



## **Faculty Advisory Council Illinois Board of Higher Education**

At Illinois Valley Community College

September 15, 2023

Approved on October 20, 2023

### **FAC members/alternates attending and their institutions**

#### **In person:**

|                     |  |
|---------------------|--|
| Angela Antonou      | at-large (University of St. Francis)         |
| Cynthia Boyce       | at-large (Lincoln Trail College)             |
| Amy Carr            | Western Illinois University                  |
| John Cooksey        | at-large (Harry S. Truman College)           |
| Lane Crothers       | Illinois State University                    |
| Marie Donovan       | at-large (DePaul University)                 |
| Eugene Dunkley      | Greenville University                        |
| Sarah Garber        | Rosalind Franklin University                 |
| Joao Goebel         | National Louis University                    |
| Jack Haines         | Joliet Junior College                        |
| Dan Hrozencik       | Chicago State University                     |
| Brooke Johnson      | Northeastern Illinois University             |
| James Marshall      | Rockford University                          |
| Gay Miller          | University of Illinois at Urbana-Champaign   |
| Laura Murdaugh      | Kishwaukee College                           |
| Ken Nickels         | at-large (Black Hawk Community College)      |
| Mike Phillips       | at-large (Illinois Valley Community College) |
| Linda Saborio       | Northern Illinois University                 |
| Mary Ellen Schiller | Roosevelt University                         |
| Shawn Schumacher    | at-large (DeVry University-Addison)          |
| Peter Seely         | Benedictine University                       |
| Lichang Wang        | Southern Illinois University-Carbondale      |
| J. Matthew Ward     | Quincy University                            |
| Sue Wiediger        | Southern Illinois University-Edwardsville    |

#### **On Zoom**

|                 |                             |
|-----------------|-----------------------------|
| Pratima Jindal  | Waubonsee Community College |
| Constance Mixon | Elmhurst College            |
| Larry White     | Eastern Illinois University |

## **IBHE Members and Staff**

Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE  
Jen Delaney, Public University Faculty Representative to the IBHE Board (via Zoom)  
Jill Gebke, IBHE Assistant Director of Academic Affairs

## **Representatives/Institutions not present**

|                   |                                    |
|-------------------|------------------------------------|
| NO REPRESENTATIVE | University of Illinois-Springfield |
| Chasity Gunn      | Elgin Community College            |
| Crystal Harris    | Governors State University         |
| Nataka Moore      | at-large (Adler University)        |
| Farid Peiravian   | University of Illinois at Chicago  |
| Manuel Rodriguez  | Parkland College                   |

Shawn Schumacher called the meeting to order at 9:05 am. He welcomed new members, and we introduced ourselves and our scholarly/teaching disciplines.

Welcome from IVCC President Tracy Morris

President Tracy Morris pointed out that Illinois Valley Community College was the second community college in Illinois (100 years ago), after Joliet Junior College (which was the first CC in the country). IVCC started on a floor of a local high school. In 1967 the district pass an approval (with an 87% rate) to build the CC. The Community Technology Center is the newest part of the building. A new agricultural facility is in the works with \$2.3 million from the state of Illinois. Tracy was a student here, then earned her BA at WIU and a masters and doctorate at NIU. On Fridays she wears jeans and tennis shoes and walks around talking to people. She advocates letting your provost and president know the important work you are doing. It is hard for presidents to break out of day-to-day meetings. But relationships are the key of everything that we do. She is the 11<sup>th</sup> president, the 2<sup>nd</sup> female, and was a first-generation college student. Her mother got her LPN when she was growing up. She is walking proof that education changes lives.

Presentation by Stephanie Bernoteit on the Illinois Articulation Initiative at 30:  
Foundations and the Future

Stephanie Bernoteit, IBHE Executive Deputy Director of Academic Affairs, pointed out that Growth Strategy 8 in [Illinois' strategic plan, A Thriving Illinois](#), aims to strengthen the statewide, coordinated transfer plan. Over 38,000 Illinois students transferred in academic year 2022-23. (You can learn more by visiting the [IBHE Transfer Dashboard](#), which shows demographic information, transfer flow from institution to institution, and data by subject matter.)

