



Faculty Advisory Council Illinois Board of Higher Education

Meeting through Zoom for February 18, 2022
Minutes Approved on March 18, 2022

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
Lane Crothers	Illinois State University
Marlon Cummings	Governors State University
Marie Donovan	DePaul 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
Gay Miller	University of Illinois at Urbana-Champaign
Linda Monge	Frontier Community College
Nataka Moore	Adler University
Laura Murdaugh	Kishwaukee College
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
Shawn Schumacher	DeVry University
Peter Seely	Benedictine 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:

Sarah Bilderbeck	Rend Lake College
John Cooksey	Truman College (City Colleges of Chicago)
Laura Ferrell	Saint Xavier University
Jennifer Martin	University of Illinois – Springfield
Patricia Saleeby	at-large (Bradley University)
Laura Watson	Highland Community College

Topic	Discussion
Call to order/ Introductions	9:01 a.m. (S. Schumacher) Welcome to all.
Executive Reports:	<p><u><i>Chair (Shawn Schumacher)</i></u> Gretchen Lohman has taken a new position with the University of Illinois system and will be leaving IBHE. We are grateful and appreciative of all the support and all that Gretchen has done for us. Her knowledge and expertise have been invaluable to the council. March 15 is the next IBHE meeting and when the FAC Annual Report Update will be given. This is earlier than normal, but the next IBHE meeting is June 28 and too far into June for most faculty members to be available. By Friday, March 4, all FAC caucuses and working groups need to submit a short summary to Shawn for him to include in his update to IBHE.</p> <p><u><i>Vice Chair (Linda Saborio)</i></u> If anyone is still having issues connecting to the Canvas FAC account, please contact Linda. Additionally, if anyone is interested in hosting our meetings in the fall, either in-person or virtually, please contact Linda. We do not know if we'll be face-to-face in the fall, but the sooner we can start planning, the better.</p> <p><u><i>Secretary (Melette Pearce)</i></u> No report presented.</p> <p><u><i>IBHE and FAC Liaison Report (Gretchen Lohman)</i></u> Ginger Ostro would like to meet with the leaders of our Mental Health working group to discuss the Open Letter on the Mental Health Action on Campus Act. IBHE has also been overwhelmed by the various personnel changes and transitions. Please be patient with them. Nkechi Onwuameze is going to be the Interim Director and will be filling Gretchen's position. It is undecided at this time if she will be the FAC liaison.</p> <p><u><i>IBHE Board Member Report (Jennifer Delaney)</i></u> The governor gave his budget address, and it looks like a good year for higher education funding. He's taken most of the recommendations from IBHE. There are two notable areas where he did not take IBHE's recommendations but is offering more funding than requested. Regarding MAP grants, the governor placed \$122 million in his budget that will go to the General Assembly. A request was made to help fill the 529 prepaid tuition plans that are currently underwater. The governor will be putting \$230 million into it, which means that all the contracts will be honored. IBHE always encourages advocacy for higher education funding. The Funding Commission met in February and is looking at putting in a funding formula. The concern is that it does not fully recognize everything that higher education does. It focuses on undergraduate student enrollment as a funding mechanism using the notion of adequacy. While this may be used widely in K-12, it doesn't apply well to higher education or provide appropriate funding for everything that is done in higher education. There is an interest in putting more funding into mental health services on campus. An additional piece of legislation that is coming up will create baby bonds, which are children's savings accounts that will give a \$50 deposit into a 529 account plan for all new babies born in Illinois, as well as any new children adopted in Illinois. There is technically performance-based funding in Illinois, but it is worth a half of a percent, which is not enough to change institutional behavior. More information gathering is being done regarding performance-based funding.</p> <p><u><i>FAC Legislative Liaison (Mike Phillips)</i></u> Mike will be sending out a short list of new bills affecting higher education. Two bills were highlighted during the meeting:</p> <ol style="list-style-type: none"> 1. HB 4361 – This bill would establish a minimum salary for adjunct faculty at universities and community colleges. It states that they would not be paid less than \$1,300 per credit hour. 2. HB 5315 – This bill has passed out of committee and moved into the House for a second reading. Its sponsor is Katie Stewart. This bill requires the governing board of each public university or community college to notify a part-time or non-tenure track faculty member about the status of enrollments in a class that they have been hired to teach at least 30 days and 14 days before the beginning of the term. <p>There is also a bill that creates the Student Freedom of Speech Act, and it contains a statement of legislative findings and intent, and provides that, "...if a public institution of higher education in the state</p>

