

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

Meeting via Zoom, June 18, 2021

**Minutes Approved September 17, 2021**

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

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	Lincoln Trail College
Amy Carr	Western Illinois University
Julie Clemens	Illinois Central College
John Cooksey	Truman College (City Colleges of Chicago)
Marlon Cummings	Governor's State University
Steve DePasquale	Kankakee Community College
Marie Donovan	DePaul University
Thomas Dowd	Harper College
Pennie Gray	Illinois Wesleyan University
Joao Goebel	National Louis University
Andy Howard	Illinois Institute of Technology
Dan Hrozencik	Chicago State University
Rick Jones	at-large (South Suburban College)
Jennifer Martin	University of Illinois – Springfield
Laura Murdaugh	Kishwaukee College
C. Lucy Park	University of Illinois – Chicago
Mellette Pearce	Black Hawk College
Mike Phillips	Illinois Valley Community College
Linda Saborio	Northern Illinois University
Shawn Schumacher	DeVry University
Peter Seely	Benedictine University
Tatiana Tatum	St. Xavier University
Lichang Wang	Southern Illinois University Carbondale
Larry White	Eastern Illinois University
Susan Wiediger	Southern Illinois University Edwardsville

**IBHE Members and Staff**

Gretchen Lohman, FAC Liaison and Senior Associate Director, Academic Affairs, IBHE  
Jennifer Delaney, IBHE member

**Representatives/Institutions not present:**

Sarah Bilderbeck	Rend Lake College
Lane Crothers	Illinois State University
Jose Lozano	Bradley University
Gay Miller	University of Illinois - Urbana-Champaign
Constance Mixon	Elmhurst University
Nataka Moore	Adler University
Linda Monge	Frontier Community College
Dana Trunnell	Prairie State College
Brian Vivona	Northeastern Illinois University

Meeting was called to order at 9:01 a.m. by Shawn Schumacher, FAC Chair. After introductions, he extended Juneteenth greetings to everyone. Shawn explained that the first meeting of the fall might be in-person, but is currently listed as Zoom, which will be available even if a face-to-face location is identified.

He extended thanks to several individuals for this work this year: Marlon Cummings, for his service on the Strategic Planning Advisory Group, including presenting to the IBHE this past Tuesday; and all who served on the Design and Working groups for the strategic plan. An Executive Committee transition meeting will be next Friday for the officers but not the caucus chairs. Items for caucuses to discuss today are: any final work needed regarding representatives or terms; a short one-page summary for the executive committee of main topics over the past year to keep on the website; and to discuss who might be interested in hosting an FAC meeting for the next academic year. At 12:30, we'll start with a brief discussion of the open letter from the Mental Health Working Group before starting the working groups breakout rooms. In working groups, please consider how you are finalizing work for the year and please produce a short one-page summary of the work done this year. There will be a new working group on Bylaws, Policies & Procedures for next year. Shawn also acknowledged the service of some members rotating off: John D'Anca, who retired in December; Tom Dowd; Tatiana Tatum; Pennie Gray, and Diane Dean. He also thanked Julie Clemens and Sue Wiediger for their service as officers. Julie Clemens, FAC Vice-Chair, thanked Shawn on the FAC's behalf for his service this year. She discussed the scheduling planning for meetings for next year. She has reached out to several people with invitations and they are reaching out to their institutions – if anyone is interested, please contact Julie. Sue Wiediger, FAC Secretary, had no report.

Mike Phillips, FAC Legislative Liaison, referenced the update he sent out via email, which included updates. A number of bills are now awaiting the Governor's response. The big news is the re-districting. He discussed some of the changes, a number of which affect the districts around institutions of higher education. Note that people may live in one district but work in another, and thus might have multiple legislators whose perspectives are of interest. Some lawsuits have been filed regarding the process, which is not uncommon. Some are concerned about minority representation. Any re-drawing is more likely to affect Chicago-area districts rather than downstate. People complain about gerrymandering, but they are trying to connect people with similar interests together (e.g. more urban areas in the middle of the state) or ensure some minority representation in the legislature (e.g. in more densely populated urban areas). Pritzker had said he would move re-districting to a non-partisan group – but there were some questions about whether that is allowed under the Illinois Constitution. The other issue with the lawsuits is that an estimate was used rather than the census – but the Constitution doesn't require that the census be used, only that the districting be done after the census is completed.

