

**ILLINOIS BOARD OF HIGHER EDUCATION**  
**FACULTY ADVISORY COUNCIL**  
Meeting via Zoom, January 15, 2021  
**Minutes Approved February 19, 2021**

**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
Steve DePasquale	Kankakee Community College
Marie Donovan	DePaul University
Thomas Dowd	Harper College
Pennie Gray	Illinois Wesleyan University
Joao Goebel	National Louis 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
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:**

Diane Dean	Illinois State University
Linda Monge	Frontier Community College
Nataka Moore	Adler University
Mellette Pearce	Black Hawk College

Meeting was called to order at 9:00 a.m. by Shawn Schumacher, FAC Chair. He reviewed the agenda and moderated introductions, discussing the value of learning about our colleagues and institutions across the state. At the IBHE meeting on Wednesday morning, the higher education budget request was approved. Shawn brought forward the FAC budget letter during the public comment time. The afternoon strategic planning meeting was cancelled, but the strategic planning advisory committee did meet this week and Marlon will update us on that later.

Shawn has been reaching out to several people to potentially join the FAC at future meetings, including Deputy Governor Jesse Ruiz, IBHE Director John Atkinson, and President of the Federation of Independent Illinois Colleges and Universities Dave Tretter. The Senator McGuire resolution letter approved last month is being framed for presentation.

Ginger Ostro is co-chairing an initiative with the P-20 Council that is focusing on pandemic impacts on student well-being. FAC will be providing some info to her. The FAC P20 working group will be working on an FAC document next week. For the strategic planning process, Shawn needs to get a document to Ginger Ostro by Feb 1, so he would like working group and caucus summaries by Jan 31: from caucuses, an executive summary on key caucus issues; from working groups, an executive summary plus bullet points of recommendations for guidance; consider using a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis framework for these summaries.

Julie Clemens, FAC Vice-Chair extended thanks to Tom Dowd and Harper College for hosting.

Mike Philips, FAC Legislative Liaison: Representative Chris Welch is the new speaker for the Illinois House. He has been chair of the Higher Ed committee and visited with FAC in the past. Hopefully he will be more accessible than Speaker Madigan. Legislature passed a bill that was called higher ed reform but it had more than that in it, including interesting things with funding for student financial aid and language about dual credit. He shared how the language changed during the bill discussion; the change was significant and in line with the kinds of discussions and suggestions the FAC has had in the past. This is why working groups are important, so that we have thoughtful documents ready when legislators want fast answers. A new legislative session is coming; last year was minimal, so this year may have more. You can see bills posted on the government website, but wading through all of the information can be a lot of work.

Gretchen Lohman, FAC Liaison and Senior Associate Director, Academic Affairs, IBHE, stated that strategic planning information is available on the IBHE website (<https://www.ibhe.org/IBHE-Strategic-Planning-meetings.html>). Strategic planning – Marlon will be providing an update. Ginger Ostro and Stephanie Bernoteit are eager to get the FAC working group documents to aid the design groups as they move forward.

In response to a question about COVID vaccinations: Tier 1b includes early childhood and K-12 educators instead of higher education faculty (at this time). Once IBHE has more information, it will be shared with the FAC. Students in clinical placements are beginning to receive vaccinations, though. Information was shared by an FAC member on how to be placed on the “waiting list” for extra vaccinations.

Info about the budget is also available via the website by looking at the agenda items for January’s board meeting (<https://www.ibhe.org/011321.html>). MAP funding concerns – MAP

funding is not keeping up with the cost of tuition, even at community colleges. There was some concern because the Board budget presentation did not mention private schools, but the eligibility for MAP will not change in this budget (private and public institutions are both still there).

In response to a question about the IBHE's role for private and proprietary institutions in situations such as the budget and faculty cuts that are in the news regarding Concordia University Chicago in River Forest, Gretchen explained that IBHE has statutory authority over budget requests and program approval, but they do not have authority over all institutions – primarily about 65 private institutions that are grandfathered. Grandfathered institutions mean that those institutions were in operation before IBHE was established and therefore are exempt from IBHE's oversight; Concordia is one of those institutions. Additionally, for all institutions, IBHE has no authority over personnel and hiring issues. In a situation where IBHE does not have oversight, IBHE would reach out to assist in a confidential manner.

