

**ILLINOIS BOARD OF HIGHER EDUCATION  
FACULTY ADVISORY COUNCIL**

Meeting at Southern Illinois University Edwardsville, January 17, 2020

**Minutes Approved February 21, 2020**

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

Paul Bialek	at-large (Trinity International University) — via Zoom
Cynthia Boyce	Lincoln Trail College — via Zoom
Amy Carr	Western Illinois University — via Zoom
Julie Clemens	Illinois Central College
Marlon Cummings	Governor’s State University — via Zoom
Steve DePasquale	Kankakee Community College — via Zoom
Diane Dean	Illinois State University
Marie Donovan	DePaul University — via Zoom
Thomas Dowd	Harper College — via Zoom
Shelly Goebel-Parker	Southern Illinois University Edwardsville
Pennie Gray	Illinois Wesleyan University — via Zoom
Andy Howard	Illinois Institute of Technology – via Zoom
Dan Hrozencik	Chicago State University — via Zoom
Rick Jones	at-large (South Suburban College)
Gay Miller	University of Illinois – Urbana-Champaign
Nataka Moore	Adler University — via Zoom
C. Lucy Park	University of Illinois – Chicago — via Zoom
Mike Philips	Illinois Valley Community College
Linda Saborio	Northern Illinois University – via Zoom
Patricia Saleeby	Southern Illinois University Carbondale — via Zoom
Shawn Schumacher	DeVry University — via Zoom
Tatiana Tatum Parker	St. Xavier University
Mat Timm	Bradley University – via Zoom
Adam Tournier	at-large (McKendree University)
Larry White	Eastern Illinois University – via Zoom
Susan Wiediger	Southern Illinois University Edwardsville

**IBHE Staff**

Gretchen Lohman, Senior Associate Director and FAC Liaison – via Zoom

**Representatives/Institutions not present:**

John D’Anca	at-large (Oakton College)
Doug Dowell	Heartland Community College
Randall Egdorf	John Wood Community College
Meghan Kessler	University of Illinois – Springfield
Brian Vivona	Northeastern Illinois University

Meeting was called to order at 8:32 by Marie Donovan. Sue Wiediger reviewed Zoom issues.

Southern Illinois University Edwardsville Chancellor Randy Pembrook greeted the FAC and apologized for the weather. SIUE began in 1957 as an outreach from SIUC and was initially established in East St. Louis and Alton, with Edwardsville added in 1965. SIUE has a strong emphasis on health programs, including dental, nursing, and pharmacy. SIUE was re-categorized as a Doctoral/professional institution by Carnegie last year. Programs are growing rapidly; SIUE produces more bachelors students than any other institution in the area. In this area there are 400,000 people who have some college but no credential – trying to reach out to those folks with degrees as well as digital badges and certificates. A noteworthy recent program is the Successful Communities Collaborative – reach out to local mayors to identify challenges, then bring the resulting list to faculty to see what might fit into classes (e.g. engineering classes and traffic patterns, marketing and recycling on-boarding). SIUE is also very proud of receiving the Higher Education Excellence in Diversity Award six years in a row.

During Q&A, the P20 working group was described. A lesson from the Successful Communities Collaborative is that it has tripled every year, which raises questions of staffing, particularly to manage discussions with the mayors, who sign a contract with the university; the SCC fits well with SIUE's capstone learning experiences, but there are ramp-up issues. With regards to the relationship between SIUE and SIUC, it is an evolving situation. Last year was the first time that SIUE had the majority of the students in the system, and the challenge is how to adjust budget models and expectations. With the new system president arriving March 1, an essential thing is a system strategic plan. With both schools having a health science emphasis, one emphasis may be what the system can do for the health of the southern Illinois region, including helping with economic redevelopment. Another FAC working group is looking at performance based funding; Pembrook sees this as a tricky question due to moving populations and the need for reinvention – we should look 5-15 years down the road for the vision of what an institution can be rather than looking back at what the institution was. Numbers need to be a part of the equation because it takes a certain amount of facilities and staff to serve a program, and those costs can be very different depending on discipline and level. Chancellor Pembrook is on the P20 Council and would welcome information from the FAC.

December minutes were approved. The new FAC website is up – <http://facibhe.org/index.php> – thoughts and comments are welcome, and it will continue to be developed.

