



Faculty Advisory Council

Illinois Board of Higher Education

At the Illinois Association of School Boards

May 17, 2024

Approved on June 21, 2024

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
Marie Donovan	at-large (DePaul University)
Greg Ferrence	Illinois State University
Sarah Garber	Rosalind Franklin University
Dan Hrozencik	Chicago State University
Brooke Johnson	Northeastern Illinois University
Megan Klein	Oakton College
James Marshall	Rockford University
Jessica McDonald	Olney Community College
Ken Nickels	at-large (Black Hawk Community College)
Mike Phillips	at-large (Illinois Valley Community College)
Mary Ellen Schiller	Roosevelt University
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
J. Matthew Ward	Quincy University
Sue Wiediger	Southern Illinois University-Edwardsville

On Zoom

John Cooksey	at-large (Harry S. Truman College)
Joao Goebel	National Louis University
Jack Haines	Joliet Junior College
Pratima Jindal	Waubonsee Community College
Farid Peiravian	University of Illinois at Chicago
Larry White	Eastern Illinois University

Representatives/Institutions Not Present

No Representative	University of Illinois-Springfield
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No Representative	University of Illinois at Urbana-Champaign
Alison Douglas	Elgin Community College
Eugene Dunkley	Greenville University
Crystal Harris	Governors State University
Andy Howard	Illinois Institute of Technology (at-large alternate)
Constance Mixon	Elmhurst College
Nataka Moore	at-large (Adler University)
Laura Murdaugh	Kishwaukee College

IBHE Board Members and Staff

Daniel Abankwa, IBHE, Assistant Director of Academic Affairs (on Zoom)
 Jill Gebke, IBHE Assistant Director of Academic Affairs (in person)

Chair Shawn Schumacher called us to order at 9:03 a.m. We introduced ourselves, welcoming our new representative from Illinois State University. Shawn noted that Marie and Mike worked on a response to the IAI course-numbering bill (which stalled).

Reports

Legislative Liaison

Mike reported that yesterday some of us in FAC met with six legislators. They were all productive meetings. To a few others we gave our FAC handout. We talked mostly about the Higher Ed Funding bill. We got invitations from folks turning that funding formula into legislation to be in conversation as they craft it. We also talked about dual credit, early childhood education, and our opposition to baccalaureate degrees at community colleges (CCs). All of our discussions were productive.

The day before, Mike met with Rep. Lance Yednock, and spoke with Senator Castro about the dual credit bill because she’s the Senate sponsor of it. She was interested in our input, and didn’t feel either one of the DC bills was going anywhere at the moment.

A week ago, Mike was in Springfield with a colleague about a college insurance program available to those at community colleges except for those with annuities. To be retired you have to have at least half of your account in an annuity, even for those with self-managed plans. They tried to figure out why this rule existed, and it’s because it’s embedded in the law, so the law would have to be changed. Representative Yednock introduced a bill that would change the law, leading to a subject matter hearing last week, and Mike and a colleague testified at it. It sounds like they’ll do some kind of bill addressing state retirement systems. This language might go into that bill. They got a positive reception from the committee on pensions.

If you have an issue, and can make a case and bring it to a legislator, they can figure out how to address it. It takes work and follow up.

Marie noted that many legislators said it was good to speak with us. Once they realize we represent all faculty in higher ed, it was affirming to hear them say they were glad we came by and would be in touch with us as needed. Ken agreed, and said legislators can't act on something they don't know.

Cyndi said legislators were happy to hear that CC faculty didn't support the bill to allow CCs to offer baccalaureate degrees. She added when we talked to Representative Dave Severin, he hadn't realized some of the things we were expressing as concerns about dual credit.

Chair

Shawn spoke of preparations for this meeting with Jill Gebke and the FAC Ex Co. Our final FAC meeting for the year is the Friday before the last IBHE Board meeting. **A reminder that each working group and caucus should send paragraphs about its work for this past year to Shawn by June 14** for his report to the IBHE. He will get only 5-8 minutes to report on our entire year's work. Nkechi Onwuameze (of the IBHE) said that any of us are welcome to attend the IBHE meeting. Beginning in 2025, we're trying to return to holding the June FAC meeting the same day as the IBHE Board meeting so we can have lunch and talk with Board members about our concerns.

Vice Chair

Linda reported that this is her last meeting with us, as she moves on to become the department chair of foreign languages. Our June meeting will be at Truman College. We have all the dates filled for hosts in 2024-25. Our September meeting will be at UIC.

Secretary

Amy thanked FAC members who proofread and communicated corrections to the minutes.

