

ILLINOIS BOARD OF HIGHER EDUCATION
FACULTY ADVISORY COUNCIL
Meeting as Caucuses, October 18, 2019
Minutes Approved December 10, 2019

PUBLIC COMMUNITY COLLEGE CAUCUS
Meeting at Illinois Central College, October 18, 2019

FAC members/alternates attending and their institutions:

Cynthia Boyce	Lincoln Trail College
Julie Clemens	Illinois Central College
John D’Anca	at-large (Oakton College)
Steve DePasquale	Kankakee Community College
Thomas Dowd	Harper College
Randall Egdorf	John Wood Community College
Rick Jones	at-large (South Suburban College)
Mike Philips	Illinois Valley Community College

Representatives/Institutions not present:

none

Meeting was called to order at 11:02 a.m. by John D’Anca (Caucus Chair).

Erin Volk, Coordinator of Academic Advising at Lincoln Trail College, shared with the caucus some of the methods that LTC is using to get faculty more involved in the transfer process such as National Transfer Week and Admitted Student Day. John asked if the college used Pathways. Ms. Volk explained that LTC is in the process of creating a master schedule so that students will have a two-year plan of classes on their first day. Rick asked who helps the students fill out transfer applications. Ms. Volk explained that typically the advisors, but that some students ask faculty for assistance. Julie mentioned the importance of knowing what the student’s biggest needs are and how faculty can help point the way. Mike told the caucus about a workshop that he attends where faculty learn how to engage students in the transfer process; it is for 2-year faculty and is called “Agents of Change”.

The caucus addressed the barriers to academic success and the need to identify what these are to better help students achieve success. Thomas mentioned that some colleges have closed their counseling centers. The caucus began an informal discussion of various barriers they have witnessed with their own students. Mike discussed that the strength of community colleges is our responsiveness to student needs. Community college faculty are in a unique position to be more connected to their students and thus, more understanding. Caucus members discussed various ways that they attempt to help their students succeed. Steve stated that while some campuses have closed their counseling centers, KCC has added 2 additional counselors on their campus.

Caucus member finalized their choices for working groups during the 2019-2020 academic year: Rick Jones—This We Believe; Mike Philips—Performance-based Funding; Steve DePasquale—IAI; Randall Egdorf—IAI; Julie Clemens—P20 or Bylaws; John D’Anca—This We Believe; Thomas Dowd—Performance-Based Funding; Cynthia Boyce—Mental Health Awareness.

Julie Clemens brought to our attention an IAI requirement for ENG 111 (ICC). There are two syllabi requirements that the IAI English panel says is necessary for approval by the panel. Concerns are that these requirements could lead to grade inflation or an increase in late withdrawals. Suggestions were proposed for IAI panels such as more representation from two-year institutions on the panels and more faculty, less administration. It was also suggested that the FAC work more closely with ICCB. Steve stated that ICCB has its own faculty council.

Some continued concerns with Dual-Credit were briefly discussed, as well as the status of the four openings on the two-year caucus and if we should reach out to those institutions personally. Julie Clemens was thanked for hosting. The meeting adjourned around 1:30 p.m..

Minutes submitted by Cynthia Boyce, Two-year Caucus Secretary

PUBLIC UNIVERSITY CAUCUS
Meeting via Zoom, October 18, 2019

FAC members/alternates attending and their institutions (all via Zoom):

Amy Carr	Western Illinois University
Marlon Cummings	Governor’s State University
Diane Dean	Illinois State University
Dan Hrozencik	Chicago State University
Jennifer Martin	University of Illinois – Springfield
Gay Miller	University of Illinois - Urbana-Champaign
C. Lucy Park	University of Illinois – Chicago
Linda Saborio	Northern Illinois University
Patricia Saleeby	Southern Illinois University Carbondale
Brian Vivona	Northeastern Illinois University
Larry White	Eastern Illinois University
Susan Wiediger	Southern Illinois University Edwardsville

Representatives/Institutions not present:

none

Meeting was called to order at 12:00 p.m. by Diane Dean (Caucus Chair).

Working groups

Assignments & perspectives – Public University Caucus (PUC) members discussed their interests in serving on FAC’s currently proposed working groups. Sue has circulated a poll and reminded members to respond with their first and second choices. Our goal is to have at least one

PUC member per group, possibly more on those work groups focusing on issues highly salient to public university faculty. Diane noted that she does not have a preference for assignment, and will serve wherever needed. PUC also discussed whether there may be particular Public University Caucus perspectives that we would like for our caucus' representative on each working group to ensure those groups know about. We will continue to consider this.

