



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

At Illinois State University

October 20, 2023

Approved on November 17, 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)
Sarah Garber	Rosalind Franklin University
Joao Goebel	National Louis University
Jack Haines	Joliet Junior College
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubonsee Community College
Brooke Johnson	Northeastern Illinois University
James Marshall	Rockford University
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Linda Saborio	Northern Illinois University
Mary Ellen Schiller	Roosevelt University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
Sue Wiediger	Southern Illinois University-Edwardsville

#### **On Zoom**

Larry White	Eastern Illinois University
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#### **IBHE Board Member and Staff**

Daniel Abankwa, IBHE, Assistant Director of Academic Affairs  
Jennifer Delaney, Public University Faculty Representative to the IBHE Board  
Jill Gebke, IBHE Assistant Director of Academic Affairs

## Representatives/Institutions not present

NO REPRESENTATIVE	University of Illinois-Springfield
Eugene Dunkley	Greenville University
Chasity Gunn	Elgin Community College
Crystal Harris	Governors State University
Gay Miller	University of Illinois at Urbana-Champaign
Constance Mixon	Elmhurst College
Nataka Moore	at-large (Adler University)
Farid Peiravian	University of Illinois at Chicago
Mike Phillips	at-large (Illinois Valley Community College)
Manuel Rodriguez	Parkland College
J. Matthew Ward	Quincy University

Shawn Schumacher called the meeting to order at 9:00 am. We introduced ourselves to one another. The Council of Illinois University Senates has joined our morning's meeting as well.

Welcome from ISU Interim President, Dr. Aondover Tarhule

Dr. Tarhule encouraged us to take advantage of faculty networking opportunities while we are here. He offered a broader view of where higher ed stands right now, and made a plea for stronger unity and collaboration between faculty and administration. We face declining enrollments, declining state funding, declining perception and belief in the value of higher ed. We face disruptive technologies; how does AI affect how we teach? We will see non-traditional actors entering into what is traditionally our space: Apple and Microsoft are offering certificates. These are major challenges for any one sector to take on at any one time. If we are to effectively address this challenge, we need to think differently and with one voice. Sometimes it feels as if faculty and administrators work at cross-purposes, and we need to find a mechanism to speak with a stronger voice amid the erosion of support for higher ed.

What would it take? How could we interact to cross the traditional gap between faculty and administrators?

[Guest Presentation: New Academic Programs in Development at Illinois State University, by ISU Acting Provost, Dr. Ani Yazedjian](#)

Dr. Yazedjian spoke on ISU's Strategic Academic Priorities. The framework is the enrollment cliff, starting around 2026, when fewer are graduating from high school, particularly in the Midwest. How do we remain competitive? ISU is looking for opportunities to move forward.

New academic programs at ISU include an MA in Marketing Analytics, Public Health, and a STEM MBA. These emerged out of the departments' own sense of needs. Another is PULSE: Paraprofessionals Unlocking Licensure in Special Education. It is a 2 year fully-online program (a mix of synchronous and asynchronous). They anticipated around 20 students at first, but have over 60. They have also expanded

nursing lab capacity to be able to grow over 400 students. ISU has also expanded its partnership with other health systems in the region, which allows students to finish out their last two years in Springfield's Memorial Health system. They are also developing an interdisciplinary Data Science program, with various sequences for different industry sectors. This began with an idea in the Math department; they wanted a big data sequence. The provost at the time encouraged them to think bigger and make it a major. Classes are taken in three different colleges. This is the first truly interdisciplinary major on campus. It will meet high demand.