IBHE Commission on Equitable Public University Funding Report

Dan H. reported that everything we've heard is that the funding formula will not be passed during the spring session. There is a lot of push-back on it. Dan spoke with UPI President John Miller about the ongoing implementation team, and recommended having a faculty member on that committee. John said he would speak with Partnership for College Completion about having a faculty member on that team. The bill might be voted on in the fall veto session. Mike added there was a lot of concern about what's in the bill, what's not in the bill, and whether the money would go where it was supposed to go.

IBHE Agency Updates

Jill reported about the upcoming [College Changes Everything \(CCE\) conference](#) on July 18. IBHE and ISAC (Illinois Student Assistance Commission) are partners in this conference about student retention and success. This year they will be exploring equity with regard to community health: can you have educational equity without community health? It is a really good, practical conference. It is only \$40 to attend. It draws advisors and college student personnel.

The IBHE is also going through a lot of hires right now. The private business/vocational side is hiring three new staff members. They have to do reviews every year.

Jill was named to a commission on AI in early June. Jill's role is to come talk with experts for our perspectives on AI.

The Math Badging Commission has evolved into a smaller working group that is looking at the results of the pilot program and examining the issues with scaling. Mike said the key is to be able to use mathematical concepts together; are there badges that are not just about cut up and separated math concepts, but about working with them together? The transferable credit for the course would presuppose you could integrate them. Jill said some of the pathways were about very specific applied math concepts, tied to the workforce. So the integration was tied into the pathways. Megan asked if the badges were about learning material to help pass a specific course. Dan H. replied that one motivation was to address areas of weakness for a student who failed a particular course. Or say there was an ambitious student who wanted to jump online to these and get ahead. But Mike raises a valid question: at least the modules that Dan saw were very focused on individual skills and not yet looking at the integration part. But maybe they are building towards that. Marie said that badging systems in various majors will ideally be built such that badges are within a course. But on the integration question: you make sure one of the badges or microcredentials is for integrating all of the others. Marie asked Jill: whose badges are they? Jill said they were through XQ Institute. Ken echoed the concerns brought up. It seems mathematics is being dwindled down to a few rote things; they need to be applied. Ken pointed out that to get a C in a course means that students don't know 30% of the material. Do we want that? It really smashes everything in the face of education to just get them through. Math is always the one that everyone attacks. Just relax and learn. Sarah said that in the health sciences, the students who do the best at diagnosis and problem solving are the ones who do it well with math. These are the people who are going to be treating you and families. James said the primary retention issue in his biology department is chemistry, and the primary problem there is with the math. Greg added that another problem for students challenged by chemistry classes is reading comprehension.

Jill shared a presentation on FAFSA. For ongoingly updated FAFSA completion information by high school, see <https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school> and www.ncan.org/page/fafsatracker. The data Jill is using today was last updated on May 3. See also the associated slides.

There have been substantial gains in FAFSA completions since our last meeting, where nationally, it is approximately 38% down from 2023. Students are now able to correct submission errors and workarounds were provided for parents without social security numbers. As of May 3, successful completions are down 20.5% from last year, gaining great ground on the deficit. However, it is May 17

and the school year is coming to a close and we're past the traditional "decision day." Only 38.1 percent of the class of 2024 has completed their FAFSA, in comparison to 49% at this time last year.

Per the National College Attainment Network's FAFSA tracker, last year at the end of the cycle, Illinois had 66.2% of seniors complete the form last year, 7th in the nation. Currently we're at 46.8% of seniors completing, where we're third in the nation and we're 29th in the nation when it comes to year over year change – still down 21.1%.

Down south in Illinois, a lot of students are going to community colleges because they know they can afford it at this point; they may switch that once they get their financial aid packages.

Jill's major concern is that the inability to fill out or finish filling out FAFSAs is most hitting low-income (down 24.2%) and a high percentage of minority students (minus 24.3%). 66% had completed it at this time last year in Illinois. We're about 21% down from where we were at; this is on par nationally. But **Illinois has the requirement that students must fill out the FAFSA in order to graduate.** West Virginia has declared a state of emergency in order to allow graduation ceremonies to continue—they are down 40% year on year. Illinois students can fill out the alternative form for undocumented students, or a waiver that says a student won't need financial aid for next year. Illinois SB 998 is proposing suspending the requirement this year only.

Looking at Illinois, Slide 5 shows the state for completion rate 15 months into the financial aid cycle for last year. Slide 6 shows the percentages for 2024. The Federal Student Aid office from the DOE has state level data, broken down by school district.

