

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

FAC members/alternates attending and their institutions:

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
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
Diane Dean	Illinois State University
Steve DePasquale	Kankakee Community College
Marie Donovan	DePaul 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
Linda Monge	Frontier Community College
Nataka Moore	Adler University
C. Lucy Park	University of Illinois – Chicago
Mellette Pearce	Black Hawk College
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
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

Representatives/Institutions not present:

Sarah Bilderbeck	Rend Lake College
Thomas Dowd	Harper College
Pennie Gray	Illinois Wesleyan University
Brian Vivona	Northeastern Illinois University

Meeting was called to order at 9:00 a.m. by Shawn Schumacher, FAC Chair. During his report, he recommended reviewing the latest strategic planning report that is available via the IBHE website and perhaps sharing it with our institutions. People are also welcome to attend the meeting that is coming up on Tuesday the 23rd (<https://www.ibhe.org/IBHE-Strategic-Planning-meetings.html>). Shawn has been invited to be on one of the consulting groups for the strategic plan. He also participated on 20 January with a P-20 group discussing Covid-loss, and will be sharing the FAC recommendations with that group.

Shawn has reached out to Chris Welch about speaking with the FAC; Representative Welch has an extremely packed schedule but recommended Rep. Katie Stuart, the incoming chair of the House Higher Education Committee, and she will join us in March. Also joining us in March will be John Atkinson, IBHE Chair. Dave Tretter will join the Private and Independent Caucus in April. Shawn reviewed the agenda, including highlighting the several guests and changes. During working group time, there will be a new group on Institutional Closure, in part because the P-20 group is on hiatus at the moment.

Julie Clemens, FAC Vice-Chair, and Sue Wiediger, FAC Secretary had no reports.

Mike Philips, FAC Legislative Liaison: Governor's introduced budget is good news for higher education. We need to continue to support that. We're at the beginning of a new legislative session. He shared the website for tracking bills & resolutions (<https://ilga.gov>), and explained the existence of "shell bills" that appear to not do anything but provide a potential way to add amendments related to that topic. Mike and Jaimee Ray shared some tips for searching and key word choices.

Jaimee Ray, IBHE Senior Associate Director, shared that bill filing was extended by weeks – the House deadline is today, Senate's is next Friday. The House has over 3000 bills right now. Our current remote environment may be leading to some delays in drafting language, which could explain the existence of more than the usual number of shell bills. She has 250 bills on her watch list just from the first 2000 she has reviewed.

HB 332 is a parallel bill to SB 101, which is on our agenda for discussion. She and Ginger and John talked about this bill. A suggestion came from U of I that the textbook study be done at IBHE rather than at each institution. Current short-staffing could potentially result in delay in these results if this is how the decision goes.

Gretchen Lohman, IBHE Senior Associate Director and FAC Liaison, provided a website for the strategic plan as released for public comment, https://www.ibhe.org/board/strategic-planning/2021/Strategy_Draft_as_of_020321_for_Public_Comment.pdf. The three priorities are "Priority Area 1: Increase postsecondary credential/degree attainment to develop the talent that drives Illinois' economy. Priority Area 2: Close equity gaps. Priority Area 3: Improve affordability, increase access, and manage costs. As FAC members continue to think about how research and liberal arts can be included in the strategic plan, people should seek to suggest specific strategies to address the issue and include it in the structure. There are also design work groups that are adjusting and providing feedback on the current strategies within the priorities. Gretchen is in the group for high school to college and career.

Julie Clemens and Nataka Moore have been asked to serve on the Close Equity Gaps working group. Shawn is on the Adult with some College and No Degree group, Marie Donovan is on the Teacher Educator/Workforce Development group. Public comments are all available on the

website (including the FAC comments) but they might not be directly sent to all the group members. The next strategic planning meeting is Tuesday February 23rd; the next full IBHE meeting is March 9th. There is so much to be discussed in the groups that the process is a little slower than might have been originally envisioned.

