



Faculty Advisory Council
Illinois Board of Higher Education

At Roosevelt University

18 October, 2024

FAC members/alternates attending and their institutions

In person:

Angela Antonou	University of St. Francis
Kristine Burgess	Rosalind Franklin University
Paul Bialek	Oakton Community College
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Jubilee Dickson	Chicago State University
Marie Donovan	DePaul University
Allison Douglas	Elgin Community College
Libby Escobedo	Aurora University
Greg Ferrence	Illinois State University
Sarah Garber	Rosalind Franklin University (MS)
Jill Gebke	IBHE Assistant Director of Academic Affairs
Joao Goebel	National Lewis University
Jack Haines	Joliet Junior College
Sarah Hill	Lake Land College
Dan Hrozencik	Chicago State University
Irene Jacobsen	Eastern Illinois University
Pratima Jindal	Waubonsee Community College
Brooke Johnson	Northeastern Illinois University
Mary Laundry	Adler University
Shaalein Lopez	Governors State University
James Marshall	Rockford University
Jessica McDonald	Olney Central College
Nick Menart	Illinois Institute of Technology
Gay Miller	University of Illinois Urbana-Champaign
Mike Phillips	at-large (Illinois Valley Community College)
Tiffany Puckett	Northern Illinois University
Patricia Saleeby	Bradley University
Nicole Scherger	Elgin Community College
Mary Ellen Schiller	Roosevelt University
Shawn Schumacher	DeVry University
Lichang Wang	Southern Illinois University-Carbondale

J. Matthew Ward
Sue Wiediger

Quincy University
Southern Illinois University-Edwardsville

On Zoom:

John Cooksey
Laura Murdaugh

Truman College
Kishwaukee College

Absent:

Daniel J. Coles

Aurora University

9:00 IBHE FAC President, Shawn Schumacher, called the meeting to order. For the benefits of some new members as well as the Roosevelt University presenters, members provided self- introductions.

9:05 Welcome Message: Dr. Michael Maly, Interim Provost and Executive Vice President of Academic Affairs; Roosevelt University (RU), reported that RU is celebrating its 80th anniversary. He explained that RU was formed as a place for all to belong. Currently, RU focuses on increasing social access, removing barriers, and attracting and serving diverse students. Concurrently, RU is dedicated to a 40% tuition cost reduction, and its RUPrime initiative supports athletes and underrepresented STEM students. Moreover, RU features an Equity Teaching Academy, in which 80 RU faculty so far have successfully participated. In his closing remarks, Dr. Maly acknowledged all that the FAC is doing.

9:15 Roosevelt University Guest Panel Presentation: “Roosevelt University Department of Education: At the Forefront of Best Practices in Higher Education”;

Moderator:

Dr. Stanley Griggs, Visiting Clinical Assistant Professor

Dr. Griggs asked each panelist, in turn, a set of questions pertaining to their vision and initiatives at RU.

Panelists:

Dr. Monique Herard, Assistant Teaching Professor, Education Policy and Administration;

The first to speak was Dr. Herard, who highlighted the successes of RU’s Interdisciplinary Leadership Ed.D. program, which prepares students for successful leadership roles in higher education, non-profit organizations, and business. She noted the public’s need for forward thinking leaders, particularly with respect to social justice and DEI. The program is committed to flexibility and accessibility for non-traditional students.

Asked about future plans to accommodate students, Dr. Herard underscored that while the program is a huge success, it wants to increase cohort sizes and add faculty without compromising standards and quality. She also outlined features of the program's community building techniques, specifically, its four-week classes and in-person experiences to help students connect, network, and bond. She explained the program's two tracks: organizational leadership and higher education leadership, noting that DEI is integrated throughout both tracks to develop students' knowledge and skills. When asked about why students should focus on inclusivity, diversity, and global constructs, she spoke to the program's mission to create within future leaders a sense of belonging for all and an understanding of the importance of a global variety of perspectives.

