



Faculty Advisory Council Illinois Board of Higher Education

At Waubonsee Community College

April 19, 2024

Approved on May 17, 2024

FAC Members/Alternates Attending and Their Institutions

In Person

Angela Antonou	at-large (University of St. Francis)
Paul Bialek	Oakton College (alternate)
Amy Carr	Western Illinois University
John Cooksey	at-large (Harry S. Truman College)
Lane Crothers	Illinois State University
Marie Donovan	at-large (DePaul University)
Alison Douglas	Elgin Community College
Sarah Garber	Rosalind Franklin University
Joao Goebel	National Louis University
Jack Haines	Joliet Junior College
Andy Howard	Illinois Institute of Technology (at-large alternate)
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubonsee Community College
Brooke Johnson	Northeastern Illinois University
James Marshall	Rockford University
Jessica McDonald	Olney Community College
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Farid Peiravian	University of Illinois at Chicago
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
J. Matthew Ward	Quincy University
Sue Wiediger	Southern Illinois University-Edwardsville

On Zoom

Cynthia Boyce	at-large (Lincoln Trail College)
Nataka Moore	at-large (Adler University)
Mike Phillips	at-large (Illinois Valley Community College)
Mary Ellen Schiller	Roosevelt University

Larry White

Eastern Illinois University

Representatives/Institutions Not Present

No Representative	University of Illinois-Springfield
No Representative	University of Illinois at Urbana-Champaign
Eugene Dunkley	Greenville University
Chasity Gunn	Elgin Community College
Crystal Harris	Governors State University
Constance Mixon	Elmhurst College

IBHE Board Members and Staff

Daniel Abankwa, IBHE, Assistant Director of Academic Affairs (on Zoom)
Jill Gebke, IBHE Assistant Director of Academic Affairs (in person)
Nkechi Onwuameze, IBHE, Senior Associate Director of Academic Affairs (on Zoom)

Chair Shawn Schumacher called us to order at 9:04 am. We shared introductions.

Welcome Message about WCC from President Brian Knetl

Pratima Jindal introduced Brian Knetl, President of Waubensee Community College (WCC). Brian has a theater background. He came to WCC relatively recently, and has led the development of a new strategic plan. He gave us a sense of Waubensee as a one college-four campus institution. The Sugar Grove campus is the largest; they also have a downtown Aurora campus, Aurora Fox Valley Campus with medical programs, and a campus in Plano. 500,000 people live in the district of 600 square miles. Aurora is the second largest city in Illinois, but some areas WCC serves are very rural. They continue to look at how they can serve both populations. How to instill the same college-going culture in the diverse school districts, as well as in the adult populations?

A profile of WCC students: 80% are part-time; 46% of their courses are traditional/face-to-face, 35% online, and the rest a mix of synchronous online, hybrid, and flex. Many students take a mix of types of classes. 75% come with the intent to transfer. 21% are in career programs, 4% in developmental programs. Those numbers reflect students' intent when they enroll; the numbers change once students arrive, with some shifting into career programs once they learn about them. Over half of WCC students are Caucasian, 32.4% Hispanic or Latino, 8.4% Black, and Asian 5.6%. WCC is a Hispanic-serving institution.

Becoming a Student-Ready Institution: WCC takes these enrollment patterns into account in working with its students. "Waubensee's New Dawn" was the theme of his inauguration. "Waubensee" means "new dawn," "early morning." So they have been talking about doing new and different things. The

college was set for a real change when he arrived. He was the first new president in over 20 years. Past leadership has left the community a great gift in terms of the facilities, faculty, and resources. There is a new opportunity to take the institution from being great to being exemplary. But at a time when the value of higher ed is being questioned more and more, many are asking: is college worth the time and investment? Is higher ed an antiquated system that no longer meets the needs of a changing community?

