

PUBLIC NOTICE AND AGENDA

FACULTY SENATE
Wednesday, March 29, 2023, 3 p.m.
Altgeld Hall Auditorium, 2nd Floor
Northern Illinois University
DeKalb, Illinois

I. CALL TO ORDER

II. VERIFICATION OF QUORUM

III. ADOPTION OF THE AGENDA

IV. APPROVAL OF THE FEBRUARY 22, 2023, MINUTES – Pages 4-8

V. PUBLIC COMMENT

VI. FACULTY SENATE PRESIDENT’S ANNOUNCEMENTS

VII. PROVOST’S ANNOUNCEMENTS

VIII. ITEMS FOR FACULTY SENATE CONSIDERATION

- A. Introduction
George Middlemist
Vice President of Administration and Finance
Chief Financial Officer

- B. Centering Engagement, Driving Impact Task Force – presentation

Rena Cotsones
Chief Engagement Officer and
Vice President, Outreach, Engagement and Regional Development

Alicia Schatteman
Associate Professor and Director, Center for Nonprofit and NGO Studies

IX. CONSENT AGENDA

- A. Approve Department of Operations Management and Information Systems Professor Biagio Palese to serve on the Chief Diversity Officer Search Committee

X. UNFINISHED BUSINESS

A. Nominations for 2023-24 Faculty Senate President/University Council Chair

Page 9

Lori Hartenhoff, FS/RGE Liaison/Spokesperson

- Nominations for 2023-24 Faculty Senate president/University Council chair will be taken from the Faculty Senate floor during the March 29 Faculty Senate meeting.
- Letters of acceptance of nomination are due in the Office of Faculty Senate by Friday, April 14, and can be emailed to Pat Erickson at pje@niu.edu.
- Letters of acceptance of nomination will be provided to Faculty Senate voting members via email by Wednesday, April 19, and also will be included in the April 26 Faculty Senate agenda packets.
- Election of the 2023-24 Faculty Senate president/University Council chair will be held during the April 26 Faculty Senate meeting.

XI. NEW BUSINESS

A. Proposed amendment to Faculty Senate Bylaws,

Article 4.8, University Assessment Panel – Pages 10-12

FIRST READING

Jason Rhode, Associate Vice Provost for Teaching, Learning and Digital Education

XII. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

A. Faculty Advisory Council to the IBHE – report

Linda Saborío, NIU representative to FAC-IBHE

1. Early College: What to Consider? – Pages 13-17
2. Equity Tools & Resources for Faculty Engagement – Pages 18-21

B. University Advisory Committee to the Board of Trustees – no report

Felicia Bohanon, Holly Nicholson, Ismael Montana

Katy Jaekel, Karen Whedbee, Brad Cripe

C. Faculty Rights and Responsibilities Committee – no report

D. Social Justice Committee – report

David Valentiner, Chair

E. FS-UC Rules, Governance and Elections Committee – no report

Lori Hartenhoff, FS/RGE Liaison/Spokesperson

- F. Student Government Association – report
Dallas Douglass, Speaker of the Senate
- G. Operating Staff Council – report
Holly Nicholson, President
Natasha Johnson, OSC/FS representative
- H. Supportive Professional Staff Council – report
Felicia Bohanon, President
Andrew Rogers, SPSC/FS representative

XIII. INFORMATION ITEMS

- A. [Policy Library](#) – Comment on Proposed Policies (right-hand column on web page)
- B. [Minutes](#), Academic Planning Council
- C. [Minutes](#), Athletic Board
- D. [Minutes](#), Baccalaureate Council
- E. [Minutes](#), Board of Trustees
- F. [Minutes](#), Campus Security and Environmental Quality Committee
- G. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- H. [Minutes](#), General Education Committee
- I. [Minutes](#), Graduate Council
- J. [Minutes](#), Honors Committee
- K. [Minutes](#), Operating Staff Council
- L. [Minutes](#), Supportive Professional Staff Council
- M. [Minutes](#), University Assessment Panel
- N. [Minutes](#), University Benefits Committee
- O. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- P. [Minutes](#), University Committee on Initial Educator Licensure
- Q. FS 2022-23 remaining meeting dates: Mar 29, Apr 26

XIV. ADJOURNMENT

MINUTES

FACULTY SENATE

Wednesday, February 22, 2023, 3 p.m.

