

**ILLINOIS BOARD OF HIGHER EDUCATION**  
**FACULTY ADVISORY COUNCIL**  
Meeting at St. Xavier University, March 22, 2019  
**Minutes Approved April 19, 2019**

**FAC members/alternates attending and their institutions:**

Michael Bathgate	St. Xavier University
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	Lincoln Trail College
Amy Carr	Western Illinois University
Diane Dean	Illinois State University
Steve DePasquale	Kankakee Community College
Marie Donovan	DePaul University
Thomas Dowd	Harper College
Randall Egdorf	John Wood Community College
Carol Gayle	Lake Forest College
Shelly Goebel-Parker	Southern Illinois University Edwardsville
Dan Hrozencik	Chicago State University
Rick Jones	at-large (South Suburban College)
Sydney Hart	Wilbur Wright College
Jennifer Martin	University of Illinois - Springfield
Nick Menhart	Illinois Institute of Technology
Linda Saborio	Northern Illinois University
Shawn Schumacher	DeVry University
Adam Tournier	at-large (McKendree University)
Larry White	Eastern Illinois University

**From IBHE:**

Stephanie Bernoteit

**Representatives/Institutions not present:**

Jasmine Chen	Governor's State University
Julie Clemens	Illinois Central College
John D'Anca	at-large (Oakton Community College)
Doug Dowell	Heartland Community College
Kevin Sullivan	Illinois Wesleyan University
Gay Miller	University of Illinois - Urbana-Champaign
C. Lucy Park	University of Illinois - Chicago
Mike Philips	Illinois Valley Community College
Lanette Poteete-Young	Judson University
Patricia Saleeby	Southern Illinois University-Carbondale
	Lincoln Land Community College
Mat Timm	Bradley University
Brian Vivona	Northeastern Illinois University
Carol T. Wismer	College of Lake County

Meeting was called to order at 9:00 by Marie Donovan.

### **Steve DePasquale**

We will be holding elections for FAC officers. Steve needs a volunteer from the private caucus and the public caucus to help him with this. Steve reminded us that FAC elections have ended in ties, and elections have been won by one vote, so our votes matter.

Voting will be done electronically. Only Steve and the two volunteers will see the votes, and they will keep them confidential.

### **FAC Vice-Chair (Shawn Schumacher)**

For our Bradley meeting in April, Mat Timm will have a suite of rooms available at the Embassy Suites.

### **Welcome and informal conversation with St. Xavier President Laurie M. Joyner**

Five higher education challenges that deeply concern Dr. Joyner:

1. Skepticism about higher education, especially in the liberal arts.  
Our work is impactful. We impact students and communities. Liberal learning helps us to think about our society. It contributes to personal and societal growth. It helps students prepare for the global economy. College students worry about too much debt, but their debt load is about the cost of a new car, which isn't much at all. Possible solutions:
  - greater transparency about the difference between sticker price and net cost
  - greater transparency about the learning goals and outcomes of a college education (effective communication, ability to work with others, critical thinking—these skills help us throughout life)
2. Stagnant family wages  
*Demographics and Higher Education* discusses this. From 2023 to 2027, there will be very slow growth or even a drop in the number of high school graduates. Coupled with slow family income growth, this is a concern. Dr. Joyner shares the same information with the faculty and staff that she shares with the board.  
Solutions:
  - diversify markets (nontraditional students, especially those who have attended college but left without a degree)
  - improving retention
  - restructuring,
3. Ill-equipped systems of shared governance  
*Shared Governance in Times of Change* discusses several models of shared governance: equal rights, consultation, rules of engagement (boundaries). A new model is for faculty and the administration to align priorities, create shared metrics, keep mission at the center, and work together through tough issues.

4. Shift away from tenured and tenure-track faculty  
Do our students have meaningful connections with tenured or tenure-track faculty? Yes. Without the security of a tenure or even tenure-track job, there is less commitment to high-impact practices. But colleges need the flexibility that comes with hiring adjuncts: without margin, there is no mission.
5. There is a mismatch between supply and demand in higher ed, leading to an imbalance between revenue and expenses, which leads to consolidation, closures, strife, financial exigency. When Dr. Joyner was president at Wittenberg U in Ohio, she was shocked to hear that the number of closures of colleges would triple. And it has.

