



Faculty Advisory Council Illinois Board of Higher Education

Benedictine University and Zoom, October 21, 2022

Minutes approved November 18, 2022

FAC members/alternates attending and their institutions

Present in person:

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Julie Clemens	at-large (Illinois Central College)
Lane Crothers	Illinois State University
Marie Donovan	DePaul University
Joao Goebel	National Louis University
Crystal Harris	Governors State University
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubonsee Community College
Gay Miller	University of Illinois at Urbana-Champaign
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Peter Seely	Benedictine University
Lichang Wang	Southern Illinois University-Carbondale
Sue Wiediger	Southern Illinois University-Edwardsville

Present on Zoom:

Hossein Ataei	University of Illinois at Chicago
Gene Dunkley	Greenville University
Jim Kulich	Elmhurst College (alternate); <i>in person by lunch</i>
Kevin Osten-Garner	at-large (Adler University; alternate for the alternate)
Lucy Park	University of Illinois at Chicago
Dana Walker	Quincy University (alternate)
Larry White	Eastern Illinois University

IBHE Members and Staff

Jaimee Ray, Legislative Liaison, IBHE (via Zoom)

Jennifer Delaney, public university representative to the IBHE (via Zoom)

Representatives/Institutions not present:

NO REPRESENTATIVE	University of Illinois-Springfield
John Cooksey	Truman College (City Colleges of Chicago)
Steven DePasquale	at-large (Kankakee Community College)
Laura Laskowski-Ferrell	Saint Xavier University
Linda Monge	Frontier Community College
Jayne Peacock	Quincy University
Kate Perkins	Highland Community College
Manny Rodriguez	Parkland Community College
Dana Trunnell	Prairie State Community College
Brian Vivona	Northeastern Illinois University

Call to order: a little after 9:00 am by Shawn Schumacher, FAC Chair.

Executive Reports

Chair Report (Shawn Schumacher): Shawn now has monthly meetings with Stephanie, sharing mutual updates shortly before FAC Executive Committee meetings. He is working on speaker plans for the entire year. Next month we will hear about IBHE trends throughout the state and about graduate programs; our feedback will be sought. We're invited to share FAC work at the March meeting, and asked to highlight the contributions of the equity working group. Shawn thanked Pete for dinner arrangements at Wheatstack. Linda suggested NIU faculty member Simón Weffer-Elizondo as an FAC speaker, since he's on several working groups of the Illinois Commission on Equitable Funding (representing UPI, a faculty union).

VP Report (Linda Saborio): Next month will be this semester's all-Zoom FAC meeting.

Secretary Report (Amy Carr): There were a few corrections to the minutes. Amy noted that while some prefer shorter minutes and others more detailed ones, she will try to accommodate those who prefer more barebones minutes by sometimes adding a shorter summary of a presentation in boxed text before the longer account.

FAC Legislative Liaison Report (Mike Phillips): Mike encouraged FAC members to take the opportunity to see local legislators when they are campaigning or visiting in their community, to engage in a short conversation about higher ed. November legislative sessions may be happening. Marie asked about the federal level. What about federal funding for students, like Pell grants? Or support for grant-type funding: NSF, NEH, etc.? Mike said he was in DC last month for geology-related grant review committees, and learned while speaking with Senate staff that they have more highly-qualified applications for grants than they have funds.

Public University Representative to the IBHE Board (Jennifer Delaney): Jennifer and Walter McMahon will present at the November member on their research, *The External Social Benefits of Higher Education*. Jen recently met with FAC's Performance Based Funding working group and encouraged

engagement with the state-level funding commission process; it is better to be part of the process of a proposal's formation rather than objecting at the end. Lichang said we should think about what faculty want to see. Gay mentioned the magic that happens at universities and no other space in society, at the intersection of teaching, research, and learning. The conjunction helps generate new knowledge and train the next generation of scholars. Jennifer noted that all the [Illinois Commission on Equitable Funding](#) meetings are public; anyone can attend and give public comment. There is only one meeting left for the adequacy and resources working groups; their reports feed the conceptual framework the technical working group will use to model funding and implementation possibilities.

