



## Faculty Advisory Council Illinois Board of Higher Education

Prairie State College and Zoom, December 16, 2022

Minutes approved January 20, 2023

### FAC members/alternates attending and their institutions

#### Present in person:

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Dan Hrozencik	Chicago State University
Jim Kulich	Elmhurst College (alternate)
James Marshall	Rockford University
Stephen Miko	Sauk Valley Community College
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Peter Seely	Benedictine University
Dana Trunnell	Prairie State Community College
Lichang Wang	Southern Illinois University-Carbondale
Sue Wiediger	Southern Illinois University-Edwardsville

#### Present on Zoom

Julie Clemens	at-large (Illinois Central College)
Marie Donovan	DePaul University
Chasity Gunn	Elgin Community College
Crystal Harris	Governors State University
Pratima Jindal	Waubonsee Community College
Linda Monge	Frontier Community College
Nataka Moore	at-large (Adler University)
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
LaSandra Skinner	Harry S. Truman College, City Colleges of Chicago (alternate)
J. Matthew Ward	Quincy University
Larry White	Eastern Illinois University

#### IBHE Members and Staff

Jennifer Delaney, public university representative to the IBHE (via Zoom)

Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE  
 Sophia Gelhausen Anderson, Senior Associate Director for Policy, IBHE

Melissa Van, Policy Division, IBHE

**Representatives/Institutions not present:**

NO REPRESENTATIVE	University of Illinois-Springfield
Hossein Ataei	University of Illinois at Chicago
Lane Crothers	Illinois State University
Gene Dunkley	Greenville University
Joao Goebel	National Louis University
Laura Laskowski-Ferrell	Saint Xavier University
Gay Miller	University of Illinois at Urbana-Champaign
Kate Perkins	Highland Community College
Manny Rodriguez	Parkland Community College
Brian Vivona	Northeastern Illinois University

Call to order: a little after 9:07 am by Shawn Schumacher, FAC Chair. To accommodate schedules of guest speakers, we delayed reports until later points in the meeting.

[Guest Presentation by Prairie State’s President](#)

**Michael Anthony, President of Prairie State College.** Dr. Anthony has a PhD in Higher Ed Administration. He shared that Prairie State (PS) serves District 515, an economically and racially diverse district, with a mix of high-performing high school and junior high schools, as well as those that that are not. Enrollment growth is only now coming back after the challenges of the pandemic. While many do best with being able to be back in the classroom, attitudes have changed, too; a larger number of students now want to be online. We need to find ways to do both/and in our course modality offerings. The PS motto is “Pioneering the future.” We are throwing out the old playbook on programs we offer and the practices of the college. We have an opportunity to lean into being different and not hold ourselves back because of traditions that may not be best for our students. We have some faculty who get that vision. Engaged faculty make the institution better. We offer wrap-around services too, but faculty are central.

Amy asked: what programs/traditions are being left behind: MA: The challenge is that we need to assess program sustainability and viability in a robust, technical way that is responsive to workforce and transfer needs. That involves reviews every year (not only every 3-5 years), attending to enrollments, the cost of program administration, and student outcomes. It means being willing as faculty together decide whether to sunset or improve a program. There may be programs that are good in a big picture way (like basketweaving), but if they are underperforming . . . from a 2-year perspective, we have to offer what our area employers want. If we don’t offer cybersecurity, IT, sustainability programs, etc., employers will find other options—like workforce development. So we need to stay nimble enough. Students can find through social media that UW Madison offers a 12-week cybersecurity boot camp they can do at home. U of Chicago did something similar as well. On health programs: we provide 2-year

programs build around stackable credentials; students can study 2 years or less and move into the workforce. People leaving jobs can enter this window of opportunity.