According to ISAC data, as of May 13, there are 59% of Illinois high school seniors who have completed a **FAFSA or an Alternative Application**. The alternative is designed, under the RISE act, for undocumented students to access MAP grants and other state gift aid. Individual school completion rates are shown at: <https://www.isac.org/home/fafsa/>

On Monday, [the US Department of Education introduced](#) a new \$50 million dollar program to improve completion rates for "FAFSA Support Strategy" – to help grow capacity to support school districts, state agencies, nonprofits and other educational organization to outreach and support students and families in completing the forms. Funds could be used to increase support through evenings, weekends and summer.

20% of the current student population didn't know the FAFSA form had changed. Overall, students won't necessarily attend higher ed (HE) institutions at the same rate because they won't know they can afford it. It's moving positively; it's just we're running short on time.

Mike said the enrollment numbers at IVCC are way up. Their credit hours are up 31%. But that could hurt IVCC in the fall if students opt to go to university afterwards. Jill added that the highest interest rate in student loans will increase this year; she thinks more students will go to CCs right now if they are already registered. Cyndi said that early into advising, at Lincoln Trail College they have had to open up extra sessions of speech, especially in online classes. Another FAC member said that all of this is very concerning, especially for private institutions. How is the IBHE going to track this impact on privates? She imagines programs and staff are going to be cut. Jill said that the IBHE does a fall enrollment report that is primarily about public institutions. Jill suggests reaching out to networks of enrollment management directors. The Federation of Independent Colleges and Universities is a resource. Privates

aren't necessarily required to share contingency plans with the state.

Guest Presentation: Roger Eddy, "Dual Credit Programs in the State of Illinois"

Roger Eddy is the Director of Special Projects for Illinois Eastern Community Colleges. He identified early on that there didn't seem to be guard rails for dual credit courses, beyond the syllabus. So there was suspicion about the credit being earned in high schools. Roger was asked to be part of a task force to solve that problem in 2008, and what resulted was the Dual Credit Quality Act. It was 10 years before there were substantive changes made to it.

His approach was that we needed to include the word "quality" and define what that meant. This is the key. He envisions a three-legged stool of quality. One is teacher qualifications (some felt a Master's degree wasn't everything; they found a standard the Higher Learning Commission accepted that included working *towards* a subject area Master's degree). HB 5020 adds more avenues for high school teachers to count as qualified college instructors (it passed 105-1) and is soon to be amended for another time. We need to pay attention to this. Many remote, rural school districts can only provide opportunities for college courses if we allow the DC instructors to count, but without losing quality. Another concern is that those instructors gain Master's degrees and then leave those rural schools. [Roger assumes that "equity" means that dual credit in high school should be available to everyone, rather than simply that college should be available and affordable to all those who earn high school diplomas.]

The second leg on the stool of quality is student capability, through assessment tabs and (for those who are not good test takers) in other ways. He isn't sure we've gathered enough data on this. It's the opinion of the counselor or the results of an assessment test.

The third leg on the stool is the course rigor. Is the course being taught the same as the course being taught on a college campus? That means multiple things. It doesn't just mean the syllabus is the same. Learning outcomes are also easy to document, but what about the resources? The actual content of the instruction? Is that equal? Are we preparing those students in the same manner we are preparing them on campus? This is a significant part of what the suspicion is about regarding dual credit. The assessments need to be examined. Are they of the same rigor? We need to make use of our college instructors in a collaborative role with high school teachers, across the state.

If we pay proper attention to the three legs, we can have quality DC sit on that stool.

There are obvious benefits to DC, especially parents' potential savings in dollars. "Type A" courses offer the greatest savings, because families pay only a fee; the tuition is waived. That puts the most pressure to ensure the popularity doesn't allow courses to be included that don't hit the quality mark. There is parental pressure to add more and more and more.

DC can also draw students into a focus for their career pathway they are interested in. On the other hand, some students just rack up DC for the sake of DC that isn't purposeful towards either a path of

study or a career pathway. He calls them random acts of dual credit. But usually students who start college early also complete college.¹

There can be negative consequences for financial aid by taking too much dual credit. That's not easy to track, because some are dual enrollment type of credits and others are DCs during the day.

His passion for this is to provide students who wouldn't otherwise have any opportunities for college. At Illinois Eastern Community Colleges (IECC) they are using synchronous livestream courses to HS students when they don't have the teacher qualified on campus.

He does think we need to collect data better than we do, especially related to quality reporting. We need to pay attention to advising and be sure there is collaboration between the HS and college advisors so that students are specific to a pathway.

