



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

At Harry S Truman College

June 21, 2024

Approved on September 21, 2024

### **FAC Members/Alternates Attending and Their Institutions**

#### **In Person**

Angela Antonou	at-large (University of St. Francis)
Paul Bialek	Oakton College (alternate)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
John Cooksey	at-large (Harry S. Truman College)
Marie Donovan	at-large (DePaul University)
Greg Ferrence	Illinois State University
Sarah Garber	Rosalind Franklin University
Chasity Gunn	Elgin Community College
Jack Haines	Joliet Junior College
Dan Hrozencik	Chicago State University
Andy Howard	Illinois Institute of Technology (at-large alternate)
Brooke Johnson	Northeastern Illinois University
James Marshall	Rockford University
Jessica McDonald	Olney Community College
Nataka Moore	at-large (Adler University)
Laura Murdaugh	Kishwaukee College
Farid Peiravian	University of Illinois at Chicago
Mike Phillips	at-large (Illinois Valley Community College)
Tiffany Puckett	Northern Illinois University (alternate)
Mary Ellen Schiller	Roosevelt University
Shawn Schumacher	at-large (DeVry University-Addison)
Sue Wiediger	Southern Illinois University-Edwardsville

#### **On Zoom**

Gay Miller	University of Illinois at Urbana-Champaign
Lichang Wang	Southern Illinois University-Carbondale
Larry White	Eastern Illinois University

### **Representatives/Institutions Not Present**

No Representative	Governors State University
No Representative	University of Illinois-Springfield
Eugene Dunkley	Greenville University
Joao Goebel	National Louis University
Pratima Jindal	Waubonsee Community College
Constance Mixon	Elmhurst College
Ken Nickels	at-large (Black Hawk Community College)
J. Matthew Ward	Quincy University

### **IBHE Board Members and Staff**

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

Shawn Schumacher called the meeting to order at 9:15 am. We began with introductions of ourselves (sharing our names, institutions, and teaching/research areas).

### [Guest Presentation: Gail Gordon-Allen, Vice President of Academic and Student Affairs, Harry S Truman College](#)

Gail Gordon-Allen shared that Truman College has been at its current location since 1976. Its predecessor began as a night school at a high school down the road, then became Mayfair College at another high school before Truman College was inaugurated at this site. Truman's Press Secretary recommended the College be named after Truman; Truman himself hadn't been able to attend college. There is no period after the "S" in his name. Truman's grandson Clifford actually worked at the College, and he noted that there should be no period because "S" was actually his grandfather's middle name. His parents had wanted different middle names that both began with S, so they settled on just "S."

Truman currently offers 6032 adult education courses, and 472 continuing ed courses. Three-quarters of the students are students of color, 3 of 5 students represent over 180 countries, 47% are first-generation students. The median age is 23 for credit students, 33 for continuing ed students. 54% of students are housing insecure, 44% food insecure, 15% unhoused. Of credit-seeking students, 74% were eligible for Pell Grants. 48% are working full or part-time, 42% are caring for children or dependents. So diverse modalities of instruction are important. 25% of students are in concentrated careerist programs and seeking employment after completing, 28% are multi-tasking skill-seekers intending to transfer, 27% are engaged education explorers, and 22% are "focused juggling scholars" (full-time employed, part-time student, seek to transfer, value small classes and accessible faculty).

Truman has the largest adult ed population served across the district, with over 6000 students in FY2025 building basic skills (career bridge or digital literacy), seeking a HS diploma or learning English.

Truman provides a host of resources, services, and supports for students. They have listening sessions and open-door policies with students, and retention from fall-to-spring for semester credit students has risen sharply.

Truman builds strategic partnerships with universities that deliver direct benefits to transferring students, 75% of whom stay in Illinois. Top destinations include UIC, NEIU, DePaul, and other higher ed institutions in the Chicago area.

