



Faculty Advisory Council Illinois Board of Higher Education

Chicago Teachers Union Center
1901 W. Carroll Avenue
Chicago, Illinois 60612
(Zoom option)
January 20, 2023

Approved on February 17, 2023

FAC members/alternates attending and their institutions

Present in person:

Hossein Ataei	University of Illinois at Chicago
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Julie Clemens	at-large (Illinois Central College)
John Cooksey	Harry S. Truman College
Lane Crothers	Illinois State University
Marie Donovan	DePaul University
Joao Goebel	National Louis University
Chasity Gunn	Elgin Community College
Crystal Harris	Governors State University
Dan Hrozencik	Chicago State University
James Marshall	Rockford University
Stephen Miko	Sauk Valley Community College
Gay Miller	University of Illinois at Urbana-Champaign
Linda Monge	Frontier Community College
Laura Murdaugh	Kishwaukee College
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
J. Matthew Ward	Quincy University
Sue Wiediger	Southern Illinois University-Edwardsville

Present on Zoom

Angela Antonou	University of St. Francis
Pratima Jindal	Waubensee Community College
Jim Kulich	Elmhurst College (alternate)

Ken Nickels	at-large (Black Hawk Community College)
Peter Seely	Benedictine University
Dana Trunnell	Prairie State Community College
Larry White	Eastern Illinois University
Brian Vivona	Northeastern 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

Representatives/Institutions not present:

NO REPRESENTATIVE	University of Illinois-Springfield
Gene Dunkley	Greenville University
Laura Laskowski-Ferrell	Saint Xavier University
Nataka Moore	at-large (Adler University)
Kate Perkins	Highland Community College
Manny Rodriguez	Parkland Community College

The meeting was called to order at 9:13 am. Shawn Schumacher thanked Hoss Ataei of UIC for all the preparations, and UPI President John Miller for helping us to secure an alternative venue so we did not have to cross the picket lines during a faculty union strike at UIC.

[Conversation with John Miller, UPI President](#)

Because of our unexpected circumstances and meeting location at the Chicago Teachers Union/UPI headquarters, we welcomed John Miller to speak with us. John is the VP of the IFT (Illinois Federation of Teachers) and the President of UPI (University Professionals of Illinois). John introduced Tamara Morris, Financial Director of UPI, who assisted us with setting up the room and with securing our lunch. John then named states with affiliated AFT faculty unions. He said there was a constant battle on campuses in Illinois right now, with bargaining going on at many schools. They are at the mediation stage at three institutions, and likely more soon.

On the UIC strike: 30-40 UPI members were walking the picket line with UIC, standing in solidarity. UPI is working their legislative connections, and with BOT members of UIC. The situation is that there are students waiting weeks to see a counselor, after layoffs. Post-pandemic, many students are without the maturity levels of junior-senior high school years, which lowers retention rates. Students end up with a lot of debt and no degree when they drop out, because institutions are not prepared to handle a lot of their needs. So we all need to put pressure on our legislators and higher ed (HE) leaders to do something about mental health. There is nothing on mental health in the IBHE's funding proposal. UPI also wants more MAP (state Monetary Award Program) funding. Every level of advance in HE creates a sense of

completion long-term and [fosters] being a civil society. But right now there are students sleeping in some faculty offices.

Stabilizing by creating certainty in funding doesn't solve \$1.8 billion of underfunding since 2002. John asked faculty and the governor to help push through on more serious increases in funding, building on what Pritzker has already done. HE institutions need to budget, but also to put forward the needs of HE—which includes the employees who work at the public universities. Many make just above minimum wage. They need a real living wage. No state employee should have less than a living wage. Adjuncts should be treated with respect. Non-tenure-track should have job security. Regional and research faculty should know they can do the research they need and to uncover new truths/realities, to live in a world of logic and science, where everybody is included. These values are shared with the organizations with which UPI partners. When Rauner failed to fund HE institutions, it took pressure to end that refusal. This is why a strike at UIC so vital. It's a strike about the future of HE in the state of Illinois: job security, reasonable compensation, student mental health.