Altgeld Hall Auditorium, 2nd Floor

Northern Illinois University

DeKalb, Illinois

[Full transcript](#)

VOTING MEMBERS PRESENT: Akst, Berke, Bohanon, Books, Campbell, Duffin, Duffrin, Hartenhoff, Hu, Hunter, Ito, Johnson, Jong, Kim, Liberty, Marsh, McConkie, McKee, Mellon, Miguel, Montana, Mooberry, Nagata (for Buck), Nicholson, Osorio (for McGowan), Palese, Penkrot, Puckett, Qin, Rejabi, Rogers, Rossetti, Sagebiel (for Borre), Serowka, Sharp, Sullivan, Vaezi, Vahabzadeh, Valentiner, Whedbee, Woods

VOTING MEMBERS ABSENT: Allori, Barrett, Borre, Buck, Chen, Cheyney, Chomentowski, Clark, Demir, Douglass, Gors, Konen, Majeed, May, McGowan, Montgomery, Naples, Nesterov, Saborío, Saiyed, Shulman, Sirotkin, Slotsve

OTHERS PRESENT: Bryan, Falkoff, Groves, Hughes, Ingram, Kortegast, Lee-Gordon, Rhode

OTHERS ABSENT: Cripe, Ferguson, Jaekel

I. CALL TO ORDER

Faculty Senate (FS) President **I. Montana** called the meeting to order at 3:05 p.m.

II. VERIFICATION OF QUORUM

A quorum was verified.

III. ADOPTION OF THE AGENDA

D. McConkie moved to adopt the agenda, seconded by **E. McKee**. During discussion, **I. Montana** moved to amend the agenda by removing item VIII.C., because the presenters, were unable to attend today's meeting. The motion to amend was seconded by **B. Palese**. Motion to amend passed. Motion to adopt the agenda as amended passed.

IV. APPROVAL OF THE JANUARY 25, 2023, MINUTES

D. Valentiner moved to approve the minutes, seconded by **S. Marsh**. Motion passed.

V. PUBLIC COMMENT

VI. FACULTY SENATE PRESIDENT’S ANNOUNCEMENTS

VII. PROVOST’S ANNOUNCEMENTS

VIII. ITEMS FOR FACULTY SENATE CONSIDERATION

A. Faculty Personnel Advisor – Introduction and Welcome

Carrie Kortegast
Associate Professor, Department of Counseling and Higher Education
NIU Faculty Personnel Advisor

B. ChatGPT and AI Technologies in Teaching – presentation

Jason Rhode
Associate Vice Provost for Teaching, Learning and Digital Education

C. Centering Engagement, Driving Impact Task Force – presentation

[This item was removed from the agenda via motion.]

Rena Cotsones
Chief Engagement Officer and
Vice President, Outreach, Engagement and Regional Development

Alicia Schatteman
Associate Professor and Director, Center for Nonprofit and NGO Studies

IX. UNFINISHED BUSINESS

- A. Proposed amendment to Faculty Senate Bylaws,
Article 4.6.3.1, Honors Committee, Student Membership
SECOND READING/VOTE
Omar Ghrayeb, Senior Vice Provost for Academic Affairs
Andrea Radasanu, Assistant Vice Provost, University Honors Program

S. Marsh moved to approve the proposed amendment, seconded by **F. Bohanon**.
Motion passed.

Yes – 36 votes
No – 0 votes
Abstain – 4 votes

- B. Proposed amendment to Faculty Senate Bylaws,
Article 1, Membership of the Faculty Senate
SECOND READING/VOTE
Ismael Montana, Faculty Senate President

D. Valentiner moved to approve the proposed amendment, seconded by **N. Johnson**. Motion passed.

Yes – 39 votes
No – 1 vote
Abstain – 1 vote

X. NEW BUSINESS

- A. Proposal to approve the 2032-33 academic calendar
Beth Ingram, Executive Vice President and Provost

L. Hartenhoff moved to approve the proposed academic calendar, seconded by **D. Valentiner**. Motion passed.

XI. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

- A. FS-UC Rules, Governance and Elections Committee –report
Lori Hartenhoff, FS/RGE Liaison/Spokesperson

