



## Faculty Advisory Council Illinois Board of Higher Education

At Chicago State University and via Zoom

March 17, 2023

Approved April 21, 2023

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

#### **In person:**

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)
John Cooksey	Harry S. Truman 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
Jim Kulich	Elmhurst College (alternate)
James Marshall	Rockford University
Nataka Moore	at-large (Adler University)
Laura Murdaugh	Kishwaukee 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
Larry White	Eastern Illinois University
Sue Wiediger	Southern Illinois University-Edwardsville

#### **On Zoom**

Angela Antonou	University of St. Francis
Chasity Gunn	Elgin Community College
Pratima Jindal	Waubensee Community College
Gay Miller	University of Illinois at Urbana-Champaign
Linda Monge	Frontier Community College
Ismael Montana	Northern Illinois University (alternate)
Ken Nickels	at-large (Black Hawk Community College)
Farid Peiravian	University of Illinois at Chicago
Dana Trunnell	Prairie State Community College

Lichang Wang  
J. Matthew Ward

Southern Illinois University-Carbondale  
Quincy University

### **IBHE Members and Staff**

Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE  
Jennifer Delaney, IBHE Public University Board Member

### **Guest**

William Jason Raynovich Chicago State University, Faculty Senate President

### **Representatives/Institutions not present:**

NO REPRESENTATIVE	University of Illinois-Springfield
Gene Dunkley	Greenville University
Laura Laskowski-Ferrell	Saint Xavier University
Stephen Miko	Sauk Valley Community College
Manny Rodriguez	Parkland Community College
Brian Vivona	Northeastern Illinois University

The meeting was called to order at 9:03 am by Shawn Schumacher.

## Reports

### Chair Report

Shawn announced that we have a new representative from UIC, Farid Peiravian. Shawn thanked Dan for hosting us at CSU. Dan introduced the Faculty Senate chair at CSU, William Jason Raynovich. Shawn described the agenda for today, and noted that he and Julie were at the IBHE Board meeting on March 15, where Julie presented on the FAC equity working group's institutional equity plan resources. Chair Atkinson also spoke to the legislature about equity.<sup>1</sup> The Student Advisory Council also presented on what they see needs to be done from a student perspective regarding student wellness in a holistic sense: about DEI, MAP grants and housing and food issues, mental health and academic help.<sup>2</sup> Stephanie added that they would like a seat at the table about campus initiatives.

Shawn will be presenting the FAC annual report at the June IBHE Board meeting at Carbondale. For that, he will need a short, one-paragraph summary of what our working groups have done this past year, by May 15. A reminder that May 11 Biden is ending the emergency executive order on pandemic measures, and after that we will return to face-to-face only meetings. Amy shared ChatGPT notes and links from a webinar. Caucuses might discuss ChatGPT concerns and the academic freedom proposal.

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<sup>1</sup> See <https://capitolfax.com/2023/03/16/ibhe-chair-nation-standing-at-a-dangerous-precipice/>

<sup>2</sup> See <http://www.facibhe.org/documents/papers/FAC-Student-Advisory-Board-Resolution.pdf>

## Vice Chair Report

Linda Saborio reported that the April meeting will be at WIU. Consider making hotel reservations early because there is another conference at the same time. Make train reservations early. Most importantly, we are taking a new group photo today.

## Secretary Report

Amy reported that she'd received proofreading corrections from Dan on the February minutes.

## Update by FAC Legislative Liaison

Mike Phillips shared a document updating legislation. Only one bill has passed so far, allowing students to be election judges for academic credit. The one clause Mike was hoping someone would talk to the sponsor about was that if someone receives credit, which they probably had to pay for, they can't get paid for being an election judge. It's usually \$150-\$200.

An omnibus bill for higher ed has passed out of committees in both the House and Senate. There was a House Resolution in the Higher Ed committee to create a task force to look at the student insurance program. For those at community colleges, student insurance has some serious financial issues that need to be addressed legislatively. Mike thinks CMS (Central Management Services) wanted to run a bill just to fix the financial issues, but some House members want to take more time to think about what might work best. There are a couple of bills on student affordability, and some on future educators getting through the pipeline. Take note of the status of the bills, and whether they are still moving through.

The May session is supposed to end right around the time we're meeting in May. The Thursday before our main meeting, we'll set up meetings with the Chair and minority party rep for the Higher Ed committees. We're meeting as individuals, allowing legislators to hear the faculty voice. Sometimes they are just informal discussions, just to let them know who we are and what kinds of things we're interested in.

Paul said it shouldn't be an issue to pay election judges. Mike said there might be something in state law about it.