Jennifer once again highlighted concerns for the CEF's process. The adequacy working group focused on institutional expenditures; we have 12 different state university budgets and models; she's not sure it's in the state's interests to micromanage the funding of the state's public universities. She also questions whether it is necessary to understand the institutional budgeting process in order to talk about state-level funding. If we just look at past practices, we codify existing inequitable practices (e.g., higher pay for men vs. women). On spending patterns and educational quality; a developmental ed aim for small size class settings: if we're thinking of these as expenditures only, it looks like a negative thing. A focus on expenditures may not be the right way to frame a funding formula; it can run counter to the goal of addressing equity gaps in the state. She is also nervous about not being able to talk about the whole state share of state funding; e.g., if you pull deferred maintenance out of the funding formula (to talk about what's in or out of the funding formulas), that's a huge equity issue. There was not discussion of stability in funding, productivity, or whether it is possible to maintain quality at all at a lower price point; no talk of affordability (just talk about students as an income stream). Also, there was no direct tie to social benefits, no mention of non-market things—like research. Higher ed is not just about making more workers.

Jennifer noted that the research working group *had* shifted its frame a bit, toward shared responsibility: state, federal, student/family. But it was still narrowly focused at an institutional rather than STATE level. We also need to question as a state whether there WILL be an intergenerational transfer of wealth to help pay for college; she's not sure we should maintain that assumption. There are also competing time horizons: universities have a sense of perpetuity—with an eye on advancing knowledge—yet the funding process is annual. If we set only an *annual* funding formula, we need to think about funding that's predictable beyond the freshmen year; the student populations last longer than the annual funding cycle.

Paul asked Jennifer for a one-minute summary of her book. Jennifer stressed that it's really important to have engagement in the process of the funding commission, first! Shen then noted that her co-author Walter McMahon has focused his career on trying to estimate the social benefits of higher education. The more education you get, the more likely you are to vote, give blood, engage in political processes. Their book builds on this. Four years of college earns one an estimated \$1 million more than one who has only a high school education. Double that is estimated in social benefits: this is a rationale for public support of higher education. As a collective society that's why we want to support universities—for reasons like lower crime rates, functioning democracies.

Report by Senior Associate Director of IBHE Legislative Affairs (Jaimee Ray): Applications for public service loan forgiveness are open only until the end of October. FAFSA and the alternate app for Dreamers are now available. At the federal level: there is a continuing resolution for spending through

the election. At the state level: look for a veto session the weeks before and after Thanksgiving, with a focus on changes to the SAFE-T Act. The IBHE might have some filler legislation around this focus, if it affects campus police. The November IBHE Board meeting will be hybrid, but it will be entirely in-person by January.

Guest Presentations

Dr. Ken Newbold, Provost and Chief Academic Officer at Benedictine University (BU), joined May 2020.

Overview: Benedictine University pursues many of the same DEI initiatives as other universities, but frames them in relation to Benedictine values of listening, community, and hospitality.

Provost Newbold described the history of Benedictine University, founded in Chicago's Pilsen neighborhood in 1887 by Benedictine monks (their abbey is across the street). In 1901 the monks moved to suburban Lisle. The campus is rooted in the Rule of St. Benedict, Catholic social teachings, and the wisdom tradition of the church. These are distilled into ten hallmarks.

Provost Newbold reflected on the two most remembered Benedictine hallmarks—hospitality and community—in the context of DEI (diversity, equity, and inclusion). They have 3100 students on two campuses (Lisle, IL; Mesa AZ) + fully online programs in adult degree completion and in some undergraduate programs. A growing diversity in student populations is becoming more part of the consciousness of everything we do. BU is looking to diversify its hiring practices; creating spaces for hard topics (race, gender, sexual identity); attending to retention, equity, inclusion. Many institutions are looking inward and aiming to rectify their own histories. What perspectives have been reflected in their curriculum? There is academic freedom in the classroom, and evolving laws and regulations from their founding orders and from the federal/state levels. How do we support our employees coming with different levels of expectation? We are examining all from admissions requirements to hiring practices. These are positives, to be pursued in ways unique to each institution. Because we can't prescribe a community to anyone.

At BU reflecting on the institutional history, culture, and sense of direction for the future all begins with listening (a Benedictine virtue)—to understand—through very intentional conversations with all members/constituencies: students, faculty, staff, alumni. Listen first, then act.