ISU has also developed a College of Engineering, working with faculty and staff across the campus. UIUC did something similar, but had funding to begin the unit and the programs at the same time. ISU started with the unit first, and now they are working on approval for three new degree programs. They have hired a dean and two new chairs (mechanical and electrical engineering). They began with market research, which revealed that yes, there is demand for engineering degrees. ISU collaborated with CannonDesign with a former provost who knew how to start a college from the ground up, rather than fitting it into an existing structure in another college or department. What would ISU do differently from UIUC? ISU opted to focus on hands-on experience and serving underserved students who might never even be thinking about engineering—students who might have a low sense of self-efficacy about mathematical skills. They also wanted to provide flexibility, working with students who come in still needing pre-calculus. Students are taking gen ed *and* engineering classes from the beginning. They combine some with one-credit courses that show how, say, (pre?-)calculus applies to a career and real life. They made presentations to campus stakeholders, with lots of feedback from them.

Equity, Diversity, Inclusion, and Access were at the core of our engineering college planning. Their unit proposals took a year to get improved, reframing Inclusion in terms of the *A Thriving Illinois* plan that emerged simultaneously. They were being asked to answer questions they did not have the expertise on as of yet, because the planners were not themselves engineers. What does student-centered pedagogy look like in engineering? They read literature on best practices, and framed their IBHE documents around 16 best practices. They approached it as scholars, but were ready for those who came in for interviews. They had done Zoom calls with engineers working on EDI at other universities.

ISU is now searching for six faculty who will work with department chairs for a year before the first student cohort arrives. They are also forming partnerships with Illinois community colleges, to develop a program that is transfer-friendly. And ISU is developing summer engineering camps with Heartland Community College with junior high and high school students, so they can see themselves on the college campus. ISU is building in CC partnerships in from the very beginning, not adding them in later.

The renovation of the John Green Building that is in the works will also have flexibility and adaptability worked in.

How do you develop curriculum when you do not yet have faculty? They went on an expedition around campus and looked for those who had chemical or mechanical engineering degrees. They developed an ad hoc curriculum committee from that pool, plus those with backgrounds in science or engineering education. They met every week in the summer, eventually working in pairs to develop shells of courses. The actual hired faculty will then tweak them to make them their own. They had an event a month ago with over 150 people (including some working engineers in the community) who at some point were involved in developing the College of Engineering, by serving on task forces, curriculum or review committees, search committees, etc.

Q and A followed. Some of the questions were posed by our University Senate President guests.

*What will faculty do in that year before they teach?*

AY: Faculty will be developing and revising the curriculum, helping with the design furnishing process of the building (which will not be ready until fall of 2026, but the first cohort of students arrives in fall of 2025—they'll have interim space for them that year). Faculty will also have time in that year to develop partnerships with industry and CCs. They are given the gift of time to make these connections, as well as going to schools to recruit. They will be developing their institutional culture, from by-laws to departmental and college procedures, as well as continuous improvement plans. Faculty will also become prepared to do professional advising of students. The faculty will serve on committees that first year, too, as part of the college's shared governance obligations.

There is also a question about whether they should hire more senior or more junior faculty. The latter would want labs for research, but there are no students to work with them on that research. This can be a once in a career opportunity.

*When you say you're focusing on diversity and inclusion, what population do you have in mind?*

AY: All of them: women, African American, Hispanic students. The ISU president has tasked them with aiming for those students to have the same retention and graduation rates as every other demographic on campus. Scholarships will be provided for under-resourced students. They are also wondering: how will the faculty be chosen?

*Thinking of the diversity of the students in terms of curriculum, how are the new professors going to be mindful of building with the curriculum with those students in mind? Do women and Hispanics etc. write the textbooks and examples? Will the curriculum have a space for Spanish?*

AY: In position descriptions, they were clear in our expectations for such things. They are attracting faculty who buy into that philosophy, using the best practices in engineering education. The search committee is also going on the road to conferences (IMAC, a renewable energy conference, at HBCU's) to find potential faculty. They will also be requiring their faculty to attend microaggression workshops. They also use problem-solving examples—like getting water to a community, creating iPads—not just problems about working on cars.

Engineering was the third searched keyword at ISU before they even had a College of Engineering.

