



Faculty Advisory Council Illinois Board of Higher Education

November 17, 2023 Meeting

Northeastern Illinois University

Minutes approved on December 15, 2023

Member participation list:

- In-person:
 - Angela Antonou (University of St. Francis)
 - Sue Wiediger (Southern Illinois University Edwardsville)
 - Crystal Harris (Governors State University)
 - James Marshall (Rockford University)
 - Brooke Johnson (Northeastern Illinois University)
 - Sarah Garber (Rosalind Franklin University of Medicine and Science)
 - Mary Ellen Schiller (Roosevelt University)
 - Farid Peiravian (University of Illinois Chicago)
 - John Cooksey (Harry S Truman College)
 - Mike Phillips (Illinois Valley Community College)
 - Laura Murdaugh (Kishwaukee College)
 - Joao Goebel (National Louis University)
 - Jubilee Dickson (Chicago State University)
 - Lane Crothers (Illinois State University)
 - Marie Donovan (DePaul University)
 - Andy Howard (Illinois Institute of Technology)
 - Lichang Wang (Southern Illinois University Carbondale)
 - Cyndi Boyce (Lincoln Trail College)
 - Dan Hrozencik (Chicago State University)
 - Gay Miller (University of Illinois at Urbana Champaign)
 - Linda Saborio (Northern Illinois University)
 - Shawn Schumacher (DeVry University)

- Via Zoom:
 - Melissa Stinnett (Western Illinois University)
 - Ken Nickels (Blackhawk College)
 - Chastity Gunn (Elgin Community College)
 - Larry White (Eastern Illinois University)

- Guests:

- Lisa Phillips (Texas Tech University)
 - R. Shane Cofer (NEIU)
 - Dr. Timothy Barnett (steering committee member of ILCHEP)
 - Angel Pantoja (project coordinator of ILCHEP)
 - Flor Esquivel (administrative director of ILCHEP)
 - Jill Gebke (Illinois Board of Higher Education)
 - Daniel Abankwa (Illinois Board of Higher Education)
 - Jennifer Delaney (Public University Faculty Representative to the IBHE Board)
 - Jennifer Foster (Deputy Executive Director, Illinois Community College Board)
- Representatives/Institutions not present
 - No representative (University of Illinois-Springfield)
 - Eugene Dunkley (Greenville University)
 - Constance Mixon (Elmhurst College)
 - Manuel Rodriguez (Parkland College)
 - J. Matthew Ward (Quincy University)
 - Jack Haines (Joliet Junior College)
 - Pratima Jindel (Waubonsee Community College)

The meeting was called to order at 9:00 am, and brief introductions were given.

Welcome Message from R. Shane Cofer, NEIU Interim Provost and VP for Academic Affairs

R. Shane Cofer welcomed the group and gave a brief description of the background of Northeastern Illinois University. He highlighted some recent initiatives, including a new doctorate in urban leadership.

Reports

9:15 Reports: Chair (Shawn Schumacher); Vice Chair (Linda Saborio); Secretary (Amy Carr), Mike Phillips, FAC Legislative Liaison; Jill Gebke, Assistant Director for Academic Affairs, IBHE, and Daniel Abankwa, Assistant Director for Academic Affairs, IBHE; and Jennifer Delaney, IBHE Board Member, Public University Faculty Representative

Chair Report (Shawn Schumacher)

The chair reported that the executive committee is looking for institutional hosts for the next academic year (2024-2025). The meetings will likely be the 3rd Friday of month – with a few exceptions for holidays. Dates will be set by the next meeting. Shawn attended IBHE at UIC; it seemed to be a transition meeting. The new IBHE Chair is Pranav Kothari who is the founder and CEO of Revolution Impact, an adjunct lecturer of Social Impact at Northwestern – Kellogg School of Management. We anticipate that Pranav will be joining us in March at Waubonsee.

