waiver of the timeline restrictions outlined in Article 19.5.2. Dr. Sciammarella reports directly to me as Dean of the College of Engineering and Engineering Technology (CEET).

After discussion with the College Senate on June 19, 2018, and through electronic discussion initiated via e-mail with the departmental Personnel Committee (completed by June 26, 2018), the continuance of the acting appointment was approved unanimously by both groups as was the submission of the request for a waiver to the University Council for September 12, 2018, per Article 19.5.2.2. The search for a new Chair will begin in the Fall of 2018.

BRIEF DESCRIPTION OF SITUATION

Following the retirement of the permanent Chair of the Department of Mechanical Engineering in the Fall of 2016 and a subsequent internal process to identify and appoint an internal Interim Chair, Dr. Sciammarella was selected and began his service on January 1, 2017. Dr. Sciammarella’s interim appointment was extended through June 30, 2018, due to the search cycle for such positions in engineering and that CEET could not effectively conduct a search in the spring semester of 2017. CEET initiated and conducted a search for a permanent Chair in the Fall of 2017, which has failed and his Interim Chair position needs to be extended beyond the typical time frame allowed by NIU Bylaws 19.5, in order to re-engage the search for a permanent chair in the Fall of 2018.

BRIEF DESCRIPTION OF DR. SCIAMMARELLA’S CREDENTIALS

Dr. Sciammarella has been a faculty member at NIU since 2007 and he has 1.5 years of departmental leadership and administrative duties as he serves as the Interim Chair of the Department of Mechanical Engineering. Dr. Sciammarella received his Ph.D. in Metallurgical and Materials Engineering from the Illinois Institute of Technology (IIT), his M.S. in Metallurgical and Materials Engineering from IIT, and his B.S. in Metallurgical and Materials Engineering from IIT.

The relevant bylaw article can be found on the next page:
NIU BYLAWS

Article 19.5 Acting and Other Temporary Administrative Appointments

19.5.1 If it is necessary to fill an administrative office, either because the incumbent is on leave of absence or because the office must be filled on a temporary basis while the search procedures specified in section 19.3 of these bylaws or in other university regulations are being completed, the administrative officer to whom the person to be appointed will report may appoint a temporary, acting replacement. This appointment shall be made only after consultation with the principal faculty committee and other committees routinely involved in advising the administrative office being filled. Questions regarding the appropriate committees for such consultation in any particular instance shall be resolved by the University Council Rules and Governance Committee.

19.5.2 When a vacant administrative office is being filled with a temporary or acting appointment, search procedures to secure a permanent incumbent for the office must be instituted within six months of such an appointment. Temporary or acting appointments made under such circumstances shall be for a term of no more than one year, and may not be renewed unless the subsequent search to fill the position fails to produce a permanent appointee.

19.5.2.1 This section of these bylaws may be waived when the office responsible for making the acting or temporary appointment is itself filled by an administrative officer holding office on an acting or temporary basis. In such instances, this section shall become operative on the date that an administrative officer who has a regular appointment as the incumbent in the appointing office assumes the responsibilities of that office.

19.5.2.2 This section of these bylaws may be waived if approval for such a waiver is obtained by the officer making the acting or temporary appointment from appropriate advisory committee and subsequently from the University Council. Questions about the appropriate advisory committee for any position shall be resolved by the University Council Rules and Governance Committee.