Mike asked if those who propose amendments ever call him. He said yes, to the extent that it's appropriate. He was in the General Assembly for 10 years. There are many groups that have a stake in this, especially in areas with DC deserts. And some are stronger than others. He always responds to inquiries first by stating: show me that the course is of the same rigor in quality. Second, and what's maybe overtaking, is not to let the fact of inequity to drive coursework to the deserts in a way that's not rigorous. It's hard to do both of those things at once. Any group's self-interest can become more than what it should be.

Ken said he supports DC, and he was on the IALCEP ([Illinois Alliance of Concurrent Enrollment Partnerships](#)). He asked Roger to address the observation that when DC first came out it was supposed to be a college course for HS credit, and all subsequent changes seem to be making it a HS course for college credit. Secondly, he asked Roger to address the whole issue about high schools having all the courses on their campus as opposed to having them taught on the college campus. He's concerned that if he's a teacher at the HS and has to respond to his principal, superintendent, parents—why would he say he has to do what the college says?

Roger replied that the dominance of Type A courses (HS courses taught at the HS) and the sense that those are taking over the percentage of courses is because of the incredible teacher shortage. They are looking for ways to continue to offer DC because it's very popular (because of student cost-savings) and so are incentivizing teachers to earn their Master's degrees. They are even paying them if they agree to teach DC for some years. But that doesn't really address the question: are they teaching with the same rigor course and content? They are almost like adjuncts. They should be held to those same standards. The course should be the same. Type C (remote) courses involve synchronous learning with the course taught by a CC instructor. They are trying to get Type A instructors to have the same rubrics, and to know the CC instructors and have a chance to talk about the resources, textbooks, assessments.

Ken: What's stopping them from saying this kid deserves an A, because of these external influences 10 feet away?

¹ Anecdotally, during our conversation the day before with Senator Meg Loughran Cappel, she said that none of her daughter's friends who had taken lots of dual credit courses had finished college. Some did not attend at all.

Roger: It's something to make clear to Type A instructors: their loyalty is to be sure a student is getting the same course. How to you ensure an A at the HS level is the same at the CC level? Sometimes the HS instructors can be tougher graders than CC instructors.

Angela asked what assessment process would make the most sense for these courses, especially for Type A courses? Is there a role for some independent, statewide assessment? That could help to uphold the rigor and not cave in to parents, etc. Roger doesn't know that that would be welcomed; there is a concern for academic freedom. But for the core, they do independent assessments of licensure. He does really think we need to make sure that every Type A instructor has available to them the assessments that are used in the college classroom and can compare them. That is a good start. A universal, independent assessment would be a next step if need be, but he'd rather form relationships between CC and high school instructors.

Cyndi said that CCs can't go in and evaluate instructors, only observe a course. What do we do if we discover a course isn't meeting our standards? What are our options then? Roger: Then we pull the course. Cyndi: Can a HS then just go to another CC? Roger: In the original HB 5020 the HS could go to the ICCB and appeal the decision, and they would make a determination. The HS could go to another CC if there isn't a clear case that the rigor is lacking [though it seems the relevant issue in HB 5020 is mostly the instructor's qualifications?]. But in an amendment the part is stripped out that states a HS could go to another CC.

Amy asked whether high school advisors are (or should be) actively advising students about whether or not they might want to limit their total number of DC courses—to ask students if they seek to have a fuller experience on a college campus itself, rather than do half of college in high school.

Roger: That's a good question. He had five kids. One earned an Associate's degree before HS; others did not. It's hard to legislatively mandate limits that would work for all students. But all the DC should be worth something and transfer, and have some applicability to their future. At IECC they are working hard with EIU on a teacher pipeline pathway, including some credits that HS students could earn during their junior and senior years in high school. That is a pathway some could choose. Some might take an intro to education courses and discern they don't like it. But ultimately it's up to the individual to discern.

Cyndi replied also that the responsibility falls on the CC itself and the standards they set when making the model partnership agreements. At IECC, they came up with a list of DC courses to eliminate random acts of DC. They've presented that to the HS. Roger added that they are charging a higher rate of tuition. Cyndi thinks it falls on CCs, not the state, to set up the partnerships. Amy asked if the CC and HS advisors are telling people that they don't *have* to start college in HS. Cyndi said that's up to the individual; they just provide options. They have a DC handbook they give to parents and counselors. The sole job of two people at the CC is with the HS counselors. Communication is key.

Jessica said she has a good chunk of students who don't take DC because they want to wait until they are out of HS. Many want to wait until they are in college.