As the Center of Excellence in Education, Truman builds pipelines to practitioners and professionals in the field. They also have the Early Childhood Access Consortium for Equity (ECACE); funding just ended, but the City Colleges will continue to support the ECACE efforts. They partner with the Chicago Department of Family & Support Services to offer Chicago Early Learning Workforce Scholarships to Chicagoans pursuing early childhood ed, and partner with CPS (the Chicago Public Schools) to foster future K-12 teachers.

In 2023-24 Truman received grants, including \$2.6 million as a Hispanic-Serving Institution, a \$75,000 grant to improve academic outcomes for male students of color, an ICCB (Illinois Community College Board) grant of \$100,000 to increase students taking and passing English and Math, \$100,000 to expand early college recruitment, the Illinois Sec of State Rev Up Illinois Initiative, an ICCB grant of \$50,000 to pilot virtual reality tools in recruitment and enrollment, a grant to expand sexual and reproductive health services, and \$5000 to research best practices for supporting parent students.

Truman has notable initiatives, including Achieving the Dream Equitable Action Plan (money for books, tutoring, loaner laptops, etc.—the secretary is not sure if this list is for that initiative), Innovation Awards to award faculty and staff who increase equity, etc.

Three entities that help to connect and retain students: Campus Connect, the Student Development and Engagement Center (SDEC), and the Truman College Center for Teaching and Learning. SDEC runs the First Year Experience Center, LEAD, SEC, the Truman Bilingual Language, and the Learning Center.

Truman uses five indicators of student success: operations (outcomes), engagement (sense of belonging; student clubs), momentum, mobility, and impact.

The countries with the highest number of students, in order, begin with the US, Venezuela, Mexico, Ecuador, Columbia, and Kyrgyzstan. Students speak over 32 languages; Truman staff speak Spanish, French, Russian, Mandarin, and Urdu (Spanish and Russian are the largest). Two staff members used to be ESL students at Truman.

Truman Middle College is a high school for drop-out students. It offers 28 dual enrollment and CTE (Career and Technical Education) courses. TMC is the second oldest Middle College in the US (after LaGuardia MC in NY).

Truman has a Childcare Center serving 53 children. They collaborate with parents to set goals, with support from Education faculty. The parents are students, faculty, and staff.

The Center of Excellence in Scientific Technology & Innovation (STEAM) has a \$100,000 grant to develop a long-term partnership with CPS.

*Q & A ensued.*

*Nataka: Is there still a Native American history center here?* Gail: Unfortunately, not. Truman had this when the Native American center was located in Uptown.

*Paul: Why do we need another HS in Chicago?* Gail: It connects students to a sense of being successful beyond high school, because the Middle College is connected to Truman College.

*Mike: How do the City Colleges interact with each other, from a student perspective?* Gail: Great question. Truman students are transient. Some travel from the south and west sides of Chicago. They might declare Truman as their home campus, but the majority of the courses that best fit their needs might be at the six other CCs. There are monthly meetings among advisors and faculty across the colleges to identify how best to support students. The City Colleges do work as one system.

*Greg: Tell us more about faculty retention.* Gail: Truman is looking for ways to be able to create its faculty. This was the incentive for creating our Center for Teaching and Learning. They made sure they had a strong faculty leader over the Center. Caring Campus Initiatives is led by a faculty member, and supports faculty as well as students. College leadership tries to identify different activities for faculty to gather together. As an administrator, Gail wants to hear what she needs to know: the good, the bad, and the ugly.

*Mike: A Q on curriculum: if you want to add a course or program, how does that work in the bigger system? Does it have to be approved at the campus, City College, and then ICCB levels?* Gail: Yes. It begins at the department level, and that department should reach out to the comparable departments at the other City Colleges.

*Sue asked about how “first generation students” are categorized.* Gail: It depends on whether a student had had a college experience in their country of origin first, or is first gen by another measure. They use more than one meaning for “first gen” at Truman.

## Guest Presentation: Mike Abrahamson, Senior Manager of Research and Policy, Partnership for College Completion

Representative La Shawn K. Ford, 8<sup>th</sup> District (Higher Ed Appropriations Chair) joined us on Zoom. He has been a state representative since 2007. He wanted to hear Mike Abrahamson’s talk, and had to leave before it ended.