Shawn: Is there anything we need to do? John: **push the mental health.** Start telling the story of funding. There needs to be a 15%, not 7.5%, increase. Plus MAP funding. On mental health: assessments and testing on the campuses should be available at all times—including weekends and evenings—plus a hiring of counselors on campuses. Linda S: If there isn't, students end up in our office, and she's not a trained therapist. What about faculty mental health at UIC? JM: Mental health care should be broadened to ALL staff. It has been overwhelming to go back into classroom after pandemic. We need training and professional development for faculty/staff for ourselves, and for how to bring that training into our classrooms. Cyndi: what campus mental health funding is now available by the state? JM: We are at a beginning level, which is not enough. Cyndi said that her community college district is trying to put together a plan, but services aren't available to them. They need to start growing their own.

Brian Vivona said he has been a union member as both a faculty member and a police officer. But he does want to say something cautionary. His daughter just went through a graduate student strike at Berkeley. It really messed up her semester, and she may end up transferring. Strikes really harm our students. JM: Strikes are always actions of last resort. We do everything we can to avoid strikes. They are also decisions/actions of administrations. The union at UIC has had 31 sessions with mediators, recently with federal mediations. The bargaining team had a last-ditch all-day effort on Monday. A choice for a strike is one that the admin makes. Strikes are hard, disruptive, hurtful. "I share that caution with you."

Pratima: What can you tell us about the Governor's tuition-free HE proposal? JM: The Governor hasn't released details yet. HE should be free for those of the working class. "I am grateful to hear this. He and I had this conversation – he had it with many other publics." What we really need to be talking about is that students can have their needs met—so that MAP matches PELL. But the challenges are not just tuition and fees, but living and working expenses (places to live, cell phones). UPI has a fast fund on campuses for student emergency needs, with a maximum grant of \$500 or \$750. These help when students' work hours are cut or they no longer have day care, or their computer crashes. During the pandemic the relief funds gave institutions such money to do this; this should be continued. UPI covered half the expense for a student whose tires were blown out by a pothole. Debt needs to be forgiven in the state and country as a whole for everyone. Cyndi: Lincoln Trail College has a student emergency fund, but the money comes from our county's chapter of the United Way. JM: UPI has a new coalition

with City Colleges for the Fast Funds—hoping to bring in UIUC. UPI helped to fund repair of a furnace for an adjunct faculty member. We need not to be afraid to talk about compensation for HE. It has been years since we've had reasonable pay increases, and we need access to health care and retirement benefits. We need to fix Tier II.

Marie: Who are the allies we should be reaching out to in the legislature? We have been in touch with Rep. Katie Stuart, [past] chair of the Higher Ed Committee in the House; we are waiting on this year's House chair announcement. Often legislators don't understand HE (most people don't). There's an assumption, "You all make six figures." John: Where? \$31,000 is a typical salary for non-tenured faculty; tenure-track faculty have \$45,000 starting salaries. **Tell legislators your stories.** Without stories all they see are statistics or hear talking points on news programs that aren't on the ground.

John: UPI believes in solidarity and shared governance. If there are policies or ideas you'd like help with, or want us to advocate for, let us know. UPI does lobby with university presidents about funding.

Reports

Chair Report

Shawn Schumacher previewed the day and changes in the usual order of the agenda. He had had a couple of meetings with IBHE liaison to FAC, Stephanie Bernoteit, over the last week, about by-law updates, rotation updates, and our change of venue for this meeting. The IBHE Board met on Wednesday, with panels on DEI. Pratima and Paul are working with [former UIC representative] Lucy Park's husband to update our FAC website by next month. Shawn asked the caucuses to respond to Angela's question about our experiences with a plus-minus grading scale (the Q is also on Canvas). Caucuses might also follow up on December's caucus issues: cybersecurity, Chat GPT, etc. Shawn once again thanked John and Tamara for arranging the CTU/UPI venue for us.

Dan commented that during the lunch hour, he would meet with those interested in talking about the Illinois Math Badging Initiative. [However, we ended up having a working lunch so this could not happen, again.]

Vice Chair Report

Linda Saborio reported that the February meeting will be on Zoom; March's will be at CSU. She will contact those who said "maybe" for hosting next year. Good to know now for budget-setting purposes.