Brian mentioned the book [Redesigning Community Colleges](#) (2015), and how then the demographic cliff hit. Then he mentioned Arther Levine and Scott Van Pelt's *The Great Upheaval* about how the world is changing (especially in light of the digital revolution) and higher education needs to change with it.¹ They lay out the history of HE as a constantly evolving institution. We can ask questions about those books; some might be overreacting or underreacting, but we do see more colleges closing, more mergers of smaller colleges being acquired by others. Competency-based education and prior learning are getting integrated more.

This challenge gives us an opportunity to tell our story about how HE really has value. Learnings over a lifetime are more significant. There is still a need for an educated, informed citizenry for a democracy. How to mix community responsiveness with some of the traditions of HE?

The Great Upheaval scared Brian—and it was written before the AI boom. We have to find ways to integrate its insights into our operations, and for faculty it's the hardest work—to find ethical, responsible ways to integrate AI technology into our teaching and learning without it becoming a crutch for students.

We're all also still trying to right-size our offerings post-pandemic. What did we learn? We have to resist trying to push everything back to normal. Many inequities were exposed during the pandemic.

Brian was coming to WCC when it had an expiring three-year strategic plan, so they are developing a new 3-5 year one. These combined elements created a lot of energy for the New Dawn, building on a strong foundation. WCC wants to develop an organizational continual-improvement plan that aligns with the strategic plan. Some early themes: the demographic cliff—they still have a lot of underserved populations; their rural regions have trouble accessing WCC; how does WCC reach out to adult learners? CCs (community colleges) need to be integrated into their communities; a retrained adult population is critical; equity and success for all is a focus. Brian just joined Achieving the Dream whose coaches encourage them to stop speaking of an "equity gap." They should set a target for *all* their students to reach; it's a reframing of the question. Community partnerships is another theme: a "partner or perish" mentality will shape the history of HE moving forward. HE institutions reach its goals anymore on our own. WCC is joining networks so they can bring in resources they lack on our own. Student experience is another concern the WCC board is very vocal about articulating. Brian wants them moving into details as a focus over the next 3-5 years.

WCC has created a new position: the Vice President of Talent & Culture and Chief Diversity Officer will oversee human resources from a cultural rather than transactional perspective. This person will have one foot in the employee experience and another foot in the student experience to drive that culture.

¹ Here are five of the author's claimed findings: <https://www.thegreatupheaval.com/major-findings>

WCC also aims to provide more holistic support for students. Student mental health has been a big concern. Following a 2020 state law, WCC has created a peer-to-peer support network; many students prefer first to talk with a peer about mental health. Students get certificates by serving in the peer support network. They have extensive training regarding their boundaries: what is and isn't appropriate for a peer supporter to do. Their primary goal is to listen and to refer students to counselors. They have Spanish-speaking peer supporters, as well as telehealth options.

Another theme in the strategic plan is employee experience. WCC wants to be a destination employer. They provide professional development and benefits (including mental health).

With regard to faculty's role in HE, Brian thinks of the theme "one in spirit" voiced by William Rainey Harper, a former president of the U of Chicago who founded the CC movement. How do we become one in spirit, if not one in opinion? This has often resonated with Brian. At the core of unity in spirit is doing what's best for our students and our community. As Karen Stout, president of Achieving the Dream, put it: "excellent teaching and quality instruction must be at the core of our work to move initiatives forward." WCC leadership doesn't spend a lot of time talking about the experience in the classroom, but about onboarding. How do they engage faculty and their voices in the development of new initiatives? In professional development?

"We believe in quality of life." Faculty mental health matters too. On Black Friday 2022 Patagonia had shut down, put its website offline. Instead, it posted a sign: "We believe in quality of life." Let employees have a break, rest that day. We need to make sure we're taking care of each other, not only being attentive to our students. What are we doing to make sure we put on our own oxygen masks first, before we assist others around us?

Q & A ensued.

What did it take to get the peer support network up and going?

Brian said they gave a counselor release time to develop it, plus had some financial resources. WCC has four paid PS student leaders at the moment.

Do you know what your usage is for the PSN?

Brian said they should; they can share that in some way. It's only been a semester or two in the works right now. Its effect has been positive.

On the Hispanic Serving Institution (HSI) designation, do you have degrees or certificates offered fully in Spanish?