1. President of Faculty Senate/Chair of University Council 2023-24
Call for nominations

- Nominations for the office of Faculty Senate president will be taken from the Faculty Senate floor during the March 29 Faculty Senate meeting. Faculty Senate voting members are asked to review the list being provided at this time and use the coming weeks to prepare for making nominations during the March 29 meeting.
- Letters of acceptance of nomination will be due in the Office of Faculty Senate by Friday, April 14.
- Letters of acceptance of nomination will be provided to Faculty Senate voting members via email by Wednesday, April 19, and also will be included in the April 26 Faculty Senate agenda packets.
- Election of the 2023-24 Faculty Senate president will be held during the April 26 Faculty Senate meeting

2. By-lot drawing of three tenured faculty members to serve on the 2023-24 grievance panel for student grievances. Members serving on the panel could be called upon to review a student grievance should one be filed during the 2023-24 academic year.

The following tenured faculty members were selected by lot:

- Larissa Garcia, University Libraries
- Peter Chomentowski, Department of Kinesiology and Physical Education
- Sheila Barrett, School of Health Studies

3. By-lot drawing of three instructors to serve on the 2023-24 grievance panel for student grievances. Members serving on the panel could be called upon to review a student grievance should one be filed during the 2023-24 academic year.

The following instructors were selected by lot:

- Marcia Berke, School of Health Studies
- Jason Akst, Department of Communication
- Ed Miguel, Department of Electrical Engineering

- B. Faculty Advisory Council to the IBHE – no report
Linda Saborío, NIU representative to FAC-IBHE
- C. University Advisory Committee to the Board of Trustees – report
Felicia Bohanon, Holly Nicholson, Ismael Montana
Katy Jaekel, Karen Whedbee, Brad Cripe
- D. Faculty Rights and Responsibilities Committee – no report
- E. Social Justice Committee – report
David Valentiner, Chair
- F. Student Government Association – no report
Dallas Douglass, Speaker of the Senate
- G. Operating Staff Council – report
Holly Nicholson, President
Natasha Johnson, OSC/FS representative

1. What are some good strategies for advocacy for our constituents?
2. What are some effective tactics for keeping our constituents informed?

- H. Supportive Professional Staff Council – no report
Felicia Bohanon, President
Andrew Rogers, SPSC/FS representative

XII. INFORMATION ITEMS

- A. [Policy Library](#) – Comment on Proposed Policies (right-hand column on web page)
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- L. [Minutes](#), Supportive Professional Staff Council
- M. [Minutes](#), University Assessment Panel
- N. [Minutes](#), University Benefits Committee
- O. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- P. [Minutes](#), University Committee on Initial Educator Licensure
- Q. FS 2022-23 dates: Feb 22, Mar 29, Apr 26

XIII. ADJOURNMENT

Meeting adjourned at 4:27 p.m.

Faculty Eligible to Serve as 2023-24 President of Faculty Senate

Article 2: Officers of the Faculty Senate

2.1 The president of the Faculty Senate shall be elected as follows:

2.1.1 The initial selection of candidates for the office of president of the Faculty Senate shall take place at the third spring semester meeting of the Faculty Senate. Any Faculty Senate voting member may nominate or second the nomination of a candidate. To be qualified to serve, the candidate must be a tenured faculty voting member elected to the Faculty Senate for the current year and for the ensuing year.

Name	College	Department
Mark Mellon	BUS	Accountancy
Sarah Marsh	BUS	Management
Elisa Fredericks	BUS	Marketing
Jodi Lampi	EDU	Curriculum and Instruction
Cindy Campbell	EDU	Educational Technology, Research and Assessment
Peter Chomentowski	EDU	Kinesiology and Physical Education
Benjamin Creed	EDU	Leadership, Educational Psychology and Foundations
Lisa Liberty	EDU	Special and Early Education
*Veysel Demir	EET	Electrical Engineering
In-Sop Kim	HHS	Allied Health and Communicative Disorders
Bette Montgomery	HHS	Family and Consumer Sciences
Sheila Barrett	HHS	Health Studies
Melani Duffrin	HHS	Interdisciplinary Health Professions
Jeanette Rossetti	HHS	Nursing
Dan McConkie	LAW	Law
Emily McKee	LAS	Anthropology
Virginia Naples	LAS	Biological Sciences
Evgueni Nesterov	LAS	Chemistry and Biochemistry
Karen Whedbee	LAS	Communication
Kirk Duffin	LAS	Computer Science
*Michael Konen	LAS	Earth, Atmosphere and Environment
George Slotsve	LAS	Economics
Gulsat Aygen	LAS	English
Gleb Sirotkin	LAS	Mathematical Sciences
Valia Allori	LAS	Philosophy
Yasuo Ito	LAS	Physics
David Valentiner	LAS	Psychology
Shane Sharp	LAS	Sociology
Beth McGowan	ULIB	University Libraries
Kryssi Staikidis	VPA	Art and Design
Lori Hartenhoff	VPA	Theatre and Dance