## Report by Jen Delaney, Public University Representative to the IBHE Board

Jen thanked Julie. She reported on the [Illinois Commission on Equitable Public University Funding](#)'s technical working group, which met yesterday. They have pivoted in their approach, after canceling the meeting before. They're still thinking about institutional expenditures, a cost-based model to come up with adequacy, but doing so at a higher level. Still, neither she nor the committee members have quite got their heads around it. Jen did make public comments about not mixing head count and FTE (full time equivalency), etc. and focused on the notion of stability—one of the three pillars of the commission (along with equity and adequacy). They had begun talking more about ways to measure equity. Jen encouraged the group to find place in the timeline to talk about stability. This might be a complementary add-on to think of other types of legislation. Her worry is that if the technical working group doesn't have any ideas on this, it will get lost. She gave some research-based policy

recommendations, like a dedicated revenue stream for higher education, with Texas as a model. Student aid also helps if there are cuts to institutional funding. We could think about unemployment funding using models from Nebraska etc. when there's a downturn in the economy.

On the IBHE Board meeting: the Governor increased the IBHE's own proposed funding for higher education.

Report by Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE

Stephanie reported that the IBHE Bill HB 2041/SB 2308 has moved through committees. It is a follow-through from the spring 2022 omnibus HE (higher ed) bill. Most of the content has to do with technical clean-up kind of language, including term lengths that Board members are appointed to. Our team is particularly interested in new language that would give the IBHE Board the ability to issue cease and desist orders and impose fines when they find HE institutions operating in Illinois without authority. The IBHE does fairly routinely locate such institutions. Since 2019, they've encountered 75 occurrences of this kind. It's an enormous consumer protection issue for students, who are investing time and resources in a place not providing quality ed or a credential of any meaning. Their first strategy today is to work with the leaders of such institutions to come into compliance and this sometimes works, but they do encounter challenges. Their primary strategy now is to refer such cases to the Office of Attorney General.

Stephanie thanked Julie and the equity working group for sharing the results of their efforts with the Board. On next steps with that document: in partnership with the Illinois Community College Board (ICCB), the IBHE is leading a workgroup to provide guidance for institutions to develop institutional equity plans. That group launched in February and will finish by late spring. Julie and other FAC members on that workgroup will report. Go to the IBHE home page and top navigation menu, you'll see a section called "Work Under Way" and can see info about this group, including who is serving. Thanks also to the early college working group for its paper, and it will be going to the June IBHE Board meeting.

Stephanie had mentioned in February that the IBHE and ICCB have received January-approved state supplementary funds to begin early implementation of the mental health initiatives on public university campuses. Relatedly, the Governor announced the establishment of the [Behavioral Health Workforce Center](#). See more on the IBHE home page under Work Under Way. It's in partnership with IBHE, ICCB, ISAC (Illinois Student Assistance Commission), and others. It is housed at the SIU and UIC medical centers, with partnerships coming soon with multiple mental health service providers, etc. A broad goal is to expand the number of mental health providers in Illinois, especially in communities with limited or no access, by strengthening pathways for those with aspirations—e.g., among those who have lived experience with addiction recovery, to become a certified recovery support specialist—and provide upskilling for those already doing related work. The state set a goal of 500 certified specialists, and already has 300. The Center will also house a technical assistance center for the Mental Health Assistance Act. See the videos around Governor Pritzker's announcement of this as SIU Medical Center. The BHCW is funded by cannabis taxes. There are loan forgiveness programs for individuals currently employed in the field, plus scholarships.

Stephanie closed by noting there was also at Wednesday's Board meeting a ratification of the Illinois PaCE Postsecondary and Career Expectations<sup>3</sup> to help high school students explore their career interests, with apprenticeships, internships, early college coursework related to their career interests, and awareness of the financial ramifications of their choices. That PaCE framework extends into middle level, and will be ratified later by the ICCB and ISAC. By 2024-25 all secondary schools must have a PaCE framework of some kind. There's also a provision for transitional math and English courses to help students be more on track for doing entry level work.

Amy: Is the mental health initiative just dedicated to public HE institutions? Stephanie: It is community-wide; one aspect is to enact the mental health act related to campus mental health.

Mike: What has the IBHE been thinking about SB 1895, which would require community colleges and public universities to provide books and other course-related materials free of charge? Where would this money come from? Is IBHE tracking that? The other bill, SB 2288, is an amendment to the Illinois Articulation Initiative (IAI) which makes a few minor changes, including that all public universities must maintain up to four transferable major courses in IAI majors. Is this a big deal, or a little adjustment? SB: On SB 1895, the Senator who had led on that bill has agreed to hold that bill to work with institutions and think through cost ramifications. On both of these, the IBHE has not taken an official stance, but they're working with all parties involved. On SB 2288, there are to date over 500 major courses offered at public institutions that are in the major areas. The IAI doesn't cover every single major option, but of those available, there are many transferable major courses. There is ongoing conversation about the implications of this bill. What might be needed to provide these? See the IAI working reports.