Gretchen Lohman, IBHE Liaison, reported that the IBHE offices are officially closed for Juneteenth. We are still waiting on one institution for reply to an invitation to participate on the FAC, but otherwise we have heard from the new institutions for the Private & Proprietary and the Two-Year Caucuses. With regard to the Phase 5 COVID-19 plans, IBHE is working with IDPH for suggestions, but we do not yet have a date regarding when those recommendations might be released. A general counsel and a chief of staff position are being advertised for the IBHE. The Strategic plan, officially called A Thriving Illinois, is available on the website: <https://ibhestrategicplan.ibhe.org>. There are clear calls for mental health supports, equitable dual

credit access, and some other topics that were a subject of FAC working groups. A lot of the emphasis on working adults would be something to think about moving forward. Some approaches related to working adults that arose in discussion might involve emphasizing flexible options for completing degrees; reaching out to niche populations; considering some of the updates that would be most relevant to adults changing fields; developing an employers council. There was further discussion about possible COVID recommendations. Previously, the IDPH discussions also included ICCB and they may again. Some institutions seem comfortable with making their own plans, but others appear to be waiting. The uncertainty surrounding vaccination and mask-wearing are key issues. If recommendations come too late, then they are not as helpful. However, there is always the possibility for things to change, e.g. if new variants arise. Sensitivity to individual's health statuses is important, but so is clear guidance for how (and who) will manage these issues.

Jen Delaney, IBHE member, echoed Shawn's thanks to Marlon for his public comments. The last two pages of the strategic plan, which focus on the next steps, might be of particular interest. Three items that are likely to be acted on more quickly include: an employer's council or higher education business group, which came up here, is also being pursued at a state level; a formula funding group; and the consortium idea for early childhood education. There is already some legislation in process for the latter two items.

Library Panel: Anne Craig, Senior Director, Consortium of Academic and Research Libraries in Illinois (CARLI); Pattie Piotrowski, University Librarian and Dean of Library Instructional Services, University of Illinois-Springfield; Tammy Kuehn-Schnell, Dean of the Library, Lincoln Land Community College; and Joe Louderback and Jason Rossi, National Librarians, DeVry University

The impetus for this conversation came from the public caucus as well as the dual credit working group. With more early college being taught by high school teachers, this contributes to the shrinkage of liberal arts fields at higher education. How might we aid individuals who are seeking to engage with scholarship in these fields without faculty positions? Also, how might we equalize access among institutions, particularly to journals and recent publications?

Amy Carr read a list of questions that were provided to the panelists in advance:

1. Are there opportunities for independent scholars to access library databases and interlibrary loan, even if they are not employed by (or living near) a public university?
2. What are the practical or financial barriers to creating a single statewide library system so that faculty have access to databases and journals (including articles from the past year) statewide?
3. What are the practical or financial barriers to community colleges having access to university library databases, loans, and other resources?
4. What do university librarians advocate for with regard to Illinois' strategic plan for higher education?
5. How many universities offer access to their databases and resources to alumni? In particular, do most universities that offer graduate programs also enable their alumni to have access to their field-specific library databases, e-materials, and even interlibrary loan options? What are the costs associated with offering such access?

6. Do you have a sense of how many independent scholars are having difficulty accessing library resources?

Each panelist was given an opportunity to respond to the questions of interest to them, but with interjections and follow-up from others on the panel or from FAC members.

*Anne Craig* opened with a short explanation of CARLI, which is part of the University of Illinois system. That is where the funding for their staff and resources comes from. They support 127 academic libraries statewide. All public four-years, all two-years, and 70 more libraries – about 90% of Illinois higher education students, faculty, and staff. There are a few Illinois institutions not part of CARLI. In addition to the CARLI support for higher education, Illinois is also very lucky because there is support for the Illinois library system via grant money that is administered through the Secretary of State – 40-50 million dollars of state grant money. This includes a robust delivery service, for example. Most residents in Illinois have public library access including inter-library loan, so you can go to a public library, become a member, and initiate an inter-library loan. About 1 million are not served by/taxed for a public library, but they can often still join their nearest public library by paying a fee. *Pattie Piotrowski* added that there is some variation among public libraries with regards to interlibrary loan; urban institutions might be more likely to request/be able to obtain scholarly materials than those in the central and southern regions.

With regards to database access – e.g. for independent scholars – most libraries allow anyone to walk in and search – but cannot grant remote access other than to specific populations. The licensing for the online databases is part of this. Libraries and librarians are steeped in the ideas of public service and access. But, in today's world, access requires money. A recent crowd-funding drive that was successful was for e-book readers for libraries, which will aid e-book access. It's not that libraries want to turn people away – but we have to abide by our agreements.

