

Item #12.3
September 11, 2020

UNAPPROVED

Minutes of the Retreat of the
Illinois Community College Board

Zoom Meeting

<https://us02web.zoom.us/j/85184106558?pwd=MWpKdHNvMXVzdWxqcmh6ZDJGOUo2dz09>

Meeting ID: 851 8410 6558

Passcode: 1TqRbX

One tap mobile

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August 19, 2020

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the August 19, 2020 Retreat as recorded.

Roll Call and Declaration of Quorum

Chair Lopez called the Board retreat to order at 10:04 a.m. and made the following statement:

Pursuant to PA 101-640, which authorizes remote meetings during a disaster declaration by the Governor, the annual retreat of the Illinois Community College Board is called to order, via Zoom. Matt Berry, Chief of Staff, is physically present at the regular meeting location, the ICCB offices in Springfield.

Chair Lopez then asked Ann Knoedler to call roll. The following Board members were present at this time: Terry Bruce, Nick Kachiroubas, Doug Mraz, Larry Peterson, Paige Ponder, Lynette Stokes, and student Board member Enrique Velazquez. There was a quorum present. Board members Teresa Garate and Suzanne Morris were not present at the time of roll call but will be present late.

Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Dr. Lopez began by welcoming Dr. Lynette Stokes, President of South Suburban College, and Dr. Larry Peterson, former President of Shawnee Community College to the Board. The Board and agency are very excited to have new Board members, particularly individuals with such deep knowledge about community colleges.

Chair Lopez went on to acknowledge that many college campuses are opening this week with some next week, during what may be the most challenging times we have ever opened community colleges.

Usually, the ICCB retreats have two purposes: having an opportunity to get to know one another better and setting the strategic direction for the year.

Obviously this is difficult in the current context and the future is uncertain. Nonetheless, the Board can still think about the strategic direction and the goals. To accomplish the first purpose of the retreat somewhat, during the Board member comments, Chair Lopez requested that each member discuss a little bit about themselves, particularly given the addition of Dr. Stokes and Dr. Peterson. During the retreat, the ICCB staff are also asked to participate as active members and be willing to contribute their voice to the conversation as it moves forward.

Introduction and Board Member Comments

During this time, each Board member went through and provided a brief background about themselves including information on what drives them to be a part of this Board, what advice they would offer to the new Board members, what would they most like to get out of their time on the Board and what can the ICCB staff do to help.

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Board members Suzanne Morris and Teresa Garate arrived to the retreat at 10:15 a.m.

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Executive Director Report

Dr. Brian Durham began by introducing his executive staff team, Deputy Executive Director Jennifer Foster, Chief of Staff Matt Berry, Deputy Director for Finance & Administration Jennifer Franklin, Deputy Director for Information Technology Jeff Newell, Deputy Director for Academic & Institutional Effectiveness Nathan Wilson, and Executive Assistant to the Executive Director and Secretary to the Board Ann Knoedler.

Dr. Durham gave a brief overview of the current Board Goals. He then listed a few tasks the Board should think about during today's retreat: modifying the current Board Goals, providing the agency with a clear sense of direction on what is being done correctly and what should be done from here on out, and what kind of communication they are looking for from the agency.

Equity Considerations in The Community College Context

Eboni Zamani, Gallaher, Director of the Office of Community College Research and Leadership at UIUC, conducted a Racial Justice and Equity presentation during the retreat to unpack the meaning of equity, particularly within the community college system and the providers, and further understand the following concepts in our pursuit for racial justice:

- Institutionalized and structural racism;
- Culturally-responsive and critically reflective practices; and
- Unconscious bias.

These topics will be situated into the context of the ICCBs mission and work, reflecting on the policies and processes the agency sets and interactions the staff has with leaders, faculty/instructors, and students.

Working Lunch

The Board took a 30 minute break.

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BREAK at 11:48 a.m.

RETURNED at 12:20 p.m.

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The Master Plan for Higher Education (Strategic Plan for Higher Education)

Ginger Ostro, IBHE Executive Director, gave a brief update on the process that will unfold in putting together the Strategic Plan for Higher Education. The IBHE, in cooperation with the ICCB, is embarking on the Strategic Plan for Higher Education, per IBHE's statute that states:

(110 ILCS 205/6) (from Ch. 144, par. 186)

Sec. 6. The Board [IBHE], in cooperation with the Illinois Community College Board, shall analyze the present and future aims, needs and requirements of higher education in the State of Illinois and prepare a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula and standards of higher education for public institutions of higher education in the areas of teaching, research and public service. The master plan shall also include higher education affordability and accessibility measures. The Board, in cooperation with the Illinois Community College Board, shall formulate the master plan and prepare and submit to the General Assembly and the Governor drafts of proposed legislation to effectuate the plan.