The Board of Higher Education Act does give IBHE authority over closing institutions, in terms of student records. IBHE created a checklist for closing institutions ([https://www.ibhe.org/pdf/IBHE\\_Checklist\\_for\\_Independent\\_Institution\\_Closure.pdf](https://www.ibhe.org/pdf/IBHE_Checklist_for_Independent_Institution_Closure.pdf)). The Higher Learning Commission put together a tool-kit for institutions related to mergers and closings. Gretchen will share those resources when they come out. The big issues with closures are obtaining transcripts and maintaining/accessing licensure records. There needs to be a national discussion on licensure documentation and files. A follow-up question asked about a faculty checklist that might provide guidance about what faculty should watch out for in administrative comments that might signal steps prior to financial exigency. Not all admin is equally open, so how might we advocate for faculty? Jennifer Delaney explained that financial exigency is a legal issue and is thus often defined by case law. Massachusetts has had some very public and surprising closures that resulted in the legislature stepping in. The right way to think about it is protecting the students and being appropriate with the state. For example, if schools are open for ten days into the semester but then close, students are responsible for loans that they did not get value for because the school closed after funds were disbursed. What the state can do to monitor finances is different from what faculty can do. If tenured, tenure is often to the institution; even if a program closes, faculty in that program *may* still have jobs elsewhere in the institution. Gretchen added that Surety bonds or Tuition recovery funds might be required by a state authorizing agency and how it would likely only affect private not-for-profit and for-profit institutions. Heightened cash monitoring can be done by the federal government at two levels, which can affect financial aid. Heightened Cash Monitoring II is very restrictive, so many institutions do not bounce back from it. There can be positive aspects to reductions in force, if the budget issues are thoughtfully addressed to resolve problems. Sometimes there are at-risk indicators to pay attention to, but the pandemic was an added stressor that was not foreseen.

The suggestion was made that perhaps the FAC should put together a paper with suggestions to institutions to be forward thinking and avoid problems – e.g, are we being efficient with expenditures, storing documents well, etc.

Jen Delaney, IBHE member, talked about the special IBHE budget meeting earlier in the week. IBHE recommends to the Governor, who decides on what to include in his budget to legislature. The IBHE is requesting a 2% increase – flat for institutions, and the 2% on an equity basis

looking at vulnerable institutions. The common application process is included in the allocation to get all the public institutions on board.

Marlon Cummings provided a strategic plan update. He is part of the Future of Work and the Future of Learning group as well as the State's Workforce group. His summary is appended to these minutes and is also available in the FAC GoogleTeams Drive.

Discussion following Marlon's report discussed dual credit and equity issues, the role of business in working with higher education, and the problems with the Reinvention process that the Chicago City Colleges went through and what can be learned from that.

The December minutes were approved (motion by Paul Bialek, seconded by Gay Miller).

Working groups and caucuses met.

Working groups reported:

*Equity: Racial issues:* (Julie Clemens) This group worked hard last semester and sent a document to Stephanie in December – that document will be shared with Shawn to send to Ginger. Will be fleshing those three points out during this semester and developing resource lists. Want to be aware that our group is primarily white (except Lucy) so need to be careful and thoughtful. One question is how our institutions are hiring diverse faculty, doing development, and supporting students. To join the equity gmail group email Jennifer Martin with a gmail-capable email address.

*Student Mental Health:* (Sue Wiediger). Started a new document and will schedule a meeting to word-smith material for Shawn, focusing on parts of the passed bill that would be most helpful to implement in response to current pressures.

*Dual Credit/Online & Remote Learning:* (Amy Carr, Dual Credit; Gay Miller, Online & Remote Learning). Dual Credit... will link to the white paper but will try to link and summarize from that for Shawn. Online...took from a list of inter-related topics to get a more prioritized list of things we would like to work on: philosophical approach to education; what-when-why for quality modes of delivery; catalog of what's being done in online education; what can we learn and share from institutions; Quality Matters (or other online standards and rubric) as a way to review; proctoring and integrity for online assessments; how do we pay for it in the end; how sustainable is this mode of delivery (might not be all faculty all modes all the time but preferences and specialties). Also shared the website <https://remote.illinois.edu>.