Solutions:

- add new programs with what students want
- diversify markets
- increase retention (it's a moral imperative to help these students complete)
- have clearer pathways from college to career
- ensuring that the curriculum is where it needs to be
- putting talented at the front end of the college career and not just in the smaller, upper-level courses
- change discount rates by a tuition reset, freezing tuition
- bring in money through rental properties and research grants (success breeds success).

We want to afford as much inefficiency in higher ed as we can, but these days, most colleges can't afford much inefficiency.

**Discussion (via Zoom) with Mary I. Vanis, Vice President for Accreditation Relations, Higher Learning Commission, with special focus on the HLC's Guidelines for Determining Faculty**

*Before talking with Dr. Vanis, we discussed our concern about a bill in committee in the state legislature (Senate Bill 1501 sponsored by Senator Chapin Rose) that would allow school districts to allow unqualified teachers to teach dual credit courses. A highly qualified instructor (to be determined by the school board) can teach dual credit courses, effective immediately. What high schools think trumps what colleges think. This should be done by colleges and not school boards. Also, community colleges have no control over who teaches the courses, even though their name goes on the credits. So we decided to ask Dr. Vanis about it.*

The HLC is participating in rules negotiation for the federal Reauthorization of Higher Education Act.

The HLC has white papers about defining student success.

The Argosy University situation is sad.

Our most current document on faculty qualifications are on our web site.

Colleges and universities have received an extension to help dual enrollment faculty meet HLC requirements. Regardless of modality, we expect all faculty to meet the same qualifications.

How do we address boundaries of disciplines and subfields? Tested experience helps. Establish consistent standards. Don't make up the standards when you have someone in front of you; craft them beforehand. Sometimes you simply have to trust professional judgment of the chair or dean; the person needs to show due diligence and defend the hire.

Mary Vanis says that dual credit faculty without the required qualifications need to have a professional development plan. Not having the required qualifications is more palatable if the faculty member is teaching precalculus or calculus as opposed to a more advanced course, like research statistics. The colleges are the ones awarding the credit. The faculty member should be teaching the course in such a way that prepares the students for subsequent courses and meets the course objectives.

A faculty member may be seasoned but not have coursework in the area. Can you make the case for what meets criteria in the area? If not through coursework, how did the person gain the expertise, the academic knowledge? Special fellowships? Workshops? Being a fabulous teacher is not the only criterion for qualification. If these criteria are being used punitively by a university, the HLC has a help line for complaints; these go to the Legal and Governmental Affairs Office. HLC does not deal with hiring or firing issues. HLC does not make any institutions do things. The HLC trusts academic expertise.

HLC looks at institutions as a whole. No institution is going to be sanctioned or put on probation or lose accreditation because of faculty without the required qualifications. As long as we know that you are working on it, that's fine. If 25% of your faculty are unqualified and you are doing nothing about it, that is a different story. Institutions that have concerns need to look at HLC qualifications and get their facts straight.

Faculty in high schools may get a Master's in Education but not in the discipline. But they need a graduate degree or graduate hours in the discipline to teach at the community college. They need the knowledge and scope of understanding. HLC agrees that the college and not the high school should determine who is qualified; the college is the one offering the credit. HLC will follow up on this: the proposed Illinois state law conflicts with HLC requirements. And the recently passed amendment to the Dual Credit Quality Act allows dual credit faculty rejected by colleges for lack of qualifications to appeal to the Illinois Community College Board.

When you determine qualifications at your institution, talk to your academic leaders about common standards.

Talk to your liaison about legislation like the Dual Credit Quality Act.

**IBHE agency updates and sharing of federal-level initiatives affecting Illinois with Stephanie Bernoteit, Deputy Director of Academic Affairs, IBHE**

When the amendment to the Dual Credit Quality Act was being considered, we brought in HLC to explain this to legislators. We were not successful in preventing the amendment from being adopted.

Governor Pritzker appointed a new State Superintendent of Education, Carmen Ayala.

Stephanie Bernoteit is working on a way to require dual credit endorsement for those who will teach dual credit courses.

