

Faculty Advisory Council
to the Illinois Board of Higher Education

Recommendations for the IBHE Strategic Plan

February 1, 2021

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Faculty Advisory Council Chair

Executive Summary

Since the beginning of the 2020-2021 academic year, the Faculty Advisory Council (FAC) to the Illinois Board of Higher Education has gathered institutional data and conducted research to develop and procure recommendations to be implemented into the upcoming IBHE Strategic Plan. The FAC has actively researched recommendations and potential solutions to current, critical issues affecting postsecondary students, faculty, and communities across the state of Illinois through its three caucuses:

- Four-Year Public Universities Caucus
- Two-Year Colleges Caucus
- Private/Independent Colleges and Universities Caucus

In addition, the recommendations supplied within have been developed by several current FAC Working Groups (2020-2021) including the following:

- Equity Working Group
- Dual Credit/Online and Remote Learning Working Group
- Student Mental Health Working Group
- P-20 and Community Outreach Working Group
- Performance Based Funding Working Group

Recommendations for the IBHE Strategic Plan have been developed and contributed by past FAC Working Groups (2019-2020) including the following:

- This We Believe: Higher Education Benefits All of Us Working Group
- Program Prioritization and Consolidation Working Group
- Supporting Liberal Arts and Sciences Working Group

As Illinois faculty, we understand the IBHE Strategic Plan will focus on the following:

- Increasing postsecondary credential and degree attainment;
- Closing equity gaps among students who have been left behind by the higher education system; and
- Working to improve higher education accessibility and affordability which reduces student debt and the outmigration of students, increases opportunities for our Black, Latinx, and financially vulnerable students, and ensures current students are not saddled with a crushing debt that older Illinois citizens did not have.

The FAC thoughtfully and respectfully advocates that the following recommendations supplied within this document are employed to shape IBHE's Strategic Plan for higher education.

Caucus Executive Summary

The FAC has actively researched recommendations and potential solutions to current, critical issues affecting postsecondary students, faculty, and communities across the state of Illinois through its three caucuses: Four-Year Public University Caucus, Two-Year Colleges Caucus, and Private/Independent Colleges and Universities Caucus.

The FAC thoughtfully and respectfully advocates that the following recommendations supplied by each caucus are employed to shape IBHE's Strategic Plan for higher education:

FAC Four-Year Public Universities Caucus

The Faculty Advisory Council Four-Year Public Universities Caucus advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Funding public universities adequately is the best path to providing a high-quality, accessible, affordable, and equitable 4-year undergraduate and graduate education.
2. Assess each of the plan's strategies with regard to their consequences for research and scholarship. This is one of the core principles in the strategic plan (in the section on "Higher education as a public good that enriches life").

This includes asking how the larger higher education ecosystem is affected by the rise of dual credit courses and alternative competencies. What will sustain a state commitment to research and scholarship in diverse fields, if faculty with access to libraries and labs are no longer providing the credentialing? Will the state provide alternative means of supporting scholarship and research, which currently relies on faculty who provide coursework—including coursework in General Education that encompasses smaller fields in the liberal arts and sciences?

3. Robust and diverse (two- and) four-year programs distributed across the state are important in enabling Illinois residents in all areas to not only be prepared for current job opportunities, but also to be positioned for the needs of the future through a broad foundation in the liberal arts and sciences that allows people to adapt to changing situations. Regional options are important to equitable access to support all Illinois individuals.

4. We recommend stressing the importance of hiring diverse, tenure-track faculty (as opposed to visiting faculty, adjuncts, or other temporary labor). Stable, available faculty play a crucial role in the recruitment and retention of students, as well as impact our communities through research, community outreach, faculty-student-community synergistic partnerships, and more.

5. For the above reasons, we support the recommendations of FAC working groups on dual credit courses, online-remote learning, and racial justice/equity, among others. See also FAC position papers, including those on supporting the liberal arts and sciences.