Marie asked: from a community college (CC) perspective, what do you want us at universities to know, to be thinking about—given that we are partners? What do we miss? What do you wish you could really say to them? MA: I love the interplay of higher ed institutions. I've had extraordinary relations with our 4-year partners at the CCs at which I've worked. 1) We're not really competing, we're partnering, adding value—a win-win situation. The 4-year schools can feel threatened. But the work is the work, the student profiles are identical. Reasons are varied for what brings them to the 2-year: financial, location, not being sure what they want to do. Some who go to the university shouldn't be there, as you know. The 2-year students aren't different people—differently abled. Non-native students tend to do better when they enter into the 4-years but he told a story about an exception (Romanian student/DePaul). Some students may be more challenged entering 2-years, but not all. We want us to see ourselves as co-educators. We have great relationship with GSU, CSU, some of our privates.

Mike Phillips: what are your thoughts on dual credit courses? MA: When it comes to taking them at the high school vs. students coming to campus—I'm a big proponent of the latter. We have to monitor closely whether our high school partners are duly credentialed. A deficit perspective says they are cannibalizing our programs. I try to stay away from that. But high school teacher-taught dual credit courses can lead to reductions in staff at the CC. So it feels very competitive. From a growth mindset, the more that's happening and taught, the better. How do we engage students in new programs here? It is hard to do with a declining population of high school students. Faculty are concerned that we're outsourcing our classes to the high schools. It goes back to community needs. I'd like us to talk about where our faculty lines are allocated—to growth programs. The dual credit conundrum has to start with our not fighting our partners, either. Having a pecking order—"they don't know what they're doing over there"—is insulting. How to have those conversations better? We need to compromise: there are wins/losses. Superintendents like to have the dual credit classes.

Dana: As a faculty member at Prairie State, I can say that Dr. Anthony listens – and as long as there's an outline and a plan, it will be considered.

### [Guest Presentation on IBHE Sexual Misconduct Climate Survey](#)

**Sophia Gelhausen Anderson, Senior Associate Director for Policy, IBHE** then shared some information and potentially a request for help. To meet state requirement 102-0325, the IBHE conducts an annual Sexual Misconduct Climate Survey (SCMS)—including of students who've withdrawn from a higher ed institution due to being a victim of sexual misconduct. Q's are being created for a base survey. This survey applies to *all* HE institutions in Illinois, which will be expected to publish on their institution's website their campus level survey results, an annual Clery report, required reports under Section 9.21 of the Board of HE act, and a link to IBHE's statewide data on the SMCS results across institutions.

Sophia seeks our feedback especially on two parts of the state requirement: that the IBHE 4) "consult with institutions on strategies for optimizing effectiveness of the survey" and 5) "account for the diverse needs and differences of HE institutions." Anyone willing to serve on a panel at the Task Force (meeting

next on Jan 11, 1:30 – 3 or 3:30 on WebEx), or offer feedback on a survey, should contact Ashley Lewis [Lewis@ibhe.org](mailto:Lewis@ibhe.org)

On 4: Institutions may not have financial incentives to offer students for completing the survey, so the IBHE is sending out now a short survey asking HE institutions about resources each offers, and whether they've conducted a climate survey in the past.

The Task Force includes people from advocacy orgs like rape crisis centers, groups representing victims of sexual violence, and people with expertise on survey design and implementation. But the statute requires us to consult with institutions. We are seeking reps from different types of HE institutions and need 7-8 people. We need people familiar with the administrative side of conducting a survey of this type.

What the IBHE wants from faculty is feedback on the implementation (not the content) of the survey.

#### [Report from Jennifer Delaney, Public University Representative to the IBHE](#)

Jennifer Delaney voiced support for a resolution for Senator Bennett – who was her senator, and his wife her first doctoral student. She then shared perspectives on the [Illinois Commission on Equitable Public University Funding](#) full commission meeting on Dec 12. She remains concerned about the use of “adequacy” as a conceptual frame; we don't have a property tax base at public universities – which leads to creating artificial constructs to create buckets, moving away thus from data, making things incredibly complicated. This is concerning for setting up a statewide funding model. It is one step away from price controls, because tuition is one of the few levers in economic downturns and when state funding is cut. Also the model is about institutional costs, which fosters state-level micromanagement. There are other ways of conceptualizing adequacy, e.g., looking at average funding for HS students and offering no less funding for higher ed. The president of Louisiana's HE system proposed an enrollment-based funding model, with little performance-based funding if an institution was serving more vulnerable populations. We're losing sight of equity when looking at adequacy. I did share public comments about this with the full commission group.

