

Public Comments February 12, 2021-February 19, 2021

2.16.21

FAC Dual Credit Working Group

Carr, Amy [REDACTED]

To: Ginger Ostro

Cc: Schumacher, Shawn

Ginger,

Please share this version of the IBHE Faculty Advisory Council Dual Credit Working Group recommendations for the strategic plan. What was included in the earlier packet was not the final version of the working group's recommendations.

Thanks!

Amy

Dr. Amy Carr

Professor of Religious Studies, Department of Liberal Arts & Sciences

Coordinator, Master of Liberal Arts & Sciences (MLAS) Program

Western Illinois University

Morgan 203-A

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FAC Dual Credit Concerns

There is increasing demand for dual credit, and it has gained the attention and support of many students, parents, and educators; however, those proponents of dual credit are not considering the negative impact this is having on the higher education institutions that are trying to accommodate the demand, as well as issues with the implementation of many dual credit programs that hinder student growth and enrichment.

The Dual Credit Working Group has researched and explored many aspects of dual credit. The group's research, concerns, and recommendations can be found within the FAC Dual Credit position paper: <http://facibhe.org/documents/position/2020dualCredit.pdf>

Two of our concerns touch on the strategic plan's Higher Education Core Principles:

A) Higher Education as a public good that includes research. **When taught by high school teachers, dual credit courses diminish scholarship and research** by lowering student credit hour production in many liberal arts fields in which most faculty courses contribute to General Education. Increasing dual credit courses can lead to the elimination of programs in many fields ranging from anthropology to foreign languages, gender and race studies, geology, philosophy, and others.

B) **The core principle of equity is threatened** when high school-taught dual credit courses eliminate students' need for Gen Ed courses, **reducing their opportunities to take courses in fields like African American studies or women's studies**. These are not usually taught as high school courses.

Within the Dual Credit position paper, the following recommendations include:

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.
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 high school setting.
3. Create or enforce accountability mechanisms for violations of the Dual Credit Quality Act.
4. Fund public higher ed institutions so that they are affordable. This reduces the incentive to start college during high school for financial reasons.
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.

As part of the Strategic Plan, additional data needs to be collected to assist in the evaluation and review of:

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- The impact dual credit courses taught at the high schools by high school teachers is having on college and university programs and research efforts.
- The number of college and university faculty positions that have been lost or put at risk as high school teachers have replaced college and university faculty in teaching dual credit courses.
- The academic and admission standards and prerequisites that should be established for high school students to qualify for enrollment in dual credit courses.
- The allocation of resources to enable colleges and university to offer dual credit courses taught on the college campus by college faculty, while maintaining the reduced tuition rate for dual credit students.
- The strategies and criteria needed to assess the student success and success of dual credit programs beyond course completion rates.
- The degree of faculty inclusion in the decision-making process for dual credit programs.

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Latino Policy Forum Feedback to IBHE Strategic Plan 2021

Rebecca Vonderlack-Navarro [REDACTED]

To: Ginger Ostro

Cc: Erika Méndez [REDACTED]

To Whom It May Concern,

Attached is the Forum's feedback to the IBHE strategic plan for 2021. If there are any questions, please direct them to Rebecca Vonderlack-Navarro, Director of Education Policy and Research, at the Latino Policy Forum: [REDACTED]

Thanks so much,

Rebecca Vonderlack-Navarro



**REBECCA VONDERLACK-NAVARRO, PHD | DIRECTOR OF EDUCATION POLICY
& RESEARCH**

LATINO POLICY FORUM | 180 N. Michigan Avenue, Ste. 1250 | Chicago, IL 60601

facebook: [Latino Policy Forum](#) twitter: @latinopolicy

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To: Ginger Ostro, Executive Director and Stephanie Bernoteit, Executive Deputy Director,
Illinois Board of Higher Education
From: Rebecca Vonderlack-Navarro, PhD, Latino Policy Forum
Re: Feedback on the Illinois' Higher Education Strategic Plan 2021
Date: February 17, 2021

Dear Ginger and Stephanie,

The Latino Policy Forum would like to thank the Illinois Board of Higher Education for providing such a thoughtful and comprehensive strategic plan to the public for feedback. The Latino Policy Forum is an advocacy organization that promotes educational equity for Latino and English Learner students. We would like to complement IBHE for their laudable effort in putting together a plan that in many ways is responsive to issues of equity. Below is feedback to the plan organized under the original headings. If there are any questions or concerns, please direct them to the Education Director, Rebecca Vonderlack-Navarro, PhD,
[REDACTED]

Overarching comment:

When talking about and planning for higher education, especially addressing equity issues, it is critical that the system itself recognize its own role in creating or perpetuating inequity. Higher education trains all educators. This plan would be strengthened if acknowledged that higher education needs to do more to ensure our P-12 teachers are well prepared to teach and support all children, this includes training of its own professors. University professors are often not trained to be teachers and yet, that is their job. The strategic plan mentions faculty three times. We would like the plan to consider addressing how faculty can be better prepared to train teachers to teach diverse students.

