



## Faculty Advisory Council Illinois Board of Higher Education

24 January 2025  
Meeting  
Minutes

Olney Central College  
Banquet Room  
305 N. West Street  
Olney, Illinois 62450

### FAC members/alternates attending and their institutions

#### In person:

Paul Bialek  
Kristine Burgess  
Cynthia Boyce  
Amy Carr  
Daniel J. Coles  
John Cooksey  
Allison Douglas  
Jason Edgar  
Greg Ferrence  
Tyrone Forman  
Sarah Garber  
Jill Gebke  
Joao Goebel  
Jack Haines  
Andy Howard  
Dan Hrozencik  
Irene Jacobsen  
Brooke Johnson  
Matt Landrus  
Mary Laundry  
Shaalein Lopez  
James Marshall  
Jessica McDonald  
Mike Phillips  
Patricia Saleeby  
Nicole Scherger  
Shawn Schumacher

Oakton Community College  
Rosalind Franklin University  
at-large (Lincoln Trail College)  
Western Illinois University  
Aurora University  
Truman College  
Elgin Community College  
Morton College  
Illinois State University  
University of Illinois at Chicago  
Rosalind Franklin University (MS)  
IBHE Assistant Director of Academic Affairs  
National Lewis University  
Joliet Junior College  
Illinois Institute of Technology  
Chicago State University  
Eastern Illinois University  
Northeastern Illinois University  
Lake Land Community College  
Adler University  
Governors State University  
Rockford University  
Olney Central College  
at-large (Illinois Valley Community College)  
Bradley University  
Elgin Community College  
DeVry University

Lichang Wang  
J. Matthew Ward  
Sue Wiediger

Southern Illinois University-Carbondale  
Quincy University  
Southern Illinois University-Edwardsville

**Via Zoom**

Angela Antonou  
Marie Donovan  
Tena Helton  
Pratima Jindal  
Gay Miller  
Tiffany Puckett  
Mary Ellen Schiller

University of St. Francis  
DePaul University  
University of Illinois, Springfield  
Waubonsee Community College  
University of Illinois Urbana-Champaign  
Northern Illinois University  
Roosevelt University

**Absent**

Laura Murdaugh                      Kishwaukee College

**9:00** Call to order and Introductions

Shawn started the meeting promptly at 9:00.  
We began the day by introducing ourselves to our hosts.

**9:05** Welcome Message—Mr. Chris Simpson; President, Olney Central College

Jessica gave a brief overview of the four-college system and introduced our hosts.

Mr. Simpson thanked Jessica for her introductions and welcomed FAC members. He began his jovial remarks by defining southern Illinois as anything south of I70. The IECC institutions are not that far or close to anything in Richland County; however, Olney Central College is central to the white squirrel mystique. As such, during their Nursing and Radiology program building project, citizens of Olney expressed concern about the future of the squirrels. In response to the public's concern, some squirrel boxes were built to accommodate and protect the squirrels.

More relevant to Olney Central College, an institution of 900 to 1,000 students, Mr. Simpson is in his second year of the Presidency of OCC, which celebrated its 60<sup>th</sup> anniversary in 2023. He provided the FAC with some historical, demographic, and future planning information, including that IECC was established in 1969, and the colleges have a number of building projects underway. They anticipate a summer 2026 opening of an applied technology center for Nursing and Radiology, and their south campus is building a career and technical building with a 4-acre nature/prairie area. He added that their West Richland Center is developing a center focused on woodworking, welding, cosmetology, massage therapy, and IL small business development.

FAC members were given the opportunity to ask Mr. Simpson questions, and aside from the obligatory white squirrel questions, Marie mentioned that higher education in Illinois has pockets of excellence, despite public perceptions. So, what can faculty do to improve the public's perception?

Mr. Simpson replied that that phenomenon is recent, and it got worse during and after the pandemic. He stated that people need to continue their education after high school, so students are our strongest advocates; a lot of impact can be made through them.

When asked about suggestions on how to create great relationships with other colleges, Mr. Simpson stated that currently for IECC, coming together as a district is helping. He said that good people saw the need to reorganize as well as the need to share and be collegial.