### CSU Guest Presenters: President Z. Scott and Interim Provost Leslie Roundtree

Dan introduced President Z. Scott, once an attorney and federal prosecutor, who serves on the board of the Shedd Aquarium and other boards across the city, and on the technical working group of the equitable public university funding commission. Dr. Leslie Roundtree is the Interim Provost and VP for Academic Affairs; she has been at CSU for over 30 years. Her field is occupational health therapy. Dan passed the mic around for introductions from FAC members before they spoke.

President Z. Scott shared that she has been at CSU about 5 years. The term is typically 4 years. It's a difficult job, and there are so many things you want to accomplish. Community members told her it would take 2-3 years to see the results of a different form of leadership. But one of the most important things she values at CSU are their faculty. They are amazing. The work they do on behalf of our students is nothing short of amazing. They teach but are also growing our leaders in our community. There are so many pockets of crisis in our state that can be fixed and corrected by HE. Higher education changes not only the life of the student, it changes the community. It sets a path for economic and social mobility; educated people are better engaged citizens, engaged civically. CSU has pushed many resources to better access, retention, and career pathways. It's paying off. CSU retention and graduation rates are up, and that's in a pandemic. Keep on! President Scott asked the Faculty Senate to really explore their mental health. How can their university better support faculty with their mental health? Stress

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<sup>3</sup> See [https://www.isbe.net/Documents/PaCE\\_Revisions.pdf](https://www.isbe.net/Documents/PaCE_Revisions.pdf)

accompanies helping their students during the pandemic, and the stress of moving back and forth in teaching modalities. CSU will be having a panel discussion of five women to encourage students to explore HE careers, as part of women's history month.

Provost Leslie Roundtree thanked us for coming. She re-emphasized that the work CSU is doing right now is really important, when we're seeing the residuals of the effects of the pandemic, including learning loss. You name it—there has been loss.

Marie asked about CSU's initiatives to increase retention rates. Provost Roundtree: CSU has restructured its advising system to really take on a coaching model, a more holistic approach to students. They are laser-focused on access to resources earlier. It takes a second for a student to walk out the door and just keep on walking. They started an early-start program for our freshmen. All come in during the summer and take a class. Her favorite part of the evaluation is when they say, "And now I'm ready for college." President Z. added that some of CSU's main zip codes come from neighborhoods with limited access to health care. They focus on wellness activities on campus: taking blood pressure, having a food pantry, clothing closet, etc. They retrained advisors (with the benefit of some philanthropic groups) using a model for intensive advising. A student success task force traveled to a successful Georgia school and to Wayne State, because they've had an initiative with very promising results around student success. The hardest thing for CSU is data collection and being able to pivot fast enough. The learning loss struck them hard this past fall; students had a lack of discipline, a lack of engagement. Students have lost the ability to really orient themselves to education. We need programs that help us manage learning loss and working with students who don't yet have the discipline of knowing how to be students.

Crystal: On the idea that completing your education makes you a more engaged citizen, Crystal shared that she is part of a qualitative study of students who had the opportunity to vote for the first time. Are there activities around civic engagement and voting education? We often assume that at an HBCU.

President Z.: CSU is an early voting site. They have increased the output of information about voter registration and opportunities to vote. Their legislators are concerned about people not voting and not being civically engaged, so President Z thinks they need to have some kind of campus forum that talks about what it means to be a good citizen. Despite the challenges of those of us who grew up in the Jim Crow South, her parents still respected the flag and the promises of America. We need to transfer this to our students and understand what it means to be *responsible* for democracy.

Crystal: There's a time for us to identify how to engage these new, 18-25 year old students. Perhaps there's an opportunity for CSU and GSU to collaborate on that.

Joao was excited to hear about the holistic approach. He was also curious about how CSU is including the community and family. National Louis University is a Hispanic-serving university, and he can't imagine them not having family involvement, but they are struggling with that. President Z: One of the first things CSU did was to have someone whose job it is to be in the community: an Assistant Director of Community Relations, who attends community organization meetings as an ambassador from CSU. For example, the Roseland communities have developed a Life Plan—with CSU written into it. There is an economic development project for some of CSU's undeveloped land with the MacArthur Foundation. CSU will release a report next month on that project; they brought together community focus groups on what they'd like to see developed, and invited community leaders/people to come in to talk about CSU. There was a shuttered Walgreens on the corner of 95<sup>th</sup> and King Drive, which is now owned by CSU as a

community-access point for CSU, by the bus stop. Development here is enrollment-related. There is a MOU with Chicago's department of planning, a second with Metra that's led to the re-development of the Metra train stop—it's been an embarrassment. \$30 million will make that a complete train stop with a regular schedule that allows tunnel access to the CSU campus. There will be retail space in the new train station. When CSU rebuilt its strategic plan, it was designed to open up that space to the community.