- This We Believe – This group is continuing in 2019-20, with a shift towards communicating the message broadly. *Gay Miller, Lucy Park (Larry White, secondary)*
- Illinois Articulation Initiative – This group is continuing in 2019-20, and may add the issue of reverse transfer. *Gay Miller (Larry White, secondary)*
- P20 outreach – This group is continuing in 2019-20. PUC would like to see greater attention given to diversity-related issues (although this may not be the appropriate work group to address the issue). More specifically, PUC would like to share strategies for how campuses are inclusive of students, and share best practices (Who's getting it right? What can we learn from one another?) *Meghan Kessler / Jennifer Martin, Linda Saborio, Brian Vivona*
- FAC Policies, Procedures and Bylaws – This new group will examine FAC policies, procedures and bylaws, and make recommendations.
- Performance Based Funding – This new group will examine performance based funding practices, outcomes and proposals; and the need for a better definition of student success. *Dan Hrozencik, Amy Carr, Larry White*
- Student Mental Health – This new group will consider the issue of rising student mental health concerns, broadly; and in relation to HB 2152 (which expects funding recommendations by December). PUC would like to see data collected regarding what resources are offered to students and what education/training is offered to faculty. Diane noted that some training is now being offered to ISU faculty regarding both undergraduate and graduate student mental health concerns. Members discussed the national concern with student mental health, the interrelated matters of shifting demographics and societal changes, the lack of financial resources to address student mental health needs, and the imperative for a response from higher education. *Patricia Saleeby (Lucy Park, Linda Saborio, Shelly Goebel-Parker, secondary)*
- Competency-based Education – This new group will likely commence in the spring, and will consider the matters of defining and assessing competencies, as well as course length variations.

Additional working group suggestions - PUC considered other ideas for working groups that the Caucus might suggest. FAC has three caucuses whose interests converge and overlap on a majority of higher education issues. However, some issues have varying degrees of salience for each caucus. Two topics emerged: dual credit (continued); and rebuilding public universities

- Dual credit – The 2018-19 working group will disband. PUC discussed continuing the group, with a shifted focus. The group's 2018-19 charge was of high salience to two-year college faculty, as the majority of in-state dual credit programs occur through two-year colleges (e.g., faculty qualifications for teaching dual credit courses). PUC discussed distinction between dual enrollment (when students concurrently enroll in a college-offered course while in high school, but it does not count towards high school credit) and dual credit (counts towards both high school and college credit, regardless of where the course is taken). Public university faculty have additional concerns and could build off of

the 2018-19 group's work. For example, the rise in the amount of dual credit that students bring with them: a) has an impact on student selection of a major; b) disrupts the university's financial ecosystem, particularly for programs that offer a high proportion of general education courses. The effect that dual credit is having on universities is compounded by Illinois law requiring that public colleges and universities award college credit for AP Exam scores of three or higher (regardless of the subject matter). Members shared anecdotes of students who seek to enter their majors mid-stream, having transferred in pre-requisite and basic courses; but are actually underprepared to successfully complete the next-level courses. PUC will ask for an update of what the 2018-19 working group has done, and consider how to build upon it.

- Rebuilding public universities – Public universities are still hurting financially from the years of budget impasse and from declining appropriations. We recognize the need to rebuild our public universities, but need greater clarity on what to do and how to do it. Factors that have bearing include: an increase in the diversity of Illinois high-school graduates, an overall decline in the numbers of Illinois high-school graduates, and an increase in underprepared and first-generation college students. Statewide, the conversation has largely focused on the loss of students who migrate out-of-state for college. We also need to consider the intra-state migration of students. Most public universities have lost significant percentages of enrollment. However, a few have either held their enrollment relatively steady or increased their enrollment. This was likely achieved through higher acceptance rates and/or relaxing admission criteria.

Amy raised the question of the extent to which enrollment-sound campuses are assigning full-time faculty to their courses or hiring adjuncts. PUC discussed the implication of faculty displacement from a system-perspective (specifically, the dynamic of some campuses losing enrollments and full-time faculty lines; while other campuses absorb those enrollments and assign the courses to adjuncts).