As a first step, the IBHE Board members and ICCB Board members will be invited to participate in focus group meetings with the UDP Consulting Group to discuss priorities for higher education.

Strategic Discussion Breakouts: Breakout Group 1: Leading the Agency and the System's Focus on Equity

ICCB Board members present were Lynette Stokes, Terry Bruce, Teresa Garate, Paige Ponder, and Chair Lopez. The ICCB staff present were Jennifer Foster, facilitator, Nathan Wilson, Jeff Newell and Nora Rossman. The group reported out to the rest of the Board concluding their discussions. The following topics were discussed:

- Jennifer Foster, Deputy Executive Director, Illinois Community College Board, asked that the group consider equity as it relates to our system.
 - What areas are most important to apply this equity lens to?
 - How do we make sure equity is a part of everything we do?
 - How do we provide leadership to the entire system?
 - Are there specific things that you want us at the state level to look at? What is it from your perspective that we need to do as a staff to move this forward?
- Jennifer also asked the committee to consider that:
 - We have a lot of rich data related to who we are serving in terms of our Community Colleges.
 - We also need to look at completions of programs for all students.
 - ICCB currently has a few programs of study:
 - Perkins V Plan – its reauthorization is focused on equity, diversity and inclusion.
 - Will be setting mandatory equity targets and we are working with P20 Council as they lead the effort.
 - Workforce Equity Initiative – focuses on 60% of the population served being African American. The lead college is Illinois Central College with 15 Community Colleges participating. Currently we are serving 79% African American Students.
 - ICCB Staff has had equity training.
 - Governor's office has mandated some level of equity training.

Ideas, thoughts and conversation centered around the Equity Goal:

- A frustration is that we know what works but can we afford to do what works? Can we fund at that level and can we actually do that at scale across the whole system? What can we scale?
- Metric really is completion and focusing our energies there. We've done a lot from a K12 perspective to help transitioning high school students. We hope that this will have an impact on those heading to college.

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- Some colleges are trying to reach those students who have only a couple of semesters before completion. Is this working?
- Research shows us that students who don't finish has nothing to do with the school but they have competing needs like childcare, work, etc.
- Research also shows that it's not a kid problem but a school problem. The schools are not serving them. How willing are we to make recommendations on how teachers are disaggregating their own data in terms of who is passing their classes and who is not? How are teachers looking at their practices, syllabi and their cultural responsiveness?
- At some point we have to wrestle with what's going on inside the classroom. What are we doing with Higher Ed faculty to make them better educators?
- We are a decentralized system and don't have a lot of control.
- What about having teachers sign some kind of a pact or contract so that they are engaged in their outcomes?
- There is an unspoken stigma or bias around what is a successful student, who should be going to college and what kind of support they need. A lot of kids are not self-motivated learners.
- We all have wonderful agendas to embed equity in our missions and goals but that becomes just a benchmark. We are not following the plans we have in place and are not being held accountable. How do we move from this being just words to actual actions?
- How do we become champions for equity across the institution? It won't happen overnight but South Suburban had a faculty development seminar and the topic was race relations and the impact it has on students in the classroom. It was a difficult conversation but it crosses over to teachers looking at diversity and completion rates. These things speak to how you deliver instruction in the classroom.
- We have to be sure that Administrators are comfortable with the race relations and cultural identity conversation. If they aren't comfortable we have to confront those barriers before we roll out the plan to everybody else.
- Do we focus efforts in specific areas or do we try to do everything?
- Professional Development is a key topic area and ICCB has put Perkins and Adult Education resources into Diversity, Equity and Inclusion.
- What about offering a certification for faculty as it relates to equity? Different levels of certification.
- From a PD lens and what happens in the classroom, until institutions and faculty actually own the success of the students, they are probably not going to change what happens in the classroom. We need to drive awareness to the faculty level.
- All of us need to own the success of our students.
- We are in a different moment of time and this conversation has become normalized so we need to think about how to leverage the power of a convener. How do we bring together the good things that are being done across the state? Let's have a statewide convening (maybe even beyond the state) and have faculty present to other faculty members on this topic. Have them talk about completion and the different frameworks they are using. Faculty respects faculty!
- Let's look at foundations that could support this work and have this inform what our targets and goals are.
- Maybe involve the faculty association? Do President's and faculty know this is coming? Should we lay the groundwork now and get people used to this perspective? Will they fight against it? President Stokes assured the committee that the Presidents are all behind this effort.

Strategic Discussion Breakouts: Breakout Group 2: Supporting colleges through the COVID 19 pandemic

ICCB Board members present were Suzanne Morris, Doug Mraz, Larry Peterson, Nick Kachiroubas, and student member Enrique Velazquez.