Dr. Erin Mackinney, Associate Professor and Associate Chair, Department of Education;

Notable topics discussed by Dr. Mackinney include RU's receipt of a 2017 National Professional Development grant, valued at 2.4 million dollars over 5 years. The funds went to the training of dual language teachers, with 265 graduates to date. Dr. Mackinney also highlighted their annual Dual Language Symposium, their Chicago/Schaumburg Teachers Teach Teachers conference, RU's work with Masters cohort models.

In 2018, Drs. Mackinney and Burnett-Wise (Program Director and Visiting Clinical Assistant Professor) launched a Pathway to Principal endorsement program as well as a Dual Language Teacher Leader (DLTL) program. The DLTL provides a fast track to achieve endorsements and has increased the numbers of black and brown principals in the Chicagoland area. Dr. Burnett-Wise noted that graduates of the program find positions as coaches, dual language coordinators, and professors; they also raise awareness and work to locate funds for collaborative funding opportunities. Once the grant expires, RU will use Title III funds for 16 students to continue in the program.

Dr. Jin-ah Kim, Program Director and Associate Professor;

Dr. Jin-ah Kim outlined her efforts to coordinate and fund teacher-student support through a one-million-dollar Early Childhood Equity grant, spread across 62 institutions. The funds provide full scholarships, helping to retain students and aiding them in finishing their degrees. She recounted how she enlisted the aid of all RU's intake offices, including registration and marketing departments to holistically support and sustain students throughout the educational process.

In addition, she facilitates acquiring laptops, which, along with textbooks, are rented out to students through the library. She created a model classroom for teacher training, with K-12 and infant-toddler rooms, and she has developed a Blackboard Education hub, assistant (para) teacher programs, professional development series, and various formats of classes (e.g., hybrid, online, and in-person).

Dr. Peggie Burnett-Wise, Program Director and Visiting Clinical Assistant Professor

Rounding out the presentation, Dr. Burnette-Wise described her successes with recruiting Latinx and African American students into a Principal training program, using 2 grant cycles of

330,000 and 290,000 dollars. The funds support tuition reimbursement at 80 - 100% and pay for required tests. The program has proven effective at mentoring Principals and helping them to overcome doubts about their abilities.

She then describes RU's Dual Language Teacher Leader (DLTL) Masters pathways and credentials. So far, 76 graduates have benefitted from instructional leadership classes intended to build resilience. She reported that graduates are extremely successful, working in Elgin, Elmhurst, CPS, Schaumburg, and other area school districts. Alumni of the program return to RU's DLTL to inspire future principals and leaders.

After the presentations, FAC members posed a few questions. Mike P. asked, with respect to dual language, whether the program focused on just one or on many languages. The reply was that Spanish, Arabic, Chinese, and Polish are the main languages.

Paul B. inquired about leaders' self-care. Discussion followed on the importance of renewal and how RU's programs teach students how to avoid burnout.

Marie D. asked the presenters what the FAC should advocate for/take back to the IBHE? The presenters suggested more equal opportunity and scholarships as priorities.

Finally, Cyndi B. stated how wonderful it is that the presenters are recruiting dual language leaders and Principals.

10:03 Roosevelt University Guest Presentation: "How can a Hispanic Serving Institution Actually Serve the Hispanic Community: From Hispanic Enrolling to Hispanic Serving"; Dr. Gina Buccola, Dean, College of Humanities, Education and Social Sciences; Dr. Glen Brodowsky, Dean, Walter E. Heller College of Business; Dr. Lizette Rivera, Director of Hispanic Serving Initiative Dominican University; and Caroline Crozier, LatinX Digital Leaders Now

This presentation enthusiastically showcased Dominican University's Hispanic Serving Institution (HSI) culture and innovations. The session was moderated by Dr. Glen Brodowsky, priming the FAC with some critical considerations, such as: What does it mean to serve HSI communities -- past merely enrolling them; what is an HSI; and how can our educational institutions lift the whole community to drive Hispanic success and flourishing?