Topic	Discussion
	<p>denies the freedom of speech of one of its students in contravention of the findings set forth in the Act, the student shall have a cause of action against the institution..." Basically, a student who feels that their freedom of speech has been violated can sue the institution. It does contain language that perhaps sets aside the classroom and would protect faculty, but it brings into question the potential impacts of that bill should someone misinterpret it and claim that something done in a classroom impinges on a student's freedom of speech.</p>
<p>Guest Speakers</p>	<p>Welcome to our hosts and guest speakers at Governors State University:</p> <ul style="list-style-type: none"> • Dr. Cheryl Green, GSU President • Jessica Specht, Director of GSU Dual Degree Program <p>GSU provided information about their dual degree program, which is a program that was designed to create pathways for community college students to earn quality accessible and affordable associate's and bachelor's degrees. It is called dual degree because it assists students in their completion of their associate's degree and enables them to transfer seamlessly to either GSU or another university to complete their bachelor's degree.</p> <p>Thank you to GSU for hosting the February FAC meeting, for the excellent information they shared with us, and their strong commitment to students.</p>
<p>Business Meeting</p>	<ol style="list-style-type: none"> 1. Old Business <ul style="list-style-type: none"> Approval of minutes from the January 21, 2021 Motion to approve (<i>G. Miller/D. Hrozencik</i>) 2. New Business <ul style="list-style-type: none"> No agenda items for New Business.
<p>Caucus Reports</p>	<p><u><i>Two-years (C. Boyce):</i></u> The group started their conversation by discussing the caucus members. They have two at-large positions - one four-year and one to finish the at-large term currently held by Rick Jones. Additionally, they have one institution that is rotating off the membership list this year (Black Hawk College). An invitation will be extended to Sauk Valley Community College, and the membership of Rend Lake is questionable at this time. A different college may be needed to replace Rend Lake. Dual credit was also discussed. There are concerns about dual credit students taking classes at the high schools, as opposed to coming to the college campus. This does a disservice to these students who are not able to have the college experience and truly prepare for attending a higher education institution. There is also an issue with parents trying to prevent their children from being integrated in with the college population. Colleges may want to consider a different marketing strategy that focuses on dual credit as a way of preparing students for that college experience as opposed to dual credit merely being a means to save money.</p> <p><u><i>Publics (D. Hrozencik):</i></u> The group talked about student evaluations and how those are used in faculty personnel. There does not appear to be a common way in which they are used. There is a great deal of variation in terms of how they are used, and the types of questions included on the evaluations. Lane Crothers has agreed to put together a summary of the research he has done on this. The group will be going through that research before creating a formal statement on it. They may also be able to use the results of the survey focusing on evaluations created and distributed by the Equity working group. The group also talked about their caucus members. They have three members who need to either be reappointed or replaced before the fall.</p> <p><u><i>Private & Independents (P. Bialek):</i></u> The group discussed COVID and found that schools vary in their testing and masking policies. The group discussed dual credit and the issue of teacher qualifications. There are also concerns that, while dual credit may increase accessibility to higher education, the way it is handled can decrease the number of college faculty in particular fields when high school students are taking all their general education courses in their high school. However, we need to be careful about how we phrase our concerns to avoid sounding self-serving. It is important to have students on campus for the socialization and the college experience. The college experience is about more than just content. Dual credit should also be about demystifying college for these students.</p>