- CSU – CSU has more unit B faculty (NTT) than adjuncts. Unit B faculty are unionized and have very good job protection.
- EIU – Unit B faculty (NTT) are very well protected at EIU. They are members of the same union as unit A (tenure-line) faculty, but have a different (yet similar) contract. NTTs are early in line for layoffs. Adjunct faculty are not unionized at EIU. They are not full time, and teach one or two courses per semester (typically a maximum of three per year).
- GSU – There is strong collaboration between unit A (tenure-line) and unit B (NTT) faculty at GSU, and unit A faculty will often add their voices to unit B's concerns. Both are represented by same union. NTTs enjoy strong job protection and were recently given a better career ladder.
- ISU – Tenure-line faculty are not unionized, but NTTs are. NTTs have one seat on ISU's academic senate, as do Faculty Associates (faculty who teach in the university's laboratory schools). Tenure-line faculty have 29 senate seats. Recently, ISU modestly increased tenure-line faculty salary at the assistant, associate and full professor levels as a result of a University Review Committee report and recommendation which demonstrated that ISU's salary increases for rank-promotion lagged behind other IL state universities and peer institutions. The university raised the amount of the increases, and then issued a proportional increase to faculty who were promoted at ISU and were

given a lower salary bump. Currently, the University Review Committee has embarked on a faculty equity study. The last equity study occurred in 1979. It has taken several years for the committee, senate, and a designated ad hoc committee to discuss and determine what equity issues to study, and to develop a five-year cycle during which different issues will be cyclically studied in different years. The committee is waiting on the first data pull needed for the initial study.

- NEIU – Approximately half of NEIU faculty are contingent. Their non-tenure track (NTT) faculty are unionized, and their contracts offer them greater job security than tenure-line faculty have.
- NIU – ??
- SIUC – NTTs are unionized at SIUC, but not by the same union as tenure-line faculty. They are not represented at SIUC's academic senate, having lost that arrangement when they unionized. NTTs recently renegotiated their contract, and gained a promotion tier. However, clinical faculty are not unionized.
- SIUE – ??
- UIC – UIC has a faculty union. The east campus faculty participate, but not the west campus faculty (medical faculty).
- UIS – Faculty are not unionized at UIS. However, there are recurring calls for unionization, particularly when people feel they are not being treated fairly (e.g. the most recent instance resulted from faculty salary freezes).
- UIUC – NTTs are also unionized at UIUC, enjoy lengthy contracts, and have strong records of long-term service to the university. Tenure-line faculty are not unionized. Even if they were, the law, veterinary and medical school faculty would be ineligible to participate. UIUC faculty believe that the strength of their shared governance policies and practices create less need for unionization. There is, however, a growing concern for the dwindling of tenure-lines. NTT lines have increased. The change in ratio of TT:NTT faculty changes the culture of the institution. Tenure-line faculty are working on a white paper regarding the different streams of faculty support.
- WIU - WIU has more unit B faculty (NTT) than adjuncts. Unit B faculty are unionized, but not adjuncts. Many Unit B faculty were laid off.

PUC members are encouraged to explore faculty perspectives on intra-state student migration, and the TT:NTT balance on their campuses.

Communications

FAC representative : campus faculty communications - PUC discussed how each member communicates with the campus faculty we represent.

- CSU – FAC representative reports to academic senate and the provost, and also asks whether either have issues they would like brought before the FAC.
- EIU – FAC representative reports to the academic senate once per semester, and regularly sits in on their meetings. The FAC representative position is not a voting senate member, although Larry has joined senate so that he could be both.
- GSU – FAC representative is a senator, and gives regular reports at academic senate meetings.

- ISU – FAC representative is not a senator, makes periodic reports to the academic senate executive committee, and addresses the academic senate when invited by its executive committee. Diane sits in on academic senate meetings when she can. However, other responsibilities often conflict with senate meetings.
- NEIU – FAC representative serves on the budget & planning committee.
- NIU – FAC representative is an ex-officio member of the academic senate, and distills FAC minutes for reporting to that body.
- SIUC - ??
- SIUE – FAC representative is an ex officio member of the academic senate, gives regular reports to both the senate and the University Council, and has a link on the senate’s webpage.
- UIC – FAC representative distills and presents the FAC minutes, and issues them as a report to the academic senate. This report is always included on the senate agenda.
- UIS-??
- UIUC – FAC representative is an ex officio member of the academic senate executive committee, and gives a report to that committee. This arrangement has proved very beneficial, because senate/FAC interests frequently intersect.
- WIU – FAC representative distills the minutes and reports that to academic senate, and maintains a list-serve which anyone can join if they are interested in receiving more frequent information about FAC matters. Amy noted that she also reaches out to their local community college faculty, to keep them informed of FAC matters.