**If re-elected to Faculty Senate in department election currently underway.*

Proposed amendment to Faculty Senate Bylaws, Article 4.8, University Assessment Panel

Rationale:

4.8.1.1 – The chair of the committee needs to change as the Vice Provost for Institutional Effectiveness position was eliminated and the institution is conducting a search for a new leader for assessment and accreditation.

4.8.1.2 – Updated to broaden faculty representation options to include any full-time faculty members and to align with recent updates to university definitions of faculty.

4.8.1.3 – Updated title of Vice Provost position overseeing academic support to reflect current title for this role moving forward.

4.8.1.4 – Updated to align with updates in 4.8.1.2, broadening faculty representation options to include any full-time faculty members and to align with recent updates to university definitions of faculty.

4.8.1.5 – Updated to reflect a new process for selecting student members, which is needed due to the inadequacy of the current method in consistently and reliably supplying student members to the panel.

4.8.1.6 – With the Director, Accreditation, Assessment, and Evaluation position vacant, the assistant chair of the committee needs to change to be a representative from the Office of Accreditation, Assessment and Evaluation.

4.8.2.9 – In line with the values expressed in the university’s vision and mission statement, the University Assessment Panel would like to make the pursuit of equitable student outcomes a permanent function of this body.

ARTICLE 4: ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

4.8 University Assessment Panel

4.8.1 Composition The University Assessment Panel shall consist of the following members:

4.8.1.1 Chair The ~~vice provost for institutional effectiveness~~ assistant vice provost for Assessment and Accreditation or provost’s designee in a similar role who shall serve as the chair of the University Assessment Panel, ex officio, nonvoting.

4.8.1.2 ~~Tenured and Tenure-Track Faculty Representation~~ ~~Tenured and tenure-track~~ faculty members, which may include any full-time faculty as defined by

Article 6.1.1 of the University Constitution and Bylaws, from each of the colleges as follows:

(A) Fourteen ~~tenured and tenure-track~~ faculty representatives shall be chosen as follows: One from the College of Law; two each from the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, and Visual and Performing Arts; and three from the College of Liberal Arts and Sciences (one each from the areas of humanities, the social sciences, and the natural sciences.

(B) ~~Tenured and tenure-track~~ Faculty shall be elected by the college council of the college they represent, or by the college faculty if there is no college council. They shall serve three-year staggered terms beginning in the fall semester.

4.8.1.3 Staff Representation

(A) One staff member from academic support and/or student affairs units, appointed by the vice provost for ~~undergraduate~~ Academic Affairs.

4.8.1.4 Libraries Representation

(A) One staff or ~~tenured or tenure-track~~ faculty member from the University Libraries.

4.8.1.5 Student Representation

(A) ~~Two~~ **One or two** students, ~~one undergraduate and one~~ **or** graduate, shall be appointed annually as voting members of the panel. The appointments shall be made by the president of the Student Government Association from a list of nominees submitted by the college student advisory committees. Each student advisory committee shall be entitled to nominate annually one undergraduate ~~and one~~ **or** graduate student, as appropriate to degrees offered in that college. Terms of office for student members shall begin at the beginning of the fall semester; no such terms shall extend beyond the beginning of the succeeding fall semester. Students shall be eligible for reappointment to successive terms. **If the Student Government Association appointment deadline passes without filling this membership position, then the UAP may nominate one or more students to be a member of the panel.**

4.8.1.6 Administration Representation

(A) One associate or assistant dean responsible for curriculum assessment, appointed by those persons; they shall serve a two-year term beginning in the fall semester;

(B) ~~Director, Accreditation, Assessment, and Evaluation~~ Representative from the Office of Accreditation, Assessment and Evaluation, ex officio, nonvoting, serving as an assistant chair;

(C) Associate director, Educator Licensure and Preparation, ex officio, nonvoting.