Marie Donovan, FAC chair, reported that the new IBHE Executive Director wants to come to some of the FAC meetings – hopefully February and March. The Chair of the Transfer Task Force may also come to the February meeting to share what has been learned. Shawn Schumacher, FAC Vice-Chair, clarified that the February meeting is at DeVry's Loop Campus at the corner of Franklin and Washington (225 West Washington Street). The invitation should come out once hotel information is finalized, in about a week. Sue Wiediger, FAC Secretary, reviewed how Zoom breakout groups would be used for working groups and caucuses.

Gretchen Lohman, IBHE-FAC Liaison, reported that the new master plan is a priority for IBHE Exec Director and Chair. The search for a new administrative assistant position in Academic Affairs is underway, but the position is unfilled for now. Co-remediation meetings — people can attend as public member, updates are on website. IAI and Transitional Math and English work is ongoing.

Gretchen and Stephanie will be attending a meeting with Triad about abrupt closures; institutions that need to close don't know how to close. The last IBHE meeting had a report about closures. Marie noted that Gretchen is essentially a national expert on this now. In addition to records held by the registrar, licensure files are often in departments or divisions and those also need to be transferred. Work is needed to ensure that they aren't destroyed. IBHE can hold the files, but sometimes you need disciplinary expertise to read them accurately. Getting those records read accurately can affect folk's ability to get jobs, etc. – Gretchen is working with individuals as well as institutions. Institutions should have a plan for managing records in the event of closure to support students.

For those interested in participating in master plan discussions, Ginger will be leading the process and we hope she can come to a meeting to explain the process and how FAC can be a part of it. A question was raised about SR 41 and developmental education; the SRJ41 taskforce is reviewing best practices for co-requisite remediation with an emphasis on using multiple approaches. Folks are encourage to go to the meetings if possible; information is on the main page of the website.

Working groups met. Caucuses met.

Dominic Dorsey, Director of SIUE ACCESS and Chair of the IBHE Disability Services Advisory Council, met with the Council for informal conversation. He has been at SIUE for two years but working in this field for two decades. His passion is for working with students with disabilities, which is one of the last frontiers in civil rights. Common concerns are ways to better serve students. Universal Design is one area, which is talked about but not utilized often. Another issue is essential abilities and technical standards; some fields (e.g. dentistry) have defined them, but many fields have not. Students can use these documents to understand whether they can succeed in a program, based on their diagnosis, and make an informed decision (e.g., if business requires a lot of presentations, and a student has a stutter and anxieties). Will be piloting developing these with two academic programs at SIUE this summer. There are also issues of supporting faculty who do not know what to do when they receive a notice about a student. Seeking ways support services can be part of onboarding, increase interaction, and work to have collective responsibility rather than just one office.

Particularly at community colleges that are all-access institutions, there are exponentially more students on the spectrum and not all come with accommodation letters. There are best practices, and staff can work with faculty to develop tools to understand and support these students. Classroom management, handouts, clear discussion questions – these are things that help all students. Note takers can be a staffing issue, but there can be ways to upload notes and build a collective learning community that everyone benefits from and aids all students who may not take good notes. Sometimes this is moderated – cannot see notes until you have posted your own.

Essential abilities documents can include things such as a required nature hike that a wheelchair student might not be able to fulfill, or significant group work expectations that could exacerbate anxiety, or subject lists that could help students with triggering issues decide about whether they should take a particular course.

Rules are changing relating to emotional support animals in the classroom. Students with allergies usually don't have accommodations, and faculty may not know how to handle issues with problem animals. The place to start is with policies for animals on campus in general.

People need to know what they can and cannot ask. If the animal is not under control, the animal can be asked to leave. Being proactive about allergies is preferred, but sometimes folks are unaware of allergies or develop them, so you just have to be responsive; prioritizing accommodations is problematic.

Best practices related to early assessment and interventions for incoming students, particularly when students aren't aware of options or issues, can include having your support services part of orientation. Students have to self-identify, but if the information is well known and barriers are reduced, students may be more likely to share. That includes letting them know that you don't have to be disabled under the ADA to receive an accommodation. SIUE has seen increases in students requesting services with more foregrounding of ACCESS.

As a recently rejuvenated advisory council, the DAC will have a representative at all the IBE meetings to share information. They have had one meeting to get to know each other, and have another meeting scheduled to work on structure. The FAC hopes to invite other members of the DAC to increase cross-talk for relevant and authentic solutions. The mental health working group could be a logical bridging group.