Shawn also met with IBHE rep (Daniel Abankwa) and with Keturah Brown, Director of Conference Services and Special Events at Roosevelt University, to discuss hosting for November 2024.

Vice Chair Report (Linda Saborio)

The next meetings will be held via Zoom. Links will be sent. The meeting in January is at Kishwaukee College, and more information will be sent via email. Also, anyone interested in hosting for 2024-2025 should reach out to Linda.

Secretary Report

No report. Amy is away at a conference.

FAC Legislative Liaison (Mike Phillips)

Mike brought to the council's attention a bill introduced by Senator Koehler, SB2606, that would amend the Mental Health Early Action on Campus Act (the language can be found here: <https://www.ilga.gov/legislation/103/SB/10300SB2606.htm>). The bill requires that the board of trustees at all public universities and colleges provides for a minimum of five mental health days for students to use during an academic year. It has not yet passed, and it is unclear whether it will go anywhere. Lane Crothers clarified that this was motivated by a new bill that passed that provides five mental health days for faculty and staff at school districts throughout Illinois. Some concerns were raised, including that the language is vague and that the implementation for the classroom is unclear. Sue Wiediger shared a model for handling mental health days, as presented by students at SIUE: they are discussing adding restrictions on how it can be used (maybe not for labs); students would need to officially request a mental health day so that it is recorded; and if they make two such requests in a row, then someone reaches out and connects the student with mental health services. Several members described systems at their schools where students go through one central office that subsequently notifies faculty. These faculty are not permitted to vet the request any further. This makes it so the student only provides notice once and does not go through the vetting process from each of their professors.

Mike also mentioned an amendment to the Paid Leave for All Workers Act and highlighted that the definition of employed does not include adjunct faculty and some others in higher education. The bill has not gone anywhere yet.

Mike encouraged the council to pay special attention during the week after Thanksgiving, as candidates typically file for state rep or senate at this time. So, we may want to see who is running in our area and find out their thoughts regarding higher education.

Assistant Directors for Academic Affairs, (Jill Gebke and Daniel Abankwa)

Jill reports a staff update: Glenda Gallisath, PhD, was hired as the Senior Associate Director for Talent and Workforce Development at the Illinois Board of Higher Education.

There is a push for students to Stay the Course, which includes a digital marketing campaign. If you want to see samples, go to IBHE Facebook page. This is in partnership with ISAC (Illinois Student Assistance Commission). There is a new promotion to update students on changes with FAFSA.

Daniel reported that the End Student Housing Insecurity (ESHI) grant review process was completed, and the grants awarded. He did not have the names of the awarded institutions but will follow up.

In addition, the fall enrollment report published for public institutions shows that Illinois is moving the needle forward. On the IBHE website (ibhe.org), you can hover over data and reports. Go down to IBHE data points and click on the report. There, you will see a 0.3% increase in total enrollment, with new freshman enrollment up 1.5% and transfers 1.8%. Note that the new freshman enrollment percentages are above the national percentages, which fell 6.1%. Krystal asked what contributed to Illinois outperforming the national values; Jill mentioned the Common App and MAP funding.

Jill and Daniel took questions. Dan H. asked a question on the Public Funding commission deadline. They are seeking an extension but have not yet secured it. Farid asked about graduation numbers and post-graduation information. Jill said graduation numbers would likely come out in the spring, but that they don't currently track post-graduation information. Farid also asked about outmigration, and Jill stated that we should see a report at the end of the semester.