4.8.2 Duties The duties of the University Assessment Panel shall be:

4.8.2.1 To review the university mission statement, other statements of university objectives, and state-level policies as a context for assessment;

4.8.2.2 To serve in an advisory capacity to review and provide input on activities pertaining to regional accreditation, and to support the university with preparation of assurance arguments and other initiatives conducted to fulfill accreditation mandates;

4.8.2.3 To provide advice on performance measures and benchmarks to be used externally for state approval and internally for program review processes;

4.8.2.4 To review and approve assessment plans for new programs prior to submission for IBHE review;

4.8.2.5 To work with the General Education Committee and the Committee on Initial Educator Licensure Preparation on assessment activities in the general education program and in initial teacher licensure programs, respectively;

4.8.2.6 To support campus-wide assessment activities to improve learning outcomes; to support programmatic assessment activities in coordination with academic program review schedule, advise departments preparing for program review, and provide input to the Academic Planning Council on assessment progress of student learning outcomes or programs under review;

4.8.2.7 To support departments and colleges preparing for the assessment component of discipline-specific accreditation reviews;

4.8.2.8 To review and update the university academic assessment plan to make recommendations for funding support for expanded assessment activities of departments and colleges.

4.8.2.9 To approach all of the listed duties with the goal of promoting equity in assessment practices; to support programs in identifying disparate impacts and equity gaps evidenced in student outcomes; and evaluating the effectiveness of these efforts.



The Illinois Board of Higher Education Faculty Advisory Council recommends sharing a document like the following with high school students and their parents, as well as high school and community college administrators, teachers, and advisors. The IBHE Faculty Advisory Council consists of a representative group of faculty members from Illinois' community colleges, public universities, and private higher ed institutions. The FAC voted to support this document at our meeting on February 17, 2023.

Early College: What to Consider?

Early college credits earned during high school take the form of AP classes, dual credit courses that count for both high school and college credit, and dual enrollment courses that count only toward college credit. The purpose of this document is to foster awareness of the potential benefits and drawbacks associated with taking early college courses as a high school student. Students might especially want to consider how *many* early college courses it may be beneficial for them to take.

On Financial Cost:

Potentially Cost Effective: Many public schools that offer dual credit courses also cover the cost of taking those classes including fees and books. The cost of these classes is then covered by the state and not the individual student. Some early college courses are reduced cost, but not all are. This varies with location and institution.

May impact financial aid:

- Students starting college as a sophomore or junior may miss out on grants and scholarships that are offered to individuals that have earned below a certain threshold of credit hours or are at a freshman standing.
- All dual credit courses count towards financial aid standards of academic progress (SAP) whether or not the student receives financial aid. Therefore, the student could run out of financial aid before they have completed their degree requirement.
- Because full-time status is required for financial aid purposes, taking too many early college courses can make it harder to secure full-time status once in a baccalaureate

program.

On Course Credits:

Credits Transfer: In Illinois, credits earned from dual credit classes approved under the Illinois Articulation Initiative (IAI) are accepted by in-state public universities as well as many private colleges for General Education credit, but not necessarily for credit in a major. But the credits earned from dual credit may not transfer to all higher ed institutions, especially if a student attends a public university out of state or a highly selective private institution. Early college courses marketed as upper-level courses also may not be accepted by a university's major degree program.

Course grades may become part of the transcript: Grades from early college courses may become part of their official transcript, even if students do poorly in the course. This could prevent or revoke admissions into a desired college or even graduating high school. At the college level, the class may not be accepted to meet the requirement if a specific grade is not earned.

Early college students should request college-level advising from the college or university offering the course, since this is something that high schools cannot provide. Professional college advisors help students navigate the specific educational pathways of the degrees at their own institutions, and have a wider sense of what is available by way of majors and career pathways.

Early college is not about collecting credits, at least ideally. Collecting college credit just to collect credits can work against one's educational goals in ways described below.

On College Completion:

Increased college enrollment and completion: Many studies suggest that students who take early college courses go on to study at higher ed institutions and to complete associates and baccalaureate degrees.¹

Earlier college graduation: Depending on the number and type of Dual Credit classes that the student takes, these students can enter college having completed many required courses. This will leave extra hours to pursue other electives or double majors. If the student has accumulated enough college credits to be a sophomore or junior then they can potentially graduate early. These students could also start a graduate level program early.

