

ILLINOIS BOARD OF HIGHER EDUCATION

FACULTY ADVISORY COUNCIL

Meeting via Zoom, November 20, 2020

Minutes Approved December 18, 2020

FAC members/alternates attending and their institutions:

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Sarah Bilderbeck	Rend Lake College
Cynthia Boyce	Lincoln Trail College
Amy Carr	Western Illinois University
Julie Clemens	Illinois Central College
John Cooksey	Truman College (City Colleges of Chicago)
Marlon Cummings	Governor's State University
John D'Anca	at-large (Oakton College)
Elizabeth Davis	Elmhurst University
Diane Dean	Illinois State University
Marie Donovan	DePaul University
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
Constance Mixon	Elmhurst University
Linda Monge	Frontier Community College
Nataka Moore	Adler University
Mellette Pearce	Black Hawk College
C. Lucy Park	University of Illinois – Chicago
Mike Philips	Illinois Valley Community College
Linda Saborio	Northern Illinois University
Shawn Schumacher	DeVry University
Peter Seely	Benedictine University
Tatiana Tatum	St. Xavier University
Dana Trunnell	Prairie State College
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

Jennifer Delaney, IBHE member

Representatives/Institutions not present:

Steve DePasquale Kankakee Community College

Meeting was called to order at 9:00 a.m. by Shawn Schumacher, FAC Chair. Shawn reported that he met with Ginger Ostro (IBHE Executive Director). Comments on draft work on the strategic plan are being reviewed. The FAC is submitting names of people from public and private four year schools to serve on the advisory committee; two-year faculty are not needed as ICCB is providing names. He also discussed that the P-20 council is interested in faculty perspectives on Covid-loss, and asked caucuses to discuss this topic; a phrase coming from these discussions is “Build Back Better”.

Julie Clemens, FAC Vice-Chair, stated that Northeastern Illinois University will be our virtual host this month, and that next month does not have a virtual host. Sue Wiediger, FAC Secretary, reported that there had been only minor, primarily typographical revisions to minutes as sent. Mike Philips, FAC Legislative Liaison, commented that there will be re-organization in response to election results – committee chair information will probably come out in December or January. There was mention of work to update a letter related to higher education funding; we may see that letter next month. Implications of the failure of the constitutional amendment related to taxes were discussed; the budget had been predicated on passage of the amendment, so cuts should be expected, even if there is hope for additional funding from the federal government. Gretchen Lohman, Senior Associate Director for Academic Affairs and IBHE liaison, provided an update on IBHE topics. Jennifer Delaney, IBHE Member, reinforced how faculty comments at the strategic planning meeting resonated with comments from higher education presidents.

During the business meeting, September (Paul Bialek motion) and October (Marie Donovan motion, Paul Bialek second) minutes were approved. The FAC approved a resolution in honor of Senator Pat McGuire (Marie Donovan motion, Mike Philips second, passed unopposed) who has announced that he will retire from the legislature at the end of this year.

The FAC also approved a Dual Credit Position Paper (Paul Bialek motion, Gay Miller second, passed unopposed) prepared by a working group, which will be forwarded through the IBHE system and then we will be informed of how it can be shared. There was general approval of the dual credit paper; there was some discussion that this topic is part of the strategic planning process and perhaps the letter could be seen as premature, since that process is not finished. The letter is intended to provide information and context, making its approval during that process an opportunity to provide a resource for legislators and strategic planners, rather than waiting until input is requested. Often, when information is requested, the turn-around time desired is shorter than the FAC cycle, making the release of thoughtful work when it is finished, so that it is available for use when needed, an approach that seemed appropriate to many.

Marie Donovan, representative of the FAC to ISBE, shared that ISBE is interested in more information about us so that they can involve us in focus groups. She also discussed the Illinois Preparation Profile in the Continuous Improvement and Accountability System, by the Partnership for Educator Preparation – there are some potentially disturbing metrics being used, such as whether graduates of Illinois teacher licensure programs work in Illinois public schools, which may not capture the contributions of graduates who work in faith-based programs. There may need to be requests made for contextualization of the numbers. The information system should go public on December 1st.

Brian Vivona, NEIU, shared research findings from the Center for Research on College-Workforce Transitions; the reports are available on the CCWT website, <http://ccwt.wceruw.org/>. The first topic was “Results from the College Internship Study at Northeastern Illinois University”. This mixed methods longitudinal study, funded by the NSF and the Gates Foundation, focused on identifying barriers to internship participation at HBCUs and HSIs. Among the top barriers are workload (in and out of school), family obligations, money, and cultural or social obstacles. The studies are ongoing, but the current report does highlight suggestions for students, faculty, and institutions to address some of the barriers and provide more access to the positive outcomes associated with internships.