BU works on DEI issues through the lens of the Benedictine values of hospitality and community. BU has long sought to embrace diversity by being welcoming. But recently they have engaged in intentional efforts to ask how to best meet the changing needs of students and faculty. For the past 6 years, BU has held a one-day teach-in on social justice, canceling classes to deeply engage with external and internal speakers around a topic of the day. It has been successful—a one-day experience then worked into the curriculum. This has been an Academic Affairs initiative—on hard topics. BU also celebrates diverse interfaith community on its campus, while/as rooted in Catholic tradition. April was Sikh awareness week; prayer space is offered for Muslim students, etc. BU is also an LGBT-friendly campus, with ally training and related student orgs. An optional statement for syllabi includes info on access with resources to clubs and orgs on campus.

More recently, a demand letter was issued by students in the Black student union to the president/administration. Dialogue led to direct action that responded to these demands and concerns: 1) a university-wide task force was created to respond to the letter; 2) a minor in African American Studies within the history program was approved; faculty have been hired to lead this; 3) two administrative positions on DEI were added, one an associate provost over DEI within an academic context; another a student life position. BU implemented mandatory implicit bias training for employees, and hate bias response training for students, as well as Gen Ed course development on dismantling structural racism, and related workshops for faculty on practices of inclusive teaching and learning. A land acknowledgement statement was created [acknowledging the Native American tribes whose presence at BU predated colonialism]. A grant funded more library resources. A history faculty member led a weeklong structural racism workshop for faculty and staff, with an extensive reading list ending with a day-long tour of Bronzeville. It was brought back by popular demand this fall. A parallel program will be offered at the Mesa campus this spring. BU now has a science and health grant from NSF to look at issues of equity in faculty STEM careers. It examines university practices around hiring, faculty development, and enrollment within STEM fields along gender lines. Also recently their Mesa campus partnered with the city to become an autism-friendly community.

BU could do more, calling each other to account when we slip. Hate, bias, and inequities are present at our university and in society. How do we best live into being a Benedictine community in our context?

Julie asked more about the workshops and trainings. Provost Newbold (KN) will share BU's curriculum. A workshop meets every Friday afternoon for a couple of hours, talking about readings or what's going on in various disciplines or fields. This builds on the weeklong 8-5 session in August; now they continue Friday workshops. This workshop has been influencing development of the Gen Ed curriculum; many in the workshop are interested in teaching this course.

Amy asked about the dance between student affairs and academic affairs with regard to the DEI initiatives. KN: There are student-driven initiatives (e.g., through the student senate); the academic side worked more on the workshop, curriculum development, library resources. They have only two dedicated DEI administrators with large portfolios. They work together to decide when to divide and when collaborate.

Paul: our Black and Hispanic students have lagged in graduation rates. Have you been able to move these? KN: Not yet.

Mike asked: are there conflicts between the religious side of your institution and DEI goals? How are they resolved? KN: There is always some inherent tension between Catholic teachings and our work in LGBTQ areas. We recognize and value the statements of our pope and bishops, plus recognize who we are as an interfaith community and our values as a Benedictine order. Being Benedictine gives us a bit of leeway; plus we are fortunate to be in the diocese of Joliet, which tends to be more progressive. This is different from where we operate in Arizona (the previous bishop was more conservative and questioned some of our practices). Pete: a friend at another Catholic university asked us why we cultivate Middle Eastern students. "You must have problems," he says. Pete's reply: I can't explain how/why it works, but it does. People buy into the notion of interfaith environment and community. We have an interfaith baccalaureate celebration.

Crystal: I am a product of a Roman Catholic private graduate program; I thought I got a great education, with faculty committed to stoking the fire. I worry DEI can seem very performative; I was a super-minority in psychology program, but I felt it was NOT performative. Have you had dialogue with grad students to talk about these things—what they observe in the classroom—since grad students might have a more nuanced language? This could create opportunities to get qualitative data on shifts in the classroom. KN: Comments on performative: that's something raised, we all have to keep working on this. A lot has to come from a place of trust; we have to prove ourselves. Deeper work is needed on the curricular side; we're getting there. The task force included direct engagements with students and orgs. That was very helpful in the moment, but it's been two years. What was needed then in a virtual environment may be different than now. A good reminder, your comment, that we need continual engagement with students—deeper understanding and responding > performative.