Mike Abrahamson spoke about the Partnership for College Completion (PCC) which champions policies, practices, and systems that increase college completion and eliminate degree-completion disparities for low-income, first generation, and students of color in Illinois—particularly Black and Latinx students. PCC mostly works at the state level. PCC’s priorities are focused on access, affordability, and accountability.

The problem: inequitable, inadequate, and unstable public university funding. We don’t have a formula that we use (only one on the books, but don’t really have funds dedicated to it). Sometimes we have across-the-board increases, but with inflation, etc., the funding has dropped significantly in the past decades. Illinois has uniquely disinvested in HE: the percent of state revenue spent on higher ed is closer to 15% nationally, and 2% in Illinois. Illinois’ tuition has tripled over less than 10 years as Illinois public

university appropriations have dropped. Appropriations have leveled off in the past few years, and Illinois universities' tuition has actually dropped, even though the costs are still shifted more to students than to the state.

Public university affordability and enrollment are finally turning around in regional universities. They collectively receive less than half of the state's appropriations. Students from the lowest income families had to pay \$13-14,000 at regionals in Illinois; in Indiana, about \$6000.

With level investments, public university affordability and enrollment are finally turning around. Our freshmen enrollment has actually grown. Is this a blip, or a change? The answer is directly connected to our higher ed funding. We know our community colleges enroll even greater numbers of students of color, and have also faced steep declines and are increasingly unaffordable. PCC is now working on a funding formula for CCs too.

The solution: a groundbreaking model based in equity and adequacy for funding public universities. Mike didn't think we'd end up with this particular proposal when we started. There is still more negotiating and debating to go.

Adequacy, equity, stability, and accountability and transparency are the four emphases of the Commission on Equitable University Funding. Step 1: Calculate the adequacy target: how much is needed to adequately fund each student, including student and institutional supports and correcting for historical inequity? Then add equity adjustments based on its student population. Step 2: Calculate current resources by adding current state appropriations, expected student share, and other revenue sources. The last is a particularly hot topic; it includes endowments. Stay tuned, because there is a lot of debate about this. They also subtract tuition and fees from the expected student share, to address inequity rather than bake in the current system. Step 3: Subtract the current resources from the adequacy target to get the adequacy gap, which state funding fills in. PCC views this as a ramp-up project over a decade.

The universities vary in their degree of adequacy at the moment. The funding allocation would have a guardrail through an across-the-board increase, as well as be based on the absolute and relative size of a university's adequacy.

Proposed principles of accountability system: transparency and oversight for new funds, timing, categorical accountability (new funds must be supported to improve goals on affordability, enrollment and persistence, and outcomes), effective and equitable consequences, and holistic review. There would be an inside-outside commission of stakeholders.

The accountability and transparency categories include spending, affordability (there is a nuanced conversation about student tuition and fees), enrollment, persistence, and outcomes.

Ongoing conversations include topics such as annual increases to get closer to full funding (an additional \$100 million would fully fund all institutions in 15 years), adequacy targets and access to resources (e.g., the question of including the costs of educating graduate/medical students), etc.

*Q & A followed.*

*Mike P: One way that higher ed institutions try to control costs is to increase the use of adjuncts and decrease full-time faculty. Does anything in the formula look at that?*

MA: Nothing in the formula specifically talks about that. The formula isn't terribly prescriptive in how funds are spent. We had wanted to include faculty diversity as one element in the formula. All of the ways we tried to incorporate it seemed counter-productive. It takes funding to do that as well. Higher ed institutions are already having trouble recruiting diverse faculty, so we didn't want to go that granular and increase challenges on addressing equity in the process.

*Mike P: The formula focuses on undergraduate education. What about graduate students? The graduate student body needs to be more diverse as well, to increase the pool of diverse faculty.*

MA: I'll have a different perspective on this. But we recognize the expense of medical and other high-cost programs. We did calculate for program areas, too, and there is a substantial rate for those high-cost programs. But we don't have great data for income for graduate students. We *do* have diversity in high-cost and STEM fields as a factor. None of our 12 universities enrolls the same representative population of race compared even to their own undergraduate population. There are strong incentives to turn this around.