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ICCB staff members present were Matt Berry, facilitator, Brian Durham, Jennifer Franklin and Ann Knoedler. The group reported out to the rest of the Board concluding their discussions. The following topics were discussed:

- Matt Berry, Chief of Staff, asked the group reflect their discussion around COVID-19 and in particular how it affected the community colleges?
 - As we move forward and the Board considers where ICCB goes from here, it is important to keep in mind equity is a very that community colleges face.
 - the minority communities have been hit hard by cases of covid and challenges with technology barriers and technology limitations
- what community college equity considerations must the board address?
 - Sue Morris: what is the relationship between all our community colleges and their local county health departments?
 - throughout the state there's mobile testing units and with many of the colleges having so many vacant parking lots, those would be a great staging area for testing sites.
 - Are the community colleges are working with their local health departments?
 - Brian: As far as ICCB know, all the community colleges are working with their local health departments but hard to tell what is working well and what is not
 - Nick: Particularly in the equity situation around the state, are the community colleges forcing students who may not have the means to buy the technology or internet to attend classes in person, or forgo classes altogether because they don't have the resources or that area of the state doesn't have the bandwidth to provide an online program?
 - Brian: broadband has been an issue around the state
 - Matt: some colleges have used their CARES ACT funds to help buy laptops and try to address those technology issues but obviously they're still lingering concerns, particularly where internet access is a problem.
 - Nick: Is there some sort of support to help those faculty get the training they need in the technology area, who maybe aren't as technology savvy or have never taught an online class?
 - These barriers affect the quality of the education the community colleges are providing to these students
 - Larry: question for Brian - what do you think ICCB can do to encourage innovation, at some of these community colleges about Distance Education / online instruction?
 - Brian: how does the board take these questions and turn them in to direction for the agency staff? In regards to some of these questions, ICCB has already responded
 - For example: relationship between community colleges and their local health departments – ICCB can do a better job figuring out what these relationships look like and making sure ICCB addresses the areas that maybe aren't strong enough
 - Can iccb help the colleges with providing their public with information?
 - ICCB has already done some professional development particularly in the CTE area, but professional development relies on funds to help pay for it
 - Brian: posed the question to the board members, as you're thinking through these questions, think about what are some actions that maybe ICCB could take out of those questions.
 - Enrique: students who partook in working positions, which many students considered they were “part-time”, at the community colleges to use to pay for a lot of their schooling was greatly affected by the pandemic. Once the pandemic set its course, the students were either furloughed or lost their jobs entirely. These students who were considered part time workers were not eligible or did not qualify for regular unemployment.
 - Question: Maybe the board could find different ways, or incentives in programs at the community colleges to keep the students employed.

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- Students being able to pay for their continued education is a big concern
- Brian: possibly could be if the students are considered work study, that's part of their financial aid package. May be why it doesn't count as regular employment for unemployment, which is a federal regulation
- Marcus: has to do with how the institutions categorizes the "work" that they can have permanent part time employees and then there are temporary part time employees, which is likely how colleges have these non-work study student workers classified and why they have a different level of benefit than a permanent part time employee
- Larry: can't forget the students that even if they have the access to the technology, they are not strong or confident in the remote learning style
 - Nick: followed up with, are the students receiving the support services and the mental health services that they might need to be successful
- Larry: ICCB should a leader and demonstrate the pathway going forward for community colleges in the state has got to be to protect the students
 - Brian: what does the board want to see from the ICCB staff to get the agency started down this path?
 - Sue: colleges are going to have to look at programming and spending and has to be student oriented, to serve their needs
 - Nick: collect best practices that are being gathered, successes that could at some point be included in a working document as the agency goes through this
- Larry: board members get out to colleges and discuss all their issues and successes and also bring forward to the colleges attention some issues they may not be aware of
 - Nick: pose the questions to the individual college boards, here are the issues we are hearing about at the colleges, how is your board dealing with these?
- Sue: privacy issues with zoom as the learning tool for schools/colleges

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BREAK at 1:57 p.m.

RETURNED at 2:05 p.m.

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DRAFT Modified Board Goals

Dr. Durham presented the below modifications to the current Board Goals. The Board agreed to these but will also have a chance to voice any changes by the end of August. These new proposed goals will be voted on at the September Board meeting:

- Goal 1: Support minority, first generation, and urban and rural low-income students, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- Goal 2: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- Goal 3: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

Next Steps

Revised Goal Statement at September Board Meeting

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- The preamble and postamble will be kept as is currently written.

Convening of Restructured Committees

- New committees will meet at 8:00 a.m. the morning of the Board meeting. Board members are to let Dr. Durham know which committee they would like to serve on.

Baseline reporting on identified areas

- This is the information that was discussed in the breakouts today. The discussions need to be continued in each of the committees.

Adjournment

Suzanne Morris made a motion, which was seconded by Teresa Garate, to adjourn the retreat at 2:52 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: Yes.