*Pattie Piotrowski* commented that we are very lucky to have CARLI and that it is supported. One detail of collections is that e-books belong to the university that purchased them, but they appear in the catalog, and that is frustrating for users who see them but then cannot get them. The e-book initiative will help with this. One issue related to the strategic plan of particular interest to librarians is advocating for Open Educational Resources (OER). CARLI just got a grant in this area (*Anne Craig* added that while it was not as much as requested, it is still really nice: US Dept of Education's Open Textbooks Pilot Grant, \$1 million, 3 years). OER and shared access is a huge topic, especially for financially disadvantaged. When thinking about services, we cannot forget the human resources behind the services, even those that appear to be seamlessly electronic. She just filled a position that had been empty; while it was empty, they maintained the service that position helps with but did not progress, and the difference is notable. Users need assistance with accessing services and using them effectively. Public institutions and higher ed have different access based on the populations they are supporting. For example, a public library might allow online access to current popular magazines that a college or university does not – but a student at a university can get a public library card for their local library, too, and have that access. STEM resources are the most expensive and most restrictive. Legal databases and resources can also be issues. Alumni access and inter-library loan is another facet of capabilities. Illinois Tech (she used to work there) was concerned about alumni access. For \$100/year, you can be an alumni borrower and get access to five articles a year and four books at a time. At U of Chicago, it was (eight years back) \$250/quarter. Due to COVID, many places have eliminated

alumni access. So yes...travelling to the physical location may be required depending on what you want to access. The silver lining of the past COVID period was a real boost to online services and resources – online chat, telephone, Zoom, etc. It breaks the librarian’s heart when someone comes to the university to use a book, but then cannot borrow it; you tell them to go to their public library and request...and then get a call that their public library doesn’t have the budget to offer that request service.

*Tammy Kuehn-Schnell* said that community colleges (CCs) rely heavily on CARLI and I-share. They are not research institutions. Collections are tuned to the curriculum and to the level of our students. When our faculty have grand research needs, we try to help them, and we have a great inter-library loan (ILL), but sometimes we still need to sometimes reach outside. CCs serve a geographic district and are supported by tax dollars. So, anyone can walk in to the CC library and receive services (phone okay too). But pushing services online was a huge step, and we hope/plan to continue that after the pandemic. We do allow materials to circulate to community members. We do not provide ILL to them; that should be through the public libraries. We try not to turn anyone away, but sometimes have to direct them to a different part of Illinois’ wonderful network. Community colleges are here for the community. Public four-years have walk-in access. Private institutions might or might not. There is a practical and financial limit. Via CARLI membership, we all have access to Academic Search Complete through EBSCO – maybe not as deep in some fields, but a good start. Can get access to other databases at a discount. Licensing with vendors is a big factor. Tammy added that community college librarians will try to get people started in helpful directions to find the resources that they need; they are here to serve the community. Anne Craig commented that CARLI’s return on investment is about \$3 for every \$1 spent by members; providing services at scale makes a lot of sense financially.

*Jason (Jay) Rossi* explained that he can speak as an Illinois student and independent scholar as well as a librarian for a university that serves a national student body. He indicated he would go through the questions roughly in order. Independent scholars can use the government depository sticker as a guide – if that is present, you know you can walk in. The problem is digital access. Needing a login, or an ID to swipe in to even get in the computer room. DeVry is putting in some guest login stickers to deal with some of that, since so much of their collection is now digital. (Tammy Kuehn-Schnell commented that LLCC gives one-day guest pass credentials.) Often the issue is location – he was right down the street, but his friend had a 55-minute drive to the nearest library. Interlibrary loan is affected by scale – you can borrow within Illinois, but not so much between Illinois and Florida. The practical and financial barriers are politics and finance. We’re lucky in Illinois to have the vibrant network. University librarians would advocate for closing the equity gap. Some of the things in for-profit institutions involve retention and articulation, and some of the initiatives that have evidence such as proactive advising. For alumni, they can only give pared down resources. Some resources allow broader access, but the big places (e.g. EBSCO) set the standard. DeVry is working on the consortium approach, since the group is better than going alone through OCLC. Thinking about how many independent scholars might be accessing library resources...When we had physical locations, we had a lot of people coming in. We don’t get that as much anymore. We do sometimes help people not affiliated with the university, particularly through the chat window. That can lead to online consultations, bibliographic constructions, research introductions for faculty new to an area, and similar things. They have had a series called “Date with a database”. Going forward, the biggest issue is the digital divide. Even when people have the computers, there is still the publisher side.