*Paul: UIUC doesn't like to factor in an endowment, because donors are less likely to give if the state gives UIUC less money.*

MA: If I gave \$1 million to an institution, this would affect an institution's adequacy allotment by 0.01%. Bringing in a few more students would do more to change it. The average donor isn't factoring in this sort of thing when factoring in their gifts; a good or bad day in the market will have a much larger effect. I do know you'll hear a very different perspective from others.

Danielle Stanley, Government Affairs Manager for PCC, came in on Zoom.

*Marie: How can I tell people this funding formula is a good thing?*

MA: All the research shows the jobs of the future are going to go to college graduates. The future of our economy depends on us having a thriving pipeline for education in Illinois. With this formula, students will have less debt.

*Nataka: Something is not linking where kids even if they graduate—and can choose any major—they come out with debt and can't find employment. There isn't really any guidance for college graduates themselves. They go to TikTok and Instagram and talk about their frustration. There is something else that is happening that we as adults are not attending to.*

MA: This is a phenomenal point. The relationship to the funding formula that I see: I was an English major who didn't know what to do after college. I taught ESL abroad, came back and got a quantitative degree at U-Chicago—all of these were privileges I had because I didn't have *debt*. An English BA still pays off, but it takes longer—if there is not a mountain of debt. His wife has six figures of debt and had to get a high-paying job as soon as she could.

*Dan H. said he was skeptical about providing a lot more funding for higher ed—funding that the state may lack the resources to provide. But how does this funding incentivize new students to come in? How does it address affordability for students? His concern is that building up a bigger bureaucracy at each school won't necessarily make a difference.*

MA: Accountability matters. There's a common narrative of bloated bureaucracy, but better-resource schools have more administrators. Hopefully such concerns would be addressed through accountability. And there is a direct connection between state appropriations and affordability. There are other policies Mike would like to see go along with that, including communication upfront of the actual costs of attending a school.

*Mary Ellen said that there are profound funding problems at her private university as well. So many have a stake in this vast, complicated landscape. The humanities faculty at her university are worried. Students are told to follow their passions and they will be successful. But it is also honest to tell them the average income related to a particular degree. Tell the students when the income is further down the path. But that honesty might lead to a further decline in the humanities. Nataka added: the fields that pay—like engineering—also have discrimination for BIPOC students, including in student admissions. Only 1% of the students at the University of Michigan's engineering are Black (her daughter is one). BIPOC are more over-represented in fields that have lower-paying jobs.*

*Mike P: Going forward, how will specific accountability measures be developed and targets set: When it gets into the weeds, will PCC be developing them? Or an oversight committee that can make adjustments going forward?*

MA is super hopeful about the accountability piece. The legislature will set up the infrastructure—the bones of how it will work, how often a committee will meet—but they must work with the equity plans of institutions. You don't want to be over-prescriptive with legislation.

Mike: So will some of the funding be given to the institution to assess their own targets?

MA: The answer is essentially yes. The Commission talked about funding needed to create and administer this formula, which would go to/through IBHE and would be used to assess institutional goals and connect them to the state plan. We've also discussed the need for some universities to build up their data collection and analysis capacity so that they can track progress toward targets and more.<sup>1</sup>

Jill: The conversation about how to go full circle isn't necessarily there (addressing Nataka's Q), especially for first gen students. The IBHE is now asking each new program application to show the average incomes, also whether that new program is already available elsewhere in the state. There is a new College of Engineering; what are you doing to recruit students into this program? What is the equity plan? The Thriving Illinois strategic plan is improving the system in this regard.

*Dan H. asked a question about using MAP like Pell grants in the funding formula.*

MA: One conversation in the commission was to ask whether MAP should be more like PELL, so it could be spent more on non-tuition cost of attendance expenses. This was one of those areas where it made sense in theory, but there were areas to watch out for when we looked at it more fully. But the nature of MAP and how it interacts with PELL complicated this; a change might also affect PELL distribution. This may not be the vehicle to achieve what we want.