Those finishing an Associate's degree before graduating from high school may find that their majors presuppose longer than two-year course sequences. Advisors of STEM and other fields often recommend spacing out General Education (Gen Ed) courses over more than

two years, alongside a four-year course sequence plan for courses in the major. This challenge also relates to that of needing full-time status for financial aid.²

On College Experiences:

“Qualitative research on dual enrollment student experiences shows that dual enrollment students can have both positive and negative experiences, depending on the nature and design of the course(s) and students’ background and expectations of the course(s). Positive experiences include providing authentic and rigorous experiences, boosting self-confidence, developing a college student identity, and helping students feel prepared for college. Negative experiences included feeling unsupported and isolated, decreasing self-confidence by failing a dual enrollment course, limiting educational experiences and choices, and experiencing low-quality dual enrollment pedagogy and inadequate administration of programs” (Taylor et al., 2022).³

Student Confidence: Students who take early college classes start viewing themselves as college students and develop an understanding of the time and dedication needed to pass a college-level course. This can also be a disadvantage if the student has a negative experience.

Academic maturity and preparedness must be more developed to succeed in college-level courses. Students can feel overwhelmed about expectations to take early college courses amid a high school experience.

Allowing for exploration: Students may be able to take early college courses in a variety of subject matters and determine if they like a subject. If they take a dual credit course, they might do so without the cost associated with a traditional college course.

Limited choices:⁴

- Not all high schools offer the same opportunities for dual credit or AP courses. The students have to take what is offered. Four-year colleges and universities offer a wider range of General Education courses.
- Students may lack exposure to a fuller range of possible major and minor options if they take a lot of Gen Ed credit in high school.
- High schools do not have the necessary equipment to offer certain dual credit classes.

May impact athletic eligibility: Depending on the program, the student would have to confirm that taking dual credit/dual enrollment courses would not affect participation in a sport at the high school level, or affect their scholarship eligibility when applying to colleges.

May impact their extracurricular activities:

- Many high school students are involved in a variety of sports, clubs, and other activities. College level classes require dedication and generally a great deal of work. If a student

is taking several early college classes in addition to their normal high school load, then they may not have the time to devote to other activities.

- Students who take a lot of early college course credit also limit their opportunity to experience extracurricular activities at a college or university.

May affect internships or study abroad programs: Many of these programs are designed to occur during sophomore or junior year, so if a student has already completed a lot of early college coursework, they may no longer be eligible for these programs. However, entering college with Gen Ed credits may also free up students to study abroad earlier in their college career, before major degree requirements make it harder to do so.

May limit undergraduate research opportunities for those who want to go to four-year universities or colleges. Likewise, they may miss out on their professors' having enough time to get to know them and to write them letters of recommendation.

May enhance the ability to double major: Students bringing in Gen Ed credits might be more readily able to pursue two major degree tracks simultaneously. This assumes a student has had enough opportunity to explore their options to know which direction they might want to head academically. It may also assume that students have enough college credits remaining that they can qualify for financial aid to support the extra major.

May miss out on the fuller college campus experience: College is about more than grades and getting degrees. It is also about wider campus experiences that feed both professional and personal growth opportunities:

- making **connections**,
- building a **network**,
- finding **passions**, and
- developing **emotional maturity**.

College is also about interacting with peers other than those only in one's high school setting.

DUAL CREDIT IN A HIGH SCHOOL SETTING

In a high school setting, early college becomes more attainable: If the courses are offered at a local high school, then the students are able to access these courses with relative ease without having to find additional time and means to travel to a college campus or university.

Rigor of the class is difficult to measure: Some college classes that are taught in high school may not meet college standards, even though technically they are supposed to be. Also, some high schools may inappropriately prohibit discussion of topics that are expected at a college level, such as racism, LGBTQ topics, and evolution. Students may be encouraged or required to retake a class once at college.⁵

Experience of college: Dual credit courses taught in a high school do not model the college environment.⁶

Overall Considerations: No One-Size-Fits-All Approach

Because of the diversity of higher ed institutions, a parent or student should not assume that the way credits and aid work at one school would apply to any other school. (This is especially the case for colleges and universities that do not participate in the Illinois Articulation Initiative, although even in IAI-participating universities, a major degree program may not accept all IAI credits towards the major itself.) At each school where students apply, they will need to talk to admissions and department advisors to decide whether and how to use any early college credits.