Stephanie discussed the history of transfer coordination in Illinois, after the formation of the Illinois Community College Board (ICCB). In 1970, transfer professionals from private higher ed institutions and

public universities and community colleges (CCs) began to voluntarily meet to think about best practices in transfer coordination. This group continues to meet. During the pandemic, they created transfer fairs online. In 1994-95 Illinois State received a HECA grant from the IBHE to develop a database of courses that can transfer into and out of higher ed institutions that participate in the Illinois Articulation Initiative (IAI).

Seamless transfer is a focus of IAI, which began as a voluntary, cooperative environment, then became mandated by law for the public universities. Many privates continue to partner. The IAI supports the student who may not know what they want to major in or where they might want to transfer to. 2-year and 4-year institutions are equal partners, and faculty members take primary responsibility for developing and maintaining program and course articulation.

Students who do know what they want to major in can benefit from pathways that work with their course choices at CCs to 4-years. [Transferology](#) helps students know what courses transfer.

The General Education Core Curriculum (GECC) began 25 years ago, and **there are now IAI Majors as well that allow ease of transfer from 2-years to 4-years**. Private institutions have options in terms of how much and how they want to participate in GECC and the IAI Majors. Some schools only receive GECC, without contributing to it. There are 1,999 total IAI Gen Ed descriptions.

There is always room to improve the ways we serve students through transfers. We are open to new ideas. Recent legislation further enhances IAI Major transfer in Illinois by requiring institutions to accept transferring courses *for their major* (not only for gen ed). Institutions may accept transferring courses towards major elective credit if the course is not required for a major at the receiving institution. The IBHE will be adding a new Major panel in Elementary and Secondary Education.

Q & A followed. Questions by FAC members are italicized.

*On Prior Learning Assessment (PLA) credit, I keep seeing PLA credit as a transfer issue. We still don't know who (what institution) is doing what in this arena. Are there standardized measures? How do we make PLA/CPL [Credit for Prior Learning] part of IAI? Or is my premise faulty?*

SB: I personally agree with your premise. This is all about value learning wherever it takes place, as long as it matches college learning. PLA is baked into the state strategic plan for HE. Second, we've taken policy and practice steps through the Early Childhood Access Consortium for Equity. Housing PLA in IAI is a very exciting premise.

*On institution-specific articulation agreements: is there a place to find a list of those agreements?*

SB: No, but the MyCreditsTransfer or Transferology site can provide information.

*IAI and the General Education Core Curriculum limit the ability of public universities and other participating higher ed institutions to be creative and unique about their approach to general education. For instance, public universities can no longer routinely require a mix of lower-division and upper-division courses (or even make that a regular option), except as additional university or college requirements beyond what can serve the GECC or IAI. And now the IAI Majors are forcing major degree programs to become cookie-cutter in nature—no longer able to be as distinctive or adapted to their own faculty expertise. Isn't a loss of creativity and flexibility in approaches to a major one consequence of the IAI Major transfer requirements?*

SB: There is an intent with this work to create a shell or a framework for a type of course in Humanities, Fine Arts, etc. There are lots of ways that institutions can develop courses that meet the broader framework requirements. The intent is to create room in doing that. This is evident in the number of courses that are available.

Unique approaches for students to experience majors is an important question. The other question is: how to ensure broadest possible access to those programs for transfer students? The desire is to create a foundation, but one in which there is room to navigate.

Mike noted that 15 years ago as IAI was being implemented, IVCC had to make a change. Before that change, if a student wanted an AS degree, they had to take two courses of a lab in sequence. But they could not do that anymore; those were only useful for courses on a major track. Mike had to restructure his geology courses so that students could make sense of the material while only taking one course. It was unfortunate, he thought.

SB: This is why faculty engagement in the panels is critical. How can we examine unintended consequences for decisions made by previous panels? And how can we be responsible for developments in fields? The five-year structure of review tries to account for both of these questions.

*Joao: I am curious about how international student transfer works. I submitted for bachelor's equivalency, but received a deficiency letter saying I needed 4 more courses, then had to see if all my other courses would transfer. Is there now a more clear pathway for international students?*

SB: Your letter would have come from ISBE [the Illinois State Board of Education] because you were seeking to teach in Illinois. More seamless transfer processes have been put in place since then for those coming from out of state or elsewhere. More broadly, the focus on IAI would support international students, but I'd need to take back the question to the team for specification on how they collaborate with offices of international study.