Dr. Lizette Rivera, Dominican U. (Director, office of HSI) Roosevelt Alumna, began by thanking RU for helping her to complete her degree after deployment in the Army. She then provided demographic information regarding HSIs. She noted that 25% of RU's population is Hispanic. (19% of US population is Hispanic); Dominican University is about 70% Hispanic. There are 34 HSIs in Illinois, and 26 emerging HSIs. Further, HSIs represent 29 % of colleges/universities and enroll 63% of Latino graduates.

Dr. Rivera continued by relating information about a grant funded initiatives at Dominican. Their student cultural center was built via funding from a Title V HSI grant. The center offers career services and support for graduate students, along with career and internship supports for graduates. Dominican was also awarded a Title III HIS grant focused on STEM, enrollment to service, and pathways for medical schools.

Finally, she noted a condition of low morale on their campus. She urged institutions of higher learning to look at campuses through an HSI lens. Institutions should be intentional about representation on committees, faculty, staff, etc. and should consider how to assess conditions through an HSI lens. She mentioned a new campus in Pilsen (also one in River Forest) with Spanish language mass, visiting scholars/presenters, and provisions for faculty/staff professional development. They're creating a year-long cohort of prolonged attention (monthly meetings) to keep focused on issues – as opposed to “one and done”-type sessions. Her closing remarks included that much of DU's staff is Hispanic, culturally inclusive pedagogy is a priority.

Next, Dr. Gina Buccola presented on Navigating for Success. She explained the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) grant program, highlighting the importance of scaling initiatives throughout the campus. Under her guidance, RU's efforts are focused on increasing retention, graduation, enrollment, and recruitment, and building a learning lab. She also described RU's M.A. in clinical Psychology counseling and how RU brings students into M.A. degrees – especially where they are under-represented in career fields. Other initiatives include building community, fellowship supports, and micro-internships for students who work full-time.

Dr. Glen Brodowsky concluded the presentation by discussing how to bring opportunities to first generation students and low-income students, as well as those who are unaware of HSIs and what they offer students/families. He stressed the importance of focusing on serving all, or the whole group, in their outreach efforts.

After the presentation, FAC members were invited to ask questions. Irene wondered whether there is a special place for learning Spanish? Dr. Rivera responded that Dominican has Spanish classes and private lessons for faculty and staff. Joao added that National Louis University has a Spanish for Educators course, and Dr. Brodowsky noted that a stronger consortium of HSIs is needed.

10:33 Roosevelt University Guest Presentation: “Just a Little Bit More Complexity: Honors and Engaged Learning Practices”; Kenley Johnston, Assistant Director, Honors Program, and Sarah Maria Rutter, Director, Honors Program

The presenters engaged FAC members in an exercise in which FAC members drew spirals while Sarah Maria Rutter read a version of Rapunzel. Once the spiral exercise was over,

FAC members were instructed to turn over the spiral page and make a big X through the page. Members were asked to identify three things noticed, two things thought, and one connection to make to our area of scholarship or study. Since time was running short, FAC members were asked to talk about what they noticed.

Returning to whole group discussion, the presenters encouraged FAC members to consider ways in which to concentrate and use graphics to frame out thoughts. The presenters asked, "What does an X mean until you use it on the page? When did you quit letting learning be fun for you?" They recommended that child's play should not be shameful to us.

Drawing on themes and values from RU's Honors program, the presenters urged educators to cover less and go deeper in our pedagogy. Further, members were told to employ more talking/writing, use evidence from across disciplines, engage in research and its processes, develop a tolerance for ambiguity, and encourage learners to be active risk-takers.

Bringing the session to an end, Kenley Johnston noted curriculum goals, such as continuity from first year seminar to the senior thesis, securing methods of student employment, the value of co-curriculars, methods of ongoing programming like an honors theme of the year. She concluded by emphasizing campus and community partnerships, and their advisory board composed of faculty, staff, and students.

FAC members had a range of questions regarding RU's Honors program, including how to assess faculty's syllabi and assignment weights, and how to initiate those conversations.

Other questions and answers included:

Q: Mike P: How does Honors interact with the rest of the student body?

A: Students with the right GPAs get scholarships, they take courses with a variety of ways to earn credit.