*P20:* (Linda Saborio) For the executive summary, will highlight tremendous impact faculty and research have on communities and regions (not only on our students). For other work, plan to re-focus in March meeting.

*Performance Based Funding:* (Dan Hrozencik). Talked together about a summary for Shawn by the 31<sup>st</sup>, as a way to contribute to the strategic plan. Need to pivot to talk about higher education funding rather than (solely) PBF. Marlon is drafting the summary and they will meet as a group next week. There was ensuing discussion about whether institutions are ever allowed to choose their own criteria – e.g. to match the mission and goals of the institutions – and how high the consequences typically are that are associated with PBF.

Dr. Avis Proctor, President; Dr. MaryAnn Janosik, Provost; and Dr. Stephanie Whalen, faculty member in the Department of English and Co-Director of Harper College's Academy for Teaching Excellence, talked with the FAC.

President Proctor talked about how Harper responded to the Coronavirus, accelerating their pivot to online as they recognized the exponential spread of the virus. Harper College's strategic plan is grounded in student success and faculty success, with four goals: institutional culture and values; equity; excellence in teaching; and partnerships in outreach.

Provost Janosik joined Harper close to the pandemic's beginning, but has been able to start building relationships through online and small group interactions. Harper has tuition relief programs, as well as an enhanced "Hawks Care" program that helps with non-academic success items such as grocery money and hotspots.

Dr. Proctor commended Dr. Whalen's program for their support of faculty and students during the pandemic, including re-purposing a planned faculty retreat (on March 13<sup>th</sup>, just as they were pivoting) to an online support session. Dr. Whalen presented on the Academy for Teaching Excellence. They engage all faculty (full-time and adjunct) on instructional design and technology, including for distance education. Their three principles are to be inclusive, intentional, and integrative. They try to support many aspects of being a faculty member, and maintain data on the extent to which faculty take advantage of the Continuing Education Units and Graduate Education Credits that are offered (growth has been steady and positive).

During discussion, the customization work that Harper has done with the OSCQR rubric (<http://oscqr.suny.edu>) was further discussed; they pared down the number of items for faculty pushed online by the pandemic. Previous work showed the improvements in classes that had been redesigned to work with the rubric, and Harper also has explicitly connected equity practices and resources to the rubrics for online courses.

Another discussion question asked about Harper's perspective on top higher ed topics and key mission features. President Proctor talked about what free college would look like; the value of higher education, its effect on global competitiveness, and the need to document country not just local impacts; and who are we serving – the need to talk to students to get the full picture. Provost Janosik talked about "forward together" as a key mission feature. Diversity, equity, and inclusivity are big parts of Harper's mission that they consider as they hire new faculty and as they look at what resources students will need. Sometimes what you might predict a student will need (e.g. a laptop) might not be the most urgent need (e.g. a graphing calculator, or WiFi). Sometimes being a faculty member can be very lonely – how do we translate the ability to chat with a neighbor to online and post-pandemic environments.

#### Caucuses reported:

*Public Caucus:* (Amy Carr) Talked about Marlon's presentation and strategic plan topics. We'll try to write something up to share within the caucus and then Shawn. Marlon re-emphasized that the goals are pretty much pre-set, so our feedback can steer and shape rather than oppose. Tie in the working priorities and metrics to earlier parts of the strategic planning documents that reinforce particular items important to us – while they are all important to us, sometimes we need to call out interconnections, such as impacts on research and scholarship. We had a spectrum of discussion about online and dual credit issue. One particular item of opposition would be expanding BAs to CCs.

*Private Caucus:* (Paul Bialek) Talked about various issues. Institutional closures – institutions and faculty need some guidance on this issue; Marie and Pennie have volunteered to write something. MAP funding is important to private schools – sometimes people want to kick privates out of MAP, but that would prevent some of our vulnerable students from attending. Strategic planning group includes representatives from across the state, but not clear how many are faculty or private college faculty. An aspect of COVID-loss not much talked about is loss of student service opportunities.

*Community College Caucus:* (Cyndi Boyce) Discussed sharing information from our institutions, once the semester has settled down a little, about what institutions are doing. Looked over the three focal points of the strategic plan and the three recommendations from the equity group. Going to gather what institutions are doing, including about equity-related topics. Gather info from our institutions and then re-share out with working groups.