Roger said that regional offices of education go around regularly for regulatory visits to be sure K-12 schools are doing what they should be doing. Everyone should be accountable to someone. The pure pressure related to costs of college is a crucial factor. There are many ideas of how to solve that; it

hasn't changed the fact that our rural high schools especially are looking to save some money. Even with FAFSA when it's working.

Mary Ellen has been involved on assessment at program and institutional levels for many years. She got the impression that the possibility of independent or external review of HS instructors wouldn't be tolerable. She can tell us that independent review is becoming increasingly emphasized on the college and university level—even for college professors who are very protective of their academic freedom. Yet at her university they are very supportive of independent review.

Roger doesn't have a problem with independent review, but who and at what cost? The first step is to be sure our Type A teachers have a relationship with college instructors, or they might not know what the gap is (between HS and college-level expectations). There are 48 CCs. The network for such review is not in place yet. Mary Ellen replied that those Qs are asked and answered at the university level as well, but many accreditation agencies require that. Roger has no problem with independent review.

Mike has discussed setting up steps within DC, so that after a student has one or two courses, they have to have a meeting with a *college* counselor so they understand how they transfer. The idea would be to have a few checkpoints along the way, be encouraged to take courses at the college campus, etc. Does this seem reasonable? Roger: We're doing that [at IECC]. We're narrowing the courses down to those that are transferable, or work with a CTE pathway; they are getting contact with a CC advisor or counselor early on in HS. We had to refocus our structure.

Megan said that they have assessments required for all instructors at the CC, and graded by two full-time and one part-time faculty that grade all the assessments in a five-year rotation. This is for CC courses. Are there examples of DC courses that are assessed similarly, and the data kept? She thinks also about AP exams with a fee; perhaps the fees of DC courses could be used to compensate for the assessment process. Roger said they hadn't thought about that particular approach. The Type A fees have been used for directors and additional guidance; perhaps some could go to compensating individuals who are part of an assessment review team. But it all has to be negotiated. We have 80-90 Type A teachers present for a course on classroom rigor.

Guest Presentation: Christi Chadwick, “Current Initiatives in Early Childhood Programs”

Christi Chadwick, Early Childhood Consortium (ECEC) Project Director, IBHE, presented on “Current Initiatives in Early Childhood.” Her slides will be shared with FAC members as well.

Christi began by saying that we are lucky to have a governor who has a background in EC. The EC population is under age 5. 38% are from low-income families, and only 30% in kindergarten test as K-ready. Decades of research support the short-and long-term impact of ECE = early childhood education.

The availability of EC services varies across the state. Higher-income families have more access to ECE. There is a teacher shortage and the pay is low. Some qualify for public benefits themselves. A highly-

qualified workforce is important. Fewer than 50% of teachers have a BA degree or higher; just over 25% of assistant teachers have an Associate degree or higher.

Illinois' EC system is too complex, which leads to inequity and inefficiency. No one entity at the state level is responsible for system-wide planning and coordination. Parents, providers, and the workforce struggle to navigate state systems.

The Commission on Equitable EC funding has three recommendations: significantly increase funding for the system, address funding mechanisms to ensure equity and stabilize the system, and move early childhood to a single state agency (SB 1 passed to create this). On the funding mechanisms: most childcare providers are reimbursed for their services. When some children do not show up every day, a provider is not fully reimbursed.

Smart Start (SS) Illinois will help expand access to preschool (PS). SS has workforce grants to cover upfront the costs of increasing compensation. Participating programs must pay classroom staff a wage floor. This builds on prior initiatives to stabilize the workforce during the pandemic and invest in the workforce. SS will create 20,000 new PS slots over four years. In Year 1, we expanded by 5,800 slots. To staff these classrooms, we need 1000 more teachers and 1000 more assistant teachers.

ECACE (the EC Access Consortium for Equity) partners with IDHS, ISBE, ICCB, ISAC, and the IBHE. They have explored what barriers working adults face when trying to attend college, to transfer, to persist and complete. Christi asked us: how can we support students to overcome these potential barriers? Mike: time and money. Cyndi: offer classes at the times that work for students' schedules. Are we offering evening, online, Saturday classes? Sue: another barrier is emotionally having to step back into the stage of having to work in someone else's timeline and schedule. Jessica added: it may be a challenge to know how to read—e.g., the complexity of applications.

Christi says there are students who are very successful, and some that are struggling. There are bumpy and curvy pathways that involve course loss, extended time to completion, replicated coursework, unworkable times and formats of classes; insufficient funding, and the challenges of navigating a complex system.