6. We recommend against moving Bachelor's degree programs to community colleges, which have a different mission. An effective use of state resources would not weaken or dismantle public university four year programs by moving them to community colleges.

FAC Two-Year Colleges Caucus

The Faculty Advisory Council Two-Year Colleges Caucus supports the following recommendations help shape Illinois' strategic plan for higher education:

1. Essential to the student success at Illinois' community colleges is adequate state funding to our institutions as well as to MAP grant funding. Adequate funding allows our institutions to provide high quality instruction while focusing on accessibility and affordability. Community colleges offer an affordable path for a diverse group of Illinois residents seeking a degree or CTE training.
2. In an effort to focus on creating job opportunities for Illinois residents, we ask for continued support of two-year CTE programs. Two-year institutions provide an affordable option for Illinois residents seeking training for career opportunities. Focus should be on programs being accessible throughout the state by providing support for students enrolling in these programs in an effort to prevent two-year institutions from competing for enrollment.
3. Transfer programs require continued focus on IAI agreements to ensure successful transfer of credits to 4-year institutions. We support continued improvements of Illinois' Dual Credit/Dual Enrollment program. It is important to keep the focus on quality of instruction in Dual Credit courses. We support the recommendations of the FAC Dual Credit Working Group.
4. Student support services are becoming more important in higher education especially at the community college level. They help to achieve equity in higher education by increasing retention of students. Student support services include mental health counseling services, daycare, tutoring, financial aid, technology needs, among others. We support the recommendations of the FAC Working Groups on Online and Remote Learning and Equity/Racial Justice among others.

FAC Public and Independent Colleges and Universities Caucus

The Faculty Advisory Council Private and Independent Colleges and Universities Caucus advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Continued advocacy for private and independent universities, which provide a high-quality, accessible, affordable, and equitable undergraduate and graduate education.
2. Essential to the student success at Illinois' private and independent colleges and universities is adequate state funding to our institutions as well as to MAP grant funding. Adequate funding allows our institutions to provide high quality instruction while focusing on accessibility and affordability. Private and independent colleges and universities offer a learning path for a diverse group of Illinois residents seeking an undergraduate or advanced degree. Moreover, MAP funding must also remain available to for-profit institutions of higher education, which typically provides opportunities for Black, Latinx, and financially vulnerable students.
3. Student support services are becoming more important in higher education especially at the community college level. They help to achieve equity in higher education by increasing retention of students. Student support services include mental health counseling services, daycare, tutoring, financial aid, technology needs, among others. We support the recommendations of the FAC Working Groups on Online and Remote Learning and Equity/Racial Justice among others.

FAC Working Groups Executive Summary

The FAC has actively researched recommendations and potential solutions to current, critical issues affecting postsecondary students, faculty, and communities across the state of Illinois through its variety of 2020-2021 Working Groups: Equity Working Group, Dual Credit/Online and Remote Learning Working Group, Student Mental Health Working Group, P-20 and Community Outreach Working Group, and Performance Based Funding Working Group.

Additionally, recommendations for the IBHE Strategic Plan have been developed and contributed by past FAC Working Groups (2019-2020) including the following: This We Believe:

Higher Education Benefits All of Us Working Group, Program Prioritization and Consolidation Working Group, and Supporting Liberal Arts and Sciences Working Group

The FAC thoughtfully and respectfully advocates that the following recommendations supplied by each Working Group are employed to shape IBHE's Strategic Plan for higher education:

Equity Working Group

The Faculty Advisory Council Equity Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. A key factor to increasing success for Black and Latinx students is hiring more Black and Latinx faculty in our higher education institutions across the state. We recommend doing the following:
 - Create initiatives to recruit and support Black and Latinx faculty to all institutions, not only those colleges and universities in larger cities and metropolitan areas. If colleges are recruiting Black and Latinx students, they need to find ways to just as effectively recruit Black and Latinx faculty to their institutions.
 - Be intentional and unrelenting in support of our Black and Latinx faculty and those doing racial justice and equity work on our campuses throughout Illinois. Higher education administrators need to find ways to create safe and supportive systems for the work of equity to be done. They must design and implement processes and policies to protect these faculty from negative consequences that result from this challenging work.
2. Faculty of all races and backgrounds need intentional, effective training related to racial equity and should be provided.
 - White faculty would benefit from training focused on racial implicit bias and Whiteness structures that create barriers to success for Black and Latinx students.
 - Faculty from all races would benefit from training related to the particular academic challenges of Black and Latinx students. How can curriculum and pedagogies be altered and enhanced to specifically benefit the academic success of these traditionally marginalized students?
 - Funding and resources must be offered to support this professional development for higher education institutions.

3. Black and Latinx students need intentional and specific resources that directly address the challenges they face while pursuing a post-secondary credential and should be provided.
 - Provide direction and support to institutions to create and champion student groups with strong leadership where Black and Latinx students can be supported in their lives both on and off campus.
 - Institutions need to examine their processes and practices in financial aid, advising, enrollment, and academic support to be sure there are no barriers to accessing these much-needed helps and resources by Black and Latinx students.

Dual Credit Working Group

The Faculty Advisory Council Dual Credit Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Amend the Dual Credit Quality Act (110IL CS27/) to ensure that all faculty who teach dual credit courses have in-hand a master's or doctoral level of training in the relevant field. Credentials for teaching college-credit courses should be the same for high school instructors and community college instructors.
2. Set a statewide limit for the number of dual credit courses a student may transfer to a 2- or 4-year institution; OR encourage limits on how many dual credit courses are taken or transferred; OR limit the number of dual credit courses that can be taken in a HS setting.
3. Create or enforce accountability mechanisms for violations of the Dual Credit Quality Act.
4. Better fund public higher ed institutions so that they are affordable for students, which reduces the incentive to start college during high school for financial reasons. (This addresses the initial problem that sparked the creation of dual credit courses.)

5. Require the ICCB and IBHE to work with ISBE to develop a set of standards for students wishing to take (and continue in) dual credit course work, and require dual credit students to work with college-level academic advisors.

6. Encourage colleges to make on-campus courses available to dual credit students and encourage high schools to allow students to take dual credit courses on college campuses. Increased enrollment in on-campus courses will increase course availability in both times and subjects offered for traditional and dual credit students.

For further information and details regarding the Dual Credit Working Group, please see the FAC approved position paper:

<http://facibhe.org/documents/position/2020dualCredit.pdf>

Student Mental Health Working Group

The Faculty Advisory Council Student Mental Health Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Support the funding of the Mental Health Action on Campus Act. This may include modifications of the Act to encompass what we have learned during the Covid-19 pandemic, and recommendations from experts about how to structure some of the provisions, such as peer support networks and appropriate telehealth resources.

2. Even prior to full funding of the Act, begin to develop a Technical Assistance Center, as called for in the Act, to share practices across the state. Particularly in a time of tight budget constraints, information sharing is critical to making students our priority aligning and reinforcing our education system. IBHE has done excellent work with initiatives such as the WiFi hotspot map and sharing online instructional methods during the pandemic, and with similar information sharing at other times, and should seek the necessary resources to bring this aspect of mental health support.

Such practices should include explicit attention to sharing cultural competency resources. Mental health infrastructure is already stretched. Not all communities have mental health professionals readily available, let alone mental health professionals grounded in the issues associated with diverse characteristics of the community, yet closing equity gaps is aided by providing the right kinds of support for diverse populations.

3. Build community partnerships to leverage mental health facilities. Where communities – particularly rural communities – lack access to mental health facilities, institutions of higher education can work with community partners to connect to the state’s network of professionals and build a common facility that provides access.