Greg asked about Mr. Simpson's thoughts on the pros and cons of dual credit. Mr. Simpson considers himself an early pioneer in dual credit as he took a college physics class in high school (in the 80s). As a former dual credit Biology teacher for a high school, he always had a love-hate relationship with dual credit. He offered that it can be a way to keep students engaged through their 12<sup>th</sup> year, but he also feels like it has been applied in a willy-nilly fashion, causing lots of head-scratching situations.

#### **9:41 Guest Presentation: Dr. Ryan Gower; Chancellor, IECC**

Dr. Gower began his remarks by establishing his credentials as a white squirrel skeptic. With that out of the way, he provided FAC members with his academic credentials. He's been Chancellor of IECC for five years, having taken the position over on 11 March 2020, just as the COVID pandemic began.

Prior to his employment at IECC, Dr. Gower was part of UIUC system. He said that he loves teaching and classroom, and he thanked FAC members for their teaching since faculty do amazing things for students (like his kids) every day.

He noted that when he moved from UIUC to Olney, he had a sense that he had to be impactful. He thought that it was hard to impactful in a big system such as UIUC, and he wants to make a difference, which is easier in smaller systems like IECC.

Dr. Gower then commenced with IECC's reorganization story: He noted that in 1974 – Wabash Community College was a class 2 school for vocational education only, and it was connected to area high schools. Olney formed a class 1 (comprehensive) school. The two separate schools were denied accreditation by the state for not having enough people, need, money, etc. in their service area.

Dr. Gower explained that their district is a single district with three attendance centers (colleges). Since all four colleges have strong histories, the question arose as to why the district should restructure. Dr. Gower pointed out that from 2010 to 2025, student enrollment at IECC institutions has outpaced the state average by 44% in the same time span. He reported that for years they had 30 million dollars (and held flat there) for an operating budget, an amount which got them materially less over time. That less had to be spread across four campuses, and no human resources were allocated for student retention and acquisition. He stated that that model wasn't working for students/people...only financially. After assessing that situation, he determined that they couldn't hold anything sacred anymore; they had to be open to change in order to reach and serve students.

To address these hardships, Dr. Gower formed a Strategic Engagement Planning Council, which met with all stakeholders to see how their institutions could maintain what they love but also come together as partners to work together. They created divisions within the system to build all

important infrastructural programs, such as Academic Affairs, Student Affairs, and Institutional Outreach.

Proudly, Dr. Gower reported that the new reorganization began 1 July 2024. He suggested that moving from ideas to implementation is challenging, observing also that it doesn't happen from one person's office; everyone has to pull together to make dream casting into reality. And happily, 5 months into IECC's reorganization, the HLC came to their campus for review and gave IECC glowing remarks for real and organic change.

Dr. Gower's presentation was followed by a brief Question & Answer session.

Joao asked how reorganizing has changed based on demographics?

**A:** Some self-inflicted budget changes were done as a taxing body. They needed a levy change and had to educate the board as to why a levy had to be raised from 43 to 47. IECC had the lowest tuition rate (\$89/credit) 10 years ago. Their adjusted tuition structure has raised to 37 Million for a budget.

Joao followed up by asking how students' voices have helped to restructure.

**A:** The new Student Affairs division Dean has created a student advisory board (a central hub for the four schools), and they hold monthly meetings to discuss student concerns. The student trustee, Dean, and Vice Dean of student affairs are bringing student voices and concerns forward. So, IECC had a reputational study done – students loved IECC, but students who chose not to come thought that low quality teaching, cheapness, etc. made IECC a bad choice. Dr. Gower urged FAC members to sell our value proposition. He said that we have to celebrate our successes and tell our story.

Amy asked how Dr. Gower thinks about the mission of IECC with regard to vocational ed? Could he speak to CTE and his vision as opposed to more traditional/comprehensive scholarship? And what does he see is the place for scholarship and research as part of the common good of higher education, including how a community college might relate to it?

**A:** As to the role and purpose of CTE in Community Colleges, Dr. Gower admitted that he came in biased in favor of 4-year educational institutions, and he had to reprogram himself. He stated that CTE should be our Cadillac/crown jewel because no other 4-years in their area will teach it. He spoke to how CTE programs enrich and serve the local work force, but then asked, "Why have CTE programs withered?" He suggested the cause lay in bias from administrators against CTE; moreover, CTE programs are expensive to run and maintain. He acknowledged that IECC-area businesses need specific skills, but IECC has 100 programs for 600 students. He cautioned that with too many mouths to feed, everyone loses.