Q: Amy C: Why not have all students do the things that Honors do?

A: NCHC promotes that Honors be innovative so that good practices bleed out to the rest of the university, for example rigor and further engagement.

Q: Greg F → In IL, articulation of (science) certain ed content has to be common throughout. What happens if Honors students don't get the core content other students do because they were doing the kinds of Honors activities from today?

A: Courses are built to ensure to fulfill requirements.

Q: Amy C—How do you think about Honors program with lots of DC/AP credits?

A: Honors colleges are able to work through articulation and assessable projects. All students have to do a thesis, and RU leans heavily on Honors contracts – they favor more creative projects over research papers.

Q: Brooke → How do you ensure that contracts aren't just "more work"?

A: Kenley runs workshops to coach professors up on best-practices for Honors (ownership over depth).

Q: Sarah Garber – When it comes to faculty buy-in – how can faculty expand their own learning? In highly experiential courses – what do you do to make this an Honors course? Students are seeking a different experience, so what can the program do to help faculty to improve their classes?

A: Sarah asks for leave to develop more assignments/assessments. Students want to be more interactive and want more diversity of assignments and fewer quizzes/tests.

11:21 Reports: Chair (Shawn Schumacher)

The Chair reported that the next IBHE meeting information will go on the FAC agenda. He recommended that instead of just having the chair do the annual report and in order to keep working groups on minds of board members, public comment period of IBHE meetings should be used. He suggested that FAC members should attend IBHE meetings throughout the year, as opposed to only at the end of the year. He urged working group members to do that reporting/reminding.

He noted that the onboarding meeting for Morton College representatives needs to be rescheduled and that another onboarding meeting for IBHE members will happen.

IBHE Board Chair Pranav Kothari will be joining the FAC next month at Rosalind Franklin University, and Devi Potluri from Chicago State University will join us to talk about graduate study and recruitment; also, Professor Heather McIlvaine-Newsad from Western Illinois University will join us on disaster efforts and higher education (using disaster response as a lens for change in higher ed.).

Finally, the Chair mentioned that an invitation will be going out to Senator Rose to join us at a meeting.

Vice Chair (Dan Hrozencik)

Dan created new name plates for our meetings and asked us to let him know if there are mistakes.

He announced that Rosalind Franklin University hotel information has gone out, and people need to register immediately.

Dan asked that members let him know if they are interested in hosting next year.

He noted that the listserv is still experiencing issues, but Shawn will get us all on the listserv.

Cyndi pointed out that sometimes email goes to the Focused folder and sometimes to the “Other” folder. Dan responded that we’ll work out the poll problems, but members need to be on the lookout for emails, polls, etc.

Finally, Dan noted that an SB3695 meeting is taking place at NIU on 24 Oct. at 2:00 pm.; anyone interested in more details can contact Dan.

Secretary (Jack Haines)

Nothing to report

FAC Legislative Liaison (Mike Phillips)

Mike reported that campaign season is almost over. Elections are coming, so if we see candidates out and about, we should engage them. He noted that the veto session is coming, but nothing was vetoed, and then in January a new session begins.

He mentioned the newly posted Higher Ed Funding bill, and if FAC members have time, we should look at it. He suggested that it likely won't pass this session, but it may pass in the next session – so, all eyes on the bill would be helpful so that we can address it and provide feedback when the bill comes up for a vote. He reminded us that faculty may have other perspectives than lawmakers, so our input could be very important.

He said that at IVCC, a working group met, and consultants are processing feedback about the public university equitable funding bill (SB 3695) from August. He identified focus areas such as recognizing costs across institutions and identifying funding beyond credits, and he stated that high-need/high-cost courses need to be looked at.

He mentioned another committee considering funding for underserved students and helping students attain credentials of value. It has been questioned whether the one-third/one-third/one-third model is appropriate since in states like Illinois, there are benefit in some places but not in others. The Partnership for College Completion is involved and they have questions.

Dan suggested that we need a faculty member on some committees for SB3695 with the purpose of ongoing reviews of the formula. He mentioned that the process is not geared for a true faculty member's participation.