In addition, in September 2007, the IBHE Faculty Advisory Council jointly with the IBHE-Student Advisory Council, issued a position paper titled “College Student Mental Health – A Crisis Underway” (available at <http://www.facibhe.org/documents/position/2007ppMentalHealth.pdf>), which included recommendations for campus staffing resources, reducing student debt pressures, enriching student social support networks, and reducing student academic pressures by improving overall P-20 academic preparation.

In August 2019, Governor Pritzker signed Public Act 101-0251, known as the Mental Health Action on Campus Act (<https://www.ilga.gov/legislation/billstatus.asp?DocNum=2152&GAID=15&GA=101&DocTypeID=HB&LegID=117837&SessionID=108&SpecSess=>), which is “intended to address gaps in mental health services on college campuses across Illinois, including both 2-year and 4-year institutions, through training, peer support, and community-campus partnerships”. The Faculty Advisory Council Student Mental Health Working Group has been identifying ways in which some provisions of this Act might be better expressed to facilitate achieving the desired goals of better supporting the mental health of students enrolled in public higher education. The provisions of this Act are not binding until it is funded; mental health is often discussed as a priority, but rarely receives priority in funding. While many institutions have been developing their plans to meet the provisions of the Act, without funding, the work cannot be completed as envisioned.

Since that time, need for mental health services has significantly increased due to the Covid-19 pandemic, racial injustices, political conflicts, and social isolation, among other factors. At the same time, shifts to remote modes of interactions, including telehealth, have reduced the social interactions that aid effective support networks and have increased demands on over-stressed infrastructures and resources.

Supporting the mental health of our Illinois students intersects with all three strategic plan priorities and aligns with the core principles. Increasing access and affordability of mental health care for students aids the successful completion of credentials and degrees. Higher education institutions are distributed across the state and deeply entwined with their communities; improving access to mental health services for higher education students can be synergistic with improving access for communities in a way that reaches all populations and demographics in a more equitable fashion.

Performance Based Funding Working Group

The Faculty Advisory Council Student Mental Health Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Illinois state legislators and higher education officials need to align PBF metrics with strategic plans of the state and institution.
2. Illinois state legislators and higher education officials should weight metrics based on institutional goals.
3. Illinois state legislators and higher education officials must monitor PBF funding for unintended consequences.
4. Illinois state legislators and higher education officials should work to develop a support/recovery plan for institutions not meeting goals.

As an overview for the Performance Based Funding Working Group, our contention is that one of the simplest and most effective ways for Illinois to improve its economy and provide for a strong future is to invest in higher education. Ample and consistent funding for higher education sends a powerful message to Illinois families that the State is interested in developing their talents and retaining their skills here in Illinois. This will stem the out-migration of students and increase enrollment at in-state institutions, increasing tuition revenue and further easing the burden on the State to help these institutions financially.

Performance-based funding (PBF) in higher education is a system based on allocating a portion of a state's higher education budget according to specific performance measures such as course completion, credit attainment, and degree completion, instead of allocating funding based entirely on enrollment (which is often the default PBF metric) or on historic funding. In theory, it can clarify state and institutional priorities, raise the visibility of campus performance, increase transparency, and possibly even improve productivity, at least under some definitions. However, this funding model leads to a number of questions: Do allocations under such policies adequately reflect the major differences in institutional missions and the kinds of students served, or are they exacerbating inequalities in institutional funding? Are available data sufficient for the task of making funding distinctions? If an institution does not meet desired benchmarks, why were they missed, will a loss of funding have the desired impact, and support is necessary to meet those benchmarks in the future? Such approaches may tend to highlight certain performance indicators at the expense of others for their ease of measurement, rather than their importance to the public and their value in serving the public good.

