

**ILLINOIS BOARD OF HIGHER EDUCATION
FACULTY ADVISORY COUNCIL**

Meeting at University of Chicago, February 19, 2016

Minutes approved March 18, 2016

FAC members/alternates attending and their institutions:

Paulo Acioli (NEIU)
Abbas Aminmansour (UIUC)
Daniel Beach (at-large, Dominican University)
John Bennett (Lake Land College)
Paul Bialek (Trinity International)
Darcel Brady (Olivet Nazarene University)
Vicki Childs (UIS)
Terry Clark (SIUC)
John D'Anca (at-large, Oakton College)
Diane Dean (ISU)
Steve DePasquale (at-large, Kankakee Community College)
Hope Essien (Malcolm X)
Stan Hatfield (Southwestern Illinois College)
Ellen Hay (Augustana College)
Luisette Hernandez (Daley College)
Andy Howard (at-large, IIT)
Dan Hrozencik (CSU)
Irene Jacobsen (EIU)
Rick Jones (South Suburban College)
James Marshall (Illinois College)
Lucy Park (UIC)
Devi Potluri (CSU)
Steven Rock (WIU)
Shawn Schumacher (DeVry)
Paul Stoddard (NIU)
Sara Ray Stoelinga (University of Chicago)
Adam Tournier (McKendree)
Raymond Torralba (Truman College)
Dwight Vick (GSU)
Susan Wiediger (SIUE)

Representatives/Institutions not present:

Marie Donovan (at-large, DePaul)
Matthew Hurt (Parkland College)
Marjorie Johnson-Hilliard (Northwestern)
Alejandro Mayer (Midwestern)
Dawn Munson (Elgin)
Kevin Weston (Rend Lake College)
Renee Wright (Triton)

The meeting was called to order at 9:08 a.m. Candace Mueller from IBHE provided a legislative report. Rauner's FY17 budget recommendation for higher education includes a cut of 20% from the FY15 allocation for operating funds for the public universities; there is an increased amount budgeted for performance based funding (pbf) so the overall cut is 16%. An increased portion devoted to pbf was also recommended for community colleges. Flat MAP funding was proposed. There is a higher education compact in the works which would develop a game plan for the next three years. Paul asked about the status of the FY16 budget; Candace had nothing new to report on this. Devi inquired about whether the Board has been contacted by the HLC relative to student transfer issues if institutions close down; Candace indicated there had been contact.

Gretchen Lohman reported that Lindsay Anderson, Chair of IBHE, has resigned. IBHE is setting up a process to assist students who were attending for-profit institutions that have been (or are being) shut down.

We were joined by Katie Callow-Wright, Vice President and Chief of Staff in the Office of the Provost, and Matthew Christian, Associate Provost and Chief of Staff in the Office of the Provost. Christian noted that the University of Chicago is now in its 125th year. They enroll 15,000 students; 5,700 are undergraduates. He went over the demographics of the class of 2019 and added there are 2,200 full time faculty. They manage Argonne and Fermi labs along with a medical center. Access and affordability are key issues.

Callow-Wright stated that higher education is transformative. At the undergraduate level, she highlighted college preparatory programs. One is UChicago Promise. This is for students in the Chicago area and includes the Collegiate Scholars program for Chicago Public School (CPS) students. Students don't need loans, there is no application fee, mentoring is included and there are internships. Another, which launches in April, is a coalition for access and affordability which U of C is part of. It aims to reduce obstacles for applying to college and for financial aid. U of C is need-blind in admissions. About half of undergraduates receive financial aid and there has been an increase in first generation students. A third program is the Metcalf Career Advancement which offers internships to college students (guaranteed to the neediest). First year students in the program are assigned a career advisor.

Christian indicated that U of C is interested in bringing more diversity to the faculty. All graduate students are fully funded. They offer a summer session with research opportunities for students potentially going into graduate studies to enhance diversity. Career opportunities for graduate students are presented, including outside of the academy. In that regard, he cited the UChicago graduate program which offers information sessions and one on one meetings; companies and government agencies participate. U of C provides internships, externships, and works on placing minority students in the academy. There are several post-doctoral scholar opportunities for underrepresented groups.

Andy asked if there is an ethics component to sessions. The response was not specifically. Sue wondered if graduates placed in the academy where there is a large

business sector can refocus on that sector. The answer was it is a challenge to get them to think differently more is being done. Lucy inquired about the success of minority undergraduates. Sara indicated that 87% graduate. John B. asked how the U of C thinks about the current student demographic mix. Callow-Wright said diversity is embraced. Lucy inquired about the influx of students from China. Christian noted that 50% of the PhD students in physical sciences are from Asia and half of them are from China.. Abbas questioned whether there is a risk when there is a large percentage from a particular country. Devi asked whether there is a difference in ACT levels by group. Also, do faculty focus on research rather than teaching? It was noted that teaching is required and is part of the evaluation process. Ellen asked for suggestions for finding minority post-docs. Christian suggested working more closely with the departments that might have an opening. Andy commented on the effectiveness of science post-docs and their future careers. Hope asked about U of C recruiting community college students. Christian mentioned a summer program for students with promise, but it has more of a focus on graduate school.