Brian: No. They have an ESL program and a Latinx resource center. WCC offers some services and onboarding in Spanish, and has many bilingual employees. They could do more to have events in which families are invited to participate.

Guest Presentation: WCC Provost Diane Nyhammer on “Fostering Academic Success: Strategies for Student Support”

Pratima next introduced Dr. Diane Nyhammer, WCC’s Provost. She has over 30 years of CC experience, including teaching English at McHenry CC, and over 20 years as a CC administrator. She has also worked for the IBHE and the Higher Learning Commission.

She highlighted the place of faculty in each of the following four areas, which are key for WCC’s part-time students who have a harder time getting to these services. Faculty are WCC’s primary contacts for students.

Course Navigator Program (Embedded Academic Support Services): Course navigator (CN) is an assignment for staff members in academic support that was begun during the pandemic. CNs are partners between faculty and students as a liaison, helping them catch up with something they might have missed due to learning loss. They connect students to resources like counseling and tutoring. Adjunct faculty hired last-minute find it a useful resource as well. They used faculty champions to develop the program. Success rates are much better with navigators: 86.5% vs. 58.7% success with chemistry courses, for example. As a result of our early analysis with CNs, we began to explore ways to expand it. All along at every stage the team has analyzed the data to determine what adjustments need to be made, and the budget and planning has followed.

Tutoring and Academic Coaching: In fall 2023 there were more sessions than in each of the last 5 years. The average session lasted 1 hour and 4 minutes. Academic Support Staff (ASS) had done a lot of outreach. We adjust hours based on student usage. Key gateway entry-level courses had the most usage: English, Anatomy, Math, Biology. Academic Coaching: saw a 371% increase in Jan-Dec 2022 vs. in 2021, due to faculty and counseling faculty increasing awareness.

Time management, CN, test strategies, study skills, and note taking skills are the five most frequented academic coaching (AC) topics. All are studied routinely to make adjustments to the programs. Students of color use AC more than white students, proportionate to their populations. Student surveys show 86% of students are highly satisfied with the tutoring/coaching services (with a 9% response rate). Post-session surveys showed over 90% of students thought the AC knowledgeable and helped their success and would recommend it to a peer. Tutoring Center programming also includes Write All Night events, S.M.A.R.T. workshops, Take Control of Finals (AC coaches wander campuses), and TEAS review sessions (for Nursing students).

Success rates: In spring 2023 78% of those who received tutoring succeeded, versus 76% of those who didn’t. The success rates were similar for fall 2023: 77% versus 73%. End of term retention rates show consistent benefit to retention as a result of accessing TC services.

The Tutoring Center also provides welcoming spaces and supplemental instruction (study group sessions, tutoring by peers). Now the TC also has more flexible, virtual appointments outside of usual open hours; they have reinvested in a 24/7 online tutoring program, and changed the hours at the downtown Aurora campus.

Library services developed an Academic Support newsletter that shows all of the resources, with continuous development feedback link and QC codes. It is distributed three times a semester.

Academic support services have developed new initiatives in response to faculty listening sessions: student technology support training and programming, textbook affordability initiatives, (e.g., inclusive access; WCC already had OAR = open access resources), video modules on student academic responsibilities, increased flexibility and accessibility of WCC services, the hiring of additional tutors and coaches, upgrading to Tutor.com, and successful summer math bridge program for developmental ed students.

Learning Assessment and Testing Services: WCC has responded to a need for more accessible test scheduling, plus increased testing in subjects and places. Fox Valley campus has dedicated staff exam proctoring, and more space for students with testing accommodations. Programmatic-specific testing has been expanded thanks to faculty responses.

Libraries and Technology Support: A Student Technology Advisory Group (STAG) includes faculty, students, staff was established 2020. It led to many initiatives, including technology lending, an Inclusive Access stakeholder group, OER [Open Educational Resources] taskforce (a summer institute is planned for faculty to learn to adopt it), and an initiative related to design in learning.

Faculty really helped to shape all of these initiatives.

