



Faculty Advisory Council Illinois Board of Higher Education

Meeting through Zoom for November 19, 2021
Minutes Approved on December 17, 2021

FAC members/alternates attending and their institutions:

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Julie Clemens	Illinois Central College
Lane Crothers	Illinois State University
Gene Dunkley	Greenville University
Joao Goebel	National Louis University
Andy Howard	Illinois Institute of Technology
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubensee Community College
Rick Jones	at-large (South Suburban College)
Jim Kulich	Elmhurst University
Jennifer Martin	University of Illinois – Springfield
Gay Miller	University of Illinois at Urbana-Champaign
Linda Monge	Frontier Community College
Nataka Moore	Adler University
Lucy Park	University of Illinois – Chicago
Melette Pearce	Black Hawk College
Kate Perkins	Highland Community College
Mike Phillips	Illinois Valley Community College
Linda Saborio	Northern Illinois University
Patricia Saleeby	at-large (Bradley University)
Peter Seely	Benedictine University
Melissa Stinnett	Western Illinois University
Serena Wadhwa	Governors State University
Lichang Wang	Southern Illinois University Carbondale
Larry White	Eastern Illinois University
Susan Wiediger	Southern Illinois University Edwardsville

IBHE Members and Staff

Jennifer Delaney, IBHE member

Representatives/Institutions not present:

Sarah Bilderbeck	Rend Lake College
Cynthia Boyce	Lincoln Trail College
John Cooksey	Truman College (City Colleges of Chicago)
Marie Donovan	DePaul University
Laura Ferrell	Saint Xavier University
Laura Murdaugh	Kishwaukee College
Shawn Schumacher	DeVry University
Dana Trunnell	Prairie State College
Brian Vivona	Northeastern Illinois University

Topic	Discussion
Call to order/ Introductions	9:00 a.m. (L. Saborio) Welcome to all, followed by FAC member introductions.
Executive Reports:	<p><u><i>Chair (Linda Saborio on behalf of Shawn Schumacher)</i></u> We are looking to have Ginger Ostro, IBHE Executive Director, join the FAC meeting in December or January. The December IBHE meeting is scheduled for December 14 at 1 p.m., and it will be Zoom only. The IBHE meetings will continue to be held through Zoom until further notice. The FAC December meeting will be through Zoom, but it is being hosted by the University of St. Francis.</p> <p><u><i>Vice Chair (Linda Saborio)</i></u> The FAC December meeting will be held through Zoom and hosted by USF. The January 21 FAC meeting will also be held via Zoom. The February 18 meeting is currently scheduled in person at Governors State University. However, discussions will continue as to whether this will stay scheduled as an in-person meeting or be held via Zoom.</p> <p><u><i>Secretary (Melette Pearce)</i></u> A new membership list will be coming out soon that will list our new members.</p> <p><u><i>FAC Legislative Liaison (Mike Phillips)</i></u> Legislative maps can be found at https://ilhousedems.com/redistricting/. You are encouraged to look at the new maps. You may find that you have new legislators representing you. It will also be good to know which districts include more of the higher education, and who may be on the Higher Education Committee in the spring. If the FAC is able to meet in person in the spring, we may be able to return to our visits at the capitol. There may be a possibility of having this visit in May.</p> <p><u><i>IBHE and FAC liaison Report ((Linda Saborio on behalf of Gretchen Lohman)</i></u> There are new IBHE staffing positions that have been filled. Sophia Gehlhausen Anderson was promoted to Senior Associate Director for Policy. Joe Sanders, from the Attorney General's Office, has been added as a new General Counsel. Yasamin Khoshpour has joined IBHE as an Illinois State Policy Scholar. Christi Chadwick has joined the team as the Early Childhood Consortium Project Director. There are additional IBHE employment opportunities, and those positions can be found on the IBHE website. The Funding Commission met on November 9, and a press release was sent. That press release will be sent out to the group. On November 18 he IBHE and ICCB held a briefing for advocates and other stakeholders interested in the Early Childhood Access Consortium for Equity (ECACE).</p> <p><u><i>Jennifer Delaney, IBHE Board Member, Public Univ. Faculty Rep.</i></u></p> <ol style="list-style-type: none"> 1. Highlight of the Funding Commission, which links to the Strategic Plan. This is a large committee with numerous elected representatives in addition to the 30 members that were set forth in the legislation. The first meeting was November 9, and they will be meeting again in February. There will be the option for public comment. This may be a pathway for the FAC working groups to share information in a public forum. 2. It is possible that the public budget request will go out in January. The governor has moved his budget address up by three weeks. This may result in the IBHE Budget meeting being moved up as well. IBHE staff will release that information. 3. The legislature had their veto session. The Prison Higher Education Offering for Incarcerated Individuals Study was passed. 4. There have been concerns about the late IBHE meeting date set for June. If this is a cause for concern by FAC members, it may be possible for the FAC to meet with IBHE at an earlier meeting. The IBHE meeting is currently scheduled for June 29. 5. For the Mental Health Issues FAC working group, consider the findings from the Commission at Chicago State on the African American experiences in higher education and the need for culturally sensitive mental health counseling.