Overview of 50 State Review Funding Structures

Most states' colleges, 4-year and 2-year, have a funding formula. In some cases, the formula is separate while in others it is consolidated (ie. only flagship is separate, all 4-year colleges together, or all higher education together)

Funding Models

- Base Funding - not linked to any metrics (rare)
- Base Funding - plus metrics (most)
- Weighting of base vs metrics varies

Illinois Models of Performance Based Funding

- 4-year colleges - primarily base-funding

Linked to historic rather than current enrollment
- 2-year colleges - state funding is based on enrollment (credit hours)

Integrated model vs additional funding for meeting goals/priorities
- Metrics – none appear to be utilized

Additional details to consider regarding Performance Based Funding

- Key Metrics

Enrollment (most, not all), Persistence & Retention, Outcomes, Workforce development, Completion, Fixed costs, and Legacy
- Additional Concerns

Unintended Consequences

Need for Extra Administration

Transparency
- What happens when targets are not met?

Reward vs. Punishment

Investment vs. Disinvestment

This We Believe: Higher Education Benefits All of Us Working Group (2019-2020)

The Faculty Advisory Council This We Believe: Higher Education Benefits All of Us Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Higher education needs legislative and financial support that provides students the opportunity to complete programs and degrees in Illinois.
2. Higher education should be adequately funded; doing so will reverse outmigration, and students earning degrees in Illinois are more likely to work and raise families in Illinois after graduation.
3. Today's students should not be saddled with a crushing debt that older Illinois citizens did not have. We in higher education need to treat the next generation fairly and equitably.
4. Illinois should ensure academic opportunities by offering financial packages that competitively match out-of-state offers. In previous decades, higher education was subsidized by the state to a greater extent. The members of this FAC Working Group believe the current generation should have this same opportunity.

For further information and details regarding this Working Group, please see the FAC approved position paper:

<http://facibhe.org/documents/position/2019ppHigherEd.pdf>

Program Prioritization and Consolidation Working Group (2019-2020)

The Faculty Advisory Council Program Prioritization and Consolidation Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Recommends the IBHE, university administrators, university government liaisons, and the state legislative and executive branches be mindful of the following with regard to program prioritization and consolidation, the outsourcing of General Education curricula, and the involvement of faculty in finding academically responsible and fiscally sustainable solutions for Illinois' colleges and universities:
 - Efforts at regional or state-wide consolidation of programs;
 - Program prioritization based on high-enrolling major degree programs;
 - Outsourcing and/or standardizing General Education and other courses; and
 - The importance of shared governance.

For further information and details regarding the Program Prioritization and Consolidation Working Group, please see the FAC approved position paper:

<http://facibhe.org/documents/position/2019ppProgCon.pdf>

Supporting Liberal Arts and Sciences Working Group (2019-2020)

The Faculty Advisory Council Supporting Liberal Arts and Sciences Working Group advocates that the following recommendations shape Illinois' strategic plan for higher education:

1. Maintain access to the liberal arts and sciences for all Illinois students, no matter where they live in the state. We caution against movements to offer specific liberal art and sciences programs in only one or two schools in the state, as opposed to serving at the heart of every public university.
2. Recognize the value of liberal arts programs as central to the mission of a university in producing broadly educated graduates prepared not only for jobs, but for fulfilling lives and careers. Jobs change with technological and societal changes, and a more broadly educated citizen is better able to navigate this change, to contribute to the economy, and to engage with the shared civic life of Illinois.
3. With regard to the state's Low-Producing Program Report, explicitly include contribution to the liberal arts and sciences as a reason to preserve programs with small numbers of majors in the humanities, social sciences, and sciences.
4. Maintain a strong and vibrant four-year university system in Illinois, one that delivers a quality liberal arts-centered education provided by scholars and researchers who hold doctorates or the top degrees in their respective fields. This is central to our ability to not only

keep Illinois students in-state, but to attract students from surrounding states and indeed nationwide.

5. Recognize the value for the common good of continuing to provide institutional spaces for scholars in the humanities and social sciences, as well as the sciences and applied fields.

For further information and details regarding the Supporting Liberal Arts and Sciences Working Group, please see the FAC approved position paper:

<http://facibhe.org/documents/position/2019ppLibArts.pdf>

Respectfully submitted to the Illinois Board of Higher Education on 1 February 2021

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