Amy asked: have you ever observed a change after a structure is set up in state-level higher ed initiatives? It seems that the basic parameters are set by whatever consulting or other group sets up an initial structure (e.g., with the Illinois strategic plan for HE). JD: I do think I've been listened to. A shared responsibility model is now being used for 10% of the model. I still have concerns about complexity, but I'm not sure it's really changing. I'm trying to be part of the process, rather than commenting at the end, but am not sure it matters. It feels like a train that's on a track, creating hundreds of metrics in a complex model with an unclear direction for the technical work group – maintenance, capital costs, how institutions spend money in different areas. Technical groups now have to make value judgements.

#### [Guest Presentation by Rebecca Buckle on Prairie State's Dental Hygiene Program](#)

**Rebecca Buckle, Assistant Professor of Dental Hygiene**, described the Dental Hygiene AAS degree program at Prairie State. Fellow professor Gail Szewczyk was present for the Q & A. A registered dental hygienist (RDH) credential is needed for the state(s) in which one practices. DHs clean teeth, but also

study a patient's gait, speech, and manual dexterity; there are systemic diseases that can be revealed in the mouth. Students study radiology, ethics, histology, tooth morphology, periodontal disease, pharmacology, etc. PS's clinic began in 1967, with a clinic rebuild in 2000 and a 2021 renovation. The clinic is open to the public. Everything is digitized and modernized.

The degree involves four semesters and two summers sessions; it's an 82-hour career program for an estimated \$27,802 cost. Essential functions of the profession involve Math, Reading, English requirements for admission. Post-admission requirements include drug screening, immunizations, criminal background check, medical insurance. Students need a C or better in all courses (C = 80-85; A = 94-100; B = 86-93). Patient education is key too. Certificates of Completion in areas like Local Anesthesia and Community Dental Health Coordination (CDHC) come with the AAS degree. Licensure then comes with the completed degree from an accredited DH program (like this one), and a national board DH exam that has discipline-based, case-based, and clinical components. Dental hygienists are 21st out of the 60 highest paying majors.

The clinic sponsors Healthy Smiles Day – free services to kids for one day a year. The students also experience Enrichment Week, which invites representatives of dental companies to provide presentations or training sessions on products and services. Lunch and Learns are common in the field, with such representatives. In the future, they hope to have Sim Labs.

The program has 38 students a year. They had 160 applicants last year; 120 could have been accepted. Right now, there are not enough hygienists. Job prospects are great.

Marie: I'm astonished it's 82 credit hours and an AAS.

Nataka: Where do you teach about social justice issues—access for black and brown people to dental health care, insurance, etc.? RB: A community health class covers these disparities: how to help people access care, overcome barriers. GS: this course teaches students how to go into any office or federally qualified health care org to learn the needs of that community and what services that org might be able to provide. Students have to pick a zip code and think about what kind of community project they might do. I had five students who did 8 classrooms on vaping and snuff; I was asked if we could come back every semester. Students go to nursing homes to teach patients about oral care; our clinic serves those without insurance and we are their dental home. Students learn to follow-up with those clients to be sure they get care.

### [Guest Presentation by Justin Pariseau on Prairie State's African and African American Studies Programs](#)

Dana introduced **Justin Pariseau, History; Coordinator of African & African American Studies program, chair of social sciences department**. Dana noted that the A&AAS program developed out of need/want/desire to be responsive to our student population.