*Joe Louderback* added that, while he is in a similar position to Jay, his perspective is more from New Jersey. CARLI sounds outstanding and supportive – there are similar reciprocal borrowing agreements and consortia in other locations, such as the Virtual Academic Library Environment of New Jersey (VALE-NJ), to facilitate group pricing for resources and bundles. The state library has a Library Link-NJ similar to Illinois as well to facilitate borrowing and access for public and K-12 facility. While private institutions are not always as open to the public, sometimes there have been consortium agreements, such as one that focused on small business access that institutions could belong to.

*More open Q&A and comments:*

Budget cuts sometimes hit collections – no one loses their job, but the downstream consequences can be dire.

State administrative rules require borrowing and lending for all libraries of all types. Onsite borrowing is big in Chicagoland due to public transportation, not so much south of I-80.

In negotiations with publishers, there are often package deals that are problematic. You commit to a multi-year agreement, maybe for particular titles that are important to you, and in a later year the journals included in the package are different and you might be stuck. Sometimes, you can negotiate price caps for the duration of the agreement to aid with predictability (CARLI agreements are negotiated through the UofI Board of Trustees), but then you have to check for follow-through. Publishers also often have products that don't work together, which makes it more difficult (to have systems convenient for users). The power of 127 institutions at the negotiating table is really helpful; can provide a level of equity for academic libraries that might not have as much of a voice otherwise, especially community colleges.

There have been some news items about embargoes related to publishers such as Elsevier in reaction to what was seen as unfriendly practices. If groups with enough weight (e.g. California university system) want to be active, that can matter, but smaller groups are more at the mercy of the publishers.

During the budget impasse of 2017, there was intense scrutiny of CARLI's budget, and questions about why there was support for 127 institutions rather than just the UofI, but the answer was the power of collective bargaining. On the bargaining side, the risk of no budget money did get a better price from some places.

Another aspect of databases and packagers is that the aggregator is the middle-man for the publisher. Not only can this result in changes to the package, sometimes this means you have access to articles only after they are embargoed for some amount of time (often a year) unless you directly subscribe to that journal. People may think that you are finding materials through Google Scholar, but what they are giving you is the link – you still might need a source to get the actual item. While you can request embargoed items through ILL, that is more expensive. This could be a challenge for unaffiliated scholars. While we would like to work with them, but there is a difference in values – aggregators are more about money, libraries are more about equity and service. Some professional societies offer limited database access or articles with membership, so sometimes that is a cheaper option for an individual than the library subscribing. Sometimes you can also get access by reviewing – e.g. Elsevier will give access to all their journals for three months to reviewers.

Could access be provided to everyone in Illinois to have one agreement and one set of access abilities? There have been conversations about using a driver's license or state ID card as access

to an Illinois set of databases. Due to the number of people in Illinois, this is a breath-takingly expensive proposition, and that is why that initiative has not moved forward. CARLI sections off the research aspects. K-12 does not have a similar system.

Finding out what the base level of academic access would be that would serve all the diversity of interests would be intriguing.

Many students are first-generation college or are struggling with other barriers without siblings or parents to help guide them – librarians can be really helpful once students get in touch with them. Library faculty can help students write better papers – suggest an individual librarian consultation to a struggling student. While librarians work with faculty research, they're all about student success. Once a student makes a connection with a librarian, they will appreciate the connection and come back again. The impact of library and librarians on retention has been shown.

The volatility of K-12 libraries and librarian positions is ongoing – higher ed needs to advocate for K-12 support in these areas to reduce the time and talent spent (re-)teaching essential info and research skills.

*The contributions of the librarians were greatly appreciated.*

#### Business meeting

May minutes (Dan Hrozencik motion, Mike Phillips second) were approved.

Marie Donovan brought up that a new prior learning assessment (PLA) is being developed for the early childhood workforce. One aspect is development of a PLA, and a second is re-examining practices related to PLA across the state. Marie will be sending a link to a Google doc survey for who the group working on this should reach out to, at our institutions, related to PLA. She hopes we can respond promptly. The hope is to wrap the project up by December.

Mike Phillips asked whether Shawn could talk to IBHE Executive Director Ginger Ostro as well as Gretchen Lohman about whether the faculty members from different institutions that are required in Senate Bill 815, to be on the commission on equitable funding, could potentially include an FAC representative.