Topic	Discussion
Working Group Reports	<p><u><i>Dual Credit/Online Learning (A. Carr/G. Miller):</i></u> Regarding dual credit, there is a concern with the House bill that will allow high school teachers an extension in completing the credentials needed to teach dual credit course. UPI is in negotiations about that point, which means we do have other voices working on that issue. The group discussed the summary that will be submitted for the FAC update to IBHE. The report will consist of what the group is doing as well as what they want to encourage the IBHE board and staff to take ownership of. The group feels it's important that IBHE think about how early college can foster inequity as well as equity. Many may talk about what they perceive as benefits but not necessarily talking correctly about the costs and effects of dual credit, such as the effects on academic freedom, the importance of college-level advising, etc. It was pointed out that there is still a lack of a well-developed strategic plan for dual credit. Legislation related to dual credit is generally reactionary because of complaints, as opposed to being the result of focused sound planning and research.</p> <p>Regarding online learning, the group discussed and identified the different types of instructional modalities and how to find the best strategies from the perspective of a given discipline as well as from the perspective of the institution. It will be important for higher education to take advantage of and determine how we can capitalize on the advances in modalities we have learned about during the pandemic. It will be important to consider modality as well as what best meets the needs of the students, as well as the workload, benefits, and influences on faculty. It's important to consider the balance that needs to be achieved in the faculty workload against what faculty may need to do in order to maintain their own mental and physical health. Two of the bigger challenges discussed for online learning were the issues of cheating and the expense and questions related to online exam proctoring.</p> <p><u><i>Equity, Racial Justice, and Diversity (J. Clemens):</i></u> The group is making progress on their position paper. They will create two different versions: the version going to IBHE and legislators, which will focus on elements that build upon the strategic plan, and then a version that would go to institutions that they can use to reference more of the details regarding equity issues.</p> <p><u><i>High Impact Practices in Higher Ed, formerly Institutional Closures (B. Vivona):</i></u> This group started with a document regarding Georgetown University's Center for Work and Education. The report looked at the return on investment for students. For example, it reported that lower income students and minority students are getting a lower return on their investment than other students. This working group is interested in thinking about return on investment in relation to opportunities for students to access to programs with high impact practices. The group discussed the opportunities available to students involved in internships and service learning, as opposed to the lack of job opportunities for students who did not have access to that type of program. The group is interested in knowing more about the institutions with programs that have high impact practices, especially those programs that are multi-disciplinary and inter-disciplinary. Many institutions that have multi-disciplinary and inter-disciplinary programs do not offer an internship, which can place students within those programs further behind the students who were able to participate in internships. The group would like for any members who know of multi-disciplinary, inter-disciplinary, or non-traditional programs to share that information. From there, the group can create surveys to capture information that will help them construct and report on strategies that can help students increase their return on investment.</p> <p><u><i>Performance-based Funding (D. Hrozencik):</i></u> The group is in the process of preparing their position paper. They are considering a short executive summary that is then backed by a longer paper to support the research they have done. They discussed the early comments from Jennifer Delaney on performance-based funding and the concern that it did not focus broadly enough for everything that colleges do, as well as its focus on undergraduates. It was suggested that part of what the funding formula should include is a fund for research in order to know more about how to measure whether performance-based funding is successful.</p> <p><u><i>Student Debt & Affordability (P. Seely/P. Jindal/C. Boyce):</i></u> The group has been gathering data and narrowing down the states that could be possible models that Illinois could use. A number of sociological issues were raised such as the difference between male and female enrollment in STEM programs, and the differences in job performance based on gender. For the March meeting, the group will start focusing more on MAP grants and additional ways that states can be helping students. After the group compiles their work on college affordability, they would like to start</p>

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	<p>looking more into student debt, student loan forgiveness programs, students under 24 years of age who must rely on the cooperation of parents to disclose their financial information in order to receive financial aid, and other financial barriers to students.</p> <p><u><i>Student/Faculty Mental Health (S. Wiediger):</i></u> After planning their meeting with Ginger Ostro, the group reviewed their survey items, which they hope to distribute first through Canvas. This will be a pilot survey to test whether the questions they are asking will generate good information and help guide them in surveying faculty on a broader level.</p>
Next Meeting	The next meeting will be March 18, 2022, through Zoom.
Adjournment	Motion to adjourn (<i>R. Jones/M. Donovan</i>) – 2:33 p.m.

Respectfully submitted,
 Melette Pearce, FAC Secretary