*What are your funding secrets?*

AY: ISU is funding it. IBHE told them to move forward, and not ask the state for any money. ISU does not currently have differential tuitions, and other funding models are based on that (a base tuition plus premiums based on your major). Instead, ISU is creating differential tuition, so the engineering program would be able to sustain itself; they would draw on reserves until then.

*As someone who has worked for decades at an institution that has served underserved students, I wonder: what markers or plans do you have if you struggle with retention rates?*

AY: A great question. IBHE has asked them as well. They would go back to the literature. But over 40% of the incoming class at ISU overall is undeserved. There are spaces for undeserved students *in* the building, tutoring programs, summer bridge programs.

Tom Keyser (Founding Dean of the College of Engineering) added that a number of faculty who are from underserved backgrounds have volunteered to be a mentor for students. Week four of both semesters each student is going to talk to a faculty member (not an academic advisor) who asks them many questions about success in campus life. The DEI [director] will be embedded with the students. For example, Bob was at a building design meeting and they discussed vending machines for two hours. The Q he asked: What food is going in them? Have you asked underrepresented students? They will ask and find out. It is built into everything they're trying to do.

*Is your data science major already enrolling?*

AY: No, not until 2025. The curriculum is not approved yet.

*What are your transfer agreements?*

Tom: ISU is working on a partnership with Heartland CC right now. Everyone seems to have a partnership set up with UIUC. ISU won't be trying to compete with them. But he looks at that transfer agreement, and it has Physics 3, which has been mostly removed from Engineering curricula nationwide. ISU will make agreements that are student-outcomes based. It doesn't need to be a 100% match. They want to make it easy for CCs to work with them.

*Sarah said that they added two schools at Rosalind Franklin. The first years are completely different; they are all risk-takers, including the students, because they are not yet accredited. The faculty by-laws are important, because you're encroaching on others' territories. She also encouraged working with the medical field more (biomedical engineering, for example). It is easy for potential students to see how it matters for the lives of people they know.*

*You're hiring tenure-track faculty, but also non-tenure-track who would be hired contingent on enrollment. How do you bring the latter in on decision-making?*

Tom: Initially, they will not have non-tenure-track faculty in the first two groups of hires. The question is on his mind. AY: It is likely that practicing engineers will come in to teach specific courses initially. Martha Horst (ISU University Senate Chair): but you're asking about non-TT faculty roles in governance culture.

*Programs that are underfunded may be disappointed. How is that going?*

AY: This question is asked every single time. Psychology has doubled in its majors enrollment, for example, but has no additional resources. One of the things goes back to the question about how you fund it. It's because the College of Engineering is self-funded that resources won't be taken from elsewhere. That is contingent on getting differential tuition approved and getting enrollment. This doesn't solve the request of programs like Math that will be serving new students. But they are planning for Math to get more faculty, even if not as many as they want.

*Marie said her endorphins are skyrocketing to hear all this generative thinking. How are you positioning for international recruitment?*

AY: It's the balance of meeting demand and serving the students of Illinois. Their goal is 130 students per cohort, but the building could accommodate up to 700 students. And not every student will be retained. So there is capacity to enroll both domestic and international students. ISU has an institutional

approach to international students; they have 800 and the president raised the goal from 1000 to 1500. Tom added that there are so many good institutions for engineering. But international students immediately wanted to know when they are starting Master's programs. The first ones they would add would be high-demand master's programs. AY: If there's demand, how will they reallocate resources once the enrollment cliff starts? There is a phase two already that involves a request to the state to expand beyond the John Green building. It's a question every institution will grapple with in coming years.

*Latino/Latina students look for careers that are community-oriented. If you're going to sell engineering to them, it will have to be looking at the social aspects, like Tom mentioned, bringing drinking water to a community.*

AY: They have revised their admissions material generally to better connect with Spanish-speaking families. Tom added that they'll have an Engineering Without Borders chapter for summers, and will have project-based courses with community partners such as Goodwill Industry jobs training programs to help them do a simple functioning job more effectively. When students get exposed to that type of design, it resonates more.