Provost Roundtree: Our average student age is 29. They come to us *with* their families, so we embrace them in any activity we can think of. We make an event as open as possible, with a children's table. They can see their parents succeeding, and can do it too. We opened our child care center up this fall. It's a tricky situation. President Z: It *is* hard. We had a Saturday morning ceremony as students transferred to CSU, and we had only two families show up. Engaging families is going to be more difficult. It's the same at the high school level, with parental engagement being not what it should be.

Mike: How much do you get students and faculty to participate in community development opportunity conversations? Provost Roundtree: Our President's approach to almost any engagement is: how do we put faculty and students in the front? Communities are looking for us to do some of that research and data analysis and when they see the faculty there, they are more engaged with the activity. President Z: For example, post-George Floyd's death, our faculty were part of our COVID-19 vaccination campaign and encouraging it, and our history and business professors were expert witnesses on Black Chicago's history. At any kind of speaking engagement, our students introduce and emcee. When Pritzker signed his last student budget here, we had three students talking about the value of the increase in MAP.

## CSU Guest Presentation by Christine Brown on Faculty Mental Health

Dan introduced Dr. Christine Brown, Director of the CSU Counseling Center. She presented on "Mental Health in Academia."<sup>4</sup> Christine had been an Assistant Professor for 5 years at National Louis University, and decided to step down from academia. She moved to being an adjunct because that is what she needed for herself. She absolutely loves teaching, but wishes she could just do that. Adjuncts don't have to do any committees, and have more flexibility.

Research on us as faculty reveals that the pandemic has intensified stress points, but they were there pre-pandemic. Often many feel they have to choose between productivity and mental health. We had to learn to teach online overnight—we're supposed to become gurus instantly. But Christine hopes we'll begin to consider that we're not super-humans. She threw away all her "Strong Black Woman"-implied T-shirts, burning them in the back yard, and then started a vegetable garden. She showed a video profiling faculty about mental health. 1 of 2 Canadians have mental health struggles. One chair talks about really listening to the challenges others have faced in their careers.

During the pandemic, for the first time in her life, Christine felt the same trauma that her clients did, experiencing the same feelings. And she also had to be present for her clients, family, and students. The greatest outcome of the pandemic for her is not being afraid of standing up and speaking out about our

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<sup>4</sup> Find a copy of Dr. Brown's slides by this title here: <http://www.facibhe.org/documents.php>. The slides include links to studies about faculty mental health and stress, including references to the precarity pressures on adjunct faculty, especially for persons of color and women.

experiences, because the expectation is that we be perfect and experts; all else is perceived as being incompetent. She read a recent report in New Zealand—there are no tenure positions there. That would never happen in the US, but that was one thing New Zealand took away to remove this competition and to improve the mental health and longevity of faculty. They also have universal health care.

Mental health in higher education has never been so tenuous as during the pandemic. But we didn't receive a lot of attention. There weren't many spaces for really talking about it. What could they be at *my* college? We leave big chunks of ourselves out of the conversation. Christine's students know a lot about who she is, and she who they are. It's a constant balancing act, juggling many responsibilities. We have to project a certain image. But we feel insecurity, stress—that admitting a mental health crisis would be a mistake. She hopes we share our own business with someone else.

There can be too high a price to pay, working as a faculty member. Christine said she talks a lot about mindfulness, individuation, doing things for oneself. That's not who she was 3 years ago, when she was totally an interdependent person, and took care of everyone else; that's how she was raised. But so much shifted. She pays much more attention to what's happening in her body if she has a disagreement with someone (student, neighbor, spouse): if it feels uncomfortable, paying attention to what's happening in her body helps her to think about how to respond to situations the next time. Not everything has to be addressed right away. She almost said no to this session today. Or "not now."

In 2021, 2/3 of academics reported mental health concerns, like anxiety, psychological distress, burnout, etc. Job insecurity is a factor for those not in tenure/TT. They adopt a whole other set of stressors even when tenured: now the heat is on; you're under a magnifier.

Autonomy is one of the most enticing features of being a faculty member. You have freedom to choose your work and the topics you research. The paradox is there's an increased requirement to build a more impressive CV and secure teaching, professional, and research funding—even in the face of budget restraints. And working in isolation has a negative impact as well. It's easier to hide your stress if you work remotely, and you don't really have to deal with it until it hits the ceiling. Then one can have no other choice but to get some help. But we don't have to work that way.