Brooke mentioned that NEIU will have a listening session.

Mike recounted a comment made by a board member, which said that our hands are tied by collective bargaining units, and it's not appropriate to fold in costs of certain programs' faculty salaries. Rather, an average faculty cost should be used.

Greg asked whether, from a faculty representative perspective, it would be meritorious for the FAC to pick the faculty member (not necessarily one of us). Shawn replied that he would like someone from our working group on the committee. Amy said that she would like to see faculty as opposed to a legislative liaison and asked if Mike is optimistic about how the bill is shaping up. Mike reported being skeptical but hopeful. He said that at this point, it's hard to know if things will be added to the bill.

Assistant Director for Academic Affairs, IBHE; Jill Gebke,

Jill reported that Valerie Lynch from Lake Land College is new to IBHE and is in a new position.

She noted that Jenna Rossi Director of Intergovernmental Relations will be reporting to Dave Kelm, COO at the agency.

Jill said that Morton College was invited to the FAC and hopefully will join us.

She alerted us of shared file space on the IBHE website, to which the FAC Executive Committee has access with places for files, minutes, etc.

She provided information on a 10,000 dollar / 80 position nursing faculty fellowship grant to retain nursing faculty to stay engaged. Marie noted that Early Childhood Education scholarship amounts have dipped and that we need to push for more teacher preparation, funding, and scholarship support.

Amy asked for a FAC Library Liaison update? Jill said that we're still interested, and – per Shawn -- we have some candidates in mind.

Sue brought up the issue of a 90-hour BA degree. Jill reported no ability to approve a degree that isn't in statute. It was questioned why the HLC chose to develop such a program? The response was that other states are making this move.

Jessica reported having attended funding meetings at GSU, and listed three points of importance: 1) uniform reporting on adequacy gaps, (2) debate about other resources category (like endowments), and (3) how does adequacy based model fit with equity plans? Representatives Ammons and Davis are attending the meetings, and Jessica highly encouraged FAC to attend them. At the meetings, Jessica iterated our desire to have a faculty member on the committee, and mentioned that attending them is a great way to get documented feedback to the committee members. Faculty members can be involved in these conversations, and Dan will send out information about how to contact the coalition.

Mike mentioned the collective bargaining unit problem often raised by board members and administrators. He reminded members that we can bargain issues even if administrations don't want to.

Jessica concluded her remarks by noting that very few faculty members were at the meeting.

Shawn thanked Jessica for her efforts.

11:45 Business Meeting

1) Old Business

a) Approval of minutes from the September 20, 2024 meeting at University of Illinois-Chicago. Patricia made the motion, and Cyndi seconded. The motion passed.

2) New Business

None

12:30 Illinois Student Assistance Commission (ISAC) Guest Presentation

Jacqueline Moreno (Chief Service Officer) and Eddie Brambila (Managing Director) first presented each FAC member with a copy of David Yeager's *10 to 25: The Science of Motivating Young People*.

They opened their presentation with a reminder that the FAC are practitioners and actors.

They then launched into a rather spirited description on the state of FAFSA. Since May 2024, 16,000 fewer FAFSA forms were completed (compared to last year). According to the negative press surrounding this issue, the DOE has destroyed the FAFSA and has made a disaster of it.

They stressed the importance of connecting high school students to college so that high school graduates do not become a diaspora. To achieve this goal, they highlighted such initiatives as reaching out to as many high school counselors as possible, even noting grant monies intended to entice counselors to continue their efforts. Other initiatives include working with community colleges and four-year institutions via marketing, posters, geofencing, and regular meetings.

Also mentioned was the importance of connecting with ISAC representatives with ideas about how to reach more students and help them fill out the FAFSA.

Mike asked about evidence of a shift from students attending community colleges versus universities. The reply was that not enough data exists to know yet, but they are seeing a lot more qualified MAP students.

Marie followed up by asking whether MAP has been sent out, and the response was that yes, and second-term claims will tell ISAC a lot.