## Reports

### Chair Report

Shawn reported that he met with Jill and Daniel last week to talk about the guest speaker list. In our caucus meetings, we should discuss the by-laws. Check the membership lists. Our four-year public university reps will be meeting with members of the Council of Illinois University Senates over lunch and into caucus meeting time. Jennifer Delaney is at the Higher Ed Funding Commission meeting with Dan and Brooke, so Jen will come back right before lunch to share her report. Linda will chair our meeting after lunch because Shawn has a Breast Cancer Awareness commitment with the football team he coaches. Our next meeting will be at NEIU. He'll also be attending the IBHE Board meeting.

### Vice Chair Report

Linda reported that the November 17 meeting will be at NEIU, and she'll send out a poll two weeks before. Our December meeting will be on Zoom. In January, the poll will include the possibility of hosting a meeting the following year. There is a Canvas site we've used in the past. Do we want to keep using that site? There was a question about how to access the FAC Canvas when your own institution uses Canvas too; it is doable if you use a separate browser. There isn't a clear shared site that everyone can or would use.

### Secretary Report

Amy asked working group chairs to send her names of their members.

## IBHE Report

Jill reported that Donna Logan is cleaning up the listserv, working with Amy with the membership list. The IBHE had 20 applications for the [End Student Housing Insecurity Grant](#), for up to \$200,000 in support for students in need of housing. The [Nurse Educator Program Fellowship](#) applications are due on October 27. The aim is to help find well-qualified faculty members. See the IBHE website for more details.

Daniel reported that Stay the Course began in 2020 for those beginning or continuing their higher ed journeys. Each public institution of higher ed has now designated a staff member as a [Benefits Navigator](#). They help students identify benefits and also work to develop best practices. See the IBHE website for more information. He heard an advertisement about it on the radio this morning.

## Old Business

Jack, Marie and Sarah moved to approve the September meeting minutes. The motion passed.

## Guest Presentation: FAFSA Updates from ISAC Representatives

Eduardo Brambila (Managing Director, Capacity Development), Jacquie Moreno (Managing Director, College Access Initiatives) and Meghan Chrum, Professional Development Specialist presented. All work for ISAC.

Jacquie said they would present on FAFSA, with Meghan who is their detail person. They are not using the Dept of Education rhetoric that this new FAFSA is the better FAFSA. It's not; it's not simpler. The problem sometimes is, "Who's engaged?" Illinois was the first state to use FAFSA as the basis for its state grants. Our state invented the data mapping program to develop the data completion tracking. But Illinois expertise was not involved in developing the new FAFSA. And we in Illinois have more at stake because we have a unique and large needs-based grant program. Faculty often get left out of these kinds of discussions, yet are the ones who have students coming to them saying they haven't gotten funding. Many students list "financial reasons" as a reason to withdraw.

Jacquie said she's adamant about thinking carefully about how ISAC talks about things. Students might say things like, "FAFSA said I'm not eligible." ISAC tries to model appropriate language; FAFSA doesn't talk. That way, people can connect policy-wise where changes to FAFSA came from.

Meghan Chrum shared a presentation called "FAFSA Updates: What We Know."

Meghan noted that ISAC's work is for a variety of folks. The big change this year: the 2024-25 FAFSA opens in December 2023 this year; it will go back to opening on October 1 in 2025-26. A draft 2024-25 FAFSA *has* been released and is open for public comment. ISAC did comment. But launching FAFSA later is an equity issue. There's also a shorter time to complete it.

The FAFSA Simplification Act did aim to make applying for aid easier and more streamlined. Full implementation begins this year. There are fewer questions a student and family will answer (down

from 108 to 40 questions). But some of those new questions will create barriers for students. The Student Aid Index (SAI)—the old name created in the 1980's—will replace another term.

Technical updates on the FAFSA: Students will be able to list up to 20 colleges online, as opposed to 10. They will have to answer questions about race and ethnicity, with more designations. The FAFSA will be available in the 11 most common languages. The Department of Education (ED) is now required to develop tools for early awareness for Pell Grant eligibility. If students knew in 6<sup>th</sup> or 9<sup>th</sup> grade that they were Pell eligible, it can change the trajectory of your life. Right now, students hear in 12<sup>th</sup> grade.