Guest Presentation: Dr. Lisa Phillips, Assistant Professor of Technical Communication and Rhetoric, Texas Tech University; "Texas Higher Education Issues"

Dr. Phillips provided a background on some of the recent legislative changes in the state of Texas that have been impacting higher education. In the last legislative session, there were three bills of note initially proposed at the House level that passed but were modified at the Senate level and passed into law. SB 16 initially stated that faculty could not compel students to believe a certain race/gender/ethnicity was any better than any other. The language of the bill, itself, was very vague and aspects of it were folded into SB 17. SB 17 was designed to eliminate DEI offices in public institutions (higher ed). See <https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017I.pdf> for the text of the bill. This resulted in several support centers within institutions being shut or limited in operations at Texas Tech, including the Black cultural center, institutional DEI offices, the Latino cultural center, and formal LGBTQ+ support services. SB 17 also required name changes to ensure compliance with the laws. The third bill, SB 18, was initially designed to eliminate tenure carte blanche. The modified bill maintains tenure, but there is now a state-mandated post-tenure review process that includes teaching evaluations, research productivity assessment, etc. for post-tenured faculty.

Students can have registered student groups that are ethnically and culturally specific, but with first gen students already navigating a new system, this makes it harder for them.

Though it is not supposed to impact research or the courses being taught, some disciplines are finding that they need to make changes. This includes being particular about word choices. It also adds additional anxiety because instructors risk being let go by their board for having an “agenda” if they are not careful in their instruction and word choices. It makes it difficult to work.

Because of these laws, faculty can no longer ask for preferred pronouns in first year writing. Instead, they ask “what’s your nickname?” Some parents are giving push back .

Dr. Phillips took questions. Mary Ellen asked: Is there a way to approach things that are problematic from a social economic standpoint? Lisa responded that despite SB 17, schools still have some aspects of DEI in order to get federally funded grants (for first gen students, underrepresented populations, etc.). However, they cannot call their training “anti-racism training” anymore. She also noted that some faculty don’t think these changes are a problem, but that sometimes depends on the department they are in and the privilege they already had. Faculty have been told to “use a thesaurus” to find alternative word choices Faculty are making it work, but it is censorship and makes it harder to do the work.

Sarah asked what health professional institutions are doing. What happens when students bring up certain terms to faculty; do faculty have to ask them to rephrase it? Dr. Phillips stated that it depends on the faculty member. She gave an example of a situation where two students had wanted to show an image of George Floyd and reached out to faculty for guidance on what they could do. These students chose to self-censor out of caution. Regarding health science, Texas is losing doctors (also confounded by the bill on anti-gender affirming care that passed).

Krystal asked two questions. The first was what is going on to support people who identify with these issues in a career perspective? The second was: how do we document what is happening in Texas and publish it at a national level so we can see and learn from potential errors? Dr. Phillips reiterated that technically research isn’t supposed to be impacted, but she is not sure if it is practically being impacted. She gave individual solutions, including her own considerations to purchase legal liability insurance. On long term data gathering: several institutions from southern states sent out a survey addressing some of those issues. But she is not sure where this data collection is happening.

Joao reiterated the need to have “courageous conversations” – a term used at National Louis.

Guest Presentation: Dr. Timothy Barnett, Professor of English and Women's/Gender/Sexuality Studies, Northeastern Illinois University; "NEIU University Without Walls Stateville Program"

Dr. Timothy Barnett discussed NEIU's degree program at Stateville Prison. He first introduced the background of Illinois's prison programs, highlighting several institutions that are already involved in prison education: NEIU, University of Illinois, Lewis University, Lakeland College, North Park University, Eastern Illinois University, Augustana College, Adler College, DePaul University, Knox College, and Northwestern University. He noted that while some schools receive funding from the Illinois Department of Corrections, most do not.

Only a small portion of incarcerated people have access to college, and too often schools are competing for resources and time, acting independently. Dr. Barnett challenges us to consider: how do we work together so that we are not fighting for resources and access? IDOC (Illinois Dept. of Corrections) provides some funds for education in prisons; Dr. Barnett is hoping IBHE can help formalize and work through these issues so we can get more voice with IDOC and more consistency.