In addition, consider providing small case studies in the strategic plan of institutions in the state who exhibit best practices in the various areas outlined in the document. Real life exemplars can serve to spur local conversations about ways to improve policies and practice.

PRIORITY AREA 1: INCREASE POSTSECONDARY CREDENTIAL/DEGREE ATTAINMENT TO DEVELOP THE TALENT THAT DRIVES ILLINOIS' ECONOMY

PRELIMINARY STRATEGIES UNDER CONSIDERATION FOR PRIORITY AREA 1

- **Future of Work and the Future of Learning**
- Strengthened partnerships between higher education and business needs to result in jobs for students who participate in the programs. IBHE should consider the work between higher education and business to be organized by sector.
- **State's Workforce:**
- Identify high level knowledge and skills that are needed and that are transferable. This may be more strategic and efficient than focusing on discrete, small sets of knowledge

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and skills. Instead, these more detailed set of knowledge and skills can be developed in other spaces and recognized by badges and/or micro-credentials.

- **State's Educator Workforce:** As mentioned above, when talking about and planning for higher education, especially addressing equity issues, the system often does not fully acknowledge the role it plays in creating inequity. Higher education trains all educators. It needs to do more to ensure our P-12 teachers are well prepared to teach and support all children and it must also train its own professors. University professors are not trained to be teachers and yet, that is their job.
- Strengthen the capacity and knowledge base of education faculty in math content and pedagogical content knowledge, especially early childhood faculty. The adoption of the Common Core State Standards for Mathematics (CCSS-M), which embed more rigorous conceptual content in math curricula, has reinforced and intensified the need for improvement. But we also know that there are continuous calls for universities to increase STEM graduates as well as continued distress over the percent of high school graduates needing remediation in math and English. Mathematics teaching requires specialized knowledge (CBMS, 2012; Ball et al., 2008; Ball et al., 2005), and it has been well documented that preschool and elementary teachers' mathematical content knowledge and mathematical knowledge for teaching is often limited (Hill et al., 2008; CBMS, 2012; Hill & Ball, 2004). We could cite similar research for science which receives much less attention in accountability systems and thus in instructional time and resources.
- Strengthen the capacity and knowledge base of education faculty to teach language development and require all teachers to have a fundamental understanding of language development. How language is developed and how to support students' development of academic language in multiple languages deserves significantly more attention. All teachers, especially in Illinois where 13% of P-12 students are English Learners, require more knowledge in and to supports students' development of academic language. This is important for ELs and former ELs as well as for the general population.
- Develop and support cohort ECE programs across the state for individuals already working in ECE or individuals seeking entry into the profession while attending to the needs of returning adults. To ensure the success of early childhood educators, higher education institutions must provide intensive student advising, offer programs where students live and work, and utilize program models that support the needs of working adults and minority students such as cohort models, online coursework, courses that meet on weekends and credit for prior learning (Main and Yarbrough, 2018). Returning adults will also need supports navigating and completing financial aid process. o Consider supporting Future Teachers Program (PA 100-0982) which establishes a pathway for high school graduates and/or community members who were at one point an EL, low-income, or recipients of the

State Seal of Biliteracy to begin the steps to become a teacher through district-university partnerships that elevate cohort models.

- Provide in-depth consideration for how Illinois might allow community colleges to offer BA ECE programs, thus aligning higher education costs with workplace salaries. ECE teachers working outside public schools earn low salaries, with assistant teachers

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earning the least—around \$20,000 annually (Whitehead et al, 2015). This area of the strategic plan could cover pros and cons along with consideration for ways to uphold program quality.