Early college is a complex issue, and multiple factors need to be considered before enrolling in an early college course. Students need to consider their priorities and their educational goals to determine whether, how much, and in what way early college is appropriate for them.

¹ For a review of recent studies on dual enrollment, see Jason L Taylor et al., “Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice,” University of Utah (2022), https://cherp.utah.edu/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.php.

² Patricia Witkowsky et al., “Promises and Realities: Academic Advisors’ Perspectives on Dual Enrollment Credit,” *NACADA Journal* Vol., 40, No. 2 (2020): 68.

³ Taylor et al. (2022), 12.

⁴ “It was apparent from the research that is the base of this paper that the students held some assumptions of dual enrollment that turned out, in some cases, not to be true or were incomplete. For instance, there was the belief that if taking courses that earned college credit was a good thing, then it would be better to take as many of them as possible. However, the downside of this decision was that some students felt their paths were now pre-ordained (Tobolowsky & Allen, 2016). In the Tobolowsky and Allen (2016) study, one student felt her major was ‘set in stone,’ because she had entered college as a junior (p. 40). She added, ‘I have like a year until I graduate college then I have to be an adult,’ which she admitted ‘freaks me out sometimes’ (p. 41). She envied those students who took fewer dual credit courses because she felt they had ‘all the time in the world to decide; on their futures’ (p. 41). Another student who entered college with 78 dual credits ‘felt she was at a competitive disadvantage with other students in her major,’ because ‘she did not have time to pursue’ summer internships, ‘which would have given her valuable experience and position her for employment after graduation’ (Tobolowsky & Allen, 2016, p. 40). These comments suggest there is a potential sweet spot regarding the number of credits that help with the financial burdens of college but still allow students time to explore areas of interest before deciding on their major or career path.” Taylor et al. (2022), 53; citing Barbara F. Tobolowsky and Taryn Ozuna Allen, “(Un)intended Consequences: The First-Year College Experience of Female Students with Dual Credits,” *Journal of the First-Year Experience and Students in Transition* Vol. 28, No. 1 (2016), 27-48.

⁵ Witkowsky et al., 68-69.

⁶ Taylor et al. (2022).

EQUITY TOOLS & RESOURCES

for faculty engagement

IBHE Faculty Advisory Council

This is a collection of tools and resources for faculty and their ongoing work in creating and maintaining equity-focused classrooms, curriculum, and research labs. Through building awareness and understanding, assessing for equity in our pedagogy and research, and redesigning our curriculum to reflect equity in all its forms, we become better teachers, mentors, researchers and writers. This collection includes book suggestions, website resources, articles, and equity-based tools to help us not only in our own work, but also in walking alongside students and colleagues to move our colleges and universities toward uncompromising inclusion, diversity, and belonging. Although this collection is not exhaustive, the hope is that faculty across Illinois find assistance engaging in equity work through the use of these resources.

AWARENESS AND REFLECTION

[Talking About Race – National Museum of African American History and Culture, Smithsonian](#)

This site provides an initial step into racial awareness and understanding for educators, with links for deeper dives into Whiteness, Oppression and Antiracism

[Equity Mindedness – USC Center for Urban Education](#) (Estela Mara Bensimon, director)

Although this link is to the Equity Mindedness landing page, the site includes research, publications and tools such as USC's Equity Scorecard

[Race and Research Center – USC Center for Urban Education](#)

A collection of links for opportunities to empower faculty to strategically develop and achieve equity goals

[White Academia: Do Better.](#) by Jasmine Roberts-Crews

Provides a starting point for academics interested in beginning anti-racism work with links for tools and resources

[Culturally Relevant Pedagogy: A Model To Guide Cultural Transformation in STEM Departments](#) by Angela Johnson and Samantha Elliott

Article on cultural transformation in STEM departments from the Journal of Microbiology and Biology Education

[The PULSE Diversity Equity and Inclusion Rubric](#)

Published in the Journal of Microbiology and Biology Education

[Campus Climate Survey Recommendation – California State University San Marcos](#)

A review of DEI campus climate surveys for students, faculty, staff and administration

[Be Anti-Racist: A Journal for awareness, reflection and action](#). By Ibram X. Kendi

[The Anti-Racist Deck: 100 meaningful conversations of power, equity and justice](#). By Ibram X. Kendi

