

**PUBLIC NOTICE AND AGENDA**

**University Council  
Wednesday, April 5, 2023, 3 p.m.  
Altgeld Hall 315  
Northern Illinois University  
DeKalb, Illinois**

- I. CALL TO ORDER**
- II. VERIFICATION OF QUORUM**
- III. ADOPTION OF THE AGENDA**
- IV. APPROVAL OF THE MARCH 1, 2023, MINUTES – Pages 3-4**
- V. PUBLIC COMMENT**
- VI. NIU PRESIDENT LISA FREEMAN’S ANNOUNCEMENTS**
- VII. ITEMS FOR UNIVERSITY COUNCIL CONSIDERATION**
  - A. Athletic Board – Overview
    - Courtney Hughes  
Associate Professor, School of Health Studies  
Faculty Athletics Representative
    - Courtney Vinson  
Senior Associate Athletic Director, Sports Administration  
Intercollegiate Athletics
  - B. Budget Update
    - Lisa Freeman  
President
    - George Middlemist  
Vice President of Administration and Finance  
Chief Financial Officer

## **VIII. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES**

- A. Faculty Advisory Council to the IBHE – Linda Saborío – report
  - 1. Early College: What to Consider? – Pages 5-9
  - 2. Equity Tools & Resources for Faculty Engagement – Pages 10-13
- B. University Advisory Committee to the Board of Trustees – report  
Felicia Bohanon, Holly Nicholson, Ismael Montana  
Katy Jaekel, Karen Whedbee, Brad Cripe
- C. Rules, Governance and Elections Committee – no report
- D. Student Government Association – report  
Raaif Majeed, President  
Dallas Douglass, Speaker of the Senate
- E. Operating Staff Council – Holly Nicholson, President – report
- F. Supportive Professional Staff Council – Felicia Bohanon, President – report

## **IX. 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. UC 2022-23 remaining meeting dates: Apr 5, May 3

## **X. ADJOURNMENT**

## MINUTES

University Council  
Wednesday, March 1, 2023, 3 p.m.  
Altgeld Hall 315  
Northern Illinois University  
DeKalb, Illinois

### [Full transcript](#)

**VOTING MEMBERS PRESENT:** Beyer, Bohanon, Costello, Cripe, Douglass, Falkoff, Garcia, Geller, Heckman (for Middlemist), Ingram, Jaekel, Kassel, Monteiro, Nicholson, Olson, Reneau (for Freeman), Srygler, Tatar, Vaughn, Walther

**VOTING MEMBERS ABSENT:** Freeman, Hulseberg, Majeed, Middlemist, Pietrowski, Rogers, Scheibe, Simonson,

**OTHERS PRESENT:** Bryan, Doederlein, Drott, McEvoy, Montana, Moskal, Newman, Stoffregen

### **I. CALL TO ORDER**

NIU Provost **B. Ingram** called the meeting to order at 3 p.m.

### **II. VERIFICATION OF QUORUM**

A quorum was verified.

### **III. ADOPTION OF THE AGENDA**

**C. Walther** moved to adopt the agenda, seconded by **F. Bohanon**. Motion passed.

### **IV. APPROVAL OF THE FEBRUARY 1, 2023, MINUTES**

**H. Nicholson** moved to approve the minutes, seconded by **P. Kassel**. Motion passed.

### **V. PUBLIC COMMENT**

### **VI. NIU PRESIDENT LISA FREEMAN'S ANNOUNCEMENTS**

### **VII. ITEMS FOR UNIVERSITY COUNCIL CONSIDERATION**

#### **A. Mental Health as a Foundation for Student Success**

Clint-Michael Reneau, Vice President for Student Affairs  
Andrea Drott, Asst. Dir. for Student Wellness, Counseling and Consultation Services

## VIII. 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  
Felicia Bohanon, Holly Nicholson, Ismael Montana  
Katy Jaekel, Karen Whedbee, Brad Cripe
- C. Rules, Governance and Elections Committee – no report
- D. Student Government Association – report  
Raaif Majeed, President  
Dallas Douglass, Speaker of the Senate
- E. Operating Staff Council – Holly Nicholson, President – no report
- F. Supportive Professional Staff Council – Felicia Bohanon, President – report

## IX. INFORMATION ITEMS

- A. [Policy Library](#) – Comment on Proposed Policies (right-hand column on web page)
- B. [Minutes](#), Academic Planning Council
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- O. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- P. [Minutes](#), University Committee on Initial Educator Licensure
- Q. UC 2022-23 dates: Mar 1, Apr 5, May 3
- R. Approved 2032-33 academic calendar

## X. ADJOURNMENT

**M. Geller** moved to adjourn, seconded by **M. Costello**. Motion passed.

Meeting adjourned at 3:52 p.m.



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.<sup>1</sup>

**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.<sup>2</sup>

## **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).<sup>3</sup>

**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:**<sup>4</sup>

- 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.<sup>5</sup>



**Experience of college:** Dual credit courses taught in a high school do not model the college environment.<sup>6</sup>

## **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.

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<sup>1</sup> 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](https://cherp.utah.edu/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.php).

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

<sup>3</sup> Taylor et al. (2022), 12.

<sup>4</sup> “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.

<sup>5</sup> Witkowsky et al., 68-69.

<sup>6</sup> 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](#)