Justin said he reached out to the black student union to talk about developing an A&AAS program. He had already been teaching A&AAS courses—history, literature—before the pandemic. PS has had a longstanding Honors program on campus in which students work their way through their Gen Ed requirements as a group, in a smaller classroom setting. Since Prairie State offers only an AS and AA

degree into which an A&AAS could fit, they needed to have a concentration within the AA degree—an opportunity which leads some students to feeling more invested in their studies at this predominantly Black-serving institution. As of a 2018 survey, 57% of PS students are Black. In Dec 2019 they proposed the A&AAS program. It includes a study and writing of history course, and an A&AAS angle to some of our composition courses, where interested faculty can present a specific focus in those classes: race & media in one; linguistic justice (code-switching), etc.

PS launched A&AAS in 2020, just before the pandemic. It's not a credential or certificate; that's your AA or AS. This is a way to pack courses together that might be presented to someone hiring them or to transfer to a 4-year. Students can demonstrate interest in learning more about their culture or another's. One core component runs across sociology, history, English: enrichment programming. There is an A&AAS option in the core for Honors programming—e.g., a lecture by David Anthony Geary, "Representation and the Power of Portraiture: A Conversation with artist DAG." There are field trips to art museums (e.g., Charles White), or visiting an Ethiopian restaurant. Our students don't even go to Chicago, so we broaden their worldview and encourage them to seek out those opportunities. Justin then shared art work by A&AAS Honors by Syharah Brown on "The Birth of a Nation," Nat Turner and Harriet Tubman.

Red, black, green, gold—informed by Ghanaian tradition—are on the graduation cord for those completing 9 credit hours in A&AAS. The cord is granted to them by two mentors that each student picks (could be parents, the former CC president, faculty, etc.).

Nataka: Scholars often take a pan-African view – including coverage of Latin America, and across the African diaspora, where African legacies remain. How do you approach helping students to see that history is not static, and to look back as a way to look forwards, with a pan-African view? And what sort of programming do you have that teaches students skill-sets related to African American history (basketweaving, African dancing/drumming, ...)?

JP: We struggled – even with the naming of the program – "Diasporic" studies was non-starter because we wanted an inclusive name understandable to the campus community. We do start with the diversity of history of "African" first in A&AAS history courses – before European contact—with a frame of understanding that doesn't begin on this side of the Atlantic. In African civilizational courses, we do a lot of what you're talking about. This includes going to the city where students can engage with impact of the diaspora on modern culture here; to hear modern music influenced by south African cultural identities.

Nataka: What about excavation – reclaiming, relearning – getting back into different dying-out art forms because no one is teaching them?

JP: We haven't started programming it yet. But in one of my classes, students may write a paper on Black artists or create art themselves; or engage in an experiential learning project on baking, looking at the oral history of foodways. As a public historian, as someone who's done hands-on and textile work, it's something I'd like to have this program doing going forward (dance, art, etc.). PS is facing financial challenges though there too—including to bring in visiting artists. The foundation office tries to come up with the funding to do this.

## Guest Presentation by ISAC's Jacqueline Moreno on First Generation Students

Stephanie Bernoteit introduced **Jacqueline (Jackie) Moreno, Illinois Student Assistance Commission (ISAC) College Access Initiatives Managing Director (now Chief Service Officer); and Eduardo (Eddie) Brambila, ISAC's Capacity Development Managing Director.**

Jackie Moreno described programs that help first-generation students connect to college: the near-mentoring offered in each of Illinois' community college districts through ISACorps; Illinois GearUp for middle school students; and the First Generation Scholars Network for students before and during their first year in college. She also described questions to prompt thoughtful course design and social capital-building that faculty can develop with first generation students in mind.

Jackie shared that she works at the Chief Service Office in ISAC, which oversees all ISAC's public-facing direct service work – with students, parents, high schools, colleges, college-access partners, vendors, etc. This is her 30<sup>th</sup> year working in college access; she's been at ISAC 21 years; she was in financial aid and enrollment management at Loyola before that.

