



Faculty Advisory Council Illinois Board of Higher Education

At the Illinois Association of School Boards

May 19, 2023

(Minutes approved June 16, 2023)

FAC members/alternates attending and their institutions

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)
John Cooksey	Harry S. Truman College
Lane Crothers	Illinois State University
Marie Donovan	DePaul University
Eugene Dunkley	Greenville University
Chasity Gunn	Elgin Community College
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubensee Community College
James Marshall	Rockford University
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Peter Seely	Benedictine University
Sasha Villagrana-Frost	National Louis University (alternate)
Lichang Wang	Southern Illinois University-Carbondale
J. Matthew Ward	Quincy University
Sue Wiediger	Southern Illinois University-Edwardsville

On Zoom:

Brooke Johnson	Northeastern Illinois University (next year's FAC representative)
Stephen Miko	Sauk Valley Community College
Farid Peiravian	University of Illinois at Chicago
Brian Vivona	Northeastern Illinois University
Larry White	Eastern Illinois University

IBHE Members and Staff

Daniel Abankwa, Assistant Director, IBHE
Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE
Jen Delaney (via Zoom), Public University Faculty Representative to the IBHE Board
Jill Gebke, Assistant Director, IBHE
Eric Lichtenberger, Deputy Director of Information Management and Research, IBHE

Representatives/Institutions not present

NO REPRESENTATIVE	University of Illinois-Springfield
Laura Laskowski-Ferrell	Saint Xavier University
Crystal Harris	Governors State University
Jim Kulich	Elmhurst College (alternate)
Gay Miller	University of Illinois at Urbana-Champaign
Linda Monge	Frontier Community College
Nataka Moore	at-large (Adler University)
Ken Nickels	at-large (Black Hawk Community College)
Laura Murdaugh	Kishwaukee College
Manny Rodriguez	Parkland Community College
Dana Trunnell	Prairie State Community College

The meeting was called to order a little after 9 am by Shawn Schumacher.

Reports

Chair Report

After brief introductions by each of us, Shawn Schumacher thanked IASB for providing us with coffee and trays for the baked goods he bought. We had terrific conversations with legislators yesterday. Shawn welcomed Jill and Daniel, and described the day's agenda. We can discuss whether we want any new working groups next year. He will present the FAC annual report at the June 14 IBHE meeting for 10-15 minutes (plus questions) at the alumni center at NIU. He is grateful for the working group and caucus reports that have been submitted, and needs the rest by early next week. Let him know if there's anything you'd like him to share above and beyond the working group and caucus reports.

Vice Chair Report

Linda Saborio reported that our June meeting will be at Elmhurst University. Next year we still have some dates available for hosting in the 2022-23 year. Our first fall meeting will be September 15 at Illinois Valley Community College. The October meeting will be at ISU. The Zoom meetings are December and February. For November 17, March 15 and June 21 we still need someone to host. The only cost involved is a light breakfast and lunch.

Secretary Report

Amy Carr reported that she'd received proofreading edits from several people on the April minutes. She said someone wondered if we should keep the names of FAC members who speak out of the minutes. A minority would prefer this. Others pointed out that anyone could keep their name out upon request; and that seeing our names in the minutes showed our institutions we were present and active. The executive committee will talk more about it.

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

Stephanie asked Jill Gebke and Dan Abankwa to share their professional backgrounds as new IBHE colleagues. Dan earned a doctorate in higher ed stewardship leadership and learning at the University of St. Francis, and worked there as academic advisor (and at DeVry before that). He described himself as an ombudsman. Higher ed is a journey; he is a sponge. His doctoral research was on high school students in Ghana; he found they aren't as fully prepared for college. Some said nepotism played a role. He helped to create a scholarship to help them go to college. Jill comes from a small town in southern Illinois and was a first-generation college student. She earned a College Student Affairs Master's degree at EIU, and has worked at Kaskaskia Community College (in admission and student affairs, also coaching volleyball and teaching community education courses), at SIU as an enrollment manager and then assistant dean in the Business College, as a county extension officer at ISU, and most recently, as an admissions director and later chief enrollment officer at the University of Health Sciences and Pharmacy in St. Louis.