He continued, stating that UIUC is on the cutting edge of research and scholarship. At the Community College level, it's less important (not unimportant). He was quick to add that life-long learning is important and comes through research/scholarship, but other concerns at Community Colleges are more important.

Amy noted that if faculty labor moves from 4 year to 2 year to high schools, it shrinks the space for academics/jobs.

**A:** Dr. Gower discussed the migration of systems into high schools via dual credit. He said he thinks dual credit can be a powerful tool to create college-bound mindsets, but he thinks Community College systems have been greedy, so dual credit has become a way to boost enrollments. He pointed to the fact that 90% of IECC students only need one year of college.

Cyndi noted that IECC has two directors of dual credit to maintain quality, reigning back credits helps here.

Mike asked about when high schools pressure colleges.

**A:** Dr. Gower said that price is a good distractor. Costs for GECC classes stay low, but the tuition for “fluffy” credits will be higher.

Cyndi mentioned that IECC has set up a lot of consumer (parent) information before enrolling students in dual credit, which has lowered demand for courses; also she has denied courses based on non-qualifications of high school teachers.

Cyndi also cautioned Amy not to discount that Community College professors do do research. Amy mentioned that she wants Community Colleges to reward that fact and make more room for research. Dr. Gower asserted that we’re all part of an educational ecosystem, and we need to be communicating more to address problems that run up and down the educational chain.

Dan mentioned that with more push for Bachelor’s degrees at Community Colleges, across the state, schools are throwing stuff at the wall to see what sticks. Dr. Gower suggested that schools should try small, fail small, and build new partnerships.

Sue asked about hierarchy in higher education, specifically, at the state level and whether Dr. Gower has found effective strategies to positively portray the levels of higher ed?

**A:** Dr. Gower acknowledged that it is hard – there is a hierarchy, and he has not found a good way to break through. He noted the importance of framing Community Colleges’ impact and their importance, (*e.g.*, the number of students that community colleges serve, their local economic impact, how many students transfer, etc.)

Greg asked whether 4-year schools should offer 2-year degrees? He stated that IECC seems like the University system in Europe where colleges operate to support the Universities.

Paul asked how Dr. Gower dealt with the push back of letting employees go?

**A:** “Not well”, was the response. Dr. Gower said that he’s responsible for every person, and he feels like a failure if someone in the college has to lose his/her job. He highlighted the importance of being transparent – sitting with people and explaining the pressures/constraints that lead to letting them go.

**10:30 Reports:**

**Chair** (Shawn Schumacher);

Shawn met with Chris Montrey to prepare for the May meeting, at which FAC members will meet with legislators in Springfield. Shawn also met with Jill, who has lots of MAP and other updates. He reminded us that next month (Feb.) is a zoom meeting, and Ashley Lewis will provide an IAI report. In our March meeting, we'll hear about and discuss dual credit issues; April's meeting features David Smalley; and in May, Jenna Rossi from IBHE will do legislative updates. Shawn noted that during our Executive Committee for January's meeting, Amy was working on support for our Library document. Finally, Shawn and Dan attended the most recent IBHE meeting, which had lots of public comments.

**Vice Chair** (Dan Hrozencik);

Dan reminded the FAC members that 21 February's meeting will be Zoom only; 21 March will be at DeVry's Lisle campus; and April 25 will be at Joliet Junior College.

He mentioned that IT departments at FAC members' schools are blocking attempts at communication, so he will continue to look into work arounds. But he urged members to contact him if they don't hear from him by 3 weeks before a monthly meeting.

Dan said that he will attend the next Coalition for Transforming Higher Ed Funding meeting, which looks to be about political strategizing to get the bill through. He also mentioned that Chicago State University will host a listening session for HB 3569 on 11 February, and WIU will do the same on 20 February.

**Secretary** (Jack Haines);

Jack had not much to report other than he will resend membership list. He also opined on the aesthetics of said list, which was not very complimentary.

At 11:00 a.m., we broke for Working Group meeting, to accommodate guest speakers, so Jill's and Mike's reports were pushed back.