*Greg liked Nataka's point about the selection of data matters, but was aware we can't cross-reference different points of data: e.g., average success of a department vs. specific BIPOC or other demographics.*

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<sup>1</sup> I hadn't caught Mike's response, so this is his emailed response later, verbatim.

*We have to be cautious about the over-disaggregation of data. Jill: the systems are being built. Jack: at JCC they can disaggregate down to a section of a course. Sue: At SIUE can get disaggregated data only after there has been a problem; they can't get it earlier. The average faculty member won't be given that data. At the section level, it can be scary.*

*Amy asked whether Mike A. had read FAC's Early College Considerations document, and what his perspective might be on the issues and proposals we name there.*

MA: The document raised a lot. In general, PCC works with organizations that are really supportive of dual enrollment. PCC is on the periphery of these conversations. They get very in the weeds, and it's important to make sure those programs are equitable. Also that we're addressing the positives and negatives. In general, early college has a lot of potential. It also not a solve without any issues of its own.

*Mike P: One of our concerns is that if you expand the dual credit system without developing an understanding of the characteristics of the new populations you're bringing in, you're not necessarily going to get the same outcomes. The earlier populations were students already likely to go to college, and so more likely to go to university and complete. Getting more students into dual credit courses<sup>2</sup> changes this dynamic. Are you instead putting them on a track that's super-frustrating them? We also have concerns about the level of quality of those courses. How would that help those students as they move forward?*

*Amy added that think tanks don't address our concerns about early college.*

*Nataka: Indigenous communities are always missed in equity discussions. Illinois just now has the first federally recognized tribe in our state. And generally Native groups are considered to have the highest poverty rates. Chicago has one of the largest urban Native populations in the US. In your conversations about how to address equity issues, how have those conversations been had? Do you work with Native professionals to think about unique challenges that Native students have?*

MA: In the formula, the retention disparities of Native students are mentioned. Beyond that, it's a similar concern; in PCC's own work, they've not done enough in terms of Native populations. He doesn't think there was Native representation on the commission. UIC had a report on Native people in higher ed in Chicago. We need to do more. Middle Eastern North African groups; Asian American groups—there are lots of groups we don't disaggregate for.

Mike Abrahamson invited those with further questions to reach out at [Mike@partnershipfcc.org](mailto:Mike@partnershipfcc.org)

Brooke added that listening sessions about the proposed new funding formula are planned for the fall, including at our public universities.

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<sup>2</sup> Mike added in email: "The report on Native American Chicagoans is ... by UIC's Institute for Research on Race and Public Policy, and you can [find that here.](#)"



## Reports

### **Jaimee Ray, Senior Associate Director for Legislative Affairs**

[HB 5250](#) from Rep. Ammons and Senator Lightford provides that beginning by 2027-28 school year there will be automatic eligibility for AP courses if a student meets state standards for “specified coursework.” [HB 5057](#) amends the Educator Licensure and allows the task force looking at the performance assessment a few more months to finish their report. One aspect of that bill allows for scoring and retaking each section independently instead of being all pass or all fail. [HB 5655](#) requires each institution to have a policy for National Guard members to complete coursework missed by National Guard duty. There are requests for this policy to be more generalized for military obligations. [SB 3649](#) concerns freedom of speech for workers. It would prevent any employer from prosecuting a worker based on freedom of speech rights. [SB 1](#) created the Department of Early Childhood; the Early Childhood Access Consortium for Equity’s (ECACE’s) work was not folded into it; the latter will still be under the IBHE. [SB 331](#) would require institutions to pay employees during weather closures. [SB 2862](#) would require the IBHE to list the most in-demand jobs and put them on our website each year. It’s part of IBHE’s mission in keeping with the Thriving Illinois plan. [SB 3581](#) requires 11<sup>th</sup> day enrollment reporting by both the IBHE and the ICCB.