Stephanie reported that as of May 1, Dave Kelm will serve as the IBHE's new General Council. He brings decades of experience in public service and private practice (recently for the Lincoln Presidential Library and Museum). He will be helping the IBHE Academic Affairs team with consumer protection matters, and will work closely with the IBHE Board. He will also take a look at the Board's relationship with its advisory groups—for example, exploring how they are connected with the Open Meetings Act.

The Behavioral Health Education Workforce Center was created in February to grow mental and behavioral health professionals in Illinois, and advance others already in the field. A statewide advisory group with various stakeholders is discussing how we do this work at scale across multiple institutions. Stephanie thanked Nataka Moore for agreeing to serve on that advisory board. She also thanked Shawn for being willing to present on FAC work at the June IBHE meeting. FAC's Early College Considerations will be in material for the Board then; let her know if there is other material to share with the Board.

Some good news: in September she had noted the work done to advance the goals and priorities of the Illinois higher education strategic plan, including the launch of our Illinois tutoring initiative to contribute to meeting an equity goal. The project is finishing up its second year. It's an effort on the part of multiple higher ed institutions to provide high-impact tutoring to elementary and middle school students in priority school districts, including those that had a lot of online learning days during the pandemic. Tennessee outstrips Illinois in the numbers of students served by a similar tutoring program – 200,000 – but they give school districts funds that parents can access in order to opt in. Here in Illinois we provide the tutoring to the students least likely to access it. We have had 750 tutors for well over 2000 students. And our tutored students have made significantly significant gains in learning over the course of this initiative, greater than gains among students recommended for tutoring who didn't receive it. This is a

3-year initiative funded with COVID-relief monies. The IBHE hopes to be creative about showing the evidence of impact in order to continue it. Online tutoring for summer learning is beginning now, too.

Questions for Stephanie followed.

Is there more of a need to engage more students in the initiative, or more tutors? SB: Both. A model was developed at Brown (now in use also at Stanford). It is easy to describe this work, but incredibly difficult to do. Tutoring is tailored to meet local needs. A district decided to offer the tutoring in the afternoon, and the interest went down from 80 to 3. There are complexities in arranging transportation for kids.

Are the tutors themselves students from the same high schools? SB: The tutors include a mix of fellow high school students, those preparing to be teachers, and community volunteers who are currently being paid. District employees are also used on occasion—e.g., a custodian gets to clock out for an hour to help a 3rd grader in his building.

Are enrichment experiences included? SB: They aim for fidelity to the model of high impact tutoring, which involves building and maintaining relationship with learners. Some are just on the bubble of being able to be in more advanced courses, but most often tutors are working with those with learning gaps or lagging a bit. One site also has tutoring fully in Spanish.

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

Jen thanked Mike for organizing the legislative visits yesterday. An update on the [IBHE Commission on Equitable Public University Funding](#) work: there was one additional technical working group meeting since FAC last met. There are still many important issues unresolved, including acknowledging the dimensions of universities beyond undergraduate education. On the goals of adequacy, equity, and stability: the commission has focused the most on adequacy. Jen is worried about equity; it is not consistently applied across the models. And there is not a lot of work about stability in funding for higher education. There *is* a lot of unnecessary complexity.

The [Partnership for College Completion](#) is putting out a webinar on May 23 with an alternative model for funding.¹ So there may be competing models and reports to consider.

Will the proposed model address affordability? Our regional public universities are the most expensive in the Midwest. You can see her comments on the website.² Simplify the model; think about free college for those who are MAP and Pell eligible (we already have it at 2-year colleges—even at 4-years perhaps for some); students that are thinking about college don't actually know it's free and it's complicated – you have to decide to come before hearing about financial aid. Jen still doesn't think the commission has clarity on how financial aid works.

Jen also expressed concern about a proposal to incentivize opening high-cost programs, which could lead to efforts to create them at universities lacking them. That's not the most efficient way to go

¹¹ See that report here: <https://partnershipfcc.org/publications/adequacy/>

² See [May 11 Technical Modeling Public Comment Jennifer Delaney.pdf \(ibhe.org\)](#) One of her comments mentions “models that promote debt-free college.” She cites the [Institute for College Access and Success](#) as a resource.

forward as a state. She added that the funding model currently is not counting dual credit students in the formulas, which are enrollment-based, so this would further hurt those HE public universities that offer a lot of dual credit courses.