Joao: Key would be to get the pathway after getting the deficiency letter. There was not a lot of help in knowing what the next step would be after that letter. I ended up doing early childhood in another pathway instead of getting my licensure.

*Transfer is complicated and hard to explain to students and their parents. Not all associate's degrees have the common core, so how is transfer addressed for early college students, especially when the early college courses are offered by an out-of-state institution?*

SB: We highlighted at our August board meeting encouraging students and their families to engage deeply with campuses and their advisors, rather than to self-advise. With the gen ed curriculum, there is room for the kind of classes you take, but depending on what you want to major in, you need to focus in those first two years to ensure you can complete your major within two years of time. Dr. Marcus Brown, Deputy Director for Academic Affairs and Student Success at the ICCB, says to "not engage in random acts of dual credit." Not all credits are as beneficial as others.

Cyndi said that from a CC perspective, she thinks that it most likely depends on the college, but a lot of us are taking more steps to be more deliberate. Illinois Eastern Community Colleges created a position of Director of Dual Credit and they have a DC liaison at each of their campuses to local high schools they serve. Each DC student is supposed to meet with a CC advisor as they get started. They have a list of

degrees for each associate's degree. They have been eliminating a lot of courses available for dual credit [when they did not feed a program or IAI]. They've also started to put their foot down on high school teachers saying they've gotten a master's degree and want to teach a new course; they've turned them away if they are not offering a GECC-serving course. They have explained financial aid implications to students and parents who want to take more. Not all courses transfer for an IAI major in practice.

## Reports

### Chair Report

Shawn had conversations with Stephanie and Jill in preparing for this academic year. Stephanie offered potential opportunities to speak with people throughout the state at our meetings this year. The last time we met was in early June at Elmhurst, and prior to that, Shawn had spoken to the IBHE Board at their June meeting about our working groups' work in the past year. We're still looking to hear feedback from the Board about our Early College Considerations document and our Prior Learning Assessment position paper. Several FAC members joined Stephanie and Jill in July to talk about the Early College Considerations document. Shawn attended virtually the August IBHE Board meeting. Every Friday prior to our FAC meetings, the Executive Committee meets virtually.

We will continue to have the working groups we had in the past, and a new potential working group on technology in higher education. This would include virtual learning plus AI. [Online-remote learning will no longer be tied to the early college working group.]

Caucuses will talk about a series of topics, some shared and some specific to each of our caucuses.

### Vice Chair Report

Linda reported that one of her principal duties as vice chair is as cat herder. If you're interested in hosting next academic year, let her know. It looks like we are covered for this year, although June is still being solidified. Next month we will be hosted at Illinois State University. She will send out information before each month's meeting. Please take the poll before each meeting so we know who will be present.

### Secretary Report

Amy described her approach to minutes, and that she will be regularly updating the membership list as needed. She also plans to create a list of membership on working groups.

### Report by Public University Representative to the IBHE

Jen Delaney reported on the [Illinois Commission on Equitable Public University Funding](#). The technical working group continued to meet all summer. She still has concerns about how they are structuring the funding formula. She has public comments to share with this group upon request. [Find them linked to at the end of various meeting summaries [here](#).] The last two technical working group meetings were

cancelled, so her guess is they are having trouble resolving the final formula. Many group members are offering insightful questions about where things are, but I don't always see that translated into changes to the formula. They want this wrapped up by October, but there is still no model. What she is really watching now is the separation between the model and accountability; the latter may matter more. Price controls in institutions have come up for the latter, which makes her nervous. And carrots and sticks for institutions should be thought about carefully and not later for functioning institutions and affordability. How to tie the metrics to the strategic plan, like equity, has not really been addressed yet.

#### IBHE Report

Jill and Stephanie presented updates on initiatives tied to [A Thriving Illinois](#), the state strategic plan for higher education.

According to the **Illinois Tutoring Initiative Student and Tutor Outcomes** from AY2022-23, the tutoring initiative project served 2115 students in Grades 3-8, with 649 trained tutors (including some college students). 70% of students showed expected or greater than expected academic growth. 90% of students reported high confidence in understanding material, enjoyment, and learning. You can see the report [online](#).