ECACE was formed in 2021 to provide programs of study designed to support working adults and advance equity. The legislation requires the full transfer of the AAS degree into the BA degree. The long-term vision of the consortium is to consider sharing coursework across institutions.

There is one consortium with 62 institutions. \$200 million in federal childcare development helped kickstart the consortium. There are navigators and mentors within institutions, scholarships, and debt-relief funding. The full AAS transfer is in legislation, but the 4-year HE institutions have been working to make this happen. They have found there is a lot that makes this challenging: courses don't align; only 30% have the AAS; more than 60% have 60 credit hours or more but no degree. Six semester hours of prior learning (PL) credit is possible. There has been a lot of scholarship money, increasing from the first to second year. Enrollment rose 39.5% in EC programs from AY22 to 23. Also rates of increases in Black and Latino students outpace those of white students. Later this summer we'll have data on enrollment, persistence, and completion. GE

Federal grant funding ends in July 2024, so how do we sustain this work?

Sue: What does your data suggest about addressing the emotional aspect?

Christi: Navigators and mentors make a difference in students persisting, addressing the emotional component of students not feeling they can do it. When students were provided credit for what they had done, it also gave them confidence for going to college. Marie added that their program has a mental health counselor. They have women in their 30s and 40s who had never imagined they could have attended DePaul. Christi said the persistence rates have been good. They also have lots of students with some college and no degree. Sometimes they just need someone to tell them how to do it. Marie said that in 2020 13,000 EC workers had only a high school diploma or a GED. So we've got a successful model, but it was based on \$200 million in funding. Yet EC care is a basis of economic development.

Sue: When you look at the long-term, do you see this initiative as retaining a focus on the working adult, or do you hope to bring some of those approaches in for potential students earlier? Christi: A lot of what we're talking about isn't specific to EC or to working adults. It would be good to be able to focus on the future pipeline.

Joao was an EC teacher for many years. A daycare company he used to work for paid for employees to get a degree. He remembered crying when he saw the day this policy came out—he thought it would change the landscape. He was too young and naïve. 80% said no because they don't see the value because the bottom line of the salary is not too different. Then he cried again. Just the opportunity to go to college for free wasn't enough. He asked other administrators who were seeing the same trends. The bottom line came down to the compensation (for EC providers) of less than \$50,000 a year. Otherwise, there is no buy-in for pursuing HE. We need to start there, or nothing will change.

Old Business

First we surprised Linda with a cake and a card, pausing to eat the cake.

Approval of Minutes

Sue moved, Marie seconded approval of April minutes. Amy noted that Angela had additions via email that would be incorporated into the final version. The minutes were approved.

Library Liaison Position Proposal

Sarah moved, Ken seconded the library liaison position proposal. Angela asked whether the question of logistics had been further discussed; where will the information gathered by a librarian be stored, and how will the work continue when the individual serving in that position changes? Also, she couldn't tell if there had been changes from the original proposal. Jack said yes, there were a couple of clarifying phrases. Sue wondered if anyone would volunteer to do this uncompensated position. Shawn said DeVry had three national librarians and all would put their names in the hat for the proposal. The DEI

initiative is a big thing for DeVry. Sarah said their librarians were already doing it anyway, so thought, why not?

The motion passed, with two abstentions.

Here is the proposal:

Illinois Board of Higher Education

Faculty Advisory Committee

Library DEI Resource Liaison Position Proposal

The IBHE Faculty Advisory Committee (FAC) seeks a higher education librarian to volunteer to assist with compiling various educational resources related to diversity, equity, and inclusion (DEI).

Assistive responsibilities include, but are not limited to:

- Developing a DEI pedagogy tool kit
- Helping faculty augment their DEI work with relevant resources
- Curating & Indexing a clearinghouse of information
- Compiling new DEI pedagogical resources as they come available
- Developing DEI assessment documents for faculty
- Assisting FAC members with any research needs related to DEI

It should be noted that although the FAC members meet monthly for regular business, this position would not require the liaison to attend regular FAC meetings. The position may count as university/college service, depending upon the liaison's institution, and reports to the Equity Working Group Subcommittee Chair.

Election Results

Brooke shared the results of the Executive Officers elections for 2024-25: Jack Haines will be Secretary, Dan Hrozencik the Vice Chair, and Shawn Schumacher the Chair.

