



Faculty Advisory Council Illinois Board of Higher Education

ABOUT THE FACULTY ADVISORY COUNCIL

The Faculty Advisory Council (FAC) was formed by the Board of Higher Education over 50 years ago to serve as experts on and advocates for the faculty's central role in the postsecondary system. The 36 FAC members represent all disciplines and all institution types—public, private, and proprietary, two- and four-year. They meet monthly during the academic year to share and inform, as well as learn what to research and do next to insure the vibrancy of Illinois' higher education system.

For more information about the FAC, please contact:

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FACULTY ADVISORY COUNCIL WORKING GROUPS

FAC members are actively researching and determining solutions to current, critical issues affecting postsecondary students, faculty, and communities across Illinois. The following summaries describe the ongoing work of our targeted subgroups. For further information and perspective on each group's endeavors, please contact the listed FAC member.

'This We Believe'

As stakeholders around our state and the nation debate the worth of postsecondary degrees and credentials, it's essential for all to stop and reflect upon the promise and power of higher education in shaping lives as well as livelihoods. Members of this group created a simple, straightforward one-page position statement about how everyone in our state gains from, and so should continue to value, our institutions of higher learning's role in their future. Members continue to formulate related pieces highlighting specific ways different stakeholders benefit from the long-lasting, positive effects of higher education. **Contact: Dr. Paul Bialek, Trinity International University, pbialek@tiu.edu**

P20 & Community Outreach

There presently is no comprehensive database of the many, myriad projects faculty conduct in partnership service to Illinois communities, local/regional/statewide. Through surveys of all institutions, and follow-up interviews, this group's members are cataloging faculty-driven initiatives in key areas: Economic development, cultural and social benefits (including P-12 outreach), plus innovative/entrepreneurial enterprises. Resulting data will be used to populate an interactive map that documents and demonstrates the breadth as well as depth of higher-education institutions' impact on Illinois communities. **Contact: Dr. Linda Saborio, Northern Illinois University, lsaborio@niu.edu**

IAI

Institutions' participation in the Illinois Articulation Initiative grew considerably in the last decade. With this growth came anecdotal reports of variations in course types accepted, levels of faculty IAI awareness, and campus infrastructures in place for insuring seamless application of IAI. Members of this working group are digging into these anecdotal reports to better understand their connections and the role of faculty in resolving the issues they raise. **Contact: Dr. Nick Menhart, IL Institute of Technology, menhart@iit.edu**



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Dual Credit/Regional Dual Credit System

Dual credit affects a tripartite system—ISBE, ICCB, and IBHE. Our state’s over 10-year, integrated P-20 approach to aligning education is yielding the gains envisioned in the IL Public Agenda. Recent amendments to the Dual Credit Quality Act, however, are resulting in potentially detrimental effects on curricular and instructional rigor at the high school and college levels. Community colleges now must allow secondary-level teachers with lesser qualifications to teach dual-credit courses in their schools. Additionally, the amendment that created the Model Partnership Agreement was developed for high schools and two-year colleges, only, to collaborate. These amendments run counter to our statewide P-20 spirit of cooperation and collaboration among the three agencies. This faculty subgroup is focusing on capturing and describing for stakeholders what needs to be done to strengthen dual-credit opportunities in Illinois, as well as propose ways to insure faculty represented by all three agencies are mutually informed and consulted in the process, by all involved. **Contact: Mr. Steve DePasquale, Kankakee Community College, sdepasquale@kcc.edu**

Program Prioritization and Consolidation

Our research of proposed and enacted legislative models for streamlining the array of academic programs (majors) at public two- and four-year institutions detected concerning trends like the following: 1) making non-evidence based assumptions about student mobility and local employer needs when recommending only certain majors be offered at specific institutions; 2) realigning or consolidating in ways that result in discipline/academic major confusion for prospective and current students, as well as risking professional national accreditation and the capacity to recruit and retain faculty; plus 3) eliminating foundational (e.g., liberal arts) courses traditionally found at most high-quality public institutions nationwide. These and other trends flow from program realignments decided primarily in the name of economic efficiency, instead of recognizing that universities are knowledge-producing institutions dependent upon their faculty, the professionals with disciplinary expertise sought by students and employers alike. **Contact: Dr. Amy Carr, Western Illinois University, ar-carr@wiu.edu**

Supporting Liberal Arts & Sciences

Illinois’ Low-Producing Program Report has been used to eliminate or diminish liberal arts and sciences programs around the state. This clashes with identified 21st Century workforce development needs: Employers nationwide routinely indicate their #1 need is to find employees who can think critically and independently, communicate their thoughts in an articulate manner, and work effectively with others. All these skills and dispositions are developed through ongoing, rounded engagement in the liberal arts and sciences. LA&S courses and majors provide students the persistent, authentic experiences they need to build foundational knowledge and flexibly master higher-level thinking, collaboration, and communication skills. Relegating particular LA&S majors to only certain campuses around the state short-circuits institutions’ ability to provide adult students the education they need to compete and succeed in the workplace today. **Contact: Dr. Amy Carr, Western Illinois University, ar-carr@wiu.edu**