Thriving Illinois' Equity Strategy 1 aims to support learning renewal and student supports. This is occurring through **benefits navigators, HOUSE liaisons** (who gathered to network this summer at National Louis University), and GEER [Governor's Emergency Relief Fund] coordinators. FY24 Grant [Applications to end student housing insecurity](#) are open until October 13.

Legislation called the **Mental Health Early Action on Campus (MHEAC)** – 110-ILCS 58 – authorized the ICCB and IBHE to administer state funds to increase access to mental health services on public college campuses. There are five initiative areas: identifying students in need of services and connecting them to services; increasing access to services and support, including clinical service on campuses and in their surrounding communities; developing peer support services and trainings for students; providing technical assistance and training to reduce administrative barriers and undue burdens on students. The Act also calls for an [MHEAC Technical Assistance Center – Illinois Campus Cares](#). This academic year provosts will hear about this program, which partners with the SIU School of Medicine and UIC's Behavioral Health Workforce Center.

Thank you for FAC's leadership in creating equity working group resources, which are useful for the public universities and community colleges which are now required to develop campus equity plans (Equity Strategy 2).

The Illinois Commission on Equitable Public University Funding is addressing [A Thriving Illinois' Sustainability Strategy 1](#). We anticipate in the veto session moving the date for reporting on its work to the end of this calendar year.

Nataka Moore and her institution are represented in the Behavioral Health Workforce Center announced by Governor in March 2023. One objective is to increase access to behavioral health resources in underserved communities especially. One way is to increase credentialing for those already working in the area, or who have experiences with substance abuse. The BHCW also aims to grow talent in mental health and social work through a new scholarship and loan program.

There are nursing school grants and nurse educator fellowships available; see the IBHE website.

The **Early Childhood Access Consortium for Equity (ECACE)** has its first annual report on helping students earn associate's and bachelor's degrees, especially for women already working in community or home-based childcare settings. There has been an increase in enrollment across various race and ethnicity groups. It has highlighted the kinds of support we can continue to expand for working adults in various sectors. The report also highlights academic and holistic supports.

On **transitions**: the IBHE Board Chair John Atkinson has been appointed to Intersect, bringing talent from all over the world to Illinois for employment opportunities. We are awaiting several other Board appointments. One is Garth Walker from Rush in the medical field. This will also be Stephanie's last official meeting with the FAC as she prepares for retirement. She thanked us for the opportunity to connect with us in the future. Jill will continue to be a partner, along with Daniel Abankwa.

### Guest Presentation on IVCC's One Book, One College Program

Grace Norris (IVCC's Electronic Resources Librarian & Student Help Desk Coordinator) and Jayna Leipart Guttilla (IVCC's Collection Development and Access Librarian) presented on IVCC's One Book, One College program. The program was developed in response to the COVID-19 pandemic, an IVCC data hack, and the Black Lives Matter movement. We wanted to create a safe place where people could discuss these issues and others that affect them at a local and global level. It began in July 2020 with Ibram Kendi's *How to Be an Anti-Racist*. They hosted 12 events in one semester. Librarians created guides. The second year they partnered with a harm-reduction organization called Perfectly Flawed, so they read Eric Eyre's *Death in Mud Lick: A Coal Country's Fight against the Drug Companies That Delivered the Opioid Epidemic*. They had an author discussion with Eric Eyre. In Fall 2022-Spring 2023 they chose Stephanie Land's *Maid*. Poverty, parenthood, and trying to make it are things IVCC students can relate to. They partnered with Safe Journeys: Support for Survivors of Domestic and Sexual Violence and had 12 events, including a clothesline project honoring themselves or loved ones who had experienced victimization, a single parent panel, a display case, and luminary. This year's book is Octavia Butler's *Parable of the Sower*, which features a 15-year-old girl who is afflicted by hyper-empathy amid global change, with Afro-futurism as a theme as well. They are planning nine events and partnering with Safe Journeys about how violence can thrive in times of crisis, and also about how climate crisis affects migration. The book has begun to be adopted by faculty in more of their courses this year. They have had a pollinator garden, with ashes from a burn pile where students could write their grievances or anything to let go of to be burnt. They brought in poet Jonah Mixon Webster, who performed for local area high school students. They had a book discussion led by the president on Jeannie Gainsburg's *The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate*.