*Marie: FAC is developing a position statement on the legislation that seeks to allow community colleges to offer baccalaureate degrees. Where is the IBHE on this these days?*

JR: In the past, when any of these bills have come up, the IBHE Board had taken a position of opposition. Our new board chair has not had a bill he could pin the current membership of the board down on. But she (JR) works closely with university liaisons and CCs.

Marie is noticing there are more—not fewer—such bills coming through. And there haven’t been many conversations with *private* university presidents. Is the IBHE Board even aware of these? We need a holistic approach. Everyone who should be lining up to have these conversations isn’t having them. The bills are attempting to solve a problem that isn’t fully understood. For example, we have a shortage of good jobs that pay living wages—that’s the real problem with the early childhood teacher shortage. Often the legislator is a former teacher; they hadn’t thought about it that way before. It angers Marie and many of us that ISBE is going ahead with this bill to offer post-baccalaureate course work at CCs so they can hurry up and license teachers. If students took the Master’s programs that are available, they’d have not only the license, but a lot more knowledge and skill. Where are the other agencies on this? How do we stop the madness?

Mike P: The fact that the bill doesn’t go anywhere is a *good* sign.

Jack: One of the main thrusts of the document is the inordinate expense of new buildings, faculty, and services in already money-starved institutions.

Cyndi: In addition to the money access question, it’s also not the purpose of the CC to offer a baccalaureate. CCs are less expensive right now, but won’t be if we have to offer Bachelor’s degrees.

James: A bill can offer you money. But if it’s a philosophical problem—if it’s against the ethos of the institution—money doesn’t solve that problem.

Mike: **The other argument important to bring up is that CCs already have partnership programs with universities that assist students get Bachelor's degrees. Why not just encourage more partnerships?**

JR: ISBE did not approach us in the IBHE prior to developing that bill. And we had many conversations about reasons to approach us.

## **Chair's Report**

Shawn reported that he met last Friday with the Ex Co met last Friday, and met with Jill and Dan as well. He joined the higher ed funding group to listen to Mike Abrahamson's presentation last week. He appreciates and respects the way Mike can break down the funding formula for them. The IBHE meeting is scheduled for June 26 in both Springfield and Chicago. He thanked caucus and working group leaders for providing summaries of their work to share with the IBHE Board. There is no word yet about the faculty appointment to the IBHE Board. He sent yet another email to Deputy Director Torres, and has not heard back.

## **Vice Chair's Report**

Dan H. reported that our meeting dates and locations are scheduled for next year. January's will be the fourth week of January (January 24).

## **Secretary's Report**

Amy thanked those who offered corrective edits and proofreading to the minutes.

## **FAC Legislative Liaison Report**

Mike Phillips reported that the Dual Credit Quality Act amendment HB 5020 got stalled, but in the fall, we might want to be proactive about this issue. We might translate our white papers into what we would like to see. There is a higher ed consortium in the Illinois IFT, who has similar concerns. His suggestion is it's time for faculty to sit down and come up with language we'd like to see in legislation. Maybe we could put that together in a form we could hand out to a legislator.

There were several bills about bachelor's degrees at CCs. We might also develop a handout with talking points to handout, alongside what the CC caucus comes up with. We could include what's already in place. Such legislation is trying to solve a problem that already has multiple solutions.

The common course numbering bill didn't go anywhere, and it seems unlikely it will. It would take a lot institutionally to change course numbers.

Last, it's summer and an election year. Offer yourself as a resource to legislators for faculty perspectives. It's not about party or politics. Most legislators are always collecting information. You can share consequences of legislation, without saying whether to vote yes or not.

Paul: Who is pushing the Bachelor's degrees at CCs?

Mike: Someone will just go to a legislator and say, “Hey, this should happen” and a legislator will say, “okay.” There are thousands of bills each year; most bills don’t go anywhere. Some are shell bills just sitting there waiting for language. But a constituent can share ideas for bills—e.g., asking the DNR and a legislator to designate a fossil park. The DNR responded once a legislator introduced a bill. A proposed bill is a way of getting attention to an issue, sparking conversations and discussions by the relevant agencies.