Topic	Discussion
Business Meeting	<ol style="list-style-type: none"> 1. Old Business Approval of minutes from the October 15, 2021 Motion to approve (D. Hrozencik/L. White) 2. New Business Because of the issues with Google Teams, we will be creating an FAC Canvas course for FAC members to share documents and ideas related to working groups and caucuses. The FAC Canvas course will be set up with an administrator FAC email address. As FAC leadership changes, that account information will be able to transfer. It will not be tied to any one person's school or account.
Caucus Reports	<p><u>Two-years (M. Pearce):</u> The members discussed issues of some politicians running on platforms encouraging a ban on Critical Race Theory (CRT). Part of the issue is that not everyone knows what CRT is, which makes it easy to weaponize the term. Education is essential in reducing the misconceptions and misinformation. Member of the caucus expressed how important multicultural classes are becoming. There is actually more of a backlash from high schools and dual credit programs than from within the college in terms of protecting academic freedom. The caucus discussed the various approaches each institution is taking regarding COVID and vaccinations. For some institutions, enrollments are declining. For colleges offering more online classes, the enrollments are not decreasing, but the drop rate of students taking those classes is increasing. In some cases, colleges are experiencing more head count but a decrease in credit hours because students are taking less of a load. Colleges are seeing a slight increase in retirements and those positions not being filled.</p> <p><u>Publics (D. Hrozencik):</u> On the topic of intersection of academics and politics, some institutions saw no intersection and felt they could speak very openly with students and colleagues. Others felt that if they were speaking in ways that were opposed to an established position, they would be at risk. Another topic centered on tenure timeline accommodations due to COVID. While different institutions had different policies, most institutions seemed open to granting tenure timeline extensions. In the discussion regarding enrollment, institutions varied to some having a small increase and others having a small decrease. The undergrad enrollments seem to be down, but there was an increase in graduate students. The group did discuss the stress of COVID on faculty. Institutions are not necessarily seeing a wave of retirements, but they are seeing that, as faculty retire, they are not being replaced. Over time the number of tenured faculty is decreasing, which leaves the remaining faculty with a heavier workload.</p> <p><u>Private & Independents (P. Bialek):</u> Discussed the expectation that faculty members need to be to gentle, understanding, and empathetic towards students, but we as faculty need that be shown to us as well from administration and from ourselves. For the sake of our own mental health, faculty need to accept that some things are going to need to slide.</p>
Working Group Reports	<p><u>Student/Faculty Mental Health (P. Saleeby/S. Wiediger):</u> The group is continuing to finalize their position paper. The paper should be ready for a vote in December. The group is looking to compile resources related to best practices and strategies. The group also discussed how to transition into faculty mental health. The group would like to look more at how faculty views their own mental health, which is not often discussed. When it is discussed, it is generally related to workload, and it's important to identify exactly what faculty need related to their mental health. The group is creating a series of open-ended questions in order to discover how faculty members understand their mental health, and what is and is not being addressed.</p> <p><u>Dual Credit/Online Learning (M. Pearce):</u> The group discussed the variations on how dual credit programs are set up, who has access, and how effective it is. The group is discussing what to include in the next position paper that might be more widely accepted. The focus may be more on the positive effects of integrating students into the college population, improving equity, and establishing quality control. The group will be continuing research focused on equity, best practices, the different dual credit systems, and how dual credit works by the type</p>