OBOC's mission is to bring together a diverse population to discuss, inform, and learn from a shared learning experience. The goals include creating a community of readers and critical thinkers and to foster dialogue on campus and beyond; model values of diversity and inclusion; increase patron access to and knowledge of library resources; and work with campus partners. The program impact has been great for IVCC faculty, students, and staff, but also for local high schools and the broader community and community partner organizations.

Future aims include establishing the sustainability of the program (it is a lot of work), formalize procedures (have an established line in the CC budget), continue opportunities and events beyond book discussions (which can be heavy and are not well-attended), increase interdisciplinary participation, promote course adoptions, and community organization leadership.

For more, see [www.ivcc.edu/onebook](http://www.ivcc.edu/onebook)

Comments and Q & A:

*I love that you've made sure everyone feels they belong, not only the students.*

*From the faculty's perspective, how do you involve students and their classes in the project?*

Grace or Jayna's response: We let them do whatever they want to do to participate. They can do it with a course adoption; with faculty-led discussions, perhaps in the library; it is up to them to decide. We offer the book for free if faculty offer it in a course.

Guest Presentation by State Representative Lance Yednock

Lance Yednock is an Illinois State Representative (76<sup>th</sup>) who serves on the House Higher Education Committee and Chairs the Higher Education Sub-Committee on Degree Conferral. He added that he is also on the Ag committee and chairs the Veterans committee. This was his first year on the HE committee, chaired by Katie Stuart (a former instructor at SIUE). We passed some legislation this year that was favorable to students and HE in general. He is more interested in hearing from FAC about what is important. But here are a few points.

We know HE is crucial to our students and our communities. We are on the lower end of state HE funding. To bring in businesses and the industries we want, we need HE. We have a Governor who understands this. It's going to be about putting actual funds into it. We had a 12.4% increase in HE funding, though still at the lower end of receiving the state's budget. We increased MAP funding. We encourage starting at a CC and going up from there. There is now less of CCs and universities being seen as separate things; they are forming more strategic partnerships with one another. I don't personally see that as a competition but as value-added. We are trying to do more things to bring teachers to our K-12 system, like AIM-High, Grow Your Own, etc. We put \$12.6 million commitment to increasing mental health care access and bring in needed professionals. I wouldn't even have thought about this subject 10-15 years ago.

Commentary and Q & A followed.

*A real bonus to HE would be to make sure the IBHE has some funding and direction in marketing HE outside the state of Illinois. They are cutting back on what could be talked about in the classroom in other states. Those are the states where we could market. It would need some backing in the legislature.*

Lance: That's a good idea. I'll bring it up with Katie. I didn't think about that—more about keeping Illinois students in state. "You want to be in a state that is inclusive and welcoming? Come to Illinois." Where do you think we could use the CC system to do this? Spend more work with high school students?



*Amy described the Early College Considerations document and issues related to a lack of discernment about whether or not to take a lot of early college course credit. Mike added that it would be helpful to have more advising to think more carefully about different pathway, and try to help students to understand while in high school what their options are for pathways.*

Lance: I didn't think there was an issue there, but something to think about.

*Ken noted that 10 years ago, when dual credit got hot and heavy, there was a message, "Just take it! All DC is great." A lot of high schools haven't got past that message.*

Lance: Maybe we need to individualize it more.

*Ken: Yes, just like with any more.*

Lance: Does that mean CCs' have to think more about what to allow?

*Ken: But also there's a lot that doesn't let us say yay or nay. Just because it's part of GECC doesn't necessarily mean it serves your students.*

*Dan: One idea I've heard at the funding commission is potentially expanding what MAP grants can be used for. Right now, they can be used tuition and fees. Sometimes that becomes a road block. Students have to cut back on their work hours to attend school, yet need food and housing.*

Lance: We could change MAP to say if a student gets \$2000 and a MAP grant, are we saying you use 50% for transportation, housing, etc.? Those are things we need to mete out. It's formulaic, too, because it depends on how many credit hours you get. We will be talking more with Katie about this. If we can't expand MAP in this way, maybe we need other funding (a stipend). We also left out [of the state budget] capital for CCs and universities.

*Marie: I'd like you to bring back to Katie and the HE committee a request to focus also on older adult learners and (Shawn added) veterans. The funding ends June 30, 2024 for the early childhood consortiums. We had a recommendation for PLA for relevant work experience.*

Lance asked what PLA meant, and agreed readily that work or veteran experience should count.