Q and A ensued. WCC's Jessica Moreno and Spencer Brayton joined Diane in responding.

How do you manage to provide 24/7 tutoring services?

Jessica: By using Tutor.com

How do you obtain feedback?

Diane: Systematically, through hosting listening sessions for faculty, the OER and STAG task forces, and through surveying, plus focus groups for students. Jessica and Spencer host the faculty listening services. Spencer added they are open to adjunct faculty.

What is the difference between Course Navigators and tutoring services?

Jessica: CNs can link a student to *all* services across the college. Supplemental support sessions are usually led by a student who has had a class already and works in conjunction with the faculty member. Diane added that they have had faculty ask for more subject-specific tutoring. The team also shares follow-up from listening sessions through the newsletter.

How do you get your tutors? Are they students? Hired employees How do you train them? Do you use AI as a self-tutor?

Diane: WCC is starting to focus on faculty development related to AI. One English faculty has presented on the use of AI in her instruction, once with some of her students on a panel. Jessica added that they have peer tutors and work with faculty to get recommendations about students to serve in this role. They also have professional tutors with a MA or PhD, and some other type she mentioned has an Associate's or higher. WCC also wanted to be sure online students had access to the same tutoring. So they collaborate in the Tutoring Center, and use some of the strategies of the [College Reading and](#)

[Learning Association](#). They also closely work with faculty every semester in a kick-off to train peer tutors and also learn from faculty about new developments in their subject areas. Diane added that some adjuncts also serve as tutors. WCC has also done some intentional recruitment to staff those positions.

Many of us have noticed a degradation in the quality of preparation in mathematics among students from 2020-23. Do you have any statistics about this?

Jessica replied that they don't have numbers, but they have lots of math and developmental tutoring. They noticed students hadn't been seeking out the services, so they began to embed them into the course. They tried to be more proactive. WCC has definitely seen learning loss in math and English. Diane added that WCC's earliest champion for the Course Navigator program was a developmental math faculty member. So far the math bridge program has also proved to be successful.

Do you have any international students?

Diane: Very few: 30.

FAC Reports

Legislative Report

Mike reported that he was in Springfield for community college student lobby day on April 18, and his students were interested in MAP grant funding, affordable housing, and Senator Dave Koehler's mental health bill. In updates: the Dual Credit bill (IL HB 5020) passed out of the House yesterday, amended to point where most in opposition went to neutral; it is now in Senate. There is definitely more work to do on dual credit. Mike suggests it's time for higher ed faculty to develop some language for the next Dual Credit Quality Act bill. We in FAC have a lot of thoughts on this, and for many of us concerned about the potential impact of DC, it's time for us to step up. We wouldn't submit anything until next spring, so we have lots of time to think about that.

On the mental health bill (SB 2606) Koehler said he doesn't think it will move until the fall and that it will be amended again. They are trying to negotiate between the student needs and institutional needs/requirements that go along with accreditation.

FAC legislative visits will occur on May 16. Mike will set up visits for us with the HE committee chairs and others based on who attends (e.g., our own legislators). We will begin at 8 am, but everyone can join at any time in the day.

Q: Because HB 5020 allows a community college to refuse to permit a high school instructor to teach on the basis of their academic qualifications alone, will high schools now be permitted to teach high school teacher taught dual credit courses in which the instructor lacks academic freedom to discuss topics seen as off limits by the local school board and others at the high school—like racism, LGBTQ themes, or evolution?

Mike: Yes; a high school can walk away if the disagreement with a community college isn't about instructor qualification. The concern among CCs is window-shopping for what school will allow the HS to do whatever it wants to do. Because those disagreements will go to the ICCB (Illinois Community College Board), there will be a record of that. That's a step in the proper direction. And the latest version requires the ICCB to do a study of dual credit and its success.² We'll learn if it's happening, and how common it is, and can bring back what we find to legislators.

Can we get course caps and student-teacher ratio into the legislation (for HB 5020)?