- Increase MAP funding for individuals seeking an educator license and agreeing to teach for 5 years or some such policy. MAP funding should be increased for any individuals choosing careers with low entry salaries. Also consider providing increased support for the Minority Teacher Illinois Scholarship to provide increased financial support for diverse candidates, with preferences for Black male and bilingual candidates. o Consider ways MAP-eligible candidates can be linked to other student supports and economic programs to help with financial and familial supports that will facilitate college completion.
- **Adults with Some College and No Degree (or less education): How do we meet the needs of ...** The category of English Language Learners may be appropriate here, unless this is a term not used in higher education. How are the needs of individuals whose primary language is not English being addressed?
- Build better articulation between community colleges and universities that account for the unique needs of adult students who may require the flexibility to attend multiple institutions to complete their credential. (Comment: This is problematic for students who need to develop a set of knowledge and skillsets. Instead, community colleges and universities need to agree upon a sequence of knowledge and skills that will be developed in a program so that as individuals travel across institutions the sequence remains the same and the student does not miss key knowledge and skills or have to re-take courses at an increased cost. This goes beyond aligning competencies and curriculum. It may require an agreement on what is taught course by course. Alternatively, how can higher education build a cohort model for returning adults that takes into consideration their needs and circumstances, such as hybrid courses, flexible scheduling of courses, daycare, targeted and knowledgeable academic counseling, longer time to completion etc.).
- Consider partnerships with ECE centers and community organizations to collaborate with institutions of higher education to develop cohort programs for ECE educators from Basic Certificates to BA programs. Chicago has developed these partnerships, such as Logan Square Neighborhood Association's and Chicago Commons' partnerships with City Colleges of Chicago's Truman campus. Consider ways to highlight lessons learned and scale these successes statewide.
- **Adults with Some College and No Degree (or less education):**
- Consider partnerships with ECE and community organizations to collaborate with institutions of higher education to develop cohort programs for ECE educators from Basic Certificates to BA programs. Chicago has developed these partnerships, such as Logan Square Neighborhood Association's and Chicago Commons' partnerships with City Colleges of Chicago's Truman campus. Chicago Commons is considering moving beyond ECE programs to support the economic mobility of their families and community members.
- **High School, College, and Career Connection:**

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- Ensure students with a concrete college plan enroll in the college they intend to attend. The summer melt must be addressed by P-12 systems in partnership with colleges. From what we know, the Illinois PaCE Postsecondary and Career Expectations stops short of addressing this significant issue. It is especially critical that first generation and students of color receive supports to complete all the required steps to enroll in college post the acceptance letter and avoid the summer melt, which in CPS has accounted for up to a third of students with concrete college plans not enrolling the following fall.

PRIORITY AREA 2: CLOSE EQUITY GAPS

PRELIMINARY STRATEGIES UNDER CONSIDERATION FOR PRIORITY AREA 2

Illinois colleges must address pay equity among faculty and the increasing reliance on adjunct faculty, which disproportionately affects women and may also impact people of color. This area of the plan should also consider ways to support students who are in the process of learning the English language.

PRIORITY AREA 3: IMPROVE AFFORDABILITY, INCREASE ACCESS, AND MANAGE COSTS PRELIMINARY STRATEGIES UNDER CONSIDERATION FOR PRIORITY AREA 3:

This area of the document should provide consideration for how the current system manages costs through the use of adjunct faculty. Are there institutions who have been successful in not over-relying on adjunct faculty? What has contributed to their successes? Can these successes be further supported and scaled statewide?

REFERENCES

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Strategy Draft comments

Student Leadership Council Officer Alexander De Guzman [REDACTED]

To: Ginger Ostro

Good afternoon,

I have created a document of comments to the strategy draft file sent to me. I'm happy to be part of IBHE to be able to make comments to the draft.

Also I would like to apologize for sending this in late. As a student and President for Student Government, there are lots of work to be done. Once again, thank you for sending in the pdf draft for Strategy Draft.