*Marie: What you could do is push this with ICCB and IBHE. We need a task force. Because we don't know what each institution is doing with regard to PLA right now. New York is doing this statewide. This means standardizing the types of assessment used to make it easier for a CC to award credit and ensure it transfers. Right now, a lot of PLA credit gets lost.*

*Joao: In conversation with some districts about early college, I learned about a teacher who's worked 20 years in childcare, but then has to start as a first-year teacher once they do get a degree. That's a disservice.*

Lance: we would have to come up with a formula for how much experience you had before your degree, so you could come in as, say, a third or fourth year. We would need to talk with unions about that too, and they might be amenable to that.

*Joao: Could they also be exempt from the licensure test? It's a huge barrier for people of color. Often they do not pass it, even if they have a degree.*

Lance: We talked about that on the floor of the house, e.g., a bill about eliminating the K-12 teaching basic skills test. Not sure we are ready to take away licensure, but some say it's a little bit silly.

*Cyndi: What we talked about last year in our working group (and when we met with State Senator Laura Murphy) is MAP, Pell grants, what ISU is doing—there are income stipulations. A majority of the middle class, though, makes too much to qualify for Pell, so student loans are the only option. It would be nice to see something where we're helping out the middle class better be able to afford college.*

Lance: I was in that boat 30 years ago. There's more of an awareness that we're leaving a donut hole. It's creating resentment. Maybe we should raise the threshold of who can qualify, or...

*Cyndi: I know there are FAFSA changes, and we don't know how that will affect things. Out of state schools are offering huge scholarships.*

Lance: It's a priority, a trade-off. If we're not going to raise tax revenue, what will be our priorities? Will we spend less in human services or public safety to increase funding for HE? We have one of the most educated workforces in the US, but if we're making it easier for you to go to another state, that's going to drain really fast.

*Jennifer: What are your views on the statewide funding commission? I'm a professor of HE finance and have some concerns about where it's headed, especially if it's going to lead to a more affordable state educational system.*

Lance: I'm skeptical. I worry about some of the same things I've heard around here. They haven't put out any recommendations yet, but a few of us on the HE committee have talked about this. If it doesn't help [those not currently finding college affordable], I am a little bit worried about it.

*Dan: In the meetings, I've heard nothing about how it will be funded. Their work is geared to providing additional resources to institutions. How will that make it more affordable for individual students who want to come? I hope you're alert to that on the HE committee.*

Lance: My initial concern on that committee is that, one, they bled out the idea of an EBF formula. This drains more resources out of downstate Illinois. Two-thirds of the population lives in the northeast of the state. Equity has to go both ways. But I don't know that the commission is going down that road.

*Jack: Is there any talk in Springfield about restructuring how K-12 is funded? In Joliet, I have some really rural and not well-funded districts and some well-funded suburban ones; students don't come in at the same level.*

Lance: The EBF formula was to give more money to under-resourced school districts, but how do we check this? At one point do we know the funding is enough that the test scores should be up to snuff? I don't get a great answer about that. There's no talk about doing anything different other than having more money. Ralph Martire [of the Center for Budget and Tax Accountability] talks about a new tax formula, but that's it. We don't know if we have enough data or a time frame to do that. Some [that receive EBF funds?] are finding their tax rates [or tax revenues?] flattening out.

## Continuation of Reports

### FAC Legislative Liaison

Mike noted that there is a veto session in November. The IBHE needs to extend the funding commission deadline. This is also the fall when those running for office have to collect signatures to be on the ballot for the primaries next year. This is an opportunity to talk with those in their districts. Introduce yourself, share who you are, where you work; they like to know they can call faculty about how legislation might affect their institution from a faculty perspective. The good legislators want that kind of information. It becomes not a partisan thing; it's about the district.

Make clear that you're not speaking on behalf of your institution, or on behalf of the IBHE, but explain because of those relationships, you can offer more perspective. He speaks as himself. He shares what he hears from himself and his colleagues.

Lane added that legislators are operating on notecard letters of information. With those who don't want to talk to you, there's no point anyway.

Shawn said that we are representing ourselves as citizens of the state, not IBHE or FAC—even when we say we are members of this council. We are a public organization that posts public information about our work, and we can share that.