There was some discussion about community colleges offering programs. Since COVID, Lakeland is the only one operating. They have a contract, but they don't have enough faculty. Mike Phillips provided some background: when he started at IVCC, part of the teaching load at IVCC was at Sheridan Correctional Center, but at some point, these contracts collapsed and Lakeland took it over. Angel Pantoja (project coordinator of ILCHEP, Illinois Coalition for Higher Ed in Prison) confirmed: Lakeland's contract is up this year. He also provided some history about how the contracts ended up at Lakeland; essentially, the money wasn't coming into the colleges, and the CCs didn't want to invest if they weren't getting paid. So, Lakeland started taking it over.

Flor Esquivel (admin director of ILCHEP) said there are still 20 prisons without HE in prison.

Dr. Barnett introduced the Illinois Coalition for Higher Education in Prison (IL-CHEP): <https://ilchep.org>. ILCHEP. The Illinois Coalition for Higher Ed in Prison started in 2015 when a few educators gathered to compare notes on how to make education as powerful and consistent as possible in prisons.

- Two full time staff
- 1-2 part time staff
- 2 consultants who were previously incarcerated. Social media and event planning.

In addition, Freedom to Learn, a sister org to ILCHEP focusing on policy, initiated the statewide Higher Education in Prison Task Force in 2022. This included educators, IDOC officials,

legislators, community leaders, HEP alumni, an IBHE rep, and others. The report is here: <https://icija.illinois.gov/researchhub/articles/illinois-higher-education-in-prison-task-force-2022-report/>

Dr. Barnett continued to describe higher ed programs at NEIU for prisons, the University Without Walls (UWW) Program. It is a non-traditional competency-based degree-completion program at NEIU. UWW supplies classes – uncredited, but they can use those classes toward degrees. In 2017, the first NEIU UWW students enrolled at Stateville (8 students). In 2020, the second cohort of five enrolled. Everyone in the first two cohorts has graduated.

Marie asked if he was aware of any trouble institutionally here (and for other institutions in the network) accepting prior learning assessment, awarding it, and watching it transfer elsewhere. Dr. Barnett said both yes and no. Some students go onto grad school, but they need to explain their degree. Typically, transcripts don't show much. They earn a minimum of 24 credits at NEIU, typically independent studies. However, he acknowledges that UWW has not kept up with the latest movements in PLA and CPL and they are working through that now.

Dr. Barnett went on to describe the NEIU Learning Fellows, who are systems-impacted people doing critical community work (see p-nap.org/re-entry-work). PNAP (Prison Neighborhood Arts /Education Project) helps to fund them.

Some challenges that the program faces:

- PELL and MAP grants
 - There is limited time to go through workshops and programming and figure out the details; however, Augustana is using PELL.
 - They can get money for students but then the prison says they can't take part anymore.
 - MAP grants – can they be extended to people inside.
- ISAC and prison programs
 - All the institutions: could use 1 or 2 people to be advisors around money issues.
 - PNAP has funded tuition here, so it's possible that money for tuition won't be extended from other orgs.
 - Angel: ISAC has been helpful, but it is complicated – because of all the stipulations from PELL. They need to have a permanent advisor instead of one-off workshops.
 - Flor: The Financial Aid process is already rigorous. There is no access to technology on the inside. Filling out the Financial Aid form happens on paper. The instructor also must be a FAFSA advisor. What if they only cover $\frac{1}{3}$ or $\frac{1}{2}$? It won't cover all tuition in some cases.
- IBHE support needed with IDOC
 - Need more academic alliances: more creditability, strength, unity.

- IDOC is one institution in Springfield – EVERY prison is its own, with each warden determining what happens in their prisons.
- Censorship that can change from week to week.
- Technology: most people have pads, but they don't have MS Word or basic research tech. They do have music and films. Since COVID, they are allowed to Zoom more.
- Student services: Campuses provide mental health and other supports. The prisons are not really meeting those services (even though by name they do). How do we give them the university experience as much as we can? Including how to get more people outside?

Gay asked: Do you have enough info across programs to perform outcomes assessments? Can you speak to success either while in prison or after they are released? Recidivism rates? Dr. Barnett responded to the questions regarding the recidivism rates: U-grad is maybe 4%; master's degree is 1% or below. Versus the regular number which is like 30-50%.