Who is checking in on you? Are you checking in on you, taking care of yourself? Using AI, you can take a pic of your fridge and AI tells you what you can cook tonight. Can I add AI to all of my technology, so that AI can tell me, "You need to get up and take a break? That last email you sent was pretty intense, don't send another one like that again." "Take a yoga class." Christine said she took much better care of herself during the pandemic.

Most of the focus on campus mental health (MH) has been on faculty taking care of student MH: knowing the warning signs, referring them, etc. She recommends that students attend campus events focusing on wellness (for extra credit), and eat and sleep well. Faculty can be available to students in person or on Zoom for discussion on wellness. She prefers using the term "wellness" to "MH." The Mental Health Early Action Campus Act 2020 (federal act) said we are supposed to put key services in place, but they left out faculty and staff again. We'll see more peer support services. All of our staff, faculty, and RA's will have MH first aid training online, so we're more aware of the resources available. We don't have to be a clinically trained psychologist to help someone in distress. We *all* can be responsible, and help one another. If you notice your colleague is struggling, check in on them.



Invisibility: we're under constant evaluation, leading to anxiety. Women in particular may struggle a little bit more in terms of balancing everything because of the roles that we have. Christine's cure for all of that is that we can toss all those gender roles assigned to us at birth, and men can cook and clean and take care of their children. Her husband retired when she got her doctorate;

that was his plan. She let him do it. But when the pandemic hit and she had to stay at home and work, she said, "This is what you do all day? This is fabulous." They then began to negotiate during that time. Their adult children returned home. They had 8 people in their house for 2 years.

About 60% of adult children are now taking care of their parents, including the financial responsibilities.

Strategies: admit you're not a superhuman, seek help and a therapist (therapists help you calm down so you can see the answer and get there), avoid suppression of your feelings and thoughts, pay attention to what is happening to your body physically when you feel stress (she picked up yoga), say "not now" or "no," make more time for yourself, family, research, students; give up certain grants and consolidate research efforts; be okay with feeling uncomfortable when discussing challenges with colleagues; mindfulness.

Mike: One thing he's done in class is to emphasize the importance of sleep. Research indicates you need at least 7-8 hours of sleep a night to remember. He tells his students to go to bed at an 11:59 pm assignment deadline, and to send an email to him to say they will turn it in later.

Crystal: Christine's talk illustrates the importance of relationships and authenticity in them. The pandemic has caused her to deepen certain connections with peers. There are people in leadership that we can be transparent with, if we're willing to take the risk. Most of us are over-achievers; we can slip down to giving 150% and the world is not going to crumble. She asked Christine if she was doing these presentations with our faculty groups. Christine: Yes. Faculty heard her in another space, leading to this invitation. Crystal: You can also cut some people off. As she mentors junior faculty, she finds you can still be really excellent at your research, and you don't have to be best friends with everybody. Christine: Friends can be seasonal. Cutting off people doesn't mean blocking off people on social media. We can let them know.

Joao: Are these conversations also happening with leadership? He wants to borrow everything Christine shared and bring it to National Louis. Will our leaders be okay with a "not now," and how will they respect a personal space we need for ourselves as faculty? Shawn: What are your thoughts on how we can *bring* this to our administrators, facilitate this? Christine: Structural, systemic changes are needed. She focused on the "I," the individual today. We need to be strong enough to bring this to leadership. Build yourselves up as a team to go in and have these difficult conversations.

## CSU Guest Presentation about the *Rise* Academy

Dan introduced Dr. Lee Roe, Director of *Rise* Academy, and Ms. Catherine Smith, *Rise* Academy Coordinator. *Rise* is CSU's First-Year Experience (FYE) Program.<sup>5</sup>

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<sup>5</sup> For the slide presentation used by the *Rise* presenters, see <http://www.facibhe.org/documents.php>

Catherine Smith: *Rise* began in 2019, and continued since it was successful. They altered some things during the pandemic. *Rise* Academy is a full-tuition and fees scholarship program for eligible first year students (after applying all financial aid awards; it's a last dollar scholarship). It allows students to test-drive a CSU course, maximize college resources, take a closer look into their career of choice, and establish relationships with faculty, staff, and peers. *Rise* helps students build the necessary skills and social capital optimal for a successful first year in college. Students get a free loan of a university laptop for all four undergraduate years. *Rise* doesn't cover housing and student health insurance. *Rise* students do get textbook vouchers, and can only use them in CSU's own online bookstore. There is a dedicated advisor for RISE students, as well as specific workshops for them.

Those eligible for *Rise* are first year freshmen or transfer students with less than 24 credits.