[ISACorps](#) began in 2008, after ISAC successfully applied for a competitive campus access grant funded by the Department of Education. Jackie and Eddie had put together a proposal modeled on a presentation they heard at a conference about a Vermont initiative to address their brain drain by hiring recent college graduates to talk to high school students in unusual venues—like going to festivals and rec centers with a cool car and a cool set-up. Vermont has only a half-million people, so the ISAC proposal was to divide Illinois up into little Vermonts, starting with Illinois' 39 community college districts. They submitted a proposal to have two recent college graduates (in ISACorps) be assigned to each CC district, estimating an initial \$2.4 million cost. Some in ISAC would rather have written a grant focused more on the MAP program. But \$20 wasn't what was getting in the way of students getting to and through college. Another idea was to ask a different state agency to write a grant that could recruit more HS guidance counselors. But that not sustainable; the award has a start and end date. We won because we had the proposal written and ready to be submitted.

The Department of Education called Jackie to say that the ISACorps proposal was the first application approved. ISACorps involves near-mentoring. We recruit seniors in college, for 2 years of service, sending them to every community to live and work there for 2 years; we prefer 1<sup>st</sup> generation applicants. We look at what's not being done yet, and to other research areas, vs. current college access research. How are people persuaded to do something different? It's a very innovative thing to think about—high cost, high risk—for someone to attend college from a family with no history of it. There's not a return policy. So we applied principles in the diffusion of innovation. We wanted to recruit students that were like the students they'd be working with—lived-experience-wise. We were NOT looking for role models or examples. Instead, we sought those with narratives like, "Here was my path, it wasn't perfect, here's how I navigated it."

For example, in one round of applicants, all thought one student was the best; I thought the worst. She came into the interview with an expensive suit; she was offered coffee or water, but said, "I only drink tea." Her presentation on how fantastic she was despite the fact that everyone around her and like her was not so fantastic: "If people could be as good as I was...." I thought: she won't be someone others are

comfortable approaching. Those chosen in this applicant pool were sent to an extremely high needs school in Chicago, and she quit after a month, leaving that school without a near peer mentor.

We needed people who weren't gate-keepers. We needed someone with one foot in the student world, and one in this one over here. Students can be afraid of class differences, of higher ed institutions. They can be afraid of saying, "No one in my family went to college, and I don't know what you're talking about." In my own case, I was the first person in my family to graduate HS, much less college. My parents very opposed. I was a girl; I should be thinking of getting married. I should go to a CC and stay close to home. 30 years later, the same things are happening. We have to think about the experiences the first gen students *don't* have. They don't have parents telling them *how* to be ready (PSAT registration; asking teachers Q's; etc.) So we need college students who can translate for them.

ISACorps has two goals: help students who need it; also, encourage really great Corps members to think about going into education or education policy. There were not a ton of first gen students who went on to be decision makers. So we wanted to have a career-pathway to what I do. I came to this line of work because I harassed the financial aid office at Loyola so much that when a position came open, I lied about knowing Word Perfect and got a job there. That job paid for my education.

Our next evolution will be to help seniors, juniors, and later lower grades. Otherwise we are simply helping seniors to make the best choice out of the choices left. So we want to get to students earlier ... preparing for college is like running a marathon. You tune out messages that you don't think have anything to do with you. HS seniors are already on track, or not on track.

We applied for a Gear Up grant – a federal grant (there are also statewide and partner grants). A state as big as Illinois had not had one. During the Obama administration we knew a lot from former Chicago Public School employees who moved to DC and pressured us to apply for one. With this grant, we work with middle-school students through HS and their first year of post-secondary school. We build a pipeline. We ask: does what we do with middle school students impact what they do in high school?

Eddie passed around copies of *Ready, Willing, and Able: A Developmental Approach to College Access and Success* (2012), by Mandy Savitz-Romer and Suzanne M. Bouffard. At least one author was a former school counselor at Boston Public schools. They address the fact that we are ignoring students' developmental processes. Middle school is focused on increased reading/writing etc., but not focused on their developmental support. MS students are dealing with their identity and who they are—this has profound impact on choices they make/don't make. They might conclude at this age, "I am/not college material." "My family/friends say I'm [not] this." They need opportunities to reconcile their identity with their future plans. The book is a like a long lit-review—with places to go further, especially with identity-based motivation. MS students need to be able to envision a positive future – to plan things – which is mostly a learned skill, and if you're in a family not teaching you executive function skills, you're not learning them. You need to think that a possible future is open to *you*. I used to think I wanted to be mayor of Chicago; run a marathon in Paris; is this possible? You have to be able to plan and to advocate for yourself; know how to organize your time, your task. College-planning is a multi-year process. MS students need to be able to state their goals, understand the steps to them; also practice self-advocacy. If you're an introvert, first-gen—these make it hard to reach out to an adult in a position of power.