Professional judgment policies are in two forms: special circumstances (from adjusting data elements in the Cost of Attendance = COA) and unusual circumstances (death of a parent, no longer a dependent; victim of human trafficking; legal asylum status, etc.). Schools cannot maintain a policy of denying all PJ requests. They also have to have a list of adequate documentation that can be used for making the request. There is an expansion of who can provide a determination of homeless status, including a TRIO or GEAR UP program.

Higher ed institutions can now accept documentation of independent student status from another school's financial aid administrator. This helps students when they transfer. Also, schools can no longer ask *why* a student is experiencing homelessness.

ED now has the authority to regulate what is included in a school's COA = Cost of Attendance, *except* for tuition and fees. Schools now need to list full cost of attendance for room and board, books and supplies, transportation, study abroad expenses, dependent care, etc. This information has to be posted on their website. Net price calculators need to be updated, so students can have accurate information to make informed decisions about where to go.

EFC = Expected Family Contribution is often listed as higher than what a family can actually afford. The SAI (Student Aid Index) will now focus on what a student can reasonably access as financial resources. This can involve an increase or decrease in aid. Now a student will have a negative number. So if you're currently eligible for a full EFC, with SAI's some will have a negative number as low as -\$1500 to tell who needs more. These will be assigned to students who are not required to file taxes. Also, now all the calculations will assume there are five in the family; it is no longer divided automatically. So some students may lose some Pell eligibility.

The Pell grant calculation is based on a student's family size, financial information, and the federal poverty guidelines. Students are now *all* considered for Pell in this order: Maximum PG, Calculated Pell (Max Pell minus SAI), Minimum PG, which is 10% of the maximum Pell.

Financial Need = COA minus SAI minus OFA (Other Financial Assistance). It used to be COA minus EFC and already included federal-state-other awards. Federal and state aid is in the SAI. Eduardo points out that financial need now means what you actually need, after all support.

Jill asked Meghan to speak to the move for college cost transparency. Meghan said the language is now an aid offer; it is an award only when accepted. Aid offers are not standardized right now; for example, they might need to take 15 credit hours, not 12, to qualify. Jill added that now students' families will better be able to compare aid offer letters. Eduardo added that it's not yet clear where loans and work study and parent loans will fit; some will include them in OFA, others in financial need. That is still awaiting standardization of award letters.



Q and A followed.

*Should standardized letters help combat the outmigration problem?*

Jill: To a certain extent. Working from an enrollment management viewpoint, there is a lot of marketing influence that goes into those letters. Students tend to enroll in response to one of the first two award letters (so a school must be quick to the game), and respond to the zero out of pocket packaging, which might still require applying for a parent loan. Eduardo added that there's a big difference between a Stafford and a Plus loan for parents, which is payable 60 days after you get the funds.

*Will this new FAFSA approach improve things for middle-income students, who don't qualify for Pell?*

Jacque said that hopefully standardizing the language and award letters will help with the decision-making process, clarifying for prospective students that Iowa or Purdue aren't actually cheaper. But it doesn't help with the actual problem of college being unaffordable. Now transfer-release is possible if you have unpaid debts to a university. Meghan said there is a percentage of students who will now gain PG eligibility under the new system.

Jacque said your parent has been the one you live with. Now there are a number of crazy steps to simplify the FAFSA: now you need to get IRS data, and your parent must consent to do so. And now that data and consent must come from the parent who provides the most financial contribution, not necessarily the parent you live with. This means you might have an Illinois student who is reporting that their parent lives out of state. This could affect eligibility for state aid. The best we can do is to help alert schools, and tell them to follow up on it, the way they have to verify Illinois residency.