Report by Public University Faculty Representative on the IBHE Board

Jen Delaney reported on the IBHE Board meeting in January. The IBHE is recommending a 7.5% increase, allocated equitably based on PELL enrollments. They are asking for an extra \$50 million for an increase

in MAP funding. Federal stimulus funding will go away. The IBHE is in partnership with Health and Human Services to address student homelessness. There is funding for dual credit courses at community colleges—she wanted to flag that. Also in the IBHE proposal: increased funding for diversifying faculty initiatives with wrap-around services; funding to grow state longitudinal data; requesting additional staffing for IBHE. One thing that came out of the meeting: last year we had flat percentage increases at all institutions, even though we'd recommended equitable increases. There were Board member Q's asking about the focus on equity—the "adequacy" concept is built in—but Jen has Q's about that.

Simon Weffer (NIU) is on the Technical Working Group of the [Illinois Commission on Equitable Public University Funding](#), and may be joining FAC's Higher Ed Funding working group today. We should hear more soon about the incredibly complex funding formula. Weffer said none of the Commission's subgroups are thinking about what equity is or what equity measures are. There is so much interdependence in HE that identifying individual measures doesn't get at how all things relate to one another.

Marie: Is equity off the table? Nobody's thinking or talking about it? Jen: What I find interesting is that in the Commission's core meetings, there is lots of talk about equity. But in the mechanical part now, there is a lot of talk about adequacy: developing a formula for adequacy, then a state funding formula. Consultants and Ginger sees it as a three-step process; Jen didn't quite understand that. But so much has been on the measure of adequacy, and it's not clear that equity is baked into that. They will have to get into the nuts and bolts to see how it's operationalized. As a VALUE, the Commission wants equity; it just hasn't come to practical fruition yet. But it's not clear to Jen that there's space to have that conversation. Legally, equity has to be in there, but Jen is not sure how it comes out in the end. How do we measure equity?

Report by Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE

Stephanie mentioned that links to the IBHE budget presentation and full budget book can be accessed at <https://www.ibhe.org/> She shared two points: 1) In the budget, there is a strong theme of the agency's work and budget process being aligned with the strategic plan's aims of equity, sustainability, and growth. One thing that's key to note here is that there's a strong recognition that supporting students who are underrepresented or underserved requires different resources. Stephanie mentioned items shared in September: the agency is focused on supporting students' learning and well-being through the Governor's emergency relief funds + institutional funds directly for those purposes. They are collecting stories and evidence of how institutions have used those funds for just in time, targeted resources, whether paying off balances on students' accounts so they can re-enroll, or addressing institutional barriers to enrollment, expanding food pantries, or campus mental-health services. She will share highlights in the future.

2) The IBHE is honored to partner with several HE institutions—GSU, ISU, NIU, SIUC, SIUE, ICC, and Southeast Illinois Community College—to implement an Illinois tutoring initiative for priority school districts across the state, offering high-impact, evidence-based tutoring for grades 3-8. This is a tremendous effort. As of a week ago today, that project is serving over 1500 students in 90 schools.

Illinois a leading light in the nation—a national exemplar, especially to do it at scale. Outcomes will be culled through the work of researchers at ISU. We have had really positive indicators from school district leaders, students, and families themselves about the value of this experience. The IBHE is also working with district partners to collect mid-year student assessment scores.

Stephanie closed by noting that the IBHE has been looking to hire, and has brought some really talented staff to the academic affairs unit.

Julie: How do we access the audio file for the IBHE meeting? Stephanie said she will find out.

Pratima said she was happy to hear about the tutoring. How do we plan to measure its effectiveness? Her college has signed up with a 24/7 campaign, but it's not clear students have gotten any help from that. SB: When we look at measuring outcomes here, we've built in several indicators: monitoring attendance at tutoring sessions; emphasizing small groups of 3 students and 3 hours a week; collecting evidence from students and tutors themselves at the end of every session; self-reflection on how the session went and how effective it was; looking at scores in reading and math pre- and post-tutoring; checking that the content of what's covered aligns tightly with the learning objectives. So they are modeling assessment on evidence-based practices.