Mike provided his experience working at Sheridan. In the middle of the semester, some students could get transferred to a different institution and couldn't finish the class (had to withdraw). In addition, students can't have a computer, but must use pencil and paper. This means they can't access courses if the materials or lessons are online.

Dr. Barnett mentioned that IBHE could provide support for HEP programs, especially in development, funding, and support from the Higher Learning Commission (HLC). For instance, they could use guidance to determine whether they are evaluating the programs as carefully as possible to remain in compliance with HLC, and how to do this effectively and efficiently.

Marie shared a suggestion with Jill and Daniel (the IBHE reps) to consider who is working with veterans now. There are so many incarcerated veterans and whoever is responsible could connect with ILCHEP and see if this is a way to help veterans.

Dr. Barnett and Flor shared that ILCHEP has quarterly meetings that are open to the public. The next one is December 7. They discuss challenges in the first half hour and then share issues/ideas/solutions in the last half hour.

Dr. Barnett closed with a listing of "people [we] should know" and encouraged us to review the Parole Illinois Website: <https://paroleillinois.org/>. He stated that he would share the slides.

Dr. Barnett opened the floor to questions. Cindy asked whether the students have access to desktop computers. For the most part, the answer is no, but with a few exceptions. Northwestern was able to get some laptops. In addition, Adler has an online program. Flor notes, though, that there are still big challenges, such as instructors having to troubleshoot internet breaking on campus. They are working on trying to create computer labs. The burden of in-person instruction can be great, with some instructors traveling 5-6 hours to do this. In addition, it can take 2-6 months for faculty to get cleared to enter the prisons.

Mary Ellen asked: Of the students admitted and eventually released, is data collected on recidivism and employment, and what does it look like? Dr. Barnett notes that none of the NEIU grads have gotten out yet (though some are expected to be released soon or are going through re-trials). Some from North Park have gotten out. The Freedom to Learn community has asked the state to collect that data alongside them, but they don't have that capability right now. Angel also notes that recidivism isn't the only measure for success in a program. They would like measures that include giving back to community, increased happiness, etc.

Guest Presentation: Jennifer Foster, Deputy Executive Director, Illinois Community College Board; "ICCB Updates"

On dual credit, the ICCB executive director just released updates for dual credit, including grants to local CCs to look at how we can intensify what we do with dual credit. Goals were identified:

- Goal 1: Focus on expansion to serve those underrepresented. Implementation strategies to support persistence in college completion (2 or 4 yr.). Increased transferability of core academic courses such as English, math, communications. Wrap around services. Partnerships with high schools (HS).
- Goal 2: Access to Dual Credit
 - Rule settings, low-income students, and those underrepresented.
 - Targeted population for this grant: high percent of individuals in districts using free lunch program and who have limited access to dual credit.

Governor's initiative around electric vehicle manufacturing opens \$9.4 million in competitive grants (due next Friday) in two areas: building capacity of electric vehicles and EV technology development and expansion.

The Workforce Equity Initiative (WEI) is a statewide grant program focused on expanding training opportunities for minority students in at-risk communities. Eighteen participating colleges are offering academic/certificate programs which lead to employment in high skilled, high wage, and in-demand occupations; they provide short-term certificates of less than 1 year. These are in-demand fields which pay 30% above the regional wage. We have a 65% completion rate and 68% are moving into employment in industries they identified.

She brought up the Illinois Articulation Initiative and SB2288, which provides that all public institutions shall submit and maintain up to 4 core courses in each of the Illinois Articulation Initiative majors. ICCB established an ed panel with faculty and other stakeholders. They will not begin to accept any courses until the spring.

Early Childhood Access Consortium for Equity (ECACE) programs enhance early childhood access and transfer of the AAS Degree. The goal is to encourage them to complete their baccalaureate degree.