Marlon Cummings provided a strategic plan update. He suggested that continuing our open forum discussions in the FAC meetings would be helpful, so that all the FAC people serving on the advisory boards and working groups hear the input from everyone. The planned Feb 9 meeting for feedback is moved to April. Group members are being told to review the website, so encourage people to put comments there to reach the working groups. Gretchen shared that <https://www.ibhe.org/Written-Submission.html> is where all the comments that are received can be viewed, grouped by calendar.

Our guests joined us and we shared introductions. Dr. Ryan Gower, Chancellor, Illinois Eastern Community Colleges, talked about how we respond to Covid. Challenges can be viewed through lenses of common enemies, or a common vision. The need has never been greater for faculty to work together, and for institutions to work together, to achieve our missions – which he sees as transforming lives and strengthening local communities. Looking at the Illinois Eastern Community Colleges, you might have expected that, as a network of four schools, we would have been working together – but we didn't really. A big impact of the pandemic has been resetting our mindset. March 12 we were thrust into unforeseen circumstances, and we realized something special – that we needed each other. Set up regular meetings where communication really grew. Common enemy or common vision... Covid gave the group a common enemy, and that helped us identify our common vision.

One of the first things IECC did was eliminate our internal funding formula, which had a strong performance-based aspect – but only based on enrollment and revenue. Whenever you change funding formulas, that is an emotional decision. You have to have margin in order to have mission, but, there are better performance measures: enrollment, persistence, graduation, student success, etc. The funding formula was a barrier to collaboration. IECC changed how the allocation is prioritized: fund college needs first, then residuals go to central office (rather than the other way around).

During the pandemic, they also re-evaluated dual credit. The IECC district has 16 high schools. Only one institution, Frontier, did most of the dual credit, but was up to an hour and twenty minutes away from some of the high schools, and distance is an issue. Dual credit needs partnerships. IECC is switching to having the closest institution do dual credit for each high school.

Another change due to Covid was a change in relationships between faculty and administration. Lines of communication have opened, and this is really feeding the rise of shared governance, which was not a part of IECC's culture. Have added a faculty member (Linda Monge) to the cabinet and are assembling a policy committee.

Another great initiative is their new Center for Excellence in Teaching and Learning. It is developing five micro-certificates, each with five 1-hr sessions: foundations in teaching and learning (for new faculty); active learning; online and blended learning; student development in education; and equity & inclusion in the classroom. Second phase for CETL will be on-boarding faculty and staff. Last phase will be fleshing out some services for students (time management, applying to college, financials, resumes, other ways to strengthen student services). This center is

IECC's quality initiative for the HLC. In response to a question about micro-credentials, Chancellor Gower indicated that he thinks similar initiatives have a role in some permanent changes to higher education, which are also being fueled by Covid changing how students access information and education.

Covid is tearing down silos. People have talked about the need for higher education to be disrupted, which he doesn't entirely agree with... but Covid has been a disruption for IECC and he thinks there have been some positive gifts.

Roger Eddy, Lincoln Trail College, Interim President, and also a member of the Illinois State Board of Education, joined the FAC to talk about dual credit. Early in his involvement with dual credit, while there was an attention to quality, there was also a focus on FTE. He was elected, in 2002, to the General Assembly, and the problems with dual credit continued to escalate. Student transcripts did not always reveal the source of the credit, and four-year schools were expressing concerns about quality. In 2008, he wrote the statement to create the Task Force that resulted in the Dual Credit Quality Act. Big goals in the legislation are to ensure quality; to improve access, equity, and attainment; and to increase accountability. Those break down into more issues, such as quality breaking down into the content, the instructor, and the student. Those were the targets of the first task force, but as the bill developed and was eventually passed in 2009, there were one goals identified: 1. Reduce college costs; 2. Speed time to degree completion; 3. Improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations; 4. Facilitate the transition between high school and college; 5. Enhance communication between high school and colleges; and 6. Offer opportunities for improving degree attainment for underserved student populations.

The goal for underserved populations, although always an interest for him, is the one that later research shows was not achieved. There are always amendments and trailer bills; in 2018, there was a significant amendment, that we're in the middle of implementing. Good data is always needed.

He's evaluated a lot of high school teachers, some with bachelors and some with masters degrees, and there are a lot of high-quality teachers. The key, from his perspective, is that the teachers are on track to get the higher degree, that the progress of that is monitored, and that the quality of the education is monitored. Guidance for students is a key issue.