See the [Illinois GearUp Middle Grades Student Developmental Objectives](#) for a description of the domains of identity (envisioning, believing), planning (aiming, organizing), and self-advocacy (connecting), as well as an overview of the workshops related to them.

Think about how if no one is helping students with these things, you'll be meeting these students.

Jackie told a story about high school advisor proud of how tough she was: a student missed a deadline because he didn't turn something in to her on time, so she didn't send his transcript to that college. How do we use our power as gatekeepers?

In 2022 we started our First Generation Scholars Network. ISACorps members connected the first gen students they know going to the same schools as those known by other Corps members, introducing the student to one another. They have a panic button: 911 – “I think I'm not smart/good enough,” etc. Pause: know what your resources are. We call it ‘scholar,’ because too many things designed to help first-generation students frame them as in need of special services, in a “remedial” group. So we chose “First Generation Scholar Network”—to communicate to students that if they've been admitted, they have what they need. In the summer, we host a virtual meeting for all in a region who are part of your network. Then there's an in-person event for everyone in a region going to a specific school, followed by a welcome meeting on campus, in partnership with universities. We host quasi-social events during finals – all night study sessions with food. The Network offers academic and social support; a safe space that's not with someone who's had a 4.0 their whole lives. It's also a celebration.

We need to engage over the summer between high school and college, when fear or other barriers can prevent showing up. It can also be a challenge to get through the first semester to come back for the second. We want to build the network for these critical points. We just started at the end of May.

Here we welcome your suggestions for connecting us with the right people. We had plenty of design feedback from our students. What do you see on the other side of that?

Jackie recommended another book: *Design for Belonging*, by Susie Wise. It's part of the Stanford Design School series. There are three tools from this book. Her Q's mirrored feedback from focus groups.

- 1) Someone enters your classroom for the first time—how do they enter your space? Is it virtual, in person? Where are you? Well-lit? How do you welcome your students? How much impact might the welcome have for students who don't feel they belong?
- 2) How do you invite students? A syllabus often has office hour listed, with a location. This can seem scary to students: “I didn't want to bother my teacher, or admit I didn't understand.? Or: how do you to invite students to participate in discussion?
- 3) How do students exit your space? When coursework is done? What happens then? Did you let them know they can reach out to you any time? Suggest other classes? If you ever need a reference? You have an opportunity to build their confidence, social capital, sense of belonging. Social capital is something a lot of students don't have.

How might we build a more inclusive environment? How might we support more belonging for X (name person or group) by focusing on a moment that matters to them? Music is a design lever. How do we foster belonging for X students with an imposter syndrome? With what activity, one on one conversation with students, etc.?

David Yeager at the U of Texas Austin suggested another small thing that improved graduation rates there from 52% to 70%: showing short, 1-minute videos from other first gen students on something they struggled with, and how they fixed it. Show them to students at a time it matters – in class.

3) In a schema study at Stanford, one group was asked to weigh in on some policy issues and was told, “We are asking you because you’re so smart, worked so hard, made the right decisions”—i.e., because of meritocracy. The other group was told, “You had so much good fortune and help, we all need to acknowledge the help we’ve had from supportive adults”—i.e., because I had X there for me, being supportive. I have been using this schema contrast in meetings, and with groups resistant to equity/inclusion. We talk about luck/fortune first, before the agenda.

Mike asked for Jackie’s thoughts on dual credit courses. JM: We see dual credit as one trial – one design model, a test drive: “Here’s what shows you could do more, here’s what you could do to develop a growth mind set. If the course didn’t go well, was it because you couldn’t organize your day? Didn’t understand the material?”