*What about students who have been raising themselves, working full time, and their parents refuse to fill out a FAFSA form?*

Jacque: Now such applicants are totally stopped. It's especially hard if those students live at home. She was one of those people. The correction of an abuse penalized people who were actually in such a situation, as opposed to those with wealthy parents who declared their children independent at 15 to avoid paying tuition.

Meghan said if a student doesn't check the release-IRS-data box, a student's SAI will not be calculated and they will have no aid that year. This is why there is a need for year-round help. ISACorps members (Meghan was once one) try to help families be familiar with the tools and resources for accessing financial aid.

*How can 6<sup>th</sup> and 9<sup>th</sup> graders access information they didn't before about financial aid?*

Meghan said there is a federal student aid calculator; Eduardo said it has been available all along. It's not a proactive change.

Eduardo added that if we know of any upcoming student graduates who might like to apply to ISACorps, let him know. They like to have two ISACorps members per community college. It pays \$40,000 a year, and they get tuition waivers for graduate courses at a public university.

## Report by Jen Delaney, Public University Faculty Representative on the IBHE Board

Jen reported on the funding commission. John Atkinson has stepped down because the Governor has called him into a different role. He has officially resigned. Pranav Kothari will become the new chair; that was announced at the [Illinois Commission on Equitable Public University Funding](#) meeting this morning. The funding commission has been on pause to do a legal review on what the commission could do in light of the Supreme Court decision on affirmative action against Harvard and UNC, given that the funding commission's work was race-related. They will now expand the timeline. The commissions' technical working group is meeting next Thursday, the full commission in November. It's a time to offer additional comment to greatly simplify the formula.

At today's meeting, there was some pushback by NIU's president, who said they need to keep doing equity work—don't be so conservative in responding that you let go of all your values.

Dan added that they met on Monday with Simón Weffer (NIU faculty member on the commission) for his insights into what's happening. Dan will say more in the WG reports. Jen and some other faculty members offered public comment. Both were from NEIU and were union members. Simon is a union rep. Jen emphasized that valuing research and graduate enrollment and all the other public goods of universities are the kinds of themes that faculty are raising that have been absent otherwise.

We broke for caucus meetings over lunch, followed by working group meetings.

### FAC By-Laws Update

Dan reported that because the public caucus had met with the Council of University Senates, we will delay discussion of the FAC By-Laws until November.

### Caucus Reports

#### Privates

Angela reported that it was nice to have a document that outlines attendance expectations. It would be helpful to define an alternate ahead of time, someone who isn't in the same department with the same expectations. It is good just to communicate ahead of time. For Zoom options during in-person meetings: it is helpful to have some language in the by-laws.

Questions ensued about whether the FAC needs to abide by the Open Meetings Act. Sue said to wait until the General Counsel asks. Last time, we were told we did not fall under the Open Meeting Acts. If we did, we would have to do training and follow many other requirements.

Benedictine University no longer funds faculty travel, so Pete Seely will no longer attend FAC. Angela said that Rush University Medical Center was next on the list. So the question would be how to handle a situation before someone's term has ended. They had voted to invite Rush to fill out Pete's term and then serve a full 4-year term after that—just in this scenario (he was to finish in 2024). This isn't a proposed by-law change; just for this one specific case.

## Community Colleges

Cyndi reported that they have only 9 members, and only 7 attend regularly (6 did today). They should have 12. So Cyndi sent an email to the two institutions that have missed the second meeting of this year (with no notification), copying Shawn, about the missed meeting policy. Some years back they had met with Gretchen Lohman (former IBHE staff representative to FAC) about when invitations were to go out: March, with a response by April. But that hasn't been happening; invitations went out in June from Donna Logan, and they are still waiting for a response. They need to have a hard deadline of response so they can move to someone else on the list. We need to start following the rules we already have. Cyndi has sent the updated rotation list to Shawn and asked him to invite the next people on the list.

They were back and forth about the use of Zoom during in-person meetings, but decided that Zoom should be an option, but not on the agenda. A link should be sent just to those who are ADA or have an emergency. They are good with the policy of finding new representatives for missing two meetings back-to-back.