Issues raised during discussion:

If dual credit is limited to what high school teachers can offer and that can count toward the high school degree, this can reduce exploration of other fields. This leads to equity issues of diversity in fields not represented in dual credit. Roger Eddy suggested that advisors play a key role in helping students choose appropriate courses, and that there should be a distinction between priority courses and non-priority courses for what gets taken as dual credit. A comment was made that this could start to move toward the British model in which general education is provided in high school and college focuses more on the major.

Comparisons were made between AP courses and the stress of preparing for a high-stakes exam that may or not be accepted by various higher education institutions, and how the dual credit option has changed participation in AP. Questions of equity in such tests, or related programs like IBs, were mentioned as something that should be evaluated too.

Several people shared perspectives reflecting the importance of partnerships in dual credit. Great strides have been made, there is great potential, and there are many positive elements; we always have to keep in mind the implications for all institutions where students might seek to transfer their credits. The relationships, buttressed with good communication, are essential to getting model partnership agreements that are good for both partners; the partnership agreements also have to have the support of the administration, including boards that need to be responsive to parents.

In discussion about quality and assessment variations, the responsibility for ensuring quality should lie with the community college, but there should also be feedback if there are times when credit is not granted by an institution receiving the student. You cannot legislate morality, but you can legislate excellence in standards. Faculty always have a responsibility to ensure that their courses are excellent. In legislation, you are always looking for points of agreement – and quality was a key point of agreement.

Implementing quality dual credit has additional costs related to topics such as training high school advisors, and training community college instructors to work with high school students; are these costs known, and how are they being addressed? This is something that is still in development, and different institutions are dealing with those costs in different ways, sometimes including fees to cover those costs. Another type of cost is opportunity costs – as students accelerate their time at a community college, that changes student structures (including organizations such as student senates) at the community college. Overall, we need to pay attention to the value that goes with the costs.

The January minutes were approved (Mike Philips motion, Marie Donovan seconded).

Working groups met.

John Corrigan and Kelly Denson of the Association of American Publishers joined the FAC to talk about Senate Bill 101 and associated issues of publishing formats and resources. John is an attorney as well as a higher education lobbyist, and Kelly Denson is vice president of higher ed policy and programs at AAP.

Kelly reviewed her path in the education system and how that led to getting involved in digital textbooks at Discovery Channel before working with AAP. She sees several shifts that have happened, from print to digital and then to digital native, as well as shifts to increased interactivity and also affordability. AAP has been around for about 51 years and is committed to offering different options. She also pointed out that some reports of the costs of “books” in higher education include books and supplies. Currently, when only books are split out, the College Board reports the cost as \$410, while another source has \$450 – that’s down from \$750.

They are supportive of SB 101, sponsored by Sen. Laura Murphy, and the matching House Bill, sponsored by Rep. Kelly Burke, which would require the compilation of lists of course materials and how those might reduce costs and what institutions are currently doing.

There was discussion about inclusive access options and concerns about limiting students’ choice of formats, or faculty members academic freedom to choose texts. Some programs include all of a publisher’s works for a single fee, which is a plus if faculty choose texts from those publishers but could result in pressures to choose that publisher’s materials. AAP has data about cost savings and John is happy to talk with bookstore owners or others with concerns.

There was discussion of the factors that might contribute to decline in costs, and how the estimation of those costs is affected by students who do not actually purchase all of the required materials. Publishers have sometimes resisted selling books to schools that wanted to set up their own textbook rental system. Some questions, such as how the profit model changes for publishers as the format changes, the AAP does not have the information to answer. The AAP's focus is on faculty and students being aware of their options.

There are times when communication needs to be better between publisher and faculty, such as expectations for manual pages in lab. Assignments that are built into course materials (whether paper in packets or online homework systems) can increase the proportion of students purchasing required materials. If students must purchase the homework system access, and the book is included, then more students have book access also. Integration with LMS is also important to explore and be prepared for.

