

ILLINOIS BOARD OF HIGHER EDUCATION

FACULTY ADVISORY COUNCIL

Meeting via Zoom, September 18, 2020

Minutes Approve November 20, 2020

FAC members/alternates attending and their institutions:

Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	Lincoln Trail College
Amy Carr	Western Illinois University
Julie Clemens	Illinois Central College
Marlon Cummings	Governor's State University
John D'Anca	at-large (Oakton College)
Steve DePasquale	Kankakee Community College
Thomas Dowd	Harper College
Pennie Gray	Illinois Wesleyan University
Andy Howard	Illinois Institute of Technology
Dan Hrozencik	Chicago State University
Rick Jones	at-large (South Suburban College)
Jose Lozano	Bradley University
Jennifer Martin	University of Illinois – Springfield
Gay Miller	University of Illinois - Urbana-Champaign
Nataka Moore	Adler University
Melette Pearce	Black Hawk College
C. Lucy Park	University of Illinois – Chicago
Mike Philips	Illinois Valley Community College
Linda Saborio	Northern Illinois University
Patricia Saleeby	Bradley University
Shawn Schumacher	DeVry University
Brian Vivona	Northeastern Illinois University
Lichang Wang	Southern Illinois University Carbondale
Larry White	Eastern Illinois University
Susan Wiediger	Southern Illinois University Edwardsville

IBHE Members and Staff

Gretchen Lohman, FAC Liaison and Senior Associate Director, Academic Affairs, IBHE

Jaimee Ray, Senior Associate Director, Legislative Affairs, IBHE

Jennifer Delaney, IBHE member

Representatives/Institutions not present:

Diane Dean	Illinois State University
Marie Donovan	DePaul University
Tatiana Tatum Parker	St. Xavier University

Meeting was called to order at 9:00 by Shawn Schumacher, FAC Chair. Everyone introduced themselves. Shawn welcomed the council to the new year. He acknowledged Marie Donovan's outstanding leadership and talked about the challenges and opportunities in the council and facing higher education and Illinois. There were some transition and planning meetings during the summer. The executive committee (officers, caucus chairs, and legislative liaison) met last week to confirm the agenda, and will continue that pattern during the year. Shawn will also meet monthly with Ginger Ostro, Stephanie Bernoteit, and Gretchen Lohman, if possible. He reviewed that the next FAC meeting will be 16 October and they are on third Fridays for the year.

Julie Clemens, FAC Vice-Chair, reported that she'll be monitoring the Zoom sessions. Meetings of the whole will have a "host" to continue the ability to get to know Illinois institutions. This could include a special speaker, but could also include a virtual tour if the institution has one. Brian Vivona at Northeastern Illinois University and Tom Dowd at Harper College will be among the hosts coming up.

Sue Wiediger, FAC Secretary, reminded people to send corrections to the membership list and also info about anyone not on the listserv. There will be an opportunity to choose working groups right before we split into groups.

Lucy Park, webmaster, took a Zoom group photo for the website

Mike Phillips, Legislative Liaison, reviewed the response to the letter that was sent in May supporting flat funding for higher ed and the potential impact of the November election, including the tax amendment. Spring should be interesting – expect a focus on funding.

Representative Welch, put out a call to action related to issues faced by people of color – we may want to reach out to Rep. Welch and offer assistance.

Jaimee Ray, IBHE Senior Associate Director, explained that the "veto session" is open for new business due to the abbreviated legislative session in May. The Black Caucus had a press conference where they laid out four pillars that they want the veto session to focus on: criminal justice reform and police accountability; education and workforce development; economic access, equity, and opportunity; and health care and human services. This group held a first subject matter hearing on Wednesday – talked more topics than specific legislation at this point, but revelation of legislative priorities is anticipated. Calls for more money to support early education or child care (for example) are in conflict with the governor's request that people hold back 5% of their budget.