Marie: This seems different.

Amy: Each agency (here, ISBE) and local institution seems to want to do and be all things—rather than working in conversation across the higher ed system.

Sue: What do other CCs think? Less than half are on this body. Mike: Yes, his CC president wants specifically a bachelor’s degree in nursing and believes the CC could do it reasonably affordably. But they have trouble right now keeping a full complement of nursing faculty.

## **Report by Jill Gebke, IBHE Assistant Director for Academic Affairs**

Jill apologized for all the IT issues. The IBHE is hiring new IT staff and a new director of IT. They are looking for a shared site to hold FAC documents, and they are happy to set up an FAC share site after they do some upgrades, perhaps in August.

The 2024-25 year will see a 2% increase in operating funds for public universities, \$5.9 million or 2% for community colleges, and an increase for funding for minority teachers in training. Also, there was an increase in deferred maintenance funding for both publics and CCs.

A Math Badging meeting involved discussions about lessons learned from the pilot program: they would like to see more courses that apply math with field-specific applications in CTE (Career & Technical Education); to share successes with teachers; and to seek faculty buy-in for building the program. The conversation turned to how badges would appear on transcripts to communicate their value. Badges were initially spoken of as equivalent to courses.

Dan asked if the Math Badging committee could share materials they have developed. Jill said yes. Reach out to Dan if you are curious to see the modules they’ve developed, and an overview of the plan.

Jill also attended an AI Commission’s first meeting in the first week of June. Guest speakers included Suresh Venkatasubramanian, Director for Center of Technological Responsibility Reimagination, and Redesign with the Data Science Institute at Brown University (he also served as Assistant Director for Science and Justice in the White House Office of Science and Technology Policy where he helped co-author the Blueprint for an AI Bill of Rights), and Robert Weissman, President of Public Citizen, who spoke on AI’s possible influence on the elections. One topic raised by the Commissions was AI in K-12 and AI in higher ed and linking those two worlds together: how is it being taught and what are the ramifications in the high school vs. the higher ed level? What is the right use of HE to go into the workforce?

Jill added that nationally we are still down 12.8% since last year in FAFSA completions on average; Illinois is down 12.6%. We’re third in the nation with the percentage who have completed. Last week

was the NAFSA conference for financial aid directors. The new FAFSA opens back on the October 1 schedule. But one problem for this fall term is that institutions cannot badge-fix FAFSA records. They have to do them manually. Small schools have it easier here. The College Board executive is going to take a sabbatical to be a consultant with DOE to help the FAFSA rollout.

New student loan rates, direct and indirect, are 6.53% for undergraduates, 8.08% for graduate students, and 9% for Direct PLUS loans.

Dan Abankwa added mention of reciprocity agreements – business education basically – as part of new federal rules July 1 for professional licensure. He'll have to go through every institution to be sure their websites reflect these new procedures. So far only one institution has done this. Making these changes is needed for federal funding.

Marie: Everyone in teacher prep finds this overwhelming. She's spending her summer looking at websites. Companies are popping up that say they'll do it for us; not sure this is something to pay to outsource. And they don't understand why the federal government isn't funding this process. The feds changed the ruling now that those of us in teacher prep have to demonstrate ability to benefit. That's another one of her tasks this summer. She directs a program where unless you work in a state pre-K, you've got a lower salary.

Dan A: We're just as much in the middle of it as anyone else.

Jill: There has been a lot of push back from privates' lobbyists in DC saying more time is needed for compliance. A Texas college also filed against this ability to benefit measure. This has been in the works since 2015-16.

## Business Meeting

### **Old Business: Minutes from May**

Jack moved and Farid moved to approve the May minutes, with recent corrections. The motion carried, with two abstentions.

We broke for working group and caucus meetings.

## Working Groups Reports

### **Higher Ed Funding**

Dan H. reported that they met on Tuesday with Mike Abrahamson and others from PCC. Shawn joined. They heard the same presentation we heard today. Dan is concerned that the legislation is supposed to name members of the team to implement the funding formula. Mike Abrahamson thought there should be faculty members on it, but when we heard the list on Tuesday, it sounded like all the appointments were of administrators. The working group wants to be sure to communicate the need for faculty members.