Jennifer Foster shared changes to the Developmental Education Reform Act related to using multiple measures for placement in English and math.

Regarding equity planning, ICCB is working with IBHE. According to HB5464, all public higher ed institutions must develop equity plans. IBHE and ICCB are hosting a webinar on 12/04 at 2:00-4:00 pm about equity plan frameworks. In this first year, they are investigating what campuses are already doing and then moving forward from there. They are trying to determine what supports are needed to do climate surveys. The due date for the baseline plan is 05/31/2024. They would really like to see faculty on planning groups at each institution.

Shawn Schumacher expressed the need for further emphasis on Prior Learning Credit. He suggests ICCB form a taskforce with IBHE to begin this needed work.

Marie added to Shawn's concern by noting that the ICCB requires all institutions to report to them what they are doing and how much credit they are awarding, but schools are not required to report: (1) what kinds of courses are actually being given credit for and (2) whether they are transferable. Policies, processes, instruments used, how it is on websites, range for fees for students (from prior work, the fee ranged widely, from \$0 to \$1875, across various institutions). Please impress upon the need for ICCB to work with IBHE to get this taskforce together.

Mike stressed the benefit for early childhood education students to access a lab school – students who need childcare in order to attend college get access to a quality lab school for their kids, and at same time students get an opportunity to practice on campus. He asked what ICCB is doing to foster these types of lab school programs. Jennifer stated that she needed to pose this question to Dr. Brown. Marie added that Illinois has one of the lowest rates in the country among states applying for CCAMPIS grants for the federal government, which provides a financial incentive for campuses to open their own childcare on campus.

Business Meeting

Old Business

Approval of October 2023 Minutes

Dan moved and Laura seconded approval of the October minutes. Approval was unanimous, with one abstention.

New Business

Approval of Bylaw Revisions

Because ISU does not have a Faculty Senate, there was a revision to Part 5 number 1: the FAC Chair contacts the Faculty Senate or other appropriate body.

Some discussion about the bylaw revisions proposal took place, including the perspective that we ought to reflect on the degree to which this policy could make it harder to fill seats. Regarding the minutes: for participants, we used to put attended, excused, or absent, which caused issues. By the time we figure out who will not be attending, the academic year is almost over, and it takes a few months to find a replacement. The concern is that we may not want by-laws that can be ignored or unenforceable.

MOTION to approve the amendments to the bylaws with the revision to Part 5 number 1 “the FAC Chair contacts the faculty senate or other appropriate body” made by Mike, seconded by Cindy. It is approved unanimously.

Lunch Break

Report by Jennifer Delaney, Public University Faculty Representative to the IBHE

At 12:45 pm, Jennifer reported that the full funding commission met this morning. The current approach seeks an additional \$1.3625 billion in state funding for institutions. This more than *doubles* current state appropriations to higher education. To close the adequacy gap in 15 years, an additional \$91 million is needed above inflation each year. Importantly, research has shown that there are zero sum tradeoffs between state support for higher education and other state budget areas, such that an increase in institutional support can lead to decreases in areas such as K-12 funding, student financial aid, and higher education capital. University presidents pushed back at how the formula is undergraduate enrollment driven. There is no resolution as to how funding for medical education, research, and public service will enter into the formula. There is a problematic plan to tax endowments. Another concern is diversifying the faculty, although it is not clear how to do so. Jennifer encouraged FAC to think about recruitment of faculty.¹

¹ For more, find Jennifer Delaney’s public comments at the November 17 funding commission full meeting here: https://www.ibhe.org/assets/files/Funding/2023/Nov/Nov_17_ILFC_Public_Comment_Jennifer_Delaney.pdf

Jennifer also encouraged FAC to figure out how to add items to the IBHE Board's agenda. There is no forum for that right now. But as a standing committee, we have a voice.

She also announced that she is leaving Illinois for a new position at UC Berkeley. Her appointment on the IBHE remains through January. This is her last in-person meeting with us.