Questions and comments by FAC members followed.

What happens if a formula isn't done by the deadline? Jen didn't know. She asked Stephanie, who said should the commission need more time, they will work something out with the legislative leaders.

Dan said that in their own public comments, the FAC Higher Ed working group members asked if they could see the formula and offer input, and they never got a response. That's why he asked Senator Halpin last month whether any comments by FAC members could go to legislators, and Senator Halpin said yes, but it's better to address concerns early on.

Mike Philips, FAC Legislative Liaison Report

Mike reported that several FAC members met with a number of legislators yesterday. Some meetings were cancelled because committee meetings and sessions were called. We met with Rep. Lance Yednock, Rep. Dave Severin, Rep. Tom Bennett, Rep. Dan Swanson (minority spokesman on the House Higher Ed committee). We focused on those on the Higher Education or the Appropriations-Education committees. We met as we could with other members of those committees as well. We met with Katie Stuart at the Capitol building; she came out of a committee meeting she was in and we shared our sheet with her. We waited outside the hall of the Senate chamber and talked with various Senators as they were going in, including Mike Halpin (co-chair of the Senate Higher Education committee), Meg Loughran Cappel (chair of the Senate Appropriations-Education committee), and Chapin Rose, with whom we had an interesting and long discussion. He asked: how are we marketing HE to prospective students in the state? We don't seem to be doing a very good job of making students aware of what's available to them. His son was with him—on summer break from Ole Miss—and compared how much marketing materials he got from out-of-state compared to what he got from in-state schools. We also spoke briefly with Senators Dave Koehler and Sue Rezin. We had longer, relaxed conversations in the legislators' offices. Mike noted that we made clear we represented neither the IBHE nor our institutions; we represented the faculty voice and wanted legislators to feel we are available to them. He added that during lunch at Boone's, State Treasurer Mike Frerichs came over to say hello to us. We made some productive connections with Rep. Swanson.

We then broke into caucus meetings. Dan asked each caucus to bring back any by-laws issues.

Guest Presentations

Dr. Eric Lichtenberger, "2023 Illinois Outmigration Report"

Eric Lichtenberger is the IBHE Deputy Director of Information Management and Research. He shared an “Outmigration Update for IBHE’s FAC.” He described his own outmigration report as a leader to the report by IWERC (see next guest presentation, by Meg Bates and Mariana Barragan Torres), which covers information directly from students about why they attend schools outside Illinois. Previously Eric had only used datasets or predictions (he has been researching this for 10 years). Illinois State Board of Education (ISBE) buy-in was needed to conduct a survey of high school college seniors, which took place right around graduation time last year. Eric’s information doesn’t 100% coincide with the IWERC report; his data set is a year older. Meg will talk about the similarities and differences between our data.

Eric said that we are starting to be able to address the *why* Q. He, Meg, and Mariana gave this presentation 9 times last month—including to public university presidents. Another report is about the impact of COVID on outmigration patterns, and another on those who don’t go *anywhere* for college.

The number of high school graduates in Illinois declined in 2021, with 3.5% or 5000 fewer HS graduates (the data are limited to Illinois public high schools.) The decline wasn’t necessarily due to COVID or to changes in ISBE’s on-time graduation or graduation rates. It’s about demographics: the early 2000’s mini-recession correlated to a lower birth rate. Then a year or two after 9/11, there were radical changes to US immigration policy.

The global recession in 2008 also tied in to a lower birth rate; the effects will hit higher ed in 6 years.

Illinois’ public HS graduates are increasingly Latino (23.5%), with slight increases in Asian and decreases in African American populations.

The rate of outmigration for all college-going HS graduates in 2021 was 32%.

The rate of outmigration from 2002 to 2021 went up from 29% to 47% for all 4-year college-going students; from 11% to 19% for all HS graduates; and from 19% to 32% for all college-going students.

The one positive thing: the number of HS graduates in 2002 was 113,000, and the number is not much lower now.

White HS students have the highest likelihood of outmigration, 57.6% ; 4 in 10 African Americans out migrated, and 25% of Latino graduates.