**11:53 Reports Cont.**

**FAC Legislative Liaison**, Mike Phillips;

Mike reported that the IL House and Senate go into session next week, and information and details are current on the state's website. He noted that changes have occurred, and bills are being introduced (7 Feb new bills are due). He said that SB13 and HB1581 are Higher Education funding bills with the same content as previous iterations but with different/new numbers.

Mike said that he is looking into other bills, such as a SURS/Retirement Pensions and Personnel bill, a Common Course Numbering Bill, a Bachelors Degrees at Community Colleges bill, and a Dual Credit bill. He mentioned that a Community College Funding working group is planning to publish a report, but it might not turn into legislation. He promised to send out a new bill list soon.

Greg pointed out that the self-managed plan requirement of putting 50% of retirement savings into an annuity creates a forced choice for retirees to forego good healthcare. Mike said the committee is sympathetic to those concerns.

Tyrone asked how many people are affected, but Mike didn't know. He said that it seems like more and more people are becoming concerned about it.

Brooke asked about any movement on the Tier-2 system. Mike said there was pushback about cost, but if it doesn't get passed, costs will mount even worse. Dan C. noted the Safe Harbor number, which has been a problem for more than 10 years.

Marie mentioned that the ISBE's board is working on legislation regarding Community Colleges approaching teacher preparation programs to form partnerships. She wondered whether Mike had heard about Community College Teaching Licensure Program bills. Mike said he'll look through the bills list again, and if he sees any, he'll add them to the list. Marie added that with respect to teacher preparation and public universities -- should Community College partnerships go through -- Universities will be required to offer programs in Community Colleges at the tuition rate of the Community Colleges not the University rates.

**Assistant Director for Academic Affairs, IBHE, Jill Gebke:**

Jill provided a detailed report on the following important items:

*Governor's Task Force on AI:* <https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf> The Report of the Generative AI and Natural Language Processing Task Force was produced by Senator Peters and Representative Rashid. Our portion contributed the overall report from areas of Labor & Workforce, Civil Rights and Civil Liberties, Consumer Protections, Environment, P-12, Cybersecurity, Public Services, and higher education, starting on Page 32.

Our suggestions were highlighted into a macro-level view, including ideas with Ethical Use concerns such as harmful content creation (e.g., deep fakes), the need for an oversight body for ethical concerns such as resolution processes for those impacted by Gen AI Decision, privacy risks, disjointed technology adoption, ambiguity in classroom usage, and the need to clarify research guidelines. We were adamant that providing access to technology is essential for equity. We wanted to ensure that all students had the ability to access the large language models. Also, we wanted to ensure that students had at least a baseline understanding of AI to ensure literacy of the tool.

*Budget Recommendation from Board to Governor:* The recommendation included an overall 4% increase for a total of \$108.8 million in higher education funding, including an increase of \$50 million in MAP funding (for a total of \$761.6 million). Also included was a \$24.7 million increase (2%) in public university operating funds – with an equity focused distribution plan. While the funding model is not yet complete, the goal will be to review Pell grant awards as a basis. Further, there is a recommendation for a 2% increase (\$7.2 million) for community colleges, and a \$15 million increase for the Early Childhood Access Consortium for Equity (ECACE) scholarship. Last year ECACE had lost federal funding, which impacted the program.

*One Click College Admission:* First phase is launched as of 1/21. High school students can log into Common Application to easily apply and receive admission to 8 public universities. The College Admission system will identify Illinois residents, and upon entering GPA criteria, the students can be matched with institutions where they are admissible. Students will also be given information regarding their community college district. This is only the first phase of the program. The target is

for Fall 2027 to have community colleges online, too. Participants include Chicago State, Eastern, Governors State, Northern, Northeastern, Carbondale, Edwardsville, and Western.

*Nurse Educator Fellowship Program:* Second Round for nominations related to the FY2025 Nurse Educator Fellowship program. The State funding for FY25 is \$800,000, which allows for 80 potential fellowships of \$10,000 each to award to deserving nurse educators who meet the eligibility criteria. A complete Fellowship application for FY2025 must be submitted to [nursingfellows@ibhe.org](mailto:nursingfellows@ibhe.org) on or before February 21st. The application packet and individual forms are attached and will be made available on the IBHE website at <https://www.ibhe.org/nefp.html>.

*DFI Applications:* New and Renewal FY26 DFI Applications are due to the participating Institutional Representatives for review by