During the discussion, there was a focus on methods to monitor internship quality to avoid exploitation or harassment, prevent use of interns as replacement workers in downsized companies, and make sure that work is meaningful, with some suggestions being reflection papers and regular “check-ins” with faculty supervisors. How faculty supervision counts in teaching load is also something that requires attention. Other studies focus on other aspects of internships, such as acquisition of soft skills and the balance of working for free while paying tuition. Staffing at universities is a big factor in the ability of universities to place students, build relationships with potential intern sites, and provide soft-skills seminars and programming. There was also the suggestion that other methods of intern compensation – such as, perhaps, the ability to make use of on-site child care or cafeterias – might provide off-sets to internship costs.

The second topic was “Engaging college students of color in higher education policy studies and advocacy”. This was preliminary results from a trio of student led projects, one each focused on African American students, Muslim American students, and HMoob (Hmong) American students, with each project at a different institution. These studies illustrate the potential power of such student-led community based projects to amplify the voices of varied minoritized college students at the national level.

Discussion after this topic brought up equity issues and the potential for grant programs to aid placements for students. There were also some comments on which majors are considered popular for minority students and how that may be constraining student opportunities and visions.

Working groups and caucuses met.

Working groups reported:

Equity: Racial issues: (Cyndi Boyce) This group has an urgent need to assemble material – the IBHE would like something by next month. Among their interests: challenge each institution in Illinois to outline their plan to address equity gaps; look at professional development opportunities for faculty to incorporate ways to close gaps and address equity in courses; and provide guidance on re-writing syllabi to be more inclusive. They also discussed how Covid-19 has affected or revealed equity gaps. All group members have read the book “Equity Talk to Equity Walk”, and a shared document has been created.

Student Mental Health: (Tatiana Tatum). Some schools have cancelled in person counseling, and virtual services are becoming over-taxed. This group discussed some of the impacts of Covid on mental health: anxiety, loss of coping, distraction, family stress, fear of death, guilt & fear, rejection if not in compliance. Some needs are emergency funding for psychotherapeutic

approaches and continued education for virus trends. There is also continued work needed to reduce stigma and re-brand mental health, e.g. “need help, get help”.

P20: (Pennie Gray) Work on the heat map continues. They are considering providing a way to highlight regions, and discussed how to share data and contextualize the project, e.g. framing the diversity aspect, or how communities are served, or student lead research, etc. A paper is one option, but a 1-page flyer to communities might be more effective. In discussion, the approach used by the Institute for Rural Affairs at WIU to connect with communities was brought up.

Performance Based Funding: (Mike Philips). Still working through the 50 states and DC. The next step is to analyze and look for trends (the good, the bad, and the ugly). We will probably not see PBF in spring (yet) but the group hopes to have something to share by January. The enrollment metric is very common and tends to have the most money tied to it, although it isn't always thought of as a component of PBF.

Dual Credit/Online & Remote Learning: (Melette Pearce, Dual Credit; Gay Miller, Online & Remote Learning). New members shared some dual credit experiences. Melette talked about next steps for dual credit, such as collecting data and surveying institutions. Online & Remote learning is still gathering up conversations and information; one additional aspect is support in IT and course design.

Caucuses reported:

Community College Caucus: (Cyndi Boyce) Primary discussion was the issue of Covid-loss. Topics raised included: loss of enrollment; differences in asynchronous versus synchronous preferences for online courses from student feedback (many prefer asynchronous, but there is the question of whether this is a preference for learning or for time management and life aspects); most of the CCs in the caucus are wholly online except the two southern members, who have a mix of modalities; mostly CTE and labs are the only topics on campus; support services; what restrictions such as temperature checks are being used; WiFi access and hot spots; employers who want more hours because instruction is online and students who want to work more hours because they are online; stressful and overloading aspects for faculty.

Public Caucus: (Amy Carr) Linda Saborio volunteered to work with Marie on the possible memo and other will reach out to teacher education colleagues. Marlon Cummings and Amy Carr will create a prompt to collect Covid-loss anecdotes, but it feels too soon to have good information. There may be more strategic plan information that can be sent to Ginger (cc'ing Shawn); Dan Hrozencik presented on the old strategic plan, which was more workforce oriented and saw progress back-sliding that may have been due to budgetary issues.

Private Caucus: (Paul Bialek) Covid challenges include: engaging and motivating remote students; stepping in for sick faculty members; cheating and how people are dealing with it. Many schools are giving an extra tenure year.

The next meeting is Friday December 18th, with a similar format but more time for caucuses and working groups.

Meeting adjourned (Tatiana Tatum motion, Paul Bialek seconded) 2:32 p.m.

Respectfully submitted,
Susan Wiediger, FAC Secretary