FAC Response to SB 467

Mike will share comments (prepared on behalf of FAC) with Senator Castro in case there is further conversation about this legislation, which is dead for now. Sometimes bills are introduced just to get people talking about an issue colleges or universities are facing, rather than to pass the actual bill. Angela supports the statement's proposal for more faculty input in the future. She can think of more to add in later if the bill continues to move forward in the future. What Marie found the most disturbing was that the IAI folks were not consulted at all. Who came up with this idea? Some group of CC presidents went straight to the state level. It doesn't add up. Cyndi said they received a document this

morning from Alison Douglas at Elgin (her president was behind the initiative), and was told it was strictly about course numbering. But Cyndi said sometimes it takes two CC courses to equal one course at a university. Illinois CC Association presidents seemed to support it, but Cyndi didn't think all presidents supported it. Mike's president said they wouldn't say they are against the bill because they do not want to be perceived as against IAI. Mike said it's tied to DC because a HS student might think those DC courses transfer straight to a university. Alison had mentioned Liz Brown Reeves, a lobbyist working with CC presidents. Cyndi added that CCs don't all use the same software so to move to a standard numbering would be hard and expensive. Angela added that some of her courses that are IAI-transcriptable cover more than Gen Ed, so numbering them the same is misleading. James said the numbering for their courses is tied to MAT numbering.² Cyndi said it's the registrars who should be consulted; Marie said the transfer specialists' association wasn't consulted. Jill said that those working at IBHE on transferability will be presenting at the June meeting. Megan wonders if there is data on the states that do this about whether the states that number this way have higher transfer rates; Jill said Illinois is already #1 in transfer rates nationally.

Ken moved, Sarah seconded approval of the comments by FAC on SB 467 (which had been emailed separately to FAC members). The motion passed.

Working Group Reports

Mental Health

Sue reported that she and Nataka were preparing files to post on the FAC website. There's not necessarily a specific MH-related task for a WG next year. Nataka is serving on the task force for the state's MH workforce group, and one of the only faculty voices on it. She thinks it's still important to have faculty there. She has some concerns about the equity aspects, and thinks the MH concerns could be brought to the equity WG.

Prior Learning Assessment

Marie reported that Shawn is going to remind the Board at the June meeting that they said this task force would be getting together, and Jill could be the liaison. But we need information/data to do this. So we'll ask FAC to shepherd a survey in the fall that will help us to start mapping the landscape.

Jill asked several questions. How would a student go about pursuing PLA? How is it transcribed? We're also trying to work with the data ICCB is collecting. Enrollment is going to be challenging, period. We've

² In an email, James clarified: "At RU, some classes for the Masters of Teaching (MAT) are cross-listed as the same course for undergrad education majors. By some rule, RU's or someone else's, such courses MUST carry a 300 number, even though some of them are courses intended for first-year students."

never had an easy year per se in the past 20 years. How do we find different pockets of students? PLAs could be great as pathways for alternative sources of revenue.

Mike asked if there were limits on how many PLA credits could count. Jill said there are residency requirements at HE institutions, but they vary. Mike said otherwise you could pay someone to count your PL experience as course credit, and (Ken added) you could buy a college degree without ever setting foot on the campus. Jill said those institutions are still there. Hopefully we could collect that data at the institutional level to look for trends, and then start making those comparisons. James said they are not sure the EC program will survive at his institution next year without the federal funding that is going away this year. But if there were PL credit that could replace it with some synergy. Marie said there *is* such PLA in place already for ECE.

Higher Education Funding

Dan reported that the working group has two meetings to set up, one with the Partnership for College Completion and one with Senator Meg Loughran Cappel. They talked generally about issues with the funding formula and what they thought the timeline would be going forward.

Technology and Higher Education

Angela said they were working on a document and will try to have it for us at the June meeting. They also wondered about the benefit of an AI summit. Jill said she thought there had been a CC AI summit for CC faculty to share best practices. Angela said they also had concerns about privacy regarding students' use of AI, including about documentation approaches. Angela also wondered what agency might host such a discussion. Jill said the state AI task force sounds more like a discovery organization rather than a funding agency. Mike suggested that the ICCFA (Illinois Community College Faculty Association) has a one-day meeting every fall, so CC faculty could present on this topic and have discussion roundtables. They also have small amounts of money (mini-grants) for faculty research. Jessica said the events they've attended so far are either extremely high-level or classroom-specific. There is no spider-web conversation that is happening. Cyndi added that they've had unacceptable uses of AI this past year that resulted in two student conduct issues they took to the Dean of Students. As a result, their division of student affairs is working on a stronger statement to put into their code of conduct, so students really understand the negative sides of it. At the same time, if approved, some will be attending a Canvas-sponsored conference this summer on AI (in Vegas for three days in July). How can we better equip our faculty with better uses of AI, inappropriate uses of AI, and the challenge of identifying plagiarism for AI-generated work? The students are outsmarting us when it comes to the negative use of AI. We want to inform the students on *why* it's unacceptable to have AI do everything for them, and they can't figure out equations and problem-solving on their own. Mike said some of these are new versions of old problems: some had friends or someone online write their papers, or do answers for their homework. Angela said that ethics training is needed; you could take an image of

another student at an institution and have them say something and put it online. Some integrated or involved training in ethics is important for students.