Jennifer Delaney, IBHE member (public faculty seat), shared that a group working on loans for students has put out a report: <https://milkeninstitute.org/articles/milken-institute-releases-report-analyzing-costs-higher-education>; the main website relating to the student loan options – https://www.illinoistreasurer.gov/Individuals/Student_Loans – is also a good information source at this point. This is potentially a large investment of loan money (750 million) so there are issues for faculty to consider regarding student affordability issues. There are important questions related to the ethics of income-share programs, which are also a current topic. MAP and other funding sources are probably at risk, since higher ed is always at risk in tight budget times.

Gretchen Lohman, Senior Associate Director for Academic Affairs and IBHE liaison, provided an overview of what her IBHE unit (Academic Affairs) handles, including but not limited to institutional complaints, licensure, program review, program closure, SARA and Dual Credit

approvals, oversight of IAI panels, and oversight of transfer – with a five person staff. They are working on a new application system for degree granting division. A review of closures over the last year: MacMurray closed; Illinois Baptist in Washington, IL, closed in July; Realtor University is planning to close in January and move their program to Columbia, Missouri. The next board meeting is December 8th, and IBHE meetings are anticipated to be virtual this year due to the difficulty in knowing what the attendance will be at an open meeting, which makes complying with pandemic restrictions harder. In the summer worked on guidance related to Covid – including student teaching, amounts of instruction delivered online; some of that work is continuing.

Ginger Ostro, IBHE Executive Director, gave a brief presentation about the strategic planning process. IBHE is charged by statute to have a master plan for higher education. The charge to IBHE is broad and emphasizes cooperation with ICCB. However, they want to think about the education system as a whole, so also working with ISAC. They hope to do focus groups as well as a public survey, and want us to share the survey to get broad input. There will be social media options as well, trying to get broad community engagement.

The timeline involves input from stakeholders during October and November, advisory groups identifying goals, strategies, and outcome measures in December and January, and then development of a draft with specific recommendations and goals that will be open for public feedback in February and March of 2021. They want to involve a lot of ongoing groups and stakeholders in giving input.

She opened discussion on four key questions:

- Why is having a strategic plan for higher education in Illinois important to you? What do you hope it accomplishes?
- What are the key issues you hope the strategic plan will address? What questions do you think it needs to answer?
- What does success in the higher education system look like 5 years from now (2025)? 10 years from now (2030)?
- What would it take to close equity gaps in higher education attainment?

Open discussion followed Director Ostro's presentation, roughly organized around the four questions.

Why do you think having a strategic plan is important?

- Provides direction to everyone, including the Governor and legislature, reducing random bills related to higher education because the overarching picture provides guidance.
- Provides a clear image or sense of what higher is and what it is about – more than workforce development, also issues of citizenship and how general education provides equitable access to education.
- Congruence, to avoid competing interests that cancel each other out. Not necessarily in agreement, but aligned.
- A view from a distance, so that limited resources get used more carefully.
- Information for K-12 about what higher education is looking for, so that equity can be addressed through preparation at all levels.
- Provides direction for addressing funding inequities, including those caused by local property taxes – need to incorporate K-12 equity gap aspects as well

- Provides a unified sense of purpose, so that institutions can come together while still pursuing their independent directions.

What issues and questions need to be addressed?