Mike: Not at this time. They have to maintain what the CC needs for rigor. This is exactly the kind of thing that faculty in HE would like to have in writing. The previous point about restricting what HS teachers can teach in the classroom—we have a list of what we're concerned about. And in some cases they're not even addressed in these bills.

Chair Report

Shawn reported that the FAC Ex Co met last Friday, and that the next IBHE meeting is Wednesday, June 26 at IBHE offices in Springfield. That is where Shawn will give the annual FAC report. **He asks the working group leaders to put together a summary of our last academic year to present to the IBHE, by Friday, June 14.** Our June meeting is scheduled for later the *next* week, on the 21st.

The Governor's office is focusing on other offices prior to continuing to fill vacant appointments on the IBHE Board. Also, Shawn hasn't heard anything from Deputy Governor Torres about the FAC recommendations for the public university faculty representative on the IBHE Board (to replace Jen Delaney).

Vice Chair Report

Linda reported that our next meeting will be in Springfield on May 17, with legislative meetings on May 16. Lunch is on our own, because we'll be at the IASB offices. Most of us stay in the Drury Hotel.

Secretary Report

Amy reported that there was one addition to the minutes. She reminded everyone to sign the attendance sheet.

IBHE Commission on Equitable Public University Funding Report

Dan H. said that at a recent meeting, legislators gathered information about the now-released funding commission report. There was support voiced at the meeting for including endowment into the formula, so schools with lower endowments would get a boost in the adequacy formula. Simón Weffer-Elizondo will be joining FAC Higher Ed Funding working group today.

² What questions will be asked by the ICCB regarding dual credit success? What ones might FAC consider adding to what is researched?

IBHE Reports

Nkechi Onwaumeze reported that today is the last day for Oak Point University; they are working on teach-outs. National Louis University will help. On transfer news: on Tuesday she had a Transfer collaboration meeting with the intercollegiate board, to highlight Illinois' success in transfer—which is very critical for the state. Illinois is a model for other states on transfer. IAI (the Illinois Articulation Initiative) is a model for transfer initiatives, with its seamless pathways. There was a celebration of 25 years of IAI on Tuesday. There is a grant to expand something like the direct admissions Common Core application process to transfer students. [This involves filling out one application, which then goes to all public universities.]

Jill Gebke reported that they are working on FAC invitation lists. They took a privates list that has a formula for invitation, and had to update the Carnegie research classifications, but are moving forward on those. She added that FAFSA application rates are down 38% across the nation. Students are unable to correct errors. For example, they might use a different email address for FAFSA and for their college applications. Usually the error rate is 2%. FAFSA is exploring how and why. Be aware that financial aid offices will be overwhelmed. It's a problem for incoming *and* current students. They did find a workaround for undocumented students whose parents lack Social Security numbers.

Guest Presentation by ILACADA (Illinois Academic Advising Association)

Jill introduced members of ILACADA who joined us on Zoom: Jaimie Engle, DePaul University, advising and student success coordinator (earlier at UIS and MacMurray); Bryce Johnsen, GSU; Morgan Smith, UIUC, in academic advising for 8 years, currently a Sociology advisor and ILACADA VP; and Dionne Lipscomb, UIUC, Division of General Studies; Dionne also works with undeclared freshmen majors (and is a recent EIU College Student Affairs graduate).

Bryce provided an overview of ILACADA. The organization hosts brown bags, professional development opportunities and networking, and build relations among advisors of all institutions—both professional and faculty advisors.

Jill: What does a typical day look like for you?

Bryce: It depends on the cycle of advising. At peak registration, you're registering students and building out schedules for the semester. Throughout the semester you're doing check-ins. The most important thing is developing each student as a holistic person.

Dionne: I agree. Our maximum number of appointments per day is 8; the max per week can be up to 55. Some students drop by to say hi and get a little advice. My office is decorated and a safe space for students. I teach as well, so preparing a syllabus is part of my day right now.

Jaime: We are on the pesky quarter system, so it feels like we are always in the registration cycle. Advisors get a week here and there when we are not in advising mode. Every advisor has a different case load mix; some one major, some more than one. They have autonomy about how many

appointments to offer and for how long (e.g., less for registering). I have 200 neuroscience students, plus play an academic success coach role. The recommended number is 350, but some have 400. Jaime thinks quarter system advisors should have fewer total numbers.