Dan asked, "What is the extension for the funding commission?" Jennifer responded that there were issues with access to meetings, like double-booking Zoom. The aim is wrap up the work by the end of the first quarter of 2024. The original legislation deadline was July 2023. The initial extension request was through December (Dan thought October; the IBHE wanted to make it longer), but the timeline extension has not been approved by the legislature yet, so there is some uncertainty about what the new timeline will be.

Mike asked, "Are there specific things to look at and be doing over the few first months of your absence? In all likelihood we won't get someone who has expertise in this field (HE funding)." Jen replied to pay attention to faculty recruitment, retention, and diversity; to endowments; to the funding of medical schools. What would the funding formula mean for faculty compensation and the tenure lines? She added that arguably we're the last state in the union without a formula for public 4-years.

Mike added that there were past discussions with [former Senator] Pat McGuire on how the faculty member representative to the IBHE Board is decided. The faculty member is selected by the Governor, but the student rep is selected by the students. Shawn replied that he will reach out to Ginger Ostro and try to facilitate this process.

We broke for working group and caucus meetings, then reported back at 2:00 pm.

Working Group Reports

Higher Ed Funding

Dan reported that they were following the funding commission's work. The technical working group will be meeting on November 30 and December 14. If you want to attend, register beforehand. Dan will send the links. You can make up to 3 minutes of public comments. The working group is developing a rubric to help analyze the funding formula.

Student Debt and Affordability

Cindy reported that she and Linda took all the research from last year and compiled it into a single document that will be shared with the group. Their working group will be disbanding. They discussed how the new FAFSA rules are going to change things and wondering how this may be impacting the middle class. The two Illinois bills to create a Promise program are both essentially dead (they were referred to committee). The working group discussed the need to make MAP grants expand to cover textbooks, housing, transportation, childcare. Institutions

can include texts as fees and it gets covered, but texts are not covered if purchased from the bookstore. Open Educational Resources (OERs) are being encouraged at various schools, but this is not always an option for specific disciplines. Some instructors are requesting desk copies or evaluation copies of texts and putting them on reserve at the library.

Prior Learning Assessment

Marie reported in the future, we may want to individually write a letter to the IBHE or ICCB to encourage them to do something. “We heard that there is a call for a taskforce, and we’d like you to consider moving it forward.” Perhaps letters could come from Presidents, Provosts, Faculty Senates, etc. We may want to wait until the next meeting to discuss this further. Those hurt the most by delaying statewide work on prior learning assessment are first generation students and primarily black and brown students, as well as military students. It is an equity issue. Marie added that we could look at Oregon as a model: they have a permanent committee on PLA and they report out every year on the state of PLA and Credit for Prior Learning [CPL].

Technology and Higher Education

Laura reported that they had two goals: 1) to collect data (so far, they have three school policies on generative AI; several schools don’t have one or haven’t finished creating them); 2) to connect with K-12. On this front, they have contacted three people from ISBE, including the Regional Educational Technology Coordinator for the Learning Technology Center, which is a grant-funded program. The coordinator said that each district is handling AI in its own way. There is no communication. Some districts are doing nothing, and others are teaching students how to use AI (Naperville). HB3563 requires the development of a Generative AI and Natural Language Processing Task Force that charges the group to recommend model policies for schools to address the use of generative AI by students in the classroom. The language can be found here: <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=103-0451> No one has yet been named for a statewide AI taskforce (HB3563). Next steps: Lisa, who serves on Texas Tech University's AI resources and guidelines committee, will share sample syllabi and a report on AI usage at her institution. They are still collecting policy proposals as well. Laura has a document that includes policies from other institutions. PLEASE SEND POLICIES—even if you know that there is none, please do share with Laura. NIU has options that faculty can choose, but a policy never went through Faculty Senate.