There was discussion of what it means to say each at-large representative gets an alternate.

The CC caucus will also be working on dual credit stuff this year.

Linda asked if a new CC representative would serve the remainder of this term and a whole new term, or...? Cyndi said when they brought someone on because someone left, it was a new term—3 years. If they start anytime this year, this is their first year.

James: So someone could miss every other meeting and be okay? Dan: We could word it instead as someone who misses three meetings in a year (and, Cyndi added) without notification or sending an alternate.

Later in the meeting, Angela said that Andy Howard has been invited to serve as at-large member.

## Public Universities

Dan reported that the caucus met with the Council of Illinois University Senates. The caucus would like to share AI statements the public universities are creating with the Higher Ed and Technology group. They also discussed whether DEI initiatives would survive the Supreme Court decision. Many faculty were not aware of the website with DEI initiatives. They also discussed a repository for scholarship, with access across the state. Martha Horst had raised the issue of personal-plus time that begins in January for public university employees. They discussed non-tenure-track issues, and noted there are no NTN faculty on FAC. Were issues of concern to them falling through the cracks? They also discussed the pension/retirement plans.

## Working Group Reports

### Equity

James said they didn't have a quorum. They had only two, so they tabled discussion of items until next time.

### Faculty-Student Mental Health

Sue said without Nataka, this working group no longer exists, but they will still share the slides they produced last year about faculty mental health.

### Early College

Amy reported that they spoke about exploring means of reporting violations of the Dual Credit Quality Act, how to integrate academic freedom into dual credit courses, how to more widely share the Early College Considerations document, and connect with an ICCB FAC group. They also spoke about some of the community college caucus ideas regarding dual credit areas of concern.

### Higher Ed Funding

Dan reported that he, Jen, and Brooke all listened in on the [Illinois Commission on Equitable Public University Funding](#) meeting. The commission had halted their work to talk with lawyers about whether or not their work would be challenged in light of the Supreme Court decision against affirmative action. It sounds like it's in a grey area. The technical working group will meet next week and begin to think about how to present a funding formula in light of these concerns. Dan will send a link in case anyone wants to listen and make public comment. The rest of their time was spent talking about what they will do in the meantime. They have been working on developing a rubric to evaluate the funding model.

The funding model originally was due on June 20, 2023. The funding commission got an extension to October 31, and are going to ask for another extension. For how long will depend on how much the funding formula might need to change, but likely into 2024.

### Prior Learning Assessment

Marie reported that Mary Ellen and Lane met (Shawn is their other member). There is a standing [committee on PLA that meets every year in Oregon's IBHE](#). Marie would ask Shawn to communicate with the IBHE about our proposal for task force formation in the next Board meeting.

Marie is part of a consortium to do more with PLA folks in Chicago, and now has members from UIS. She's the only faculty member. She asked if they would be willing to support their position paper on PLA that they gave back in June, and they said they would write a letter. Seed the clouds.

### Student Debt and Affordability

Cyndi reported that they will create a document of their recommendations. Then they might dissolve. They also asked Pratima to present on two of the schools. Their members include J. Matt, Cyndi, and Linda.

### Technology and Higher Education

Laura reported that they focused on AI. Last month they put together a list of concerns. They have attended many seminars in the last month. Policies are being made now at their institutions and the state and federal level. For our next meeting, they want to compile information about what our

institutions are currently doing regarding AI. They could be suggested syllabi, stated suggestions, etc. Two things Laura has learned: Generative AI is not going away; how do we use that tool effectively.

Brooke reported that NEIU is on the northwestern side of the city. Use the code NEIU at the recommended hotel and you will get the university's rate, which is cheaper than the state rate.

Lane gave Brooke a Reggie red bird from ISU.

Linda thanked Lane for hosting at ISU, and at his and Martha's home the night before.

John moved that we adjourn. We adjourned at 2:50 pm.

Minutes written by Amy Carr, FAC Secretary.