Marie — putting Dominic in touch with the Mental Health group — maybe they can bridge to

Illinois State Representative Katie Stuart, D-112, joined the FAC for informal conversation. Prior to being in the legislature, she was an instructor in the Math Department at SIUE and mentored student teachers. She is Vice Chair of the Higher Education Committee, with an interest in taking over as Chair. She is also part of the bipartisan Higher Education Working Group. A big success there was the Aim High scholarship to encourage Illinois students to stay here for college. Current governor is very education focused. She tried to bring a faculty view to the working group, but also keep the student view in mind as well. Universities need to rebuild; the recent history of Illinois makes it hard to attract people. They are looking at capital plans, and getting lower tuition for employees' families a little sooner than the current seven years. She would love to hear from the FAC about possible issues for the HEWG – more than institutional level practice and policy.

The FAC hopes that Rep. Stuart and the HEWG sees the FAC as a resource that they can reach out to with questions. The Senate resolution about developmental education was brought up to put it on Rep. Stuart's radar; colleges may know the best solutions for their local populations, and a one-size-fits-all solution may not be appropriate.

Possibilities for financial aid for students were discussed. The more students we can keep in state, the more funding can go to state institutions. Ideally would have full funding for MAP; students need to be able to trust that the MAP funding will continue through four years, rather than risk losing it after the first year. For some, it isn't a question of out-of-state or in-state, but of going to school at all. There has been some success in prioritizing previous MAP students, and want to mirror that with Aim High. There is a limited pot of money, but it doesn't always go to the most needed area, or to the student that is three years in and without funding won't complete. May need to make pools that are first-come first-served versus prioritized for students who already have credits.

Teacher education has been struggling to help Illinois State Board of Education and K-12 folks maintain their relationships with in-state preparers, rather than bringing in out-of-state folks. There are many ways to get a license, but all providers need to be held to the same standard; higher education preparers are more flexible than K-12 might think. Rep. Stuart has fought with

Teach for America in committee hearings. As K-12 and university educators, a five week summer experience with selected students is not the same as in a big program. There is a need for pay that keeps up with cost of living (at least) and also respect for the professionalism. Someone underprepared will not stay in the profession.

Concerns about the impacts of dual credit were raised – loss of professionalism, no limits on the amount of dual credit, and associated decrease in faculty positions in liberal arts, decreased enrollment in community colleges. There are differences in the atmosphere and how we educate at K-12 versus the college level. Perhaps students should have to choose which courses they will transfer in. Dual credit will continue to be a topic in the working group. Without a state-wide limit, individual institutions might feel if they limit acceptance of dual credit then they will not be competitive.

Performance based funding is an FAC working group. One concern is that graduation rate isn't a good reflection of what is happening. Community colleges have people who are brushing up on skills or just taking a few classes. Need an informed discussion of what a metric might look like. Rep. Stuart said graduation is still an important goal, but do not want to penalize the institution for choices that students make, or to student performance (e.g. tying test scores to salaries). Ranking variables is a value judgment, and different institutions have different missions.

Increased reliance on adjunct faculty is a concern. Adjuncts might be cheaper, because they don't qualify for medical benefits, retirement, etc., but it ultimately hurts the students when instructors don't have a home base. Do not need to get rid of adjuncts, but are trying to gather statistics such as proportion of courses being taught, lack of full-time positions, and abuse of the position.

The Illinois Prosper program is of a lot of interest at UIUC, with partnering to create new jobs. This should increase business opportunities, which in turn creates opportunities for students.

Rep. Stuart raised the question of whether ACT/SAT should be optional, not required. Some thought there would be more placement tests to supplement GPA and coursework. DePaul has made ACT/SAT optional and has not seen more placement tests, although they do still use placements for math and English, which had to be amended somewhat. There are concerns about whether the calibration of the standardized tests is fair for all groups (e.g. women, minorities). So much has been built on standardized testing; multiple measure is an alternative. Some graduate schools are eliminated GRE as not a good indicator of success – poor predictor may be bigger issue than equity in terms of changes. However, the ability to compare across programs and countries makes GRE still valuable. Evaluation with other measures could also be used in negative ways (students from “that” school aren't as good), perhaps especially for non-traditional students without conventional preparation. Perhaps ETS can be pressured to make better instruments. We also don't want to make admission more complicated, when we are trying to encourage access.

Marie thanked Representative Stuart. Sue announced that SIUE is closing at 1 p.m. due to the weather. We thanked our host, Sue Wiediger, Shelly Goebel-Parker, and Southern Illinois University Edwardsville, and adjourned at 11:56.

Respectfully submitted,  
Susan Wiediger, FAC Secretary