*Rise* scholars are required to complete the 5-week *Rise* Academy Program first. If they pass it, they continue to receive funding for the first year. *Rise* has three cohorts each year. The first group starts June 20, the second overlaps and starts July 3, and a fall cohort starts October 17. They want to give even the late-start students a chance; the last group starts full-time classes in the spring. They are still growing and learning, trying to find what works. During the first year, students attend three workshops (minimum; many more are encouraged) and weekly tutoring.

The 5-week program includes a 3 credit Gen Ed course, placement exams, *Rise* workshops, networking events, and weekly tutoring sessions. Workshop topics include self-exploration, social capital, and first year student mental health. Networking includes a chat and chew with the president and provost; MyGPS <https://mygps.co.nz/> (an online career development tool); making a vision board and other exploratory activities (students really enjoy them; they plan to bring them in more often); LinkedIn and professional headshots taken by student photographers; a *Rise* outing (e.g., to a Sox game—a lot of them had never been; this year to Top Dog or to a skate room; students voted on their choices). There's an option for international or out of state students to join, with an online option; they have an online option for the workshops. *Rise* had 61 in cohort 1, 40 in 2, about 30 in 3. *Rise* offers two in-person courses and one online course for each cohort. Only *Rise* students are in the 5-week summer course.

*Rise* expectations also include attending a CSU orientation, signing a contract, attending *Rise* Academy Orientation, communicating with their academic advisor and professor, attending all *Rise* workshops and networking events, and utilizing tutoring resources (some in-class).

Lee Roe: We have a faculty orientation about *Rise*. We rely on a weekly spreadsheet to let us know that students they are staying on track, and faculty fill it out indicating attendance and participation. It's an intrusive advising model: we'll be in your face to congratulate you, and to intervene otherwise.

Catherine showed a video testimonial by a *Rise* scholar.

Mentorship Program *Rise* partners include many funders. Some offer mentoring programs for students in computer science and legal studies. Wintrust looks for finance, accounting, and business majors. Non-mentorship *Rise* partners include Dempsey Travis, Rivers Casino, and AT&T (for STEM-focused majors). They also fund the outings and networking events and workshops. Funding is not a problem. They had about 130 students in *Rise* last year, and aim for 150 this year. Lee added that they don't take all funders; they have to share *Rise*'s values. Marie asked if there were any teacher ed funders. Catherine: We have other programs for them.

*Rise* program funding is for one year, then other scholarships kick in. There is some additional *Rise* funding available on a year-by-year basis.

Linda asked about retention and graduation rates. Lee said that the retention rate from fall to spring semester was 73%. They want all *Rise* students to take a summer class in the next cohort of students. Catherine added the oldest *Rise* students are juniors. Linda: How do you recruit? Lee: We go to high schools, DCFS, organizations, and work through CSU's dual enrollment classes.

Crystal: How do you navigate housing and food funding? Catherine: We'll refer to financial aid or the housing programs, because they offer housing scholarships to students. The PELL grant can be applied toward housing, and *Rise* will cover the remainder. Crystal: are you tracking why students drop out? Catherine: Yes, the answers vary. For some it's financial; for some, they just realize that college is not for them.

### Presentation on IBHE-FAC Faculty Mental Health and Wellness Study

FAC members Sue Wiediger and Nataka Moore presented. Nataka gave some context and history. In 2019 the working group on student mental health was charged with addressing the possible impact of the Illinois Public Act 101-0251: Mental Health Early Action on Campus Act (2019) to our campuses. This act was not funded then. The goals of this act were to address gaps in MH in Illinois' public HE institutions. About 75% of MH conditions start by age 24. The diagnosis rate increased from 22-36% among college students between 2007 and 2017. Then COVID appeared, and 94% reported that COVID negatively impacted at least one area of their life. The research supports the conversations we had with faculty in our meetings with colleagues in our home institutions and in IBHE FAC meetings. We wrote an IBHE Open Letter on the Mental Health Action on Campus Act. They didn't necessarily consult professionals when developing that act. Budget constraints and COVID-19 prevented the provisions of the act from being implemented. Second, COVID worsened existing MH issues, but also strained the state of Illinois MH infrastructure. Nataka shortened her own availability to care for clients from 17 to 6, alongside being a prof and mother.

Nataka and Sue developed the following recommendations (approved by FAC): fostering a peer mentoring program in RA programs and/or college counseling centers (but not diagnosing); a minimum access of standard and MH health care provider (e.g., access to 8 appointments per year) rather than offering a 1000 to 1 student-counselor ratio; telehealth options; supporting the IBHE position on technical assistance. Recent Illinois actions include supplemental funding for the MH Early Action on Campus Act, the IBHE setting up the Technical Assistance Center, and the creation of the Behavioral Health Workforce Center. But that Center isn't addressing the *social* causes of MH needs—beyond therapists. Therapy is only a fraction of really dealing with the issues. Why are we struggling?