Bryce: The average numbers of students per advisor at public 4-years is 300-500. It varies with the privates.

Morgan: I am the only advisor in my department for majors and minors; I have almost 500 students. There is no one else on my team. A typical day is like being Mary Poppins; I can walk in with my bag and pulls out random things and solves random issues. You open your email, and there's a little fire you need to put out right now. You have all these different tools in your chest as an advisor. And no conversation looks the same. Every day is different.

Jill: What are some of the trends you see or hear from students about regarding student success and how students are getting connected? What is an issue forthcoming that faculty might not know about yet?

Dionne: Our curriculum is very rigorous. So students aren't feeling really supported in them, e.g., in Chemistry there is one instructor I've been hearing about who has hard exams. The practice exam doesn't reflect the real exam. He brags about how few students pass the class with an A; and most got grades in the 60s on their last exam. Also, the instructor doesn't care the course is rigorous or see that as a problem. Also, a lot of students have imposter syndrome; I work with a lot of minority and first gen students. I too felt that way at UIUC. The people who serve your institution don't look like you. So understanding and making connections with people of color on your campus is important. Not having a sense of belonging can be a problem. Our institution is great with finding resources to develop a sense of belonging, but those resources can be hard to find at a big institution.

Bryce: Students at the graduate level are looking for stackable credentials. I've noticed the trend of prior learning credit being available at a graduate level; so having more flexible graduate degrees seems critical.

Morgan: We have a student success symposium every year and subcommittees. But the symposia are with faculty, not with students. They want to be part of those conversations in a more tangible way. Giving students autonomy to define success in different ways is important: graduating, even if your GPA not above a 3.0; not necessarily getting an A.

Jill: On building connections across campus: how can faculty help you do your job in helping students persist?

Bryce: On the faculty-advisory relationship: I want faculty to build a mentoring relationship with the students. As advisors we talk about the business of being a student: registering, looking at majors, etc. We want faculty to shepherd them in the academic curriculum. We could share those responsibilities with students, building relationships with them.

Dionne: How do faculty feel about office hours? We encourage students to go to office hours. A lot of our courses are taught by TAs, so undergraduate students are not getting office hours with their faculty members. They already have a discussion section with a TA. I also would like to see students form a more solid relationship with instructors. I work in an area that sends students all over the campus, so I don't have a relationship with faculty. Faculty don't always know the drop policy, for instance. I'd like to

be able to have an email relationship with some faculty to ask how students can be successful in their class; to know what are tips I can tell them for that class.

Nataka Moore: I got degree in Chemistry at UIUC. Why didn't I stay with Chemistry? Because of the level of racism I experienced as a young black female. In any lab class, when we are told to "find a partner" — everyone avoided me as a lab partner. The TA helped white students. The instructor had no clue this was the experience of students of color. There is a sense of hierarchy: do you have the right as a student to access the instructor? My daughter is an engineering student at Michigan and fewer than 2% are black.

Bryce: We address these kinds of things in ILACADA.

Dionne: TA's aren't required to take the bias trainings that faculty and staff take. UIUC's College of Engineering is competitive to get into, but has minority mentoring for engineering students. They also have a great Engineering Dean of Students who takes on individual mentoring with students. They also have merit sections for women and for students of color to get support.

Jill: It is important for advisors to help students accessing their university's network: knowing a specific person to go to with, say, a question about financial aid. Advisors are playing an unwritten role for students to help them feel seen and valued, and connect them to other resources and contacts. **Building that unofficial network is so crucial for student success.**

Q & A ensued.

Sue: It's easier to work with a specific major advisor, but it often feels like we should go through the food chain. General advisors meet with the chairs once a year; it seems chairs should be the ones advisors should be talking about. Dionne, do you have the ability to send feedback back to the chemistry professor? If I had a problem with an advisor, I'd talk to my chair who'd talk to the advising director . . . there is a food chain. The real issue is how to connect that food chain aspect.