Early College

Amy reported that the group discussed how faculty might want to draft sample legislation to address some of the changes we would like to see regarding dual credit courses. Right now, the 48 community colleges each do dual credit differently. John had stressed the importance of taking dual credit courses on college campuses themselves as far preferable. Amy wondered how conversations between dual credit coordinators and advisors at 4-year schools could be fostered. She added that a member of the public university caucus had observed that students with lots of dual credit courses often crash and burn when trying to jump into their first full year of college taking courses with junior-level majors, without two years of socialization and independent living first.

Equity

James reported that the group is putting out more information from diversity officers that will coordinate with the library liaison.

Mike thanked everyone for little blurbs for the sheet to hand out with legislators. They found it helpful.

Caucus Reports

Public Universities

Dan H. reported that next year Amy will serve as chair, Brooke as vice chair. Linda suggested the representative of the hosting institution for any given month attend the FAC Ex Co meeting. Dan said they also spoke about the pressure from IAI on Gen Ed at the public universities.

Marie: What pressure does IAI have? Amy explained that the interim provost at WIU had just announced today that beginning with the fall 2024 freshmen class, the only courses that will count for Gen Ed at WIU itself will be those that are articulated to IAI. This makes no sense, because IAI was designed to assure public universities that community college courses were comparable to those at the 4-years. And many WIU Gen Ed courses have never been put through for IAI approval. The decision seemed arbitrary and limiting for a 4-year school, which shouldn't have to use the General Education Core Curriculum as the only available model for the university's own Gen Ed structure. One dimension of the decision at WIU involved eliminating their Multicultural Gen Ed requirement (replacing it with a department-

selected university Multicultural Perspectives course), as well as their Human Well-Being courses. Dan said any innovative Gen Ed curriculum at CSU they explore would have to fit with IAI. Or you only pursue a creative initiative at the College level. James noted that eventually, when every college is exactly the same, you don't need to have as many colleges. The more you homogenize all of it, some institutions will close. Amy added: and this homogenization would be done in the name of equity.

Community Colleges

Cyndi reported that she will be chair next year. Pratima and Laura will still be on for a fourth year since the caucus is down in numbers. They are waiting to hear back from a few schools. Jack will be vice chair next year if Laura isn't interested in doing so during her last year. Jack is working on the original document about why CCs don't agree with the idea of offering a BA.

Private

Angela reported that they elected their at-large members for next year. They spoke of other institutions in the rotation, and also of at-large institutions serving when there aren't enough institutions represented or someone vacates midyear. They spoke of challenges in upcoming years with enrollment concerns related to FAFSA. They didn't elect their chair yet, but agreed to vote electronically on who the chair will be next year.

After our meeting, Angela shared the following information about what the private caucus voted on; changes to the by-laws are in [green](#).

Change to Bylaws Section 2 Item 2, as approved by the private caucus on May 17, 2024 (see language in red):

Private/proprietary institutions will have 12 total representatives. Eight members will represent institutions on a rotating membership and serve 4-year terms. The remaining four members will be at-large representatives, at least one from a not-for-profit institution and one from a proprietary institution. At-large representatives will serve staggered two-year terms appointed by the IBHE liaison following consultation with the caucus. An alternate for each at-large representative may be chosen in the same manner as the at-large representative. [In the case that one of the eight institutional positions is unfilled, at-large alternates may also serve until that position is filled. In addition, if an institution vacates their position before the end of their term, an invitation will be sent to another institution to fill the vacated term. In this case, that institution will not be expected to host a meeting. If the vacated term has two or fewer years remaining, then the institution serving the vacated position may still be eligible for an invitation when a full-term position becomes available.](#)

Shawn thanked Chris Montrey and the IASB for hosting us.

Our next meeting is June 21 at Truman College in Chicago.

Ken moved and Angela seconded adjourning the meeting. We adjourned at 2:58 pm.

Minutes taken by Amy Carr, FAC Secretary