Update by FAC Legislative Liaison

Mike Phillips said that the Illinois House and Senate were sworn in last Wednesday. He went to the reception and chatted with Rep. Katie Stuart, thanking her for the work she's done with FAC. There is no chair for the Higher Ed Senate Committee yet; the previous Chair (Scott Bennett) passed away. Hopefully someone is put in that's equally friendly to HE. The House has already started filing bills, such as HB 995, The Educational Credit for Election Judges Act, which would award academic credit to students serving as election judges. As faculty, we have lots of Q's about that. The bill says that if students serve as election judges for credit, they don't get paid. Students don't need a day where they work all day and get no pay. And they're paying for the credit. These are Q's we'd have for the sponsor of the bill. This was the point John was bringing up; legislators need to talk with faculty. Cyndi: And when you sign up, you're pledging two years.

If you hear about a bill, let Mike know. He scans bills, but he sometimes misses a HE bill.

The House and Senate begin sessions in the next couple of weeks. The end of their session is the week we meet in May. Pre-Covid, we met on Thursday before our May meeting. Mike set up a schedule of visits with the HE committee and with our own legislators. Save the date: Thursday, May 18. Before that, there's usually a student lobby day, which is another way to get your foot in the door. You can also set up a meeting in your local district.

Old Business

Minutes were approved from Nov 2022 (Cyndi moved, Paul seconded; approved with one abstention) and from Dec 2022 (Julie moved, Linda S. approved, with three abstentions).

New Business

Amy stepped away from taking minutes to lead discussion of the Early College Considerations document, drafted by the Early College/Online Remote Learning working group. A few of the comments: Linda S. noted that study abroad *isn't* necessarily made harder (but rather easier) for those bringing in a lot of early college course credit. Sue said we could use a graphic artist to make the document cute and simple. Cyndi noted that when Roger Eddy put in a legislative proposal for dual credit courses, he was a state representative with a K-12 teaching background; there were no rules in place.

Stephanie noted that the document should go to the IBHE board as the next step before it was publicly shared elsewhere. FAC is to advise the IBHE Board. Marie said there was ongoing tension with the Board about FAC sharing our work; we should have this on the agenda. Stephanie: John and Ginger will be meeting with us next month. We can talk about this then as well. Mike P. added that one big issue in the UIC strike concerns student mental health. FAC has come out with documents about mental health. If we can improve the traction of the work that we do as FAC, then maybe some of these issues could be addressed earlier, before it gets to a place where it's impacting us in a strike. Our FAC working groups are onto things important to HE in Illinois; we provide good and useful info to get people to pay attention to the things we notice as faculty members. Stephanie: Certainly you all presented your paper on mental health to the IBHE Board, and the legislature just passed a mental health action bill. Hoss thanked Mike for bringing this up. He totally supports this – we have recommendations and guidelines for mental health for faculty and students from our working group. The unions and faculty can also reference these.

UIC Guest Panel Presentation: Diversity, Equity, and Engagement

The anticipated speakers were Dr. Jennifer Brier, Professor, UIC Senator, and Director of UIC Gender and Women's Studies; Dr. Amalia Pallares, Vice Chancellor for Diversity, Equity, and Engagement and Professor of Political Science and Latin American and Latino Studies and Director of the Latin American and Latino Studies Program; and Dr. Charu Thakral, Executive Associate Vice Chancellor for Diversity. Only Amalia and Charu were able to join us.

Hoss introduced the speakers and thanked us for our solidarity.

Amalia Pallares spoke about advancing equity at UIC. She has been a faculty member 26 years. It was exciting as a minority faculty member to get to create this program at her own institution. She wanted to focus on sharing UIC programming that relies on faculty leadership and agency.