Thanks,

Student Leadership Council President

Alexander De Guzman

College of DuPage

Priority Area 1: Increase Postsecondary Credential/Degree Attainment To Develop The talent that Drives Illinois' Economy

- **Future of Work and the Future of Learning:**
 - Under Establish stronger partnerships between higher education and industry to:
 - **COMMENT:** The four points highlights most connections between HS Students and their superiors (teachers, counselor, principles, etc.). Either “being shy,” “teenager phase,” and/or “not wanting to talk to teachers.” This points to a specific number of students that aren’t well prepared to look ahead of their future. Which is why the point “develop students’ skills and capacities to learn and work in both in-person and virtual settings’ ’ is_ a good way to reduce those specific numbers of students that feel unmotivated or not interested in the workforce.
 - **COMMENT:** To the question: “what will be the relationship between higher education and employers?” I think the following three points under that question helps a lot to understand what support the faculty, staff and administrators are willing to do for their students.
- **State’s Educator Workforce:**
 - **Question:** How can the higher education system respond to the state’s urgent need to address educator shortages, including early childhood educator upskilling needs?
 - **COMMENT:** I really like the idea for having models for rural and place-bound individuals to access educator preparation programs.
 - **COMMENT:** For the “expand educator preparation pathways, including 2+2, 3+1, and other partnership models that support seamless transfer” I think it should be given for those options to be presented to the HS students that “think” are going for a particular degree within state or out-state Colleges. As there are many forms of pathways they can go for, and it really helps outline their classes and what they should take for that program to be able to transfer to a 4 year college. It can also help if I can suggest a module of exemplified degrees like nursing degree, engineering degree, business degree, graphic design degree, etc. To show these forms of pathways visually for HS Students and college students as well.
- **Adults with Some College and No degree (or less education):**

- **Question:** How do we meet the unique needs of a) adult students with some college and no degree and b) adults with less than a high school diploma, and c) English Language Learners to ensure they are not left out of the economy?
 - **COMMENT:** I like all points being made here. My only question is *if an adult who is an international student came to Illinois to start studying for a degree they want to go for. Are they also part of this question above?*
- **High School, College, and Career Connection:**
 - To the question, “How can the higher education system bolster these successes and close persistent equity gaps caused by barriers that students face in the high school to college transition?”
 - **COMMENT:** I really like the idea to expand the internships, and ensure career programs in High School. It really feels that high school students going to college have no idea what career path to choose from. Therefore, exploring their choices in Community Colleges is a better choice for them to see which direction they’re aiming for the degree they wanted to choose.

Priority Area 2: Close Equity Gaps

- **Design system to Meet Student Needs:**
 - What would a system look like that meets the needs and leads to the success of Black, Latinx, Low-Income, first-generation, rural, adult students? Students leaving foster care, students with disabilities, immigrants/undocumented students, justice-involved students? Others?
 - **COMMENT:** Under the bullet point “embed equity impact analysis and an equity lens in all decision-making” I would like to add *inclusion* as part of the equity lens in all decision-making.
 - **COMMENT:** I really like “implement campus climate surveys and take action based on the results.” To put it into perspective, surveys that are easy to follow and useful to students that are attending both HS and College/University are viewed as resourceful for analytics. Which can further into development with equity, diversity and inclusion to HS and college/University.
 - **COMMENT:** I like, “increase faculty, staff, and leadership of color.” For students that feel out of place because of color or that need guidance. It really is helpful when an authority of administration of color can be

helpful. In this case, to feel like “home” or to feel “connected” with one of the administrative members who can understand the student(s) perspective on life, education, or physical/mental well being.

■ **COMMENT:** I like, “Implement equity-focused professional development for campus administrators, faculty, and staff including cultural competency, training on micro-aggressions.” What I understand based on attending college, is that student clubs/organizations are helpful for people that are of color. The importance of being included with one of your own cultures is helpful enough for students who want to understand their culture or students that are willing to understand one(s) culture so that they can see through the equity lens how their world is different from person-to-person. Also an idea for all colleges, is to welcome each student without judgement and discrimination regardless of color. It should be a place for students that can feel safe on campus and if they are in High School (HS) without being “left behind.”

■ **COMMENT:** For all bullet points, I really like where everything is going and to ensure closed gaps with people of color to view each other in the equity lens. I look forward to this plan.

Priority Area 3: Improve Affordability, Increase Access, and Manage Costs

- **Increase Opportunities for Financial Aid and reduce Student Debt:**

- **COMMENT:** For “focus relentlessly on FAFSA completion effort.” I really think that senior students from HS should be taught or introduced to FAFSA as a learning course about what to expect when applying for a College/University. It can also be an extra credit course for about one hour and a half. It can be put on a survey for how many students know about FAFSA? And do they know how to apply or use FAFSA? Which a lot of students need help in this case. As for first year College Students, which I believe some colleges have a course about FAFSA when they first applied or through orientation. Either way, I believe that both HS senior and first year College students can benefit in learning about FAFSA.