Sara convened a panel to report and discuss HR 477-designated committees which look at redefining high school to college transition. She noted the challenges to access and attainment especially for disadvantaged students. Ben Boer, Deputy Director for Advance Illinois (an advocacy group), stated that funding is one since it adds to uncertainty for our students. Another is the demographic change and responding to it; there is need for strong social capital and there is complexity of navigation. Johnathan Furr, Executive Director of the Education Systems Center at NIU added that parts of systems are not in place for attainment. There is a need to make the system seamless from high school onward. Aarti Dhupelia, Vice President of Strategic Initiatives at National-Lewis University, mentioned that more students are coming into higher education less prepared. K-12 is raising the bar and there is a need to increase the quality of advising. Laz Lopez, chair of the ICCB and Associate Superintendent for High School District 214, said our student profile is changing while the support structure isn't necessarily up for this; it needs to change.

Sara asked about success stories for K-12, community college, and higher education. Dhupelia cited that at the K-12 level, CPS has done quite a bit for access and attainment, such as a focus on filling out FAFSA. Lopez noted a program that has reduced remediation rates, dual credit, college counselors brought into high schools, and an emphasis on a purpose driven diploma.

Sara inquired about the pain points between high school and higher education. Lopez responded that we've been independent bodies and now need to collaborate and develop trust. Dhupelia added that everyone blames each other. We are all a part of it. Lopez added that this is because we've been under attack.

Sara introduced the next topic: the successes and challenges of the policy landscape. Boer suggested that people are being brought together from different levels in forums such as the P-20 Council. There is coordinating individualized learning plans, continuing

a conversation of assessment across educational levels, defining competency, and early implementation of career pathways.

Sara broached the data side, how is it connected? Furr explained the Longitudinal Data System (LDS), the sharing of data across state agencies providing uniformity in following students throughout all the systems. This allows many questions to be addressed. It is still a work in progress.

What is HR477? Boer answered that it is a set of advisory committees to recommend legislation. These include: competency based high school requirements (such as the need for Algebra II), college readiness and transition courses (such as taking a senior year high school math course), career pathways, and post-secondary/career expectations provided in high school. Their web site address is: ilhstocollege.org. Furr wondered if we can work through the time line and objectives with the financial situation. Boer added there is an opportunity for continuous improvement. More certainty for students is a goal.

Paul asked about collaboration with a small private college. Lopez offered that some parents and students want a local option. Boer suggested that a hub and spoke model works better than one on one. Andy inquired about who will have access to LDS. Furr answered that it should go beyond the individual state agencies. A process will need to be developed. Currently available agency data sets are on their web sites. Stan was concerned that with the blame game and how we educate the populace. Furr suggested the use of regional networks, bringing various groups to the table. Lopez added that external factors are affecting an ever larger number of students. A full system is needed for student success covering a variety of social and economic factors. Boer suggested that No Child Left Behind created a divide between schools and communities. States have an opportunity now. Dwight noted that we have some personal responsibility. In the classroom, there are things that instructors can do to discover, understand, and help students with difficulties and challenges. But Devi questioned if there is an overreliance on support systems. It raises our costs. Lopez responded that those that are needed to allow success we have a responsibility to provide, as public institutions. Furr added that retention and finances are linked.

Following lunch and a tour of the Oriental Institute, caucuses met. Devi indicated the Publics talked about the financial situations on our campuses. All are committed to staying open. Staffing situations are uncertain. There is a request to send HR 477 recommendations to us. John D. reported that the Community Colleges discussed the high school-community college relationship and bringing the two faculties together. Grants in the past did this in selected situations. Dual credit and the awarding of credit remains an issue. The HLC indicates this resides with the community college faculty. There was also discussion of the financial situation at the community colleges. For the Privates, Andy indicated that there are differences in dealing with MAP being driven by the bottom line. They are discussing their rotation plan and the slots reserved for three of the "big six" on a rotating basis. It was indicated that this was a caucus matter. The perspective of at-large members and institutional members may be different.

The minutes from our meetings in December and January were approved. Adam reported that the task force on awarding credit for military training for veterans has had scheduling issues. They have laid out their agenda and goals. The next meeting is March 30. There is some funding from the military.

Sara and the University of Chicago were thanked for hosting. The meeting adjourned at 2:55 pm.

Respectfully submitted,

Steven Rock, FAC Secretary