- What does the funding model look like, and how is it linked to the goals?
- What is higher education and why is it important? What is the value to the state as well as the student?
- How institutions are engaged with their communities
- What are particular types of experiences that we would like students to have as they move through higher education? Issues such as racial equity might involve not only what we're doing but specific experiences and ways in which things are done.
- Plan needs to consider timing. There are some areas where we can be nimble, and that can be important. However, the approval process can take a lot of time, as can designing and building a good program. Impact of a decision can take a while.
- Envisioning what we think we need in terms of the overall structure. Different institutions have different purposes, needs, timelines, and contributions, e.g. between community colleges and Research I institutions.
- Sometimes long-term planning focuses on vocational goals, but education is more than the first job after graduation. Our missions have more than that and focus on the whole human being. How do we fit in liberal arts goals as well as the vocational goals?
- Watch for unintended consequences, such as where low-enrolling programs might be tempting to cut but could serve a critical need in the overall picture, e.g. by contributing to broader educational or social needs of a campus community.
- Appreciate the expression that research will be used in the design and that goals will be measurable. The social conditions of income, integrated P-20 education, and social conditions of racism, sexism, etc. have a big effect and must be considered as we plan how to reach goals.
- Breadth versus depth of learning and the potential losses of trying to design efficient programs that end up being, perhaps, too narrow because of how deep into a topic graduates must get.
- Looking at dual credit and early college, which is a topic of ongoing and frequent interest. What is good for the students and how far should this be pushed. Making sure that there is broad input on what sounds good versus what will be effective in practice.
- Concerns about unfunded mandates, and the resulting increase of the cost of education as those costs get passed on to students or taxpayers. Financial aid does not keep up, and need to reconsider the balance of funding.
- Some of the FAC white papers and position papers have talked about these topics.

What does success look like?

- Get higher education out of remediation, because that diverts resources
- Better collaboration with K-12 to prepare students
- Include mental health issues in the plan
- Higher education is more diverse at all levels: student body, faculty, and leadership (Boards, Presidents, Administration)
- Reversal of net out-migration; no net loss of students.

- If every student in Illinois could get a college education if they wanted to get one, which requires funding and academic support.
- Consider what we can offer to keep our students in Illinois. Need to give people enough money and opportunities. This is not only for the purposes of having an informed citizenry, but to provide an economic base for the state.
- How can we encourage or accommodate those who want to be reeducated?
- Structure higher education to encourage life-long learning and provide access to higher education when it is needed, including collaborations with industry to identify needs.

What could help close equity gaps?

- MAP funding
- We should consider state-wide metrics/requirements for cost-per-FTE, administrative-to-FTE ratios, and placing caps on year to year enrollment increases, as part of controlling increases in cost of higher education.
- Consider program and university fit for students. Students may have ideas, but have the information about how their educational and personal background would intersect with program requirements. Making sure counselors and students have the right information to make the right decisions about where to apply, what offers to accept, and to understand what they are committing to (e.g. in terms of coursework needed).
- Support with financial aid, but also realize students may need other sources or types of support, such as emergency funds for loss of childcare, transportation, etc. Look at the reasons why students leave.
- The importance of process. Sometimes there are unintended consequences of legislation, such as on mental health. We need to look at each goal from an equity or social justice lens to avoid working against ourselves.
- Retention is an issue for equity – as raised in other points, paying attention to matching people to the program right for them and also supporting students once enrolled by understanding and addressing why people leave.

There was a request to have at least one faculty member on the Advisory Committee. Ginger emphasized that this is a beginning, and there will be more chances for input. A survey is coming up that we should share broadly, and there will be more opportunities over the next weeks and months.

Caucuses and working groups met.

There was a short discussion of how FAC members interact with legislators. In general, treat it similar to your institution or professional affiliation – you are talking with the legislator as a private individual; your membership in these groups or organizations is part of your background and expertise, so sharing that you are an FAC member is relevant (just as your professional background or employment is), but you should not suggest that you speak for those organizations. If more contact or information about the FAC is requested, connect people with Shawn.

Minutes from June were approved

Caucus reports:

Private Caucus: (Paul Bialek) Strategic goals will look at ends, but we need to also look at the process for achieving those goals.