There are large differences in the rates of outmigration by income status (using free/reduced priced lunch as a proxy). 55% of those who didn’t qualify for free/reduced lunch out migrated among students attending a 4-year school, compared to 26% of low-income students.

Some states in the mid-Atlantic and southern regions experienced the largest recent growth. We’re only looking at freshmen in college, so multiply by 3 to get the total number of students being enrolled out of state at any given point. These students also less likely to come back to Illinois (which has human capital implications).

The destinations of choice among students who attend college out of state: the U of Iowa is #1, then the U of Missouri Columbia, IU-Bloomington, Purdue, UWM, Iowa State, Marquette.

One other piece of outmigration: the balance of 4-year college-going recent HS graduates who enroll in-state is 52%; some states retain 75-83% (the national average is 75%).

Questions by FAC members followed.

How many out-of-state high school graduates enroll in Illinois? EL: Some do. With regard to the balance of college students who migrate in and out of the state, we're #2 or #49, depending on how you look at it. We have a net loss of 20,000 students a year; New Jersey's net loss is 28,000 (NJ is traditionally the highest).

Another FAC member observed that in the 2002 cohort, 60% came back to Illinois; but fewer were fully engaged in a pattern of employment that showed they are back in Illinois.

Dr. Meg Bates and Mariana Barragan Torres, IWERC Survey of High School Seniors on Reasons for Outmigration

Meg Bates is the Director of Illinois Workforce and Education Research Collaborative (IWERC) at the Discovery Partners Institute at the University of Illinois. Mariana Barragan Torres is an IWERC Research Specialist and Project Lead for the outmigration reports on which they presented today: a survey of high school seniors on how and why they made postsecondary college decisions.³ The survey was conducted in May 2022, with about 2500 responses; one-half were attending a 4-year institution (this demographic was overrepresented overall). Only 865 got all the way through the survey, including demographic Qs. Their focus today is on the report about students who planned to attend 4-year schools.

IWERC was pleased with the overall response rate. The demographic distribution matched that of the HS populations. They did oversample downstate because their interest was in comparisons among groups. They did a robustness sample.

Mariana presented on five key findings:

1. Most 4-year college-goers consider (their perceptions of) cost, location, reputation, and social environment. There were other reasons as options. Stayers considered cost and family and friends' opinions more. Leavers considered academic reputation and economic opportunities more than stayers—including work opportunities both during and after college. Leavers were also more likely to consider the social environment and athletics/extracurriculars than stayers.
2. The single decisive factor is cost (32%; 82% considered it generally a factor), then academic reputation or ranking (17%), and employment opportunity after college. Stayers listed cost as the most decisive factor, plus selected the best work opportunities during college more than leavers; leavers considered high academic reputation and a better campus climate more than stayers. Both leavers and stayers care about cost and similar issues, but weigh them differently in decision-making
3. Both leavers and stayers agreed – albeit with a large gap – that Illinois colleges had the better cost of attendance (L 55%, S 92%). This is an improvement from qualitative research 20 years

³ For fuller information, see https://www.ibhe.org/datapoints/Outmigration_Report-1_final2.pdf and <https://dpi.uillinois.edu/applied-research/iwerc/current-projects/illinois-college-going-survey-series/>

ago. But perception is reality on the other factors: those who stayed thought Illinois colleges better, and vice versa. On the likelihood of being admitted: just under 50% of leavers thought this factor was better for Illinois colleges.

4. When leavers were asked what would have led them to stay, most gave an answer (rather than say nothing would keep them). The top factors that would have led them to stay were cost and college quality/reputation. A critical point: cost is still a great lever for keeping leavers in state, especially as most leavers go to neighboring states to colleges similar in prestige. The IWERC report qualitatively shared where the leavers were considering in-state and where they ended up—and they were weighing comparable colleges. Some out-of-state schools framed aid to Illinois students right away, and framed the aid as a merit scholarship, which makes students feel special. This is anecdotal, based on examining institutions that leavers in the sample indicated as popular choices.
5. A sampling of responses shows how decision-making factors varied significantly by race/ethnicity and region. White students were the most likely to consider athletics/extracurriculars and family/friends' opinions, and the least likely to consider diversity. Latinx students were the least likely to consider the social environment. Black students were the most likely to consider diversity and the least likely to consider family/friends' opinions. Chicago students considered diversity more than other regions do; suburban/collar and downstate considered academic reputation and the social environment more than Chicago students do.