Amelia began with some history on the **Advancing Racial Equity history at UIC**. The summer of 2020 impacted our campuses and the world. UIC had letters/petitions from students, faculty—taking it local and asking, “What are you going to do to be more equitable, inclusive, and diverse?” Even though at UIC we're in some ways quite diverse, one of the things that happens is that when a college admits many more underrepresented students, the institution doesn't know what to do. We have to rethink teaching, the climate. So when Amalia had an opportunity to redefine her title, she added “Equity” to it. As with

democracy, we're never quite there, but aspire to equity. UIC created a Racial Equity Taskforce with four working groups: student life and support, community engagement, staff recruitment, and public safety. They brought in some external consultants. What was consistent across all the committee reports: **ACCOUNTABILITY**. This was really important to Amalia. How do we hold people accountable? Nothing had really been changing, despite our doing this for a long time. She talked with a colleague who works at an accountability think tank on international issues who said **you need it from below and from above**: from students, deans, provost, chancellor, etc. The next thing clear to Amalia: what are you going to hold people accountable FOR if they've never made a plan that said what you're going to do? And what we plan to do has to come from the department as well as other levels. We had 90 department plans, plus plans from non-academic units—including grounds units, finance. **She stressed the importance of the local, department level where students and faculty live**. We need to think about who we are, where we want to be. Creating a template for each area of focus took a few months. Most had never been asked to do anything like this. **Department heads can't write alone; they have to engage their faculty**. In the end, our small but mighty team—four—took off two weeks to read the plans, what are we finding, how to organize/what to do with it.

The team identified five buckets/areas of focus: centering student equity & inclusion, advancing faculty and staff inclusive excellence, collaborating with the community, promoting an atmosphere of care and concern, ensuring accountability.

They asked the police: what are you doing to address student needs? Has your dept thought preemptively about what to do with a student facing a mental health crisis or stress? How can we re-imagine public safety at the local level?

The template had short term goals, long term goals, and a strategy.

Amalia said they are still writing the report – a strategic plan from the ground up – but the priorities named across the colleges' ARE plans include faculty hiring, recruitment, retention; training in bias prevention, anti-racism, inclusive teaching, and facilitation and related skills; developing resources and training in curriculum/course review and design; improving underrepresented students' recruitment and retention by addressing climate concerns and learning more about students' concerns and experiences; needing resources, time and support to address the plans so that labor is not disproportionately placed on underrepresented faculty, staff, and students. For every college, they asked the dean to describe what they were doing, and how they were using their resources; then identifying where they would need resources above and beyond. The task force wanted BOTH putting in funding *and* prioritizing.

For example, the Biological Sciences department plan included awards for grad students involved in DEI; surveys identifying why more students don't study public health or medicine; and revising promotion and tenure guidelines to reward DEI, activist, and community-engaged scholarship. The Sociology plan was to conduct exit interviews with grad/doctoral students; recreate the website of the department; and discuss DEI as part of faculty meetings regularly (you don't always need to create something additional, like a special committee).

Another theme the task force noticed: the tendency to prioritize faculty and staff, while not doing a lot with staff, or with procurement—e.g., using minority firms.

Deans hired recruitment and retention grad student directors.

Next steps: UIC doesn't have pockets of funding for pilot projects; we also need to cultivate a Creation of Community Learning and Practice in a more profound way. A staff of five can't address everything in a campus of 33,000 students, or engage in hands-on work that departments need to do. How do we help departments help themselves? Can they do, say, surveys, but not assessment? Host difficult conversations? What do they need more expertise in (e.g., experts about how to assess DEI)? How do we create an inclusive teaching and faculty community? A focus group can include graduate students as DEI fellows. We loan out equity advocates on search committees to give advice. They can facilitate difficult conversations if they're from a different part of campus. We already have a campus climate survey committee, a diversity chairs committee.

One of our hiring programs has proven effective so far: **Bridge to Faculty**. It started before the summer of 2020; the first cohort was in the fall of 2020. The goal: to diversify UIC faculty, especially in departments with zero or low numbers of diverse faculty. Fellows have two years of a post-doc, then get to transition to faculty. How to retain them? By being department-focused and scholar-centered. Departments apply, and it's competitive; the department has to show why they want an underrepresented scholar; what might they bring to the dept; how will the department center and support them? They're tough evaluators. You can reapply next year. What can we do to help you become the department you want? A hiring policy can become a culture change policy. We're not deficit-minded. **Is the department worthy of the faculty member (vs. the other way around)?** How can WE become a university that makes all students successful?