- **Adequately and Equitably Fund the Higher education System:**

- **COMMENT:** All bullet points hit the mark on this one. By defining adequacy and equity in public university and community college funds. What is the course of action to balance the funding of public university and community college funds? Which leads to bullet point two, the plan to action, “establish core principles for Public University funding formula.” I think that whoever handles the funds for

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community colleges and public universities should hold a committee with the Illinois Board of Higher Education. So that they can help each other out in this case.

- **Manage Costs:**

- **COMMENT:** If possible, that is by reducing the student expenses of open education resources. Then there should be an increase in open education resources as much as possible. If we put in how much a student pays for books, classes, and housing it's already on the high end of expenses. Depending on the area a student lives, taxes will be different in most cases. If again, a survey would help a lot in this case. By using the survey, analytics can pinpoint an area that can solve the increase of costs effectively. With this case, it can be manageable and measurable per semester or year for all community colleges and public universities.

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IBHE Strategic Plan

Winchester, Corey [REDACTED]

To: Ginger Ostro

Hi there,

My name is Corey Winchester and I'm an educator serving on the SEPLB Board. I'm submitting the comment below for the strategic planning document:

With respect to Priority 1, under "State Workforce", if projected future of the workforce is that 60% of jobs will be requiring post-secondary degrees and/or credentials, then I think that employers will need to ensure that their compensation and benefits will account for the time, energy, and money that is being asked of individuals in obtaining higher education. At the same time, post-secondary institutions and credentialing programs will need to do a better job addressing the cost of these programs so that the financial burden does not fall solely on the individuals who are being required to engage in these programs in order to ensure that "individuals, families, and communities are thriving." The cost of education, which is really about credentialing, has fallen on individuals, especially on individuals of color.

If the role of education is to prepare young people for work, then I think we have to be upfront about that reality across the entire P-20 realm and say that "education serves the purpose of preparing people for their labor in a capitalist society." However, if we're thinking about more transformative experiences, I think that the IBHE has to work much more closely with businesses, small and large, to develop more ways where our experiences in the workforce can and will lead to us being able to be more human. Workplaces need to change hiring practices so that they're not discriminatory. Individuals need to be compensated so that they are not just surviving, but thriving. We need more days off so that people are not burning themselves out. There has to be systematic change!

While this is not the focus of this plan, there needs to be a better articulated experience between what happens and what is expected in K-12 spaces. For example, the "what" that is being taught in schools does not always align with the realities of the world that we live in, nor does it always align or articulate with expectations for what is expected in post-secondary spaces. For example, we're teaching subjects based on this liberal arts model, and often times, those really important aspects that we're tasking children with knowing are NOT ever used again in life. Learning how to find the area under the curve, or stoichiometry, don't really have applicable value unless that particular person is going into a field using those skills.

Please let me know if you have any questions.

Best,

Corey Winchester (*he/him/his*)

History/Social Science Teacher ⇔ SOAR Coordinator ⇔ Induction Coordinator

Evanston Township High School ⇔ [REDACTED]

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Strategic Draft Strategy comments

Katy Strzepek [REDACTED]

To: Ginger Ostro

Dear Strategic Plan Advisory Committee,

Thank you for your work to draft the IBHE Strategic Plan. I encourage you to consider adding goals that highlight the importance of using an asset-based, anti-racist framework.

- On page two, it would be helpful to include delivery models for undocumented students to increase access to teacher preparation programs.
- Students from minoritized backgrounds in urban schools should also be encouraged to enter teacher preparation programs and delivery models should also be created to meet the priorities of urban communities of color.
- Strategies for re-engaging adult learners should be tailored to include the concerns of students who are undocumented.
- The section on Career Connections on page three could be improved by adding strategies to partner students with mentors from minoritized backgrounds.
- It is critical to improve math pathways not only to non-STEM careers, but to all careers.
- Developmental math courses often serve as gatekeepers to college completion. To change this, it is important to change the culture of math classrooms to use an asset-based, anti-racist framework that highlights the contributions of mathematicians from minoritized backgrounds.
- In addition to hiring more faculty, staff, and administrators of color, it is imperative to develop a justice-based institutional framework that supports their success and well-being. The tenure process should reward faculty who participate in civically-engaged research, teaching, and service. Moreover, institutions should value the emotional and intellectual labor of faculty and staff from minoritized backgrounds who develop and enact equity plans.

Thank you for your consideration of these suggestions.

Sincerely,

Dr. Katy A. Strzepek

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