Crystal added: today's student is tougher than 15 years ago; through social media race is discussed and over-discussed, but not necessarily with the deeper reflection. I've been struggling to get away from the content base to get students to *critique* the content base—esp. intersectionality.

Joao: How do you *serve* those diverse after hired? Ditto with students. KN: Excellent point. I'm not sure we're where we need to be—I'll start there. We've seen some turnover among diverse faculty and students, for various reasons. How do we get to part 2? Are there examples I should hear about? We have a new faculty orientation; pair with faculty mentors; how are we engaging DEI specifically, though? How are we meeting the needs of our diverse faculty? Through orgs, students are committed to one another and creating a set of belonging. We're a little stronger on student inclusion/engagement. Students are demanding hiring and keeping diverse faculty.

Linda: how have you engaged the surrounding community in DEI? KN: Pete would have more historical reference than I. We've reinstated in-person student service projects; engaged with the interfaith consortium in Naperville; we have historically hosted breakfast for MLK day; we bring speakers to a Journey in Leadership series; we hosted through the Center for Benedictine Values conversations around indigenous populations and immigration speakers. Pete added: we do teach-ins--one program that I suggest stealing from us if you're not doing it (e.g., a music major and social justice project).

Amy: How might early college transfers affect your ability to integrate Gen Ed courses on structural racism? And how do you think that Benedictine values *uniquely* nuance your DEI work? KN: It's still not clear how to relate Gen Ed on structural racism to early college/transfer. But Benedictine's hallmarks/values are integrated in all that we do. We are working together to help the community connect the dots intentionally, so we have some alignment. We might use the word "community" too much; but it is what defines us. We don't want it to feel hollow; it is key to our mission. We are mission-driven institutions in the end. Those Benedictine values set the course and remind us why we're doing what we're doing.

Break for working group meetings; then a working lunch with our next speaker.

U.S. Representative Sean Casten (D-6th District) was introduced by Pete. Born in Dublin, Rep. Casten studied molecular biology and biochemistry at Middlebury College and has worked as a chemical engineer and climate scientist.

Overview: Public investment in education is historically what made the US a leader in the 20th century. The rising cost of health care forced states to direct state funding to health care instead of higher ed. There is misinformation about government accounting in claims that forgiving student loan debt costs taxpayers. Quality, access, and affordability remain key to education at all levels. We need to know that our current conventions about higher education funding *are* conventions; we can think beyond them.

Rep. Casten (SC) described long-term priorities for higher ed. We get so constrained about what's currently available that we forget about what's necessary. How did we get here? At core: all education is about quality, access, affordability. Not long ago all education was a la carte (a function of one's ability to pay). 100 years ago there was a recognition that public education is a value → universal K-12. We became quickly the most educated country in the world; our boom in the 1950's-60's was from our huge competitive advantage via universal education. Others copied us. We no longer have the most educated workforce in the world.

We so often do things in the context of assuming the current system cannot change—that we can't make HE affordable; Pell grants more generous; provide mental health resources.

Rep. Casten offered his sense of how we got to the student debt crisis. In the last 30-40 years college tuition has grown faster than the rate of inflation. Most go to public universities. The old model was 1/3, 1/3, 1/3 (state funding, student's contribution, grants/loans??). Tuition costs are growing because state funding hasn't kept up because of the rising cost of health care. It matters that we increase Medicare etc. because it frees up state resources.

But on the student debt side, there's a bigger problem. If you can't repay your loan, you can't continue to hold this loan on your assets. According to GAAP accounting rules, if you pay it off it would show up as a windfall loss. But federal accounting rules don't have the same structure. A \$1.7 trillion asset on our federal books = federal loan payments due. You probably shouldn't treat it as that high because it won't all be paid. If we forgive student loans we will increase long term deficits, but we already know we're not going to get it all back. Biden's loan forgiveness is targeted to those who can't repay. It's not going to cost taxpayers \$400 billion; we already owe it. If we can talk about our accounting better, we can talk about our politics better.

How do we move the conversation in a better direction, from a policy perspective?