[Do the Work!: An Antiracist Activity Book](#). By Kamau W. Bell and Kate Schatz

BELONGING

[Teaching First Generation College Students – Vanderbilt University Center for Teaching](#)

A primer authored by Ben Galina covering topics such as inclusion, achievement deficits, and classroom principles and practices

[Increasing Inclusivity in the Classroom – Vanderbilt University Center for Teaching](#)

A teaching guide from Andrew Greer focusing on the importance of inclusivity in the classroom, examples of inclusive teaching, and additional resources

[Design for Belonging: How to build inclusion & collaboration in our communities](#). By Susie Wise (Stanford d. school guide)

This link is for the book, but also includes a host of resources and tools for creating belonging in communities

[College Belonging: How first-year and first -generation students navigate campus life](#). By Lisa Nunn

A critical look at colleges' and universities' efforts to foster a sense of belonging

[College Students' Sense of Belonging: A Key to Educational Success for all Students](#). By Terrell Strayhorn

This book explores how belonging differs based on students' social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus

CURRICULUM, SYLLABUS AND ASSESSMENT

[How to Center DEI in Teaching – Eberly Center for Teaching Excellence and Education Innovation](#) (Carnegie Mellon)

Concrete strategies and examples for how to intentionally enhance Diversity, Equity and Inclusion (DEI) in teaching highlighting learning objectives, course content and assessment, active learning, and discussion

[Assessments in Course Design – Eberly Center for Teaching Excellence and Education Innovation](#) (Carnegie Mellon)

Examples and considerations implementing equity in course assessments

[Inclusive Pedagogy – University of Denver Office of Teaching and Learning](#)

An inclusive pedagogy module providing tools to begin pivoting toward this holistic and transformative way of teaching and learning. It includes syllabus statements using inclusion and equity. From this site many additional guides and resources are accessed

[Teaching Race: Pedagogy and Practice – Vanderbilt University Center for Teaching](#)

This guide summarizes some of the common challenges instructors may encounter teaching race and offers pedagogical principles along with possible strategies for implementing in the classroom

[Learning for Justice: Classroom Resources – Southern Poverty Law Center](#)

Collection of classroom resources that can be filtered based on school grade and topic. Although these resources focus on K-12, they still offer useful applications for higher education

[Applying the Equity Matrix – Harper College Academy for Teaching Excellence](#)

Interactive online tool providing faculty specific and comprehensive tools for teaching

[Culturally Responsive Curriculum Scorecard – NYU Steinhardt](#)

A framework for assessing and evaluating curriculum through a cultural equity lens

[33 Simple Strategies for Faculty: A week-by-week resource for teaching first-year and first-generation students.](#) By Lisa Nunn

A guidebook giving faculty concrete exercises and tools they can use both inside and outside the classroom to effectively bolster the academic success and wellbeing of first-year and first-generation students

RESEARCH

[Ten simple rules for building an antiracist lab.](#) By V. Bala Chaudhary and Asmeret Asefaw Berhe

This article presents 10 rules to help labs develop antiracist policies and action in an effort to promote racial and ethnic diversity, equity, and inclusion in science

[Talking about Race and Inequity in Science: Guide for Faculty – UCSF Graduate Faculty Development Program](#)

[Talking about Race and Inequity in Science: Guide for Students & Postdocs - UCSF Graduate Faculty Development Program](#)

These two guides listed above offer concrete ideas for engaging in dialogue about race, while also acknowledging that these conversations cannot be approached monolithically, or without considering context and power dynamics

[DEI Primer – UCSF Graduate Division](#)

This primer seeks to establish groundwork that is essential to empower research faculty to be active, committed participants in diversity work

DEI PROFESSIONAL DEVELOPMENT MODELS AND FRAMEWORKS

[Enacting Equity Series](#), [Equity Teaching Academy](#), [Equity Policies and Practices](#)

Harper College has made available many syllabi and post-session recordings of their professional development offerings in DEI and equity topics

[Inclusive Excellence DEI Competencies – Colorado State University](#)

This site includes a comprehensive list of DEI competencies as well as an assessment tool

[Racial Equity Toolkit – Government Alliance](#)

Provides a framework for awareness and assessment that can be used to build and evaluate higher education equity initiatives

[The Teaching Tolerance Social Justice Standards: A professional development facilitator guide](#)