Early College Credit

Joao reported. They discussed how students are so concerned with the result, not thinking about the process. They want templates so they can plug in info, and they’re done. The process of learning isn’t valued. They want the credits and aren’t concerned about the material. Ken shared research that regarding AP there is a point of diminishing returns [when taking many AP courses]. What is the percentage who complete dual credit who actually go to college....does it transfer, what are they doing with it, etc.? Linda raised another question: what’s the outcome of graduating early? Mike noted that longer term research was on those taking it 10-20 years ago (when there were restrictions on who took it). Does this translate if dual credit gets

expanded to students who may not be ready for college?

Equity

James reported that Julie Clemens shared a resource containing a list of DEI links – the working group will take that on to curate long-term. They need a place to house it. Please share with James Marshall any additional links/resources anyone might have to add to it. The working group also discussed whether, in a climate in which DEI is being attacked and removed from college campuses, FAC can put forth a statement in its favor? What is it about DEI that we think is valuable? The end point of DEI – what is the outcome and goal we're aiming for? Can we work backwards from the goal, then ask what is the actual work that needs to happen and what are the valuable things we need to do to accomplish that? What is the actual work, as opposed to just the jargon. We need fewer experts and more workers.

Caucus Reports

Public

Dan reported that after their meeting with Faculty Senate presidents in October, the caucus was wondering: how can faculty have influence on Boards of Trustees? They were collecting information about faculty members who might be on a BOT in a voting or non-voting capacity. Governors State was the only one with a (non-voting) faculty member on BOT. All BOT's had students. It seemed strange that students were on the BOT, but no faculty. The caucus was putting together a statement about having faculty having more role on the BOT's work (even as a non-voting member) so they at least get information shared with the BOT. The caucus might also create an information sheet on questions we commonly talk about. We might create a question for university committees: are certain types of faculty represented equally (e.g., tenure-track vs. non-tenure track)?

Private

Angela reported that Andy Howard will rejoin as an at-large alternate. They are waiting to hear which institution will join the FAC (to fill the vacant seat). The caucus primarily had discussion around Chegg and Course Hero, emphasizing to students that the use of such sites constitutes theft of intellectual property. Can we use the legislative connections through IBHE to assess our options to protect our intellectual work?

Community College

Laura reported that they are waiting on responses for new membership. Laura is staying on another year. Olney Central will be at the December meeting. Southeastern Illinois and Lewis and Clark have invitations. Paul Bialek at Oakton is waiting for approval. The caucus also discussed multiple measures for placement, as well as issues around dual credit, including faculty qualifications. The ICCB is looking for recommendations. There is an open comment period that expires shortly. Encourage people at our institutions to make comments. In

addition to faculty qualifications, there are issues of access and high schools that practice venue shopping (looking at various CCs). For example, one community college said “no” to chemistry because the high school didn’t have the lab facilities necessary, but the admin backed off because the high school could just go to another CC. It is not clear whether the high school has the facilities that are appropriate.

Announcements

Gay asked people at her institution about the new proposed bill that would allow students 5 mental health days annually and shared the following information: At UIUC, we reached out to a committee called Student Life and asked them to study and prepare a document as her institution’s input on this newly proposed bill. UIUC students generated a 3-page document highlighting instructional planning [the concern from UIUC students: students may not be able to use any days because of statutory calendar constraints, licensure and accreditation requirements and the associated degree completion requirements that could add time to degree if mental health days were taken], the chilling effect of students requesting mental health consideration, student health privacy, the failure to address the diversity of campus-wide mental health and well-being, and the role of existing resources and potential interference with existing Disability Resources and Educational Services (DRES) Accommodations. Gay suggested reaching out to students to find out their perspectives on bills like this.

Linda thanked Brooke for hosting today’s meeting. Brooke passed Goldie the Eagle to Laura, the host of the January FAC meeting.

The next FAC Meeting is on December 15, 2023 on Zoom.

We adjourned at 2:30 pm.

Minutes taken by Angela Antonou, with some editorial assistance by FAC Secretary Amy Carr (who was absent from the meeting).