On another note, Mike added that if anyone wants to go looking at fossils after the meeting, he'll show us some. They are mostly brachiopods.

Dan asked if HB 4908 on the pensions will come up. Mike said that problem with Tier II is that it does not meet social security's criteria to keep those of us in SURS out of social security. We don't get money towards Social Security taken out of our paychecks because the pension is supposed to be funded above a certain level. If the state doesn't fix that, Social Security will give a bill to all schools so they have to deduct SS from their employees' paychecks. That's a 6% cut of your check. The solution is to make Tier II better. How do we bring it up to where it needs to be so it doesn't trigger SS? UPI is trying to address this. UPI Legislative Liaison Nick Yelverton's two focus areas are pensions and higher ed. They are working really hard with legislators to try to fix that.

### Old Business

Jack moved and Lichang seconded approval of the minutes. The motion passed, with three abstentions.

### New Business

#### By-Laws updates

Dan reported that he, Ken, and Nataka met to talk about some potential by-laws changes. Some were clarifying issues around at-large members. Another issue: what do we do when members don't attend? What are the procedures? The by-laws say to look at "policies and procedures," but no one can find

those. Once we find those [if they exist], we will bring recommendations to the caucuses next month. Shawn added that Gay had brought up an alternate way of doing the June meeting, since attendance is traditionally low. He said he personally he would like to continue the June meeting because it helps to prepare the report for the IBHE Board. Larry pointed out we usually had the June meeting the same time as the Board meetings, having lunch with the Board. Shawn would like to get back to doing that. Perhaps we can advocate for that with a new Board Chair.

Sue: as she recalls, a policy and procedures document was to be created. The host expectations may be the closest thing we have. The previous versions of the by-laws had a procedure in which the Secretary would contact them saying their institution could lose their seat.

We broke for working groups and caucus meetings.

## Working Group Reports

Amy asked that each chair send her names of working group members.

### Equity

James will be chair. The group plans to move upstream from its set of resources to a statement that defines what DEI is and provides a rationale for why it's important. This statement would be for Boards of Trustees as well as one target audience.

Gay: One idea is navigating how best to support DEI goals in light of the recent Supreme Court decision.

### Faculty-Student Mental Health

Sue reported that she is not sure this group will continue to exist. Nor is she sure there's legislative action to address this year. Nataka is with Gene on an equity group statewide, so she may have other issues to bring. But she is on sabbatical right now.

Sue confirmed that they still plan to finish putting together slides to share with our faculty governance groups.

### Early College

Amy reported that the group plans to continue to find ways to identify and address concerns about dual credit courses. Topics that came up in discussion (in addition to finding ways to share more widely the Early College Considerations document): addressing academic freedom in high school-taught college courses; asking about means of reporting violations of the Dual Credit Quality Act; meeting with other Advisory Groups (e.g., of the ICCB). The Higher Learning Commission has dinged one community college in the state for failing to adequately assess high school teacher-taught dual credit courses.

Mike: One of the issues we've been discussing at IVCC is the whole idea that after students have had one or two dual credit courses, they need to see a college counselor. A lot of the issues that come up could be addressed if they would meet with a college counselor to talk about transfer.

James: One of the issues at our institutions is that no one's really thought about which students need to do first year seminars. When a student has done so many dual credit courses that they come in as a junior, they are still in first year seminars. Some of our institutions have not yet thought through things like first year seminars. Sue said that SIUE considered it, then didn't implement it. They considered a variant of the first-year seminar that was for transfer students.

#### Higher Ed Funding

Dan reported that when the state redid its strategic plan, they decided to redo the funding formula for HE and put together a commission for doing that. It was due this past June, but then they realized how big this was and what they opted to do was so complicated, they set the date back to Oct 31. At the last meeting the technical WG said they'd have the full model at the next meeting; but the last two meetings were cancelled. Nothing is happening right now. Stephanie had said they are going to ask the legislature for an extension to Dec 31. Jen raises issues that simply are not being addressed. The funding model is very complicated; they are attempting to make it look like a K-12 funding model that tries to identify what can be local costs and what the state should kick in to meet the gap between money available and what is needed for the education to be considered adequate. The costs look like state funding would have to be twice the current amount to meet the adequate funding level. They are looking at questions like, "What would it cost per student to get up to a 70% graduation rate?" "How much more funding would be needed at schools with more minority students?"