Charu noted that there is a culture change when a department asks WHY they were rejected? Rejection is hard when you think you're perfect. There's a lot of critical reflection that happens (she's a psychologist, so she values critical reflection and feedback, transformation). Amalia recommends reading [Insidehighered.com/advice/2022/08/05/diversify-faculty-colleges-should-focus-departments-opinion](https://insidehighered.com/advice/2022/08/05/diversify-faculty-colleges-should-focus-departments-opinion)

Faculty come back and thank them – for helping them have the conversation for the first time about faculty hiring, mentoring, etc. Recruitment is a form of retention for others. Other departments will ask Bridge to Faculty departments how they did it, how they mentor. This is beautiful, what we wanted. Like with robust mental health – champions are diffused through the campus.

All ten of the first cohort of the Bridge to Faculty program transitioned to faculty. Some in the second cohort were hired out by very prestigious institutions (where they could be paid more). UIC's goal is to have 25% of the faculty reflect underrepresented minorities. They have had slow growth in the number of Black faculty—currently 88 of 1300 faculty.

Charu Thakral spoke about **grants focused on faculty professional development**. She was fortunate in the past 2 years with unexpected grant funding. The grants support faculty in collaboration, diversity, and Career & Technology Education (CATE) to support teaching in inclusive practices in the classroom. UIC has one of the most diverse student bodies in the country. Our faculty haven't been trained in how to utilize and teach diverse students. Charu herself hadn't had courses on inclusive teaching strategies in psychology, but she did teach in a teacher ed program on multicultural strategies.

The first grant was for UIC's Hughes Medical Institute to retain underrepresented students in STEM (without using a deficit model) and for faculty development—equipping them with inclusive teaching strategies. Charu's role is to partner with faculty to act as a catalyst; they see faculty as change-agents,

so Charu and her staff train the trainers for their departments. We see it happening; we're in year five. It's been amazing to see the change in culture. It's not just about the inclusive classroom; UIC has been changing its institutional practice and culture of faculty engagement around DEI. We've seen faculty come together to organize for policy change and form learning communities. Amalia has helped lead some of them.

Charu noted they have connected all faculty on campus doing DEI research – to share informational resources and support each other. “We just ran a 2 hour meeting and they didn't want to leave the meeting.” Humanists and health science faculty are isolated from one another usually. So they are going beyond just offering faculty workshops.

Faculty are working on gateway courses; we notice biases when we look at data with an equity lens. For example, we have a reform effort in chemistry. We're applying to the National Science Foundation to modernize the curriculum, and to think about inclusive practices, meeting student needs to have their lived experiences brought into the classroom. We're doing value-affirmation exercises with chemists. We're teaching while they're doing their curriculum reform. We are working with CATE, doing implicit bias work. We are also asking what students might need to do differently. Charu is being told it's going well.

A third initiative involved a second NSF grant-funded proposal for a Higher Learning Commission QI (Quality Initiative) project to think about how you can challenge your university in a particular area for a 10-year HLC accreditation. We wrote a proposal overnight again. This provides a professional learning opportunity for all instructors across campus, equipping them with inclusive teaching practices, making it scalable. We have created DEI modules around learning topics with four eLearning modules, plus **faculty learning communities (FLC)** for a faculty certificate program. The four modules are on student growth mindset and belonging; exclusion and inclusion in HE; social identities in the classroom; and bias in the classroom. The FLC learning principles and frameworks include engaged teaching strategies; inclusivity and equity-minded teaching; assessment and grading practices; reflective teaching practices; digital learning. We hold both online and in-person workshops. Components of FLC mentor training include dialogic skills, active listening, group dynamics, structuring group work, ground rules, and communication techniques. These are necessary to get the certificate. Each module is an hour. There are five workshops of 75 minutes. All of these were required for faculty starting in Fall 2019.