IWERC researchers saw the same trends as Eric: **among white students who live in the suburbs with parents with a Bachelor's degree or higher, over 70% leave the state.** This percentage might be higher, given how IWERC had oversampled stayers. On the flip side: for those most likely to say, how might they be supported, from a policy side?

Questions and observations by FAC members followed:

What do we do? Eric: **Out-of-state competing institutions are very creative in how they package/present/market their financial aid packages, but that package applies only to their freshmen year. Schools have planned bump-ups each year after that, plus inflationary adjustments.** Legislatures might raise tuition more on out-of-state students. There was a 20% increase for their IBHE colleague David Smalley's son. **By contrast, we have truth-in-tuition in Illinois. All inflationary adjustments are accounted for in the initial freshmen price. We don't market that enough, nor tell students their tuition is likely to increase at out-of-state schools.**

How can we market this? Can advisers raise questions, like "did Iowa tell you this...?" Jill Gebke mentioned a national survey in which, when using [Find the School that Fits You Best - Niche](#), students will automatically exclude certain schools from their searches when they cost over \$30-\$40,000 a year, but the average scholarship award this year is 54%. So how is that being communicated in this survey? Meg: That is a great question. 90% said the overall cost of the college matters, but only 72% said financial aid matters. Ultimately students are often wrong that the out-of-state school is cheaper. They

might just look at the ticket price, which is frontloaded in out-of-state schools, which announce what students would get to take off that price immediately with a certain GPA.

Illinois was the #2 state in outmigration 25 years ago. Lane, an FAC member with lots of institutional memory, said he had heard a presentation when he was on FAC then. He learned in a presentation that **in the 1960's Illinois had had a conscious policy decision to encourage outmigration to educate students, believing that Chicago would draw them back. "It's cheaper to send them out of state."** We now see the result of 60 years of state policy that is premised on outmigration. Ray Schroeder told FAC this in 2004 about outmigration.

Ohio and Pennsylvania have 30 public 4-years; we have 12.

How many out-migrating students are first-generation? One of the IWERC researchers noted that they found a shockingly linear relationship: **the higher educated a student's parents are, the more likely that student is to leave.**⁴

One FAC member found this statistic interesting. Even at her own institution, and among members of the Higher Education committee in the General Assembly, their children are going out of state for college. This is not meant as a negative thing, but how do we make this argument ourselves when we cannot follow our own advice?

Eric L. noted that in Chapin Rose's defense, he was a driving force behind the Common App.

When a student submits a Common App, are all 12 publics able to see it? Response: students have to individually apply to each of those colleges.

To what extent is the outmigration mitigated by in-state vs. out-of-state tuition? Eric: a less selective school might offer merit aid that UIUC would not. One FAC member noted that if students GET more even if they are not PAYING less, they feel more valued by that school.

What about characteristics of the parents—could you find out where they went to school? And what about differences between urban and rural respondents? Response: The survey grouped students into three regions: Chicago, suburban/cook, downstate. Comparisons beyond that are too speculative. IWERC didn't compare rural vs. urban per se. **Downstate students responded similarly to the suburban/collar group.**

The southeast part of the state had the highest likelihood of outmigration in 2002, but now it's the area around Galena – 90% - and it's a higher ed desert. Cyndi noted that her school has so many Indiana and Kentucky universities very close—like 15 minutes away across the border. They pay in-state tuition.

⁴ Amy speculates that this is because many more prepared or bright high school students look to a national rather than state/regional horizon when considering college. In her high school years in Michigan, public universities didn't seem to offer intense learning environments; she was drawn to nationally-ranked liberal arts colleges across the country. Some other bright and motivated classmates did the same—if their parents supported their doing so.

Last month we talked about rural outmigration. How to make more job opportunities to keep students here? Response: Some students depicted Illinois as a dying state in the write-in comments – parroting their parents’ comments.