Tom Dowd and Harper College were thanked for hosting and for their presentations.

The next meeting is Friday February 19<sup>th</sup>, with Lincoln Trail College as the virtual host.

Meeting adjourned (Marie Donovan motion, Cyndi Boyce seconded) at 2:10 p.m.

Respectfully submitted,

Susan Wiediger, FAC Secretary

## Strategic Plan Meeting January 12, 2021

**Vision Statement:** Illinois has an equitable, accessible, innovative, nimble, and aligned higher education ecosystem that ensures individuals, families, and communities across the state can thrive.

### Working Priorities:

- Increase Postsecondary Credential & Degree Attainment and Develop Talent to Drive Illinois Economy
  - People with some but no College
  - Designing programs that address the needs of working students and transfer students
  - Stackable degrees
  - Upskill approaches to new skills
  - Increased Dual Credit
- Close Equity Gaps
  - Increased cultural competency for higher ed. Professionals
  - Review equity campus equity policies
  - Climate surveys
  - Access to internet and other educational resources
  - Flexible schedules
  - Research experiential learning for creating pathways to regional business
- Improve Affordability, Increase Access and Manage Costs
  - Address prohibitive higher education costs
  - Funding strategy that acknowledges student debt
  - Stabilize state funding to reduce burden of cost on students
  - Provide programs for high school students, like early learning to offset gaps
  - Increase transferability across different institutions and between workforce and higher education to allow working adults to demonstrate competencies.

### Working Groups (\*Marlon's Groups):

- Future of Work and the Future of Learning\*
- State's Workforce\*
- Adults with Some College and No Degree (or less)
- Middle School/High School, College, and Career Connection
- Affordability, Manage Costs
- Close Equity Gaps

Reviewed Data on Attainment by Demographics – lacking data on credentialing

## **Breakout 1: Future of Work and the Future of Learning\***

- Understand impact on learning and need for delivery models: competency-based education reverse transfer, stackable credentials, credentials plus prior learning count toward degree
- Credential transparency—count credentials/competencies; transcripts more available; learner “wallets” or “passports” and community college certificates
- Incorporate business voice regularly in higher education

### Groups Conversation

- Pushback about business passively being included and driving the direction of higher education
  - Students should be driving the design and structure of programs, not business
  - We don't want to take away the joy of learning; student should have first and a varied choice.
- Defining success – We need to be certain that success is not being only defined by college credit and we need to better track what business need and how students may be/can be meeting those needs in other ways.
- What are the transferrable skills? – What are the broader set of competencies? Who is responsible for helping students gain these skills?
- Student vs. Customer – there is a fiscal component to education but when does it occur and how does this impact our work?
- COVID Impact
  - Learning is social and it is impacting enrollment
  - Students can adapt to the change (virtual) will succeed
  - Hybrid learning will forever remain
  - Need to recreate the social experience in the virtual environment

## **Breakout 2: State's Workforce**

- Continuous supply/demand analysis: assessing employer job demand by region, matching to program offerings, identifying potential workforce by degree/credentialing level. Identify gaps and build strategy for filling gaps at the regional institutional level.
- Address educator shortages, including upskilling needs (e.g. teaching employees new skills that will aid them in their work.)

### Group Conversation

- How can universities be responsible to student needs by region – all may not want to go to college
- Looking at growing men of color in the teaching ranks is a way to address shortages at all levels of education
  - Teach Chicago Tomorrow (Juan Salgado- collaboration between ISU and CPS)
- Increased regional collaboration –



- Be conscience of the similar challenges that exist in both rural and urban communities
- Partnership Opportunities

#### Interesting Feedback from Group Share Out

- Increase the Social Capital of students entering College – Help H.S. with Counseling
- Dual Credit Opportunities, lack of opportunities, need to increase statewide; issues with access
- Increased development of Pathways starting as early as middle school
- Pushing B.A.s to Community College (Early Childhood)

Citizen, civic responsibility, business is not the only way.

Disparities among coffee offerings – Criticism - Tracking underserved students in vocational training – rather than broad based liberal arts training