An NSF grant for STEM students has the following framework: faculty are involved in adapting an approach only tested in Boulder, CO, putting together a department action team to transform the culture of their departments to retain underrepresented students in STEM through more inclusive teaching practices. Faculty are working in teams over time to work up a strategic plan through available data – to understand why they have the DWF (drop/withdraw/fail) rates they have, the failure or graduation rates such as in their gateway courses (or another problem area they've chosen to look at). Physics departments can ask: why are so many underrepresented students not doing well in basic physics courses? They can request help from a social scientist on our team. We ask Q's in very different ways, and can train them to ask Qs with an equity lens. We've helped them make impactful changes through policies for their gateway courses. Many faculty are excited to have an opportunity to learn—to have support and consultation. They haven't shied away from or resisted it. And they share their knowledge with their colleagues. It's a good infection they're spreading.

Both presenters shared many slides, with details exceeding what is covered in the minutes here. Ask Linda Saborio if you're interested in seeing them.

Sue was struck by the sandwich model of accountability from above and below. She thought the focus on the department was interesting, where you can have a good conversation; a school-wide model is too diffuse. Is the "below" level of accountability for a student? Or for the admin? How do you expand your sandwich? Amalia: Student perspectives are really important, and are in the better dept plans. There are some discipline-based student orgs, but not all have them. We need mechanisms for daily, regular feedback from students.

Paul asked how the Bridge to Faculty program accommodated the fact that a department has to have a national search. He [or Charu?] mentioned the book *Presumed Incompetent* – especially regarding WOC, who might be told by other faculty in their department: "I didn't vote for you. You're the affirmative action hire." [Charu replied that?] with post-docs it's complicated; recruits may lead some to assume they are not the strongest scholars: "See, we can't hire any more, because they're not good." But Bridge to Faculty scholars are often the product of national searches, and the scholars know that their department voted for them.

Cyndi: a challenge for hiring diverse faculty at Lincoln Trail College is our location. We have a diverse student body through athletic recruitment. But our county is 98% white. How do we recruit into that area? Amalia: "I don't claim expertise on that, that's where the community is so important." You might try a cluster hire program, well-thought-out and well-designed, creating a cohort. It's important even at UIC; you might be the only one in your department. You can also create cohort programming that crosses campus.

Joao: Thank you for the amazing work. In both presentations you talked about training, redesigning curriculum, changing mindsets, a sense of belonging. What are some examples of how to decolonize curriculum—so that the next books are also research on people of color? In a doctoral program, we mostly read based on white research. I keep pushing back on that. Amalia: That's interesting with STEM, but we have an example of a Health Science program for Latinx students. They collaborated with the Latino cultural center. It's about science and culture; the whole goal is to make students see there's not a contradiction between being a scientist and who they are culturally. They read Latino scientists; CATE has workshops on diversifying the curriculum. UIC does have a Mellon grant for critical race theory—not all in STEM.

Nataka: It's impressive you can do so much with a team of four people. I'm a social scientist at a small institution, with fewer than 2000 people. I think when students (or junior faculty) are having traumatic experiences as a result of race-related comments, policies, or individuals (these are not "micro" insults, but felt as huge) – how are you capturing those experiences, or ideas for how institutions can deal with that at the department level in particular? Amalia: Interesting Q. Every campus has hopefully a diversity office that deals with complaints, to assess what has/not met the standard of discrimination. If it's not found to meet the standard, what do they do? Where do they go? Some say at the "intake" about what's going on that students don't all want to file a complaint, they just want the culture to change. If a faculty member shows a film that upsets students, they need often a team of people to address it—in crisis mode. There *is* ambulance stuff in our work. But we also have our eyes on things that are long-term and pre-emptive. Trauma-ed is a whole other level of diversity-ed that I'd like to go through for faculty and staff, including healing circles.

Working Group Reports

Equity: Julie will be presenting to the IBHE Board in March, and will talk to Stephanie about what they're looking for and what we could offer that could be the most useful. The WG is looking at what equity plans are out there and what gaps are out there. They are collecting tools and resources from FAC members and putting them into a folder. They will then curate and analyze them by topics/themes, perhaps create a database. So many are doing things in silos; it is better to collect them so we can work together.

Student Debt and Affordability: Pete mentioned a speech reported by Pritzker shortly after inauguration with promises about funding pre-school through HE. It sounds very promising. They are looking for something to latch onto so we can get people to listen to our ideas. Mike noted that the composition of the legislature didn't change too much, but two of the new members—22 Republicans, 23 Democrats – expressed interest in talking with the WG about student debt. One of them is Rep. Nabeela Syed.