J. Matt said he has only lived in Illinois for two years, but at Quincy U the student body is 65% student athletes – it’s a revolving door for them, seeing who offers them the best scholarships. He was struck by the question: who would willingly want to move to Iowa from Illinois? Many do to play on a team. How much of this is tied to what students can get from various sports teams? Meg: Sports matters for about 34%; it is decisive for under 5%. Her mom is a professor at QU, and at the border there’s an affiliation with sports teams that shapes fan orientation.

Eric pointed out that if you are from Illinois, you are more apt to hear bad things about it, and less likely to hear bad things about other states.

We broke for lunch.

Old Business

Paul moved, Dan seconded approval of the minutes from April 2023. The motion passed, with two abstentions.

New Business

Nominating Committee Report

On behalf of the nominating committee (Lane, Steve, Joao), Lane reported the results of officer elections for 2023-24: Shawn Schumacher was re-elected Chair, Linda Saborio Vice President, and Amy Carr Secretary.

Prior Learning Assessment Statement

The Prior Learning Assessment working group (Marie, Lane, Shawn) asked us to consider their draft of an “Interim Statement on Awarding Prior Learning Credit in Illinois.” Marie suggested seeing the [IBHE data on equity](#). 20% of the state has some college, no degree as of 2021; this will give one limited gainful employment opportunities. Nationally, when PLA is applied, there is degree implementation at a higher rate.

There was general support for the PLA statement. Conversation ensued.

How would prior learning be assessed? Marie said that she and her colleague learned from interviewing chief student services officers that we do not have standardized ways of transferring credit earned in Illinois. The assessment has to happen at the department/program and at institution levels. Every institution has someone who does the assessment, but often this is a staff person with this as one part of their portfolio. Deans and provosts say, “We don’t do much, that’s a faculty thing.” Faculty say, “We

have all these barriers at our institutions.” This is why the working group is calling for a task force to get formed. Let’s go under the hood at institutions to see what’s happening.

Would this be similar to the processes of the Illinois Articulation Initiative (IAI)? This is a system already in place to jump into. But IAI is mostly about general education. Marie: Yes, PLA would have to involve expanding IAI majors. It would be credit that is transcribed as occurring through PLA.

It was noted that different schools *do* award different credit for different AP scores.

Marie added that Ohio passed legislation 4-5 years ago where all public universities agree to accept PLA credit from other public universities in the state. New York and New Mexico are moving toward similar legislation.

Is it worthwhile in this statement to give some examples of what is PLA and PL credit? If you’ve been a combat medic, and now in a nursing program, you probably have a certain amount of credit.

A task force could collect *and disseminate* the data.

Caucus Reports

Private/Non-Proprietary Institutions Caucus

Paul reported they talked about who will be there next year. They elected Angela and Marie to be at-large for 2-year terms. Next year the caucus may look at some of the weaknesses at private institutions: lack of institutional transparency, lack of clarity about the mission. An idea for a working group next year: AI.

Community College Caucus

Cyndi reported that they recalled all they did this year. They also spoke about ChatGPT and how some institutions (Laura’s) had already created a statement about how AI impacts academic integrity. We could share statements as institutions develop them. They had an engaged discussion today about how to use AI to our advantage through assignments that use ChatGPT. We can lose our focus when we are battling cheating. Then they spoke about the IAI math panels. The IAI authorities want proctors used for online exams. Do they use external vendors or software? But then we still don’t know if the student is really the student (do we know with our in-person students?). Then the caucus talked about ungrading, the concept of focusing on collaboration and teaching for mastery rather than for a grade. Students respond well to it when they’re not nervous about the grade. Courses can be redesigned to work with technologically-savvy students. Mike mentioned a workshop in which they spent five days redesigning their courses. Why don’t we have a workshop in Illinois on teaching these kinds of topics, and teaching for equity and diversity too? Stephanie said to talk to Marcus Brown at ICCB. Julie will talk to Chuck Swain, her provost. Mike’s workshop in Michigan involved working in a group with others in a similar discipline, and with an instructional designer.