DJ: I don't know if I have a way to communicate directly with a particular professor.

Bryce: Include advisors in degree planning. Have a communication structure in place for having challenging conversations. Advising could help facilitate those conversations to build a stronger classroom.

Paul: My past college had faculty advisors; the same was true at UIUC in the mid-80's. At what proportion of schools do we still have faculty advising?

Bryce: Generally it depends on the level. There are often faculty advisors at small private colleges. Larger institutions have more support services, and faculty advisors are at the graduate and doctoral level. Usually professional advisors are at large CCs and universities. Also, academic advising provides wonderful knowledge about student services.

Jaime: My experience is in small colleges with interaction between faculty advisors and professional advisors. I was formerly the chair of small college advisors within ILACADA. They are often faculty who advise. At Principia College, with 300 students, they have 1-2 professional advisors and all else is done by faculty.

Andy: I teach at a medium-sized private university (with an enrollment of 7000; fewer than half are undergraduate). We used to rely purely on faculty advisors until the mid-2010s, and still faculty advisors are the majority. This method in our setting we regarded as a virtue rather than a vice; it provided a kind of branding for our university that distinguished us from some of our competitors. I hope I don't get in trouble for having said that.

Bryce: We promote the idea of faculty advisors. Whatever advising model works best for your institution, we want to support. The only caveat is to recognize that academic advising is a discipline too; we do research; we have graduate degrees.

As we talk about the Dual Credit Quality Act and ways it can be revised, Mike was suggesting one thing we might want to think about is how academic advising can play a role in ensuring the rigor of programs and navigate the transition from high school to college. Are there any thoughts on the panel about that?

Bryce: I think advisors would love to be involved in this discussion. The curricular decisions will be made by faculty, but advisors can provide knowledge about the transition process. We can have a holistic perspective.

Jaime: It's a question about where admissions' role ends and ours in advising begins. Major advisors don't talk to prospective and admitted students until after their orientation.

Dionne: Advisors also don't talk to students until they're admitted. There's a large disconnect between dual credit and actual college; in dual credit courses a student is still living with their guardians; they're not having to manage their time very well; not having to deal with being a full adult. There's still that shock and transition. I have a student who came in with a bunch of dual credits, but he didn't have a successful first semester, and the rigor didn't match. Different institutions have different levels of rigor. At UIUC it's a harder level of rigor than at EIU or SIU-Carbondale, so dual enrollment can look different there.

Morgan: I advise for Sociology. It's one of those mystic majors; prospective students are not really sure what it means. So I took the initiative to have an open policy to talk with prospective students and their families. We build branches in the community with other institutions so anyone who might be interested in Sociology can have one-on-one time with me to understand what it looks like on the other side. That's not a capacity that every advisor can take on, and it wasn't in my original job description. But I understand I'm in a major that a lot of people are a little intimidated by or don't really understand. Students welcome hands-on development. So give them the model of taking ownership of what skills you want to develop.

We broke for lunch, caucus meetings, and working groups.

Business Meeting

Old Business

Jack moved and Laura seconded approval of the March minutes. Amy praised Dan for proofreading them. The minutes were approved, with three abstentions.

Andy offered an update as chair of the nominating committee, which also includes Laura and Brooke. Currently there is one nominee for chair, two nominees for vice chair, and one secretary nomination. Send names of nominees to Laura, Brooke and him for any other candidates by 5 pm on May 7. Voting will occur from May 7 to May 15 online. Send the vote to ALL THREE of the nominating committee members. Each institution gets one vote. Results will be announced at the May 17 meeting.

New Business

We discussed a Library Liaison Position proposal that was brought by the Equity working group. Some edits were suggested. It will be brought back for a vote at our May meeting. Some of the conversation revolved around wondering if the library liaison would begin with DEI research and move to other areas. Or perhaps other library liaisons could be added. It was suggested to include in the proposal who this liaison reports to and connects with. There were also logistical questions, such as where the research gathered by a library liaison might be stored, and how to assure a smooth transition between library liaisons. Should there be a term limit? It was generally sensed that the library liaisons would not be voting members of FAC. Librarians are faculty at some institutions, staff at others.