Good news:

- Illinois is best in the nation of completion rates of four-year institutions among all community college students (part-time and full-time). Illinois is at 20.9%; the national average is 15.8%. The pool of students is all students who attend a community college, even if only for one class, so the 20.9% is impressive.
- Illinois is fourth in the nation for overall degree completion among full-time community college students.

We have a strong infrastructure for transferring between two-year and four-year schools, undergirded by the Illinois Articulation Initiative (IAI). California and Indiana have developed similar programs modeled after IAI.

The IBHE has endorsed the governor's budget request.

State appropriations fell from 72% of universities' budgets in FY 02 to 34.9% in FY 18. Traditionally MAP covered 100% of average weighted tuition and fees at public universities; it's 31.2% in FY 19.

IBHE budget requests:

- Increase in funds for capital expenditures.
- Until FY 02, there was an unwritten rule that state spending on K-12 vs. state spending on higher ed would have a 2:1 ratio. Now, it's 4.4:1.
- We have plateaued in our 60X2025 goal (60% of state resident having a degree or credential by 2025). The number of degrees and credentials awarded in FY 17 is actually lower than in FY 13.

A number of Illinois higher education institutions have closed their doors in recent years (39 in the last three years), including Argosy University in December 2018. We are very fortunate to have Dr. Gretchen Lohman on our staff, who has become a national expert in dealing with college and university closures.

Negotiated Rule-making: The federal Department of Education has white papers available online:

- “Rethinking Higher Education”
- “Rethinking Higher Education: Accreditation Reform”

SARA (the State Authorization Reciprocity Agreement) is a collaboration of various states dealing with online education. Illinois had to raise its standards, but that is good, because they are standards we aspired to anyway.

Competency-based learning shows promise, but we want to protect students from bad actors.

We want to reduce barriers to otherwise qualified teachers who are prevented from teaching because they have not met certain requirements.

It is unwise to specify remediation requirements to colleges and universities; schools need the flexibility. Sometimes, co-requisite courses are good, but sometimes prerequisite developmental courses are needed.

### **Approval of minutes**

We approved the minutes from our February 15, 2019 meeting.

### **Discussion in Caucuses about Modifying the Rotation Scheme for Invitations to the FAC**

- **Private Caucus**  
We will decide on which schools to invite to the FAC for 2019-2020 by next week. By the April FAC meeting, we will have by-laws changes for next year.
- **Public Caucus**  
When an institution leaves in the middle of the term, the institution that replaces it will serve a full term and not merely the rest of the term.
- **Two-year Caucus**  
We are considering switching to 3 at-large positions with 3-year or possibly 4-year terms.

### **Working Groups**

- **Dual Credit Working Group**  
The group was thrown for a loop by the new Senate bill, Senate Bill 1501. So the draft is not ready. Steve DePasquale will send it to the Dual Credit Group, and then Marie will send it to the full FAC.
- **Program Prioritization and Consolidation Working Group**  
The draft is almost done. When faculty are consulted, there is a greater chance for success and less chance for unintended consequences to bedevil the institution. PPC recommended that the "This I Believe" working group consider adding two points emerging from our group's work on a white paper: a) in four year degrees, a student's major is a short-term investment, but General Education (or liberal arts) courses are a

student's long-term investment; b) When faculty are consulted, there is a greater chance for success and less chance for unintended consequences to bedevil an institution. A question ensued about whether the working group products are to be finalized only by each working group, or by eventual collaboration as an entire FAC on each group's proposed white papers.

- **This We Believe Working Group**

The This We Believe document is almost done. The members of the working group who were absent today will weigh in on it; this will be done by next week.

- **IAI Working Group**

We are trying to get a waiver from an IRB so that we can survey institutions about IAI and the transfer of classes. Hopefully we can get a significant number of responses despite the late date and quick turnaround.

Some IAI institutions are not accepting the credits that they should be accepting according to IAI rules.

- **P-20 Working Group**

We are working on an email survey to send to Faculty Senate presidents, but it may not be ready by the next meeting.

### **Adjournment**

We thanked Michael Bathgate and Saint Xavier University for their hospitality. The meeting adjourned around 3:05 p.m.

Respectfully submitted,  
Paul Bialek, substituting for FAC Secretary Susan Wiediger