The presenters noted that FAFSA will be late again this year, perhaps even until January, but it's not clear. Beta testing is going on, and CPS and UIC are involved in a Beta 2 test. A serious problem is that so many important steps in filing are being attempted during the school day.

Gay noted that for in-school reporting, students don't have access to a lot of personal information. The response was that we must look at other instances of off-hour (school) filing. It was suggested that Parent/Teacher meetings could be a time, but it is good practice to begin the filing procedure during the day when students feel supported. The presenters also noted that a lot of sensitive information for the form is no longer needed.

Cyndi noted that this is a great opportunity for Illinois' 48 community colleges to get involved. They could hold FAFSA nights, and they could go in to high schools and offer assistance. She thanked the presenters for pointing out that freshman behavior is frustrating.

Patricia asked whether we can know if there is a certain point or question on the form where students tend to give up. The response was that real research needs to be done. The presenters stated that they have data showing that the most and the least needy students apply, but the middle sector, which still needs FAFSA support, doesn't ask for it.

Cyndi asked whether filing the FAFSA is legally required for graduation. The answer was yes, but there is a waiver to opt out of that requirement. Recently, 27,000 students waived out, and 15,000 are unaccounted for. Importantly, compliance falls on schools not on students.

Greg noted that from his recent experience, universities want students' acceptance decisions immediately, so waiting for the FAFSA to be figured out isn't very attractive.

1:00 FAC members were instructed to go to Working Group Meetings.

1:30 FAC members were instructed to go to Caucus Meetings

2:00 Working Group Reports

Technology – The working group's White Paper has been posted to the IBHE. Greg offered to be Co-Chair of the group, which was heartily supported by members.

Laura noted that Jill G. wants AI policies and task-force items from the group. Suggestions included posting a policy at the college-level, incorporating language in Code of Conduct statements, and placing statements in syllabi. The group was urged to add anything they want to document, and Laura will compile and send to Jill.

The group discussed next areas of focus. Greg supported faculty burn-out as it relates to faculty training, time-on-task, mental health, proctoring software, and data privacy ethics.

Prior Learning Assessment – Marie reported that PLA is working on a survey.

Equity -- James reported that an email is ready to be sent out regarding a list of diversity officers to contact, and the group should be getting more resources together soon.

Early College Credit -- Amy reported that discussion of what to do about academic freedom was held. The case of Blackhawk College was noted, and when the question of how to get at the pressures was raised, Rodger Eddy was quoted as having said as having said that it could be all right to change books if the goals of the course could be met another way, which led to looks of dismay from some on the committee. But ultimately a college may pull a course if a high school does not support what or how it is taught. It was suggested that the real problem is that the college, in this case, caved.

Mental Health – Sue and Trish will Co-Chair this working group, and they are working on a survey.

Higher Education Funding – Dan reported that the group is keeping a tight eye on meetings regarding this issue. Some schools are questioning certain aspects of the SB3965 legislation, and various levels of support are needed. Tiffany asked whether any information is available about the House funding bill, and Dan replied in the negative.

2:11 Caucus Reports

Two-Year Institutions – Cyndi reported that replacing Kin Nickels is a priority. Allison Douglas will replace Ken as an at-large FAC member, and Nicole Scherger will be ECC's representative.

With respect to Dual Credit issues, we should gather more stories and information about academic freedom, book bans, and other decidedly anti-educative behaviors.

Four-Year Public Institutions – Amy reported that this group is drafting a letter addressing the need for support for academic librarians.

Four-Year Private Institutions – Marie reported that the group focused on the Developmental Education Reform Act (DERA), and they shared information pertaining to students' preparation and performance in college-level ELA and Math classes.

2:30 Adjourn

Vice Chair, Dan, sought a motion to adjourn. The motion was made by Lichang and seconded by Jack.

Minutes written by Jack Haines, Secretary.

Next FAC Meeting: November 15, 2024 at Rosalind Franklin University of Medicine and Science

Next IBHE Meeting: November 13, 2024 at Lake Land College, Mattoon, Illinois