Pete: What has changed since the American Rescue Plan, can it become permanent? SC: Politically, no, not in the near term. It passed without a single Republican vote. Under reconciliation rules Congress can bypass the filibuster once a year. From 2010-2020, a low inflation period, the Consumer Price Index was up 20% from beginning to end of the decade; home prices up 50%; median wages up 9%. So for the majority of the country during this "economically preferable" period, for most people wages were not keeping up with expenses. Prioritizing declining consumer prices at the expense of everything else made everything cheaper to buy even if it hollowed out the middle class. And home price increases don't count in the CPI. The rescue plan addressed how to save an economy that's in free fall: by putting money in people's pockets, etc. It helped the economy snap back faster than from any

downturn. People had negotiating flexibility for their wages and had money to spend that created inflation—that's way better. But politically it's hard to get a permanent extension through.

Amy: There is often bipartisan support for free community college. Since Obama, there have been efforts to federally fund free community colleges, which would devastate many public universities. What are your thoughts on funding two years of free higher education where you choose—be it at a community college or a public university? (The privates would seem to be left out.). SC: I agree it should be 2 years anywhere. This might eliminate some public-private distinctions. That's a fundamentally different model, and we would have to see all the moving pieces work together—otherwise we can't have that (robust) conversation.

Marie: Build Back Better—anything on this for fuller funding? SC: The biggest divide is between the House and Senate, not Republicans and Democrats. Child care was the first to collapse because covid is so contagious; and the last to recover because we pay people so little they can earn more in other jobs. Until we get to a universal child care model, we'll continue this way. I agree with you; we just need a couple more senators to get on board.

Pete: How can we foster more diversity of faculty hiring—an issue esp. in STEM disciplines? SC: My experience as an employer in the energy industry is that if you set out with some intention to have diversity on your staff but insist you're not going to compromise on the quality of the people you hire, you're fishing in a deeper talent pool, because historically underrepresented groups are historically underemployed. When a government has required 50-50 gender parity, the quality of the govt got better by cherry-picking the women and displacing the less qualified men. "The tragedy of the [no] good man." "Who got fired when Jackie Robinson was hired?" You end up with someone who is unemployed and knows why. Have to be politically thoughtful about that.

Pratima: Some states have Promise programs, with 2 years of free community college statewide, but Illinois does not. At the federal level, where is this at? SC: This relates to an earlier Q. We'll see what the composition is at the next session. How to get the language written. What bill can we staple it to? I'm less optimistic at the moment about answering the Q on timing.

Kevin: What is being addressed at the federal level to address the student mental health crisis? SC: The biggest is HR 5407—enhancing mental health, which would make some amendments to the HE act to work with mental health services, suicide prevention; not sure we'll have a HE reauthorization act before this session is over. We're a co-sponsor of this act. It's a peculiar gift of the covid era—we began to talk about mental health as a personal/medical rather than criminal problem.

Pete: HE funding is tribalized; we have a need for trades people. Is there a way to have a balance between the need for trades and HE where some sectors of society aren't going to be threatened by it? SC: There's a lot of legislation on this now. [Illinois Congressman] Raja Krishnamoorthi is working on trades funding at the HS and HE level. It's a hard Q. Sometimes we confuse supply & demand. Back to what I was saying about inflation: we haven't raised the [national] minimum wage in over a decade; off-shored manufacturing means goods are cheaper; the result is that trades have not paid as well, so fewer go into those professions. Supporting labor unions matters because they have collective bargaining that drives up wages. On-shoring manufacturing (CHIPS) and tax breaks for domestically produced vehicles; we have to put upward pressure on wages. No one turned down a raise because they are concerned about inflationary effect on the economy. We need to pay better wages if we want to draw trades

workers; we have to be willing to pay more for Cheetos. If we're going to back to a world with more domestic capacity, that will put upward pressure on wages. We're on one side of that as workers and on another side as consumers, have to understand and bridge that.