There was also a short discussion of whether there are ways to protect core issues against budget vicissitudes should there be another budget impasse.

#### Caucuses met.

Before working groups met, there was a brief discussion of the open letter from the Student Mental Health working group. The goal is for this letter to be approved and available for sharing with legislators before the next legislative session. Feedback is welcome. We hope to receive comments from IBHE staff over the summer now that the strategic plan has been completed. If there are significant changes, the document will come back in September for comments and a vote in October, but otherwise it could come to the FAC for approval in September.

#### Working groups met.

### Caucuses reported out.

*Two-year:* (Steve DePasquale). Talked about how to summarize the year. A major topic was surviving the pandemic, and how we supported and shared information with each other, and what we might see moving forward.

*Publics:* (Linda Saborio): We talked about our summary for the year and this year's and next year's caucus leadership will collaborate to write it up. We also talked about ongoing faculty input during the implementation of the strategic plan; Marlon may have some continuing involvement with the Advisory Group. Another topic was administrative support for the fall related to concerns about the modalities of teaching; some institutions are pushing the decision to faculty about whether a student in a class scheduled face-to-face can attend online. We discussed hosting options for the fall and remind people that a hosting guide is posted at the FAC website.

*Private and Independent Caucus:* (Paul Bialek). Decided on when terms end for at-large members: Paul Bialek 2021-2022; Patricia Saleeby 2021-2022; Marie Donovan 2022-2023; Shawn Schumacher 2023-2024. Talked about by-law changes: will not have alternates for at-large positions.

### Working groups reported out.

*Student Mental Health:* (Sue Wiediger). This working group is finished. We'll provide a couple of sentences for the historical record on the website and look forward to the Open Letter receiving input from the IBHE over the summer and approval from the FAC in September or October.

*Institutional Closures:* (Marie Donovan) Discussed the article that they are working on and hope to have in good shape by the end of summer to share with the FAC. Shared in discussion was that ITT Technical Institute students are getting some loans forgiven by the U.S. Education Department (part of the borrower defense program).

*Equity: Racial issues:* (Julie Clemens): Continuing to work on a position paper/open letter. The group has split into sub-groups. One group is focused on diverse faculty recruiting and hiring: pipeline issues, recruiting and retention issues, and accountability of institutions for hiring and retaining. At the state level, asking for disaggregation of faculty. Another group is focused on faculty development related to growth mindset; oppressive classroom environments and how to disrupt them; supporting and rewarding good exemplars. Some information and research about student evaluations of faculty and bias that appears in those (done by Jennifer Martin) was also shared.

During discussion, the issue of using varied evaluations for tenure was also raised. The issue of additional service that can fall on under-represented groups also arose. At Kankakee, the union does not allow the use of student evaluations in tenure, because they are anonymous. At DePaul, one-third of merit raise (when they happen) is based on numeric teaching evals – but students sometimes get confused about which course they are rating. Ratings are higher from upper-level students than intro students, too.

*Dual Credit/Online & Remote Learning:* (Melette Pearce, Dual Credit; Gay Miller, Online & Remote Learning). Reviewed an email relating a concern shared by an academic advisor about how the push to finish fast and early robs students of the college experience. Also discussed all the various modalities – starting to need a standardization of what these terms mean because they create confusion for transfer students. The language of credentials and degrees also needs to be



used carefully. Although anything can be put online, that doesn't mean it should be. Students might say they want one format but that might not match their enrollment patterns.

Another topic raised was the role of simulations – they were mentioned in the strategic plan. They are being considered through the program MURSION for the early childhood PLA.

*Performance Based Funding:* (Dan Hrozencik). Now working to tie their data results to the strategic plan. Could include their data from all 50 states as an appendix.

*Bylaws, Policies, and Procedures:* (Andy Howard). Substantial proposed update assembled in April 2020 and approved in June. Now working on an update to that that spells out more officer responsibilities and other issues. He'll send it out, hoping to discuss it in September and approve it in October. There is also a Policies & Procedures document that is referred to in the Bylaws that Andy will work on during the summer, hoping to also get those approved in the fall.

Shawn expressed appreciation for the great year. Best wishes to those who are departing. Appreciation to Shawn for his work and leadership. Thank you to everyone for excellent participation. The next meeting is Friday September 17<sup>th</sup>, most likely via Zoom.

Meeting adjourned (Rick Jones motion) 2:31 p.m.

Respectfully submitted,

Susan Wiediger, FAC Secretary