Community College Caucus: (Cyndi Boyce) Andy Howard brought an issue to the caucus related to IAI requirements for AA and AS, but the caucus would like more specificity about the concerns. There was some discussion about teaching in the age of Covid as well. Talked about the public caucus letter about free tuition for community colleges (legislation that had been proposed last year) and provide the following six comments: 1) concern needs to be part of strategic planning process; no current legislation in process and many unanswered questions; 2) focus should be more on unintended consequences of free community college; 3) concerned about competition that has been increasing versus collaboration such as 2+2; 4) think state has focused on free community college rather than for all is because of cost effectiveness and lower cost to the state; 5) where do students in that low family income group attend? Perhaps CC focus is appropriate because that is where those students go, rather than to 4-yr schools; 6) disagree with second bullet about students that intend to start at 4-year but go to community college instead don't complete – data is from Tennessee and does not seem to match Illinois' data due to our transfer success info. Bullet may need clearer phrasing if that is not the meaning.

There was some whole-group discussion on how tuition initiatives might intersect with strategic plan topics – the importance of cooperation, basing decisions on data, and looking at what is the best fit for students.

Public Caucus: (Amy Carr) Talked about sharing the four questions from Ginger with our faculty or faculty senates in order to bring back information in October. Need to know where to share that info. There were people from each caucus appointed as contacts last year – do those people still have a role? Another topic was post-pandemic course modalities – what will be faculty expectations (e.g. online synchronous, etc.). This fits into working groups and maybe strategic plan issues. Also discussed Coursera and other alternatives to faculty-taught courses being offered for college credit as a possible source of concern – maybe this is another area for caucus collaboration.

There was some whole-group discussion about the use of MOOCs as part of college credit courses. There may be a distinction between students pursuing continuing education and those earning credit toward a college program; sometimes the MOOC is only one component of a course with other requirements. Sometimes the content of the MOOC may be valuable but grading rigor is something to discuss.

Working group reports

Dual Credit/Transfer/Online & Remote Learning: (Amy Carr, Dual Credit; Andy Howard, Transfer, Gay Miller, Online & Remote Learning). Discussed IAI concerns and existing Dual Credit documents. A key question is how do we get information from the Dual Credit concerns into the strategic plan? Some of these topics are long term concerns.

Performance Based Funding: (Mike Philips) Looked at last spring's goal sheet, which was helpful. He'll go through Jaimee, but they'd like to get a sense of what the legislature might be looking at with regards to this so that the working groups. Divided up 50 states, each member of the working group will look at 10 of the states to get a broad perspective to bring together in October.

Student Mental Health: (Patricia Saleeby) In June we had divided up the legislation by areas of concern. We're going to re-organize a working Google document along those lines. Many recommendations would be contingent on funding. May include some things that are already

happening as potential resources and examples of best practices. Goal is to produce this in a report format that can be shared with IBHE and legislators.

P20 outreach: (Linda Saborio) Pennie has an undergraduate (freshman) who will work with the group. Found a website to use too (Thinglink.com) that will help put their map together. Still interested in soliciting examples or contact people from universities. Would like to share their map as part of the strategic planning process.

Equity: Racial issues: (Julie Clemens) Conversations with Stephanie Bernoteit – how can the agency help higher education to create more equitable environments for our students? Racial, but also socioeconomic and other issues. “From Equity Talk to Equity Walk” – the group will read that, and talk with Gretchen and Stephanie at the IBHE about how we can go forward. They discussed a range of topics and chose some to focus on: curriculum and pedagogy; training for faculty; providing support for students of color in a wrap-around way – before, during, and after enrollment.

Bylaws, Policies, and Procedures: work will happen offline or via email.

Competency Based Education: will check with Marie about that topic. The original impetus for this topic may have been affected by Covid but the topic is still an area of interest, particularly in the strategic plan context.

Next meeting is scheduled for October 16th and will be via Zoom. This might be a meeting of the whole or only of the parts. If there are meetings by parts, short summary minutes should be sent to Sue Wiediger within a week so that they can be assembled as a record of FAC work during that month.

Rick Jones moved that we adjourn the FAC meeting. (Larry White second, passed unanimously).

Meeting adjourned 2:31 p.m.

Respectfully submitted,
Susan Wiediger, FAC Secretary