Student-Faculty Mental Health: Sue reported that Nataka and she had worked on slides to share at our March meeting.

Higher Ed Funding: Dan reported that the WG met with Símon Weffer and Jen Delaney. Símon is on the Technical Modeling WG on equitable funding commission, which met for first time yesterday. It sounds as if they're struggling with the notion of adequacy. There's a provision that no one is to get less funding than they currently get. Doesn't that just codify existing inequalities? Jen is advocating for a simpler funding formula: fund students at the minimal level equal to what they were funded at as seniors in high school. Questions arise about how to address differences in tuition and endowments; these make strict correlations to K-12 unworkable. It seems like equity is taking a back seat to adequacy. Dan thinks those making the funding formula aren't even looking at Illinois' strategic plan for HE—a big disconnect. Dan can see the state having even bigger inequities 10 years down the road. His WG had put together a Performance Based Funding paper, and at the end they developed a set of 10 principles any funding formula should have to have in it, including taking into account institutional differences. They will repurpose that part of their report to address adequacy and equity issues, developing a 1-2 page paper.

Early College and Online Remote Learning: Amy reported that the group continued to discuss some suggestions for the Early College Considerations document, which they hope to have on the agenda to consider for approval in February.

Prior Learning Assessment: Marie reported that Hoss joined their group. They continued to discuss developing a position paper.

Caucus Reports

Privates: Paul reported that they spoke about the tension between sending FAC documents to the IBHE for approval and review, or just so the IBHE can see them. He highlighted the importance of communication with the IBHE Board and staff.

Community Colleges: On May 15, 2020 the FAC Bylaws WERE updated – they found them. On their rotation lists: terms are ending for Linda Monge, John Cooksey, and Dana Trunnell. Julie is rotating off as an at-large representative, but will see if ICC might be sponsor her for an at-large position for another four years. Invitations for regular caucus membership will go to SWIC, Malcolm X, and Joliet. On plus/minus grading: none of their institutions use it, but they talked about the possible benefits. They will share their discussion with Angela. And on FAC’s relationship with IBHE: Stephanie is right that IBHE created us; they don’t have to keep us. And we are an advisory council, but also we are faculty who have concerns, opinions, and can make an impact. It’s about finding that balance. They also talked about how we approach IBHE with our knowledge and suggestions and white papers. FAC can’t submit 9-page equity papers—the staff is immediately turned off.

Public Universities: Dan reported that we need a UIS representative. The caucus talked about plus-minus grading; some of our institutions use them, some don’t. Lane said students hate it, for it would lower their GPA’s. Crystal said they have it at Governors State and the faculty hate it because there’s a lack of standardization about plus/minus. But many caucus members said there’s literature available on this that they could consult. On the relationship between FAC and the IBHE: one view is that the IBHE doesn’t really care what we think, but wants us to legitimate what they think. We’re created by IBHE, but also citizens of the state of Illinois and feel as faculty we have opinions that matter to the state of Illinois. We want to keep this opportunity to directly express our opinions without being censored in any way. Perhaps we could have a disclaimer on our website: our opinions do not necessarily represent those of the IBHE. Dan said he can see how they might want to reign us in since we’re more active than other advisory groups.

Sue observed that two advisory councils have presidents. She can’t imagine presidents’ councils always agreeing with the IBHE.

Mike: The Student Advisory Council gets to appoint two appointees to the IBHE. We had a bill sponsored by Senator McGuire that would allow the FAC to appoint the public university representative to the IBHE board.

Cyndi: When the dual credit amendment came out, the Presidents Advisory Council wrote a letter to the IBHE that they signed, voicing their displeasure.

Dan offered a handout on the Math Badging Initiative.

Shawn thanked Hoss and said “we’re with you” in the strike. He thanked John Miller for setting up this location and Tamara Morris for site coordination.

Linda moved adjournment; Paul seconded. The meeting ended at 2:55 pm.

Minutes written by Amy Carr, FAC Secretary. The minutes were approved at the February 17, 2023 FAC meeting.