Mike shared an item for information in the future: at CC student lobbying day, they started at the ICCB building and the ICCB asked them to ask legislators to support a \$3 million initiative to develop OERs for classrooms. We might want to look into it more and see what's behind it, see what they are thinking about it. He has a lot of questions about who would be writing and maintaining these.

Caucus Reports

Privates

Angela reported about institutions rotating off and on for next year. Invitations have been sent to Aurora University and Knox College. They discussed how to handle things when an institution (like Greenville) leaves mid-term. They voted for IIT to serve out the one-year vacancy from Greenville College. They are still seeking at-large representatives for our May vote.

Publics

Dan reported that Linda asked if sub/committees of Faculty Senates are subject to the Open Meetings Act. It seems not. Cyndi had asked about where our universities' DEI plans due May 31 are at, so we discussed that. Sue asked about whether there were internal evaluations of higher ed administrators at our university. We also began discussing teaching load, sabbaticals and research release time for Clinical Faculty.

Community Colleges

Laura reported that they spoke about upcoming elections; Laura might end up being the vice chair. They sent invitations to Lakeland and Olive-Harvey. They spoke about where their colleges' equity plans are at; most have them in place, but they don't seem to be at play at the classroom level itself, but more in the wider institutional context.

Working Group Reports

Technology and Pedagogy in Higher Education

Laura reported that about half of the working group won't be at the May meeting, but they are continuously working on a document. They will send revisions of their document out to the rest of FAC. They spoke about how K-12 schools are integrating AI; Laura will look more into that.

Prior Learning Assessment

Marie reported that this is Lane's last meeting. He's been on FAC a total of 25 years. We gave him a standing ovation. Jill Gebke will be our liaison on a task force working on prior learning assessment. Marie asks for help recruiting provosts, faculty, registrars, and transfer specialists for this task force.

Equity

James reported that Paul rejoined their group. They met with Marleigha Evans who is the DEI leader at WCC. She shared resources for faculty who are starting teaching. He again encourages us to share resources we've found especially effective.

Faculty Mental Health

Sue and Nataka will send the document they have been working on out to Shawn. Nataka is on Advisory Board for the Behavioral Workforce and will be in touch even after she cycles off FAC.

Early College

Amy reported that they will be considering questions for meetings with legislators in May. Ken said that we used to offer college courses to high school students, but increasingly it seems that dual credit courses are becoming high school courses that receive college credit. He also asked: who do high school teachers who are offering a dual credit courses answer to in those courses: their community college? Or their principal and school board? John wonders how we can better support (if not require) students taking college courses on college campuses, rather than in high school classrooms.

Ken added that the proposed amendment to the Dual Credit Quality Act flips everything to high schools credentialing the course.

Dan suggested we ask to talk with someone at IASB about dual credit courses. Mike asked whether we might want to talk with someone from Advance Illinois or Stand for Children. They were the ones really pushing that bill.

Higher Education Funding

Dan reported that Simón Weffer-Elizondo spoke at one of the legislative hearings about the funding commission report. There was some contention; Deputy Governor Torres bristled at the sticker price. There had been some support for including endowment in the formula; but Torres thought it a non-starter, since those with more endowments would say their donors wouldn't want to donate money if it would be taken away from the state's contributions. HCM (the consulting firm guiding the funding formula report) would help universities maximize their use of the funding formula. The Partnership for College Completion would be responsible for drafting the legislation. One recommendation is to have an ongoing implementation group to watch what is going on with the formula and to settle some issues left by the commission. We would like to see a faculty mentor on the implementation team. That has not been named yet, nor plans for when it would meet. The earliest it would be used would be next year.

Shawn thanked Pratima and Waubensee Community College for hosting us.

Ken moved and Marie seconded a motion to adjourn. We adjourned at 2:48 pm.

Minutes taken by Amy Carr, FAC Secretary