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	<p>of institution. The group also discussed how the switch to more online modalities are affecting dual credit programs. The group will also be looking at how the more successful dual credit programs are set up in terms of quality and college readiness. The other point of consideration for dual credit relates to time and how dual credit students are adjusting from classes that they would take in a year being reduced to 16 weeks or, in some cases, and accelerated 8-week class. It's also important to consider any bias in the assessments that are being used to determine whether a student is eligible to enroll in a dual credit program.</p> <p><u><i>Performance-based Funding (D. Hrozencik):</i></u> The group continued their discussion of tying states Strategic Plan to the performance-based measures that should be part of any formula that the state should create going forward. Those measures come in different type. (For example, some are related to equity.) There needs to be consideration when developing those formulas when linking any number to a particular target group based on things such as where the institution is geographically located or the percentage of each student population that falls in each category. Having the correct context for the numbers needs to be investigated. The group discussed what role dual credit might play in helping to erase some of the inequities of some of underrepresented groups. It is also important to consider a student's personal goal, as opposed to the goal of the institution or program. The group is looking at cost control measures and whether there should be part of a formula involving a faculty to administrator ratio or a student to administrator ratio, and whether there should be a deferred maintenance component. The group not only looked at what should be included but also at how to implement that. The group wants to look at how to stem migration, what is happening after graduation and how it relates to student employment and employment within their major field.</p> <p><u><i>Institutional Closures (L. Crothers):</i></u> No report from this group.</p> <p><u><i>Equity, Racial Justice, and Diversity (J. Clemens/P. Bialek):</i></u> The group is working on their position paper and focusing on the three areas of 1.) faculty needs related to equity, diversity, and inclusion, 2.) faculty and staff development, and 3.) addressing student support systems through an equity lens. The group has completed the survey that was sent out over the summer regarding student evaluations of faculty. Studies have shown bias in students' evaluations of faculty, especially when students are evaluating faculty from minoritized populations, faculty of diverse ethnicities, faculty of color. The group was interested in seeing how many institutions across the state use student evaluations of faculty in their tenure and promotion processes. The group sent the survey to 70 institutions and has received responses from 49. Of the 49, 39 institutions do use student evaluations of faculty to some extent in tenure and promotion processes. Of the 49, 9 institutions do not use student evaluations of faculty, and those institutions were all community colleges. Of the responses received, 30 institutions provided qualitative data and shared to what extent and how those evaluations are being used. This data will be used in the group's position paper. The goal is to have the paper completed by January. Accountability is also important, and there are different ways to hold institutions accountable when it comes to diversity in hiring. One way is to make demographic information publicly available, including faculty race, gender, and salary differentials. It may be worth considering if this should be tied to accreditation. For additional information on increasing faculty diversity in terms of race and ethnicity: https://med.stanford.edu/news/all-news/2021/02/hannah-valantine-on-diversity. The group is focusing their call to action more with administration, policies, and setting up structures.</p> <p><u><i>Student Debt & Affordability (P. Seely):</i></u> The group determined that there is not a lot that can be done about student debt, whereas tuition is based more on state models that can be changed. The group has found a number of states that have some variation on free tuition. The group has settled on five different states that have models that are worth further study (California, Delaware, New York, Tennessee, and Nevada). Some states have models that are more need-based with varying degrees of salary caps. Other states use variations on payments that would be made on remaining expenses related to student debt. The group is noticing that there is some consistency in offering incentives to students who stay in the state. After compiling their research, the group would like to create a recommendation to legislators for a plan of some form of free tuition. The</p>

Topic	Discussion
	group has not found much regarding free tuition in for four-year institutions; it seems to be centered more on community colleges.
Next Meeting	The next meeting will be December 17 through Zoom.
Adjournment	Motion to adjourn (M. Phillips/P. Bialek) – 2:35 p.m.

Respectfully submitted,
Melette Pearce, FAC Secretary