## Technology and Higher Education

Laura reported that technical issues (!) prevented approval before today's meeting for their group's document. FAC will see the document in September. They also spoke of other priorities for next year, like the environmental and social impact of technology. She asked every member to come up with their top three ideas.

## Mental Health<sup>3</sup>

Sue reported that they discussed what might occur next year. Invigoration through a new group member means there might be projects for next year, such as an expanded survey with IRB approval or resources and presentation about practical steps (e.g. to address burnout, self-care, etc.).

## Equity

James reported that they are working on connecting with each university through a survey, and are looking forward to being able to share DEI pedagogical resources via a webpage.

## Prior Learning Assessment

Marie reported that they are hoping Shawn can get the PLA task force moving during his IBHE Board presentation.

## Early College<sup>4</sup>

Amy reports that the group discussed ongoing problems with dual credit. High schools are making more and more requests to count their courses for dual credit. It isn't always clear how many in a given high school class are taking the same course for dual credit, which can set them up for failure. John had said that high schools are reaching out to the City Colleges with IEP requests, based on the high schools' terms. He added that it can be more difficult to get into dual credit at a high school than at Truman College. Themes we would like to address next year: 1) academic freedom in dual credit courses, 2) using our Early College Considerations document, 3) the dosage question (how *much* dual credit to encourage or limit?), 4) purposeful dual credit courses that transfer (e.g., IAI or CTE) rather than random acts of dual credit, 5) stress a preference for a college location rather than dual credit taught at a high school (there is pressure for CC's to sync their *own* semester system with that of area high schools), 6) insist that the credit-bearing institution should be the community college, not the high schools, 7) speaking with dual credit/dual enrollment researchers and policymakers, 8) drafting legislation about some of the above.

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<sup>3</sup> Amy either forgot to hit "save" for her remaining notes, or her computer access cut off. Thanks to Sue, Mike P., and Angela, who contributed their minutes to fleshing out the rest of the report-outs!

<sup>4</sup> Amy's report draws from her notes during the early college working group meeting. It is more detailed here than in her verbal report.

## Caucus Reports

### **Privates**

Andy reported that he was elected as the new caucus chair for 2024-25. The caucus wondered if individual email addresses could be added to the FAC webpage. They also talked about Nataka's employment incident regarding uncompensated labor over the summer and forced furloughs, and the question of whether faculty members are considered to be on 9-, 10-, or 12-month contracts. (At Adler, faculty viewed themselves as on 10-month contracts paid out over 12 months; but 12 days of pay were removed as "furlough" out of what the faculty considered as deferred compensation given over the summer, and out of what the university considered compensation for presumed summer labor.) None of the faculty at the private institutions in the caucus are at unionized shops.

### **Community Colleges**

Cyndi reported that they discussed Nataka's employment incident and its intersection with union issues. A second idea was getting an attorney (highlighting Tiffany's legal background). Most of the CC faculty have 3-year contracts, and the way pay is spread out does not mean there are any summer obligations. They then continued conversation about their document against offering baccalaureates at CCs.

James talked about the equity issue, and how when someone shows up with a decade of disinvestment deficit, they cannot fix that in a semester regardless of resources. There is a need to integrate K-12, CCs, and higher ed more broadly— if you're going to do equity, do it right.

### **Public Universities**

Dan reported that they discussed how Nataka's situation doesn't seem to apply at most public universities, since under union contracts, work in the summer is handled differently. The caucus also talked about possible initiatives or plans for the fall.

Shawn thanked everyone for sharing their expertise, acknowledged that Nataka is rotating off, and welcomed Tiffany as NIU's new representative (replacing Linda). He thanked Amy for her work as secretary, and Jack for stepping into the role of secretary next year.

Our next meeting is at UIC on September 20. Shawn thanked John and Truman College for hosting. We adjourned at 2:27 p.m.