Sue: Today there's a wide range of conventional and unconventional political participation. How does that affect the decision-making of legislators? Conventional: talking to legislators. Unconventional: protests, civil disobedience, break usual bonds, shut down facilities; attempting to murder the VP. SC: I could get way over our time together, responding to this question. Put aside acts of violence. One of biggest challenges: we know how to respond when we're attacked; we haven't totally recovered from the attack on Fort Sumter. The others are a separate matter: calling, writing letters, how we vote vs. non-violent forms of protest. Truth is you always need both. Chuck Neblett, one of The Freedom Singers, said of the civil rights era—movement comes first; then you find the leader. It's not the other way around. "Conventional" then is when you agree with the leaders. I came into the class of 2018 on gun control, women's right to choose, climate justice. We now passed one of the first comprehensive gun bills and climate justice bills; without those movements and marches I would likely not have gotten elected. A healthy society questions the boundaries of society (or its current conventions). James Baldwin said the purpose of education is to cause you to question what is up, down, right, wrong. Society has no place for this type of person, but only moves forward with that type of person. Keep a copy of Baldwin in your back pocket and use it as your Bible.

Shawn brought out a cake in honor of Marie for her many years of leadership in FAC—something he'd intended to do before the pandemic interrupted.

Business Meeting

Old Business: Angela moved and Marie seconded acceptance of the September minutes; passed.

New Business:

1) Formal recognition of Lucy Park's service. She has resigned her position, and is going on a different path with her academic career, toward narrative medicine and Korean poetry. She's been our webmaster, and willing to continue for a couple of months until we find a new one. Ken moved; Marie seconded formal recognition of Lucy. Approved.

2) Pratima volunteered to be the new webmaster. Shawn said if anyone else also wanted to have administrative rights to the FAC website, let him know.

We moved to caucus meetings. Possible topics for discussion were raised: academic freedom; banned books and censorship; internships for Illinois teacher candidates; support for childcare on campus.

Working Group and Caucus Reports

Early College/Online Remote Learning Working Group (WG): Amy reported that by the November meeting, members will draft their Student Bill of Rights dream lists (naming potential benefits and potential costs of early college coursework, especially pursuing a lot of it). We are seeking allies (including in the IBHE staff) for serious engagement with our 2020 position paper and ongoing concerns about early college. Angela will be the new chair of the online remote learning side of our WG. On that front, course modality questions are top of our agenda.

Equity WG: Julie reported that institutions are supposed to be submitting their 5 year equity plans According to <https://partnershipfcc.org/college-and-university-partnerships/illinois-equity-in-attainment-initiative/equity-plans/> 26 institutions already have developed them, all using the same format, same pieces. The group needs to present to the IBHE Board meeting in March a set of tools and resources, focusing on three main areas: from a faculty perspective: hiring (recruiting and cluster hiring); faculty retention and support (mentoring programs); curriculum and pedagogy resources (critical pedagogies and classroom management resources). They will look at equity plans with that framework in mind, noting where there are opportunities and gaps. **FAC members are asked to send Julie any DEI tools and resources that we've experienced at our institutions.** Reading lists, tools, websites. We'll curate this collection within this three-part framework. That's what we'll present to the IBHE.

Student Debt and Affordability WG: Pete reported that they are waiting to see if Senator Murphy will meet with their working group next month. They have reached out to Senator Murphy about the Illinois Promise program to see if she has plans to resubmit the bill in Jan or Feb and if so, how can we help, and what kind of conversations we can have. The WG also spoke about the question of diversity in STEM, and PELL grants sustainability. What's the status of the bill to increase Pell grant funding? American Rescue Plan led to money coming in directly to institutions, most of it directed to students; universities lost millions when that ended.

Higher Education Funding WG (formerly called the Performance Based Funding WG): Dan reported that the group has changed its name. They plan to research and decide whether to make a presentation at the next adequacy subgroup meeting of the Illinois Commission on Equitable Public University Funding on Nov 17. How can we influence this process moving forward? They will research equity funding in other states.

Marie: Faculty productivity isn't in the formulas now? Dan: Don't know. I spoke with CSU's president; he is on the resources group. The sense of the Commission is that reaching equity goals meant ensuring every institution has the resources they need to do that. It may be more expensive to get some students through than others. That's the approach they were using to do that.

Linda: Where does faculty research fit? Dan: this is one of Jennifer's objections. Adequacy is used in K-12 which isn't generally involved in research and community outreach. So how are these factored in, or are they not?