Some of the various types of media can also affect student ability to focus or manage complex data. While Kelly and John are less connected to K-12, they are seeing more digital in K-12 due to the engagement that is seen and associated with improvements in grade, but there are still preferences for print and hybrid options. Sometimes there are aspects of varying abilities to consider too and accommodate in the various formats.

Shawn Schumacher shared excerpts from a letter sent by Senator McGuire in response to our resolution, since he was not able to join our meeting. Sen. McGuire commended the FAC for our work, recommended some legislators as potentially good partners, and highlighted some current initiatives in Illinois that are trending positively.

Caucuses met.

Working groups reported:

Equity: Racial issues: (Julie Clemens) Looked at the strategic plan draft. Middle section is on closing equity gaps. Talked about what is missing – they read more like suggestions than action steps. Discussed *Equity Talk to Equity Walk* book... is there additional data that can be shared on the dashboard, such as success in IAI courses disaggregated by race. Who holds that data?

Student Mental Health: (Tatiana Tatum). Talked about taking the Mental Health document, reassigning sections to the people currently in the group; membership is changing, so re-assigning parts.

Dual Credit/Online & Remote Learning: (Melette Pearce, Dual Credit; Gay Miller, Online & Remote Learning). Online...robust discussion about directions for the group, in light of what is going on in Illinois currently. So many categories describing different types of online instruction. May let institutions define what they consider as online. Dual Credit... concerns we brought up from the preceding discussion was that there is a lot to think about – but legislation keeps occurring without considering those discussions. So many stakeholders not being considered.

Performance Based Funding: (Dan Hrozencik). Planning to reach out to Ryan Gower about the issues he mentioned for PBF initiatives gone wrong. Talked about next month's meeting with Katie Stuart and finding out the current status of PBF here in Illinois. Also thinking about putting their report together.

Institutional Closures: (Marie Donovan) Trying to put together a piece outlining good practices for transferability and to protect students. Also signs to watch for, but trying not to be scary.

Caucuses reported:

Public Caucus: (Amy Carr) Talked about the research and scholarship piece in the strategic plan. The strategic plan is taking the current higher education landscape for granted without considering the changes already happening. Talked about connections to industry, the cutting-edge research, building partnerships, especially in STEM fields. Supporting undergraduate research, and the building of research teams that cut across levels so that undergrads get that experience, is of interest. In the area of liberal arts support, although companies are training executives in liberal arts, and perceive these courses as adding value to their jobs and providing essential “soft skills”, the rise of dual credit reduces student exposure to liberal arts (because one course satisfies high school and college requirements) and diminishes support for liberal arts at institutions of higher education. We can bring these recommendations to our faculty bodies, and either suggest they make statements or that individuals do so.

Community College Caucus: (Cyndi Boyce) priorities for our caucus in strategic plan: MAP grant funding and its first-come first-serve nature being a problem for CC students; 2) dual credit – what do IBHE and ICCB see as the role of dual credit in Illinois? Blackhawk has seen a steady rate of decline in dual credit students then enrolling at Blackhawk. Faculty governance: now that IECC has faculty member on cabinet. Vaccination status – most schools not offering vaccinations. Some are being innovative, such as DACC pointing out the amount of dual credit that they are teaching, so they got “in” with their local health services. Illinois Valley is a vaccination site, so at the end of each day they give “leftover” vaccines to faculty and staff. Mental health is also a priority.

Private Caucus: (Paul Bialek) Things we believe are missing from strategic plans: intersectionality, e.g. black immigrants, rather than discrete classes. So maybe as the plan gets fleshed out, we’ll have more input and those of our members serving can carry our perspectives. Nothing about quality of education. We should have a P-20 system – shouldn’t be in these silos. How is this plan going to be funded? Although the Governor did include some money in the budget for strategic planning, this has the potential to add more to faculty burden. IBHE doesn’t have the resources to enforce. Talked about vaccines – helps to be a distribution center, but still limiting to doctors (medical doctors) and those over 65.

Lincoln Trail College and Cyndi Boyce were thanked for hosting and arranging presentations.

The next meeting is Friday March 19th.

Meeting adjourned (Cyndi Boyce motion, Paul Bialek seconded) 2:43 p.m.

Respectfully submitted,
Susan Wiediger, FAC Secretary