Nataka and Sue then noticed in conversations with all of us that we talked a lot about student needs; we didn't talk much about how *our* MH was addressed in our institutions. Every time we tried to get deeper, it went straight to students. We don't have paradigms or language for talking about ourselves and faculty MH. It made us wonder: what's going on with us? Upton Sinclair's *The Jungle* talked about the physical hazards of the workplace environment and the importance of jobs being responsible to

employees. What about MH for our employees? Do we have the same rights to protecting our MH as we do to protecting our physical health? MH increases blood pressure, hypertension, stress.

Sue talked about research on faculty MH, including occupational stress or work-related stress. The various theoretical frameworks look at the condition of work itself: high levels of demand with low levels of autonomy or control, and a misalignment between job requirements and the needs of the individual. Traditionally, academic faculty positions are considered low stress because of tenure, choice of work, and flexibility. But the nature of the work has changed. Some specific factors for faculty stress: high self-expectations, the need to secure financial support, insufficient time to keep current, inadequate salary, preparing manuscripts, a heavy workload, interference with personal life, unsatisfactory career advancement, interruptions, and many meetings (alongside teaching and research obligations). These factors appeared in surveys of US universities by Gmelch in 2000.<sup>6</sup>

A study in 2019 noted increased workloads; reduced resources such as job control, networks of support, and role clarity; the diverse nature of academic work; the public nature of faculty work and increased scrutiny of performance; and conflict. Burnout is now at rates similar to those among health care professionals.<sup>7</sup> Burnout has an emotional component: cynicism or depersonalization, emotional exhaustion, and perceptions of reduced accomplishment or efficacy. There are some aspects of intersectionality here.

Solutions can focus on the individual or the institution. Every job/life has stress. Building resilience at the levels of both the individual and the institution is appropriate.

Sue and Nataka then presented on the findings of their own study of FAC members. Those findings are not being summarized here, because Nataka and Sue would like to explore publication of these findings. They are exploring IRB processes and will keep us informed about consent. Discussion topics from the findings include individual and institutional responsibilities, and intersections with changing populations of higher education. As we bring more diverse populations into HE, students don't all have the experience of parents in the field. Nataka and Sue may also pursue a more comprehensive survey, working with IRB.

Nataka noted that this is work that can be brought to our faculty senates, with a resolution—requiring and demanding that there is budgetary consideration for our mental health.

Mike: Had you looked at the transference effect: when our students are stressed, they go to their advisor, mentor, and they can get stressed too. Nataka: We didn't ask that question directly.

Crystal said that GSU is memorializing three students who died this past year, some from gun-related violence. How do we support ourselves when we lose students? Nataka: We care for our students, and

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<sup>6</sup> Gmelch, W.H., Lovrich, N.P. & Wilke, P.K (1984). "Sources of stress in academe: A national perspective," *Res High Educ* 20, 477–490. <https://doi.org/10.1007/BF00974924>. Their research is mentioned in Winefield, A. H. (2000) "Stress in Academe: Some Recent Research Findings" in *Stress and Health: Research and Clinical Applications*, Kenny D. T., Carlson J. G., McGuigan, F. J., Sheppard J. L. editors, Harwood Academic Publishers.

<sup>7</sup> J. Watts & N. Robertson (2011) "Burnout in university teaching staff: a systematic literature review," *Educational Research*, 53:1, 33-50, DOI: [10.1080/00131881.2011.552235](https://doi.org/10.1080/00131881.2011.552235). Cited in Zaynab Sabagh, Nathan C. Hall & Alenoush Saroyan (2018) "Antecedents, correlates and consequences of faculty burnout," *Educational Research*, 60:2, 131-156, DOI: [10.1080/00131881.2018.1461573](https://doi.org/10.1080/00131881.2018.1461573).

when they are struggling with MH or tragedy, we are affected by that. It's not surprising that the research is showing that we're having a stress level like health professionals because we're in the helping field in many ways. Your Q is something for us to think about as we come back to looking at our work. Sue: We get a blast email after a tragedy, with links to counseling resources. But that's not the same as treating the environment.

#### *Academic Freedom Update*

Lane shared updates on Florida legislation that would restrict academic freedom. The case we were talking about last fall was mooted by a federal judge last November. It was rejected in scathing language, beginning by quoting the first line from Orwell's *1984*. It makes specific exemptions for secondary and elementary teachers—they are not protected comparably. Texas just last week introduced legislation restricting both academic freedom and tenure. North Idaho Community College's Board of Trustees took actions to control the school that now threatens its accreditation suspension. The broader Q remains.