Julie said that students loved the removing of anxiety about the experience because it’s not for a grade. But you do have to turn in something and on time. The response are scored: 3) You’ve mastered the skill; 2) You’re working on it (a D) 1) Good effort, but not there yet. 0) No evidence of the skill. This is not a rubric, but ongoing feedback—lots of feedback and getting to redo it. Cyndi had noticed that

students like to do things over to get their score higher when they can redo a quiz with different questions. They become perfectionists then. Then come exam time they know the content. “We’re tricking them into learning it, I guess.”

Sasha mentioned a book by Joe Feldman called [Grading for Equity](#), which involves competency-based standards grading. There are rubrics, but the feedback is expected. Students get two times to resubmit, but have to show they’re ready (limiting resubmits to two prevents students from trying again to turn, say, a 96% to 100%).

Public University Caucus

Dan reported that the caucus discussed by-laws for non-attending members. The attendance policy is different for the publics because public institutions are permanent members of FAC. On AI: every school is just getting started in making AI statements. On academic freedom: the draft statement Lane developed is moot at this point. Lane and Amy will amend it in relation to Dual Credit Quality Act issues. One issue for next year: how we get our institutions to better back faculty. Faculty members feel that if they stand up for certain issues in their courses, that their institution will not back them.

Working Group Reports

Prior Learning Assessment

Marie requested that anyone with comments on the draft statement should send them by next week.

Equity

Julie reported that they intend to craft a statement as faculty in Illinois to contrast with what Florida did with regard to equity—a statement that shows commitment to conversations about DEI and teaching and engaging in DEI work across our institutions.

Linda noted that the state of Illinois did mandate that state universities develop an equity plan; they are working on it now. Julie and James said that they had in mind a statement by *faculty*, expressing *why* we are bothering to make a positive case for DEI to contrast with the many negative statements being made right now. Linda observed that some institutions are pushing back on the equity plan idea. Cyndi said that a Wisconsin community college told their school what they did, and one of the biggest things they battled is fear of getting pushback from faculty in introducing more multicultural themes. Julie said that this is why the resources equity document we put out is so key. DEI work invites a moment of cultural humility—to take a step back. Cyndi said the Wisconsin community college looked at what individual faculty are already doing, and noticed how they are already doing equity-related work. Julie said it goes deeper than disciplines. It has more to do with how we conduct our classes, our pedagogies, equity in assessment, across the board in all disciplines. James pointed out that we already know DEI-related stuff when we walk into our room (like our students do): “You already bought in; you just didn’t know it.” Mike said IVCC had faculty development days devoted to DEI, but that was treating it like a separate thing. Next they will be moving to integrating DEI into their development day. Cyndi said her school was also looking at DEI as an *institution*, not just as individual faculty. For example, they are looking at job

descriptions and unintentional terms they put into it (“competitive” might suggest a preference for male applicants, “team-oriented” for female applicants). Gene noted that even for scientists, you can mention women contributing to the field. If they are not mentioned, the student assumes they are never there.

Higher Ed Funding

Dan reported that they discussed the most recent meeting of the technical working group. The group feels they need to continue into the fall.

Early College and Online/Remote Learning

After the June IBHE Board meeting, the working group will continue to explore ways to work with the Early College Considerations document. One idea for next year: forming a new group that merges online/remote learning and AI issues.

Student/Faculty Mental Health

Sue reported that Nataka and she met via Zoom to continue changing their PowerPoint presentation to post to the website that can be used for discussion. They are starting to hear back about IRB approvals.

Student Debt and Affordability

Pete reported that they discussed their themes this past year. First, the middle class is squeezed out in higher ed funding; perhaps we should raise the threshold of what constitutes middle class. Second: rural people are part of the mass exodus to out-of-state schools. The group would like to pursue that a bit more. They were surprised that, for some high school students, Illinois has a lower profile in education than our nearby Midwest neighbors. They agreed that it’s a good idea to have a marketing campaign that addresses this. Finally: affordability should be an issue we should be able to win with high school students. “You’ve been promised a financial aid package from an out-of-state school, but here is the steady tuition that you’ll get over the course of life at an Illinois school.”

Marie announced that legislation just passed that would suspend the EdTPA exam through August 31, 2025.

Cyndi made a motion to adjourn; Lichang seconded. The meeting ended at 2:48 pm.

Minutes written by Amy Carr, FAC Secretary.