#### Prior Learning Assessment

Marie reported that they believe we need IBHE and ICCB to form a task force to look at how credit for PL is being awarded in this state. But we're not getting anywhere with it.

Mike noted that the IBHE agency rules say that the chair of each advisory council is supposed to have time to speak at every IBHE Board meeting. Lane said it used to happen. Often the FAC Chair would go to every Board meeting. Shawn said that this is something he will revisit as a new Board chair is appointed.

#### Student Debt and Affordability

Pete said he noticed a theme running through the working groups, and it's not an optimistic one. There is the feeling of walking through mud with a lot of the work we've done. Last year their working group went gung-ho doing some research on what other states are doing on helping students to subsidize their tuition. They ended up whittling down the states we might imitate, but in the end, it's bigger than we can imagine that it is. There might be a little bit of light coming through the door: Linda had talked to Murri Briel, Representative Lance Yednock's Chief of Staff, who had asked the working group to share their information regarding funding models in other states. The working group decided that however long it takes, that is a constructive step forward. We will go as far as we can in examining

ways in helping students pay for things. One thing they seemed interested in was the operational characteristics of the different states (the group focused on 2-3): Tennessee, Nevada, California.

Dan said that one of Jennifer's issues with the funding commission is a concern about whether the funding will increase student affordability. He'll send Pete a link for his WG to the funding commission meetings.

#### Technology and Higher Education

Angela reported; Laura will be the chair. Topics they might consider: eWaste, affordability and access, data ethics, AI, etc. They would like a sense for what the broader HE community would be interested in, and then ask our institutions for ideas. They will identify discussion headers around AI, about which we have two conversations: How do we use it? How do we address academic integrity? There are other aspects of the impact of AI to identify.

James noted that there may be AI and equity issues to address in the long run.

#### Caucus Reports

##### Public University Caucus

Dan reported that we still need a UIS representative. Shawn said that Stephanie had contacted them in June and August, and heard no reply. The caucus talked about by-laws issues with members who don't attend meetings, and might contact Faculty Senates about replacing them. Possible topics for discussion: Identifying university-wide and college-level graduation requirements (beyond basic gen ed), AI, academic freedom, and study abroad programs with places where LGBT is illegal (Sri Lanka). Former FAC member Julie Clemens will be talking on DEI at WIU in November.

James noted that Rockford U got rid of its language departments (except Spanish), yet wants to emphasize international business. The issue of foreign language support is something all our caucuses might look at.

##### Community College Caucus

Cyndi reported that there are invitations to community colleges to get to 12 members for their caucus. Two members haven't been present on a regular basis and she will talk to Shawn about what to do there. With representation, they think they need to get back to the timeline on when invitations ~~to~~ go out. The rules we had set out went away when Gretchen left. Those involved February and March invitations, with 30-60 days to respond. Cyndi added that an at-large representative can have two 2-year terms that can be consecutive or non-consecutive. We do have in our by-laws what happens if you don't attend sufficient meetings; who is responsible for addressing that?

The caucus set a preliminary agenda of things they want to address as a caucus this year: mental health services for students on our campuses, a faculty evaluation process at CCs, dual credit, and IAI. They might want to come up with a plan or paper or advice to give to ICCB and to IBHE. They will continue to talk about co-requisites. IAI panels will now require an increased number of lab contact

hours for chemistry courses. So at her own CC they are separating chem lecture and labs into two separate courses; the latter will be needed for those who plan to pursue a chemistry major.

Sue raised a question she had during Stephanie's presentation: has the gen ed common core set of categories ever changed since it was established in 1970? Marie replied that yes, the General Education Core Curriculum (GECC) did get overhauled in the early 2000's.

Private/Non-Proprietary Institutions Caucus

Angela reported that they spoke about by-laws, the logistics of having alternates for at-large members, funding for the private schools, and reaching out to the Federation of Independent Colleges and Universities to talk about the landscape for private universities.

Shawn thanked Mike and Illinois Valley Community College. Mike handed off an eagle IVCC mascot to Lane (whose university will be the next host of an FAC meeting), hoping to start a new tradition.

Our next meeting is on Oct 20 at Illinois State University.

John moved that we adjourn; Amy seconded. We adjourned about 3:30 pm.

Minutes written by Amy Carr, FAC Secretary.