We moved to caucus meetings, followed by working groups.

#### Old Business

Julie moved, Paul and Linda seconded approval of the minutes from February 17, 2023. The motion passed, with one abstention.

Paul announced that his school, Trinity International, is shutting down its traditional programs for Bachelor's degrees; only the seminary will continue to meet in person. There are no online Mathematics programs, so Paul will soon be out of a job. We collectively mourned.

#### New Business

There was no new business.

#### Caucus Reports

About half of FAC representatives remained for reports.

**Public Universities:** Dan reported that the caucus talked about the academic freedom issue. Immediately faculty saw some problematic situations with regard to early college courses. There are certain things you can say in a college example that you can't say to minors—e.g., using examples to show the difference between indecency and obscenity. The caucus also talked about academic freedom vs. students' rights not to be offended. Students with accommodations to make recording of classes would also be recording when such are discussions going on. Gay brought up SB 2288, in which courses that can transfer in Gen Ed under the Illinois Articulation Initiative would also need to be accepted in the future for all *major* degree programs they relate to as well. SB 1895 would do away with fees and textbook costs on courses; this would be expensive for universities.

**Community Colleges:** Cyndi reported that they only have one candidate for an at-large position with the caucus—John C. Next year Laura Murdaugh will serve as vice chair, Cyndi as chair. The rest of the time in caucus was spent on math co-requisites. Faculty said it was “miserable, terrible, horrible, sad” to connect college algebra and co-requisites. They are finding that students without the prerequisites are just not prepared for college algebra. Some need to go all the way back to beginning algebra. So the co-reqs are doing a disservice to students. Co-reqs are working fine for statistics. The Illinois Mathematics Association of Community Colleges meets later in March and Cyndi thinks there will be further discussion there. Community colleges have BOT elections in April; most in the caucus did not have concerns, but Mike does. They have 8 people running for three positions and two want to get rid of DEI initiatives and critical race theory being taught.

Shawn serves on a school board and added that some school board candidates have similar positions.

Mike: Northern Idaho CC is on track to lose accreditation. This is what can happen with elected Boards.

Julie said ICC’s solution to co-req issues with math is to tell students to study music.

**Privates:** Paul reported that they spoke about ChatGPT. They spoke about learning to use it, play with it; it’s not going away. See what it can do so you can flag students for cheating. Also to help defeat cheating: know what students are like in class, so you can recognize it when something really didn’t come from their heads.

## Working Group Reports

**Equity:** Julie reported that their tools and resources document is available, and will ask Pratima to post it on the FAC website. They will include Crystal Harris’ link to a Google form for more resources. They are helping with the IBHE’s equity working group.

**Early College and Online Remote Learning:** Amy reported that the [Early College Considerations](#) document is posted on the FAC website. John and she will Zoom into the IBHE June meeting from his office at Truman, to respond to any questions about this document when it is presented to the Board. Some community college members plan to share the document with their dual credit coordinators and administrations, among other ideas for sharing it that the working group will explore.

**Student-Faculty Mental Health:** Nataka and Sue will give us a PowerPoint that’s a framework for addressing faculty mental health on our campuses—to share with administrators. They also plan to share some institutional policies that we can request or demand at our institution. Look for these in coming months.

**Prior Learning Assessment:** Marie reported that they need to map the landscape of how prior learning assessment is being awarded now, then work on policy after that. They’ll have a document for us before the end of the year.

**Student Debt and Affordability:** Pete reported that they talked about their summary for legislators. Some of what they do now seems unnecessary because of initiatives from Governor Pritzker. He’s addressing the heavy needs group. But the working group has been maintaining all along that the regular middle class is getting left out of all of that. Pratima had pointed out that some of the Promises programs are

not need-based; there is no concrete reason we can't propose that for Illinois. But the state seems to be thinking along the same track of what the HE funding group is doing. We have the raw bones of a funding formula and we should probably be working together on that. There should be a statewide solution to the issues of both student debt and affordability.

Linda S. said that the HE funding group could provide data of models for other states, and next month work together.

*Higher Ed Funding:* Dan reported that their working group will meet with Jen and Simón Weffer to see where the funding commission's technical working group is at. They need to be done by July 1, so FAC members will want to understand what the technical group is proposing, so we can respond.

Shawn reported that the next meeting is on Friday, April 21 at WIU.

Sue asked if there was follow-up with the Illinois Math and Science Academy. Shawn said the general consensus was that IMSA would be invited to observe 1-2 more meetings and understand what we do.

Shawn thanked Dan and CSU for hosting, as well as those who brought us food.

The meeting ended at 2:52 pm (Marie moved, Nataka seconded).

Minutes written by Amy Carr, FAC Secretary.