Mental Health WG: Sue reported that the Qualtrics survey is available now; don't answer if you did the Canvas survey last year. Respond by Nov 11. Don't share beyond FAC; it's just at the formative stage.

Prior Learning Assessment WG: Lane reported that they are working towards a white paper on best practices. They spoke of scoring early childhood workers for various competencies.

Private Caucus: Angela reported that they spoke once again about faculty workload. Faculty face a broadening group of responsibilities, including more administrative work. Two schools are making this a priority this year. How does this look different from institution to institution? Good to get a sense across disciplines and institutions—what counts towards load; what faculty workload looks like. Still discussing what we might *do* with this information. Gay suggested asking for distribution at a microcosmic level, at the level of department workloads. A junior faculty member teaches a lot more than another person in the department.

Public Caucus: Dan reported that in response to our request about dual credit questions, many are finding our institutions didn't keep that info or not willing to put in effort to find it out. They will go back to ask about early college credit in general; and see whether we can get info about how many types of credits are transferring in for first year students, influencing how many Gen Ed courses are not offered and how much revenue universities are losing. We also discussed whether our schools have emergency preparedness plans in place—are we preparing for the next pandemic? Lane agreed to put together a statement on academic freedom. In Florida, faculty at universities are being prohibited from participating in committees where they might be making statements some politicians disagree with. We thought banned books might be more of a K-12 issue; but with dual credit courses this may be a common issue, especially in the community colleges. Some types of materials in courses may not be allowed. We would like to refer this question to the community colleges to see. On student teaching: 1 credit for observing was typical for the publics. On support for parents: some of us have sent info to Angela on resources for parents on campus (e.g., on lactation locations). One other issue: faculty burnout. The number of faculty is shrinking, of admin growing; faculty are being asked to do more and more and getting burnout. Some practice “quiet quitting”—doing the absolute minimum before retirement, leaving others to do more.

Discussion ensued about how much work was expected for student observations and internships for 1 credit hour. The range across institutions seemed to be everywhere from 3-4 hours a week to 15 hours a week. Julie noted that student teaching observations and internships are standardized through the IBHE. Minimum standards are set.

Community College Caucus: Cyndi reported that they spoke about Illinois Public Act 102-0083 that we learned about last month. It was the first we had heard about the need for housing liaisons on our campuses. How do faculty and staff learn who these liaisons are on our campus? Are there resources and funding issues in our communities? At various CCs, the liaison might be a counselor; a financial aid coordinator; an added duty for a faculty member; or the dean of students. IBHE has all the info someone needs and a list of contacts, and ICCB (the Illinois Community College Board) does not. The CCs would like more transparency from our campuses, and for the ICCB to get the info out. Also at some campuses: if a certain percentage of students needs these services, the CC should create a full time position.

HB 5506 amended the Dual Credit Quality Act yet again, allowing a DC class taught at HS by a HS instructor to permit students receiving HS credit only and students receiving DC to be in the same classroom, taught simultaneously. How is the instructor ensuring those student groups are getting different experiences? How are the quality and rigor different? Julie raised another issue: some DC classes are taught remotely to students sitting in a HS classroom, with a HS facilitator. When students

have homework Qs, they are asking the HS facilitator rather than the college instructor. This raises Q's of quality. Their last concern: if a student in a DC class earns a D or F, then the DC coordinator can withdraw them from the college class, and assign them a grade for HS credit. The aim is to not punish HS students for "trying" college credit, but it raises Qs.

Gay: what you describe parallels the dynamic between a TA vs. a professor at the college level. (Cyndi wondered if that is really parallel.) Gay added that in the professional schools, faculty are now being encouraged to develop quizzes to be able to be taken three times. We didn't see that kind of pressure pre-covid.

Cyndi: We were shocked by the number of books on the banned book list. How do you get a math book on the banned book list: Dan: an example might address inequities in covid infection rates; this leads to discovering Republican states are worse than Democratic states, on this measure.

Shawn thanked Pete and Benedictine University for hosting our meeting. Our next meeting is November 18 on Zoom. Ken made a motion to adjourn: Laura seconded it. Movement accepted. Meeting adjourned at 2:50 pm

Minutes written by Amy Carr, FAC Secretary