FAC member: member communications - PUC discussed intra-FAC communications. Emails from the FAC executive committee are greatly appreciated. However, they do sometimes get overlooked within representatives’ burgeoning incoming email. It would be helpful if there were one designated place where all of the information could be accessible, rather than rely on email distribution. PUC discussed the potential to use FAC’s website for communications after it migrates to NIU.

FAC PUC: IBHE public university faculty boardmember communications – PUC discussed ways to engage newly appointed IBHE public university faculty board member, Jennifer Delaney. PUC applauded her directness in asking tough questions of the IBHE from a faculty perspective. PUC would like to know whether IBHE has taken any action on FAC’s white papers and what, if anything, they are planning to do. PUC discussed inviting Jennifer to report to FAC at each meeting, via phone, similar to IBHE staff reports. She and other board members could also be invited to FAC meeting whenever they are held in proximity.

FAC Executive Committee – PUC discussed the impending 20-21 FAC elections, and the desire to have a PUC member on the executive committee. Members were encouraged to consider self-nominating or accepting a nomination. PUC also discussed the process by which the executive committee creates FAC meeting agendas, and how caucuses might attain input into that process.

Meeting adjourned approximately 2 p.m.

Minutes submitted by Diane Dean, Public Caucus Chair

PRIVATE AND PROPRIETARY INSTITUTION CAUCUS
Meeting at Illinois Institute of Technology, October 18, 2019

FAC members/alternates attending and their institutions:

Paul Bialek	at-large (Trinity International University)
Marie Donovan	DePaul University
Pennie Gray	Illinois Wesleyan University
Andy Howard	Illinois Institute of Technology
Jose Lozano	Bradley University
Nataka Moore	Adler University
Shawn Shumacher	DeVry University – via Blackboard
Tatiana Tatum Parker	St. Xavier University
Adam Tournier	at-large (McKendree University)

Representatives/Institutions not present:

none

Meeting was called to order at 10:10 a.m. by Adam Tournier (Caucus Chair).

FAC Web Site

We used to use <http://ibhe-fac.org> but the person who maintained this retired from the FAC; however, this URL is available for purchase now. Currently we have a web site through Northern Illinois University. If we want funding from the state for a web site, we'd have to ask the IBHE to request funding for us through the General Assembly. Or we may be able to get our own website through WordPress, GoDaddy, etc.

Mental Health on College Campuses

A mental health provider is someone who is licensed at the master's or doctoral level. College students nowadays are less mature than college students a generation ago. Generation Z is growing up more slowly. Compared to teens from the 1970s or 1990s, they are less likely to have a driver's license, have a job, or have consumed alcohol. According to the International Accreditation of Counseling Services, "Every effort should be made to maintain minimum staffing ratios in the range of one F.T.E. professional staff member (excluding trainees) to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies. This ratio is aspirational by nature.... The average ratio of mental health professionals to students as reported in the National Survey of Counseling Center Directors (2013) is 1 to 1,600." (<https://iacsinc.org/staff-to-student-ratios/>) If a college or university doesn't have an adequate number of mental health professionals, this can lead to various problems: untreated depression and anxiety, drug abuse, etc. The Mental Health Early Action on Campus Act seeks to raise mental health awareness on college campuses, it applies each public college or university in Illinois. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=4013&ChapterID=18>.

Dual Credit and Transfer Credit

We want to know how students with dual credit math credit do in their first math courses on our campuses. Marie Donovan will serve as the faculty member on the State Transfer Work Group. DeVry has a dual degree program with Chicago Public Schools. They take CPS classes in the morning and DeVry classes in the afternoon, earning a HS diploma and an Associate's degree.

State and Federal Funding for Private Institutions

There are federal programs providing support for graduate students: GAANN is Graduate Assistance in Areas of National Need. IIT helps faculty obtain federal research grants. It can be difficult to understand the process; mentoring helps. Legislators periodically say that MAP grants should go to public schools, but MAP grants are for students, not for institutions. Some legislators don't think state money should go to private colleges and universities, but they don't recognize the positive impact we have on communities through outreach, etc.

Potential Schools to Invite to the FAC in Fall 2019

Millikin University; Benedictine University; University of St Francis; Wheaton College; Elmhurst College; National Louis University

We thanked Andy Howard for his hospitality. The meeting adjourned around 12:10 p.m.

Minutes respectfully submitted by Paul Bialek, Private Caucus Assistant Chair.

Overall minutes respectfully compiled by Susan Wiediger, FAC Secretary.