Sue noted that she had asked the leaders of the SIUE faculty fellow program about having specific activities for first generation students, but the response was, “They don’t want that stigma.” “You don’t want to stick all the people who don’t know anything together.” Sue added that the First Generation Scholars Program addressed the stigma issue, but still seems out there. JM: The First Generation Scholars Network is not publicly putting students into this group; others don’t know it. We don’t want to send the message, “And here, we don’t know anything, we’re so proud of it.” And yes: we are not isolating first-generation students; they learn from their peers in other classes. They need to intentionally build their social capital.

Angela: How do we get our schools involved in this? Email [Sam.nelson@illinois.gov](mailto:Sam.nelson@illinois.gov)

If you are interested in receiving the text that Jackie shared, please request one at the following email: [Kristin.cannon@illinois.gov](mailto:Kristin.cannon@illinois.gov)

Julie suggested “another excellent resource re: belonging. Lisa Nunn's research study is documented in the book *College Belonging*.”

See also <https://www.designforbelonging.com/> One item in the toolkit on this site is mapping data [through group exercises].

## Executive Reports

**Chair’s Report** (Shawn): Shawn had an onboarding meeting with Chasity Gunn (GSU) and her alternate, Alison Douglas. Dan will share Jen’s notes from the Illinois Commission on Equitable Public University Funding. The student debt working group has a meeting with Senator Laura Murphy on Illinois Promise. Shawn asked caucus groups to see issues emailed with the agenda, including about cybersecurity, online gambling, and academic freedom. The three questions about cybersecurity for caucus discussion: 1) Are faculty at your institutions obligated to keep all of their scholarship and/or teaching files (lectures, assignments, etc.) *only* on university filing systems (at WIU, that is G Drive)? Or may they use (via download and/or browser) their own personal file-saving systems like Dropbox, One Drive, Microsoft 365, or Google Drive? 2) Among the documents with which faculty members regularly work in the

course of their teaching and scholarship, which are considered a) FERPA-protected and/or b) university property? (Those may not be saved in any form on anything other than a university-secured filing system.) 3) Does your higher ed institution have a written policy on one or both of the above questions? Are faculty trained in knowing and using that policy, including in their faculty orientation?

Governor Pritzker has had 36 month of emergency executive order around covid; this is its last day. [Someone said then that it was renewed for another period of time.] When that emergency order is not renewed, the FAC Executive Committee intends to have our full meetings only in person, but with one month each semester when we are all on Zoom (Nov, Feb). Otherwise, we plan to use Zoom sparingly—e.g., if weather bad at UIC in January, we'd make it all on Zoom. It is challenging to have hybrid meetings, so Shawn is looking forward to getting back F2F. If you yourself can't attend in person, send your alternate.

**VP Report** (Linda Saborio): Linda shared information about the January meeting at UIC. Let her know if your institution might be interested in hosting next year.

**Secretary's Report** (Amy): Because Amy was not at the November meeting, and a snowstorm led Linda to shift from taking notes to running that meeting, November minutes will be delayed one month. Before our January meeting, Amy will watch and take notes from the November Zoom meeting's recording.

*A note on the Illinois Math Badging Initiative Task Force:* Dan said that if anyone is interested in the math badging state task force, reach out to him.

**FAC Legislative Liaison Report** (Mike): The outgoing legislative body will meet for a short session in early January before the new one is sworn in. They are redoing committee assignments. If you know your local legislators, you can encourage them to be on the higher ed committees. Let them know you'd be there to support them.

## Business Meeting

We considered an approval for a resolution in honor of Illinois State Senator Scott Bennett, who died recently and had been very supportive of higher education. Mike moved; Dan seconded; the vote was unanimous for supporting the resolution.

## Working Group Reports

***Higher Education Funding WG:*** Dan reported that the working group is trying to discern its direction now that performance-based funding is by the wayside. They are preparing a short document listing items they think essential in any funding formula, e.g., institutional mission; equity; periodic review of items, etc. With the shift toward adequacy funding, they will need to revise the list.

***Equity WG:*** Julie reported that they are continuing to collect examples of university equity plans. Please keep sending them. They will provide suggestions for improvement in the plans. They are also collecting/curating resources for DEI (the second thing). They will plan to present at the March IBHE meeting.

**Student/Faculty Mental Health WG:** Sue reported that they have Initial data from a trial survey with FAC members. They are trying to put together a PowerPoint summary for this group, and potentially planning to pursue IRB approval for a larger survey. It might be interesting to share responses from this group, but they would need IRB permission for that.

**Early College/Online Remote Learning WG:** Amy reported that the group had developed a description of potential benefits and costs of taking early college coursework, for consideration hopefully at the January meeting.

**Prior Learning Assessment WG:** Marie reported that rather than a position paper, they are preparing a short white paper, aiming for a deadline of March/April.

**Student Debt and Affordability WG:** Cyndi reported on their meeting with Senator Laura Murphy today. Legislators are waiting to resubmit AIM High. Bills won't advance until there are answers about student loan forgiveness. Potential students today would be discouraged from student loan forgiveness getting such a lukewarm reception from a lot of people, and this might affect us even more than it already has. Dana is from her district. They told Senator Murphy that we will have to synthesize a lot of our info and send it to her, info on programs we researched a few months ago. There is probably no more Covid money; the Covid executive order was just reinstated for another month. Cyndi believes we should invite more members of the Higher Ed Legislative Committee to speak with FAC because they don't all know who we are.

## Caucus Reports

**Private Caucus:** Paul reported that in their experience at the privates, faculty aren't obligated to keep their scholarship only on university filing systems. The question of what is protected by FERPA and what is university property is a murky issue: what can I take with me if I move to another university? Good to get some clarity. University lawyers tend to play it safe, so listen to them, but not too closely. In general, our schools don't have written policies about these questions.

**Community College Caucus:** Dana reported that many of their schools have gone to 2-factor authorization, but not all; some have mandated cybersecurity training; some have monthly trainings, using informative 4-minute videos (on how, e.g., hackers might put a QR code on top of one for a restaurant menu). Some schools require uploads to be done only on university systems; some of us have contractual info that says when we develop materials for an online course, it is ours; for others, it becomes the property of the school; for some, it can be shared from faculty member to faculty member. Some of us are required to back up everything on the drive our school uses; others don't; some faculty members are doing it or not regardless. Is it a FERPA or Higher Learning Commission issue a) if we DON'T back our info up on the university servers or b) if we use our personal file storage systems for documents that don't seem protected by FERPA?

Jim Kulich noted that where info that faculty use is stored involves common sense. If the issue is storing personally-identifiable info – like someone's grades or GPA – these should not be stored on a personal computer or flash drive.

On Community College Board elections – some of us are going through presidential searches, leaving hope at some member schools. Mike noted that for his college, every 2 years there is an election for some members of the BOT. Keep an eye on that in your area, and find out about what they stand for, why they running; they can have a big effect on what happens at the CC.

**Public University Caucus:** Dan reported that data had been shared from RAMP (resource allocation management program) regarding the budget for each public university. FAC members might want to share this data with their faculty senates. The data might be useful for questions such as how Covid money had been used. We talked about academic freedom issues with dual credit courses – whether or not you’re going to be able to discuss certain issues with HS students in the classroom. On cyber-security issues, Larry suggests some changes may be driven by insurance companies. Dan’s alma mater Knox is a recent victim of ransomware attack – all data there is now encrypted on the hackers’ computers.

Shawn thanked Dana and Prairie State College for hosting our meeting. Our next meeting is January 20, 2023 at UIC. Jim made a motion to adjourn: Paul seconded it. Movement accepted. Meeting adjourned at 2:54 pm.

Minutes written by Amy Carr, FAC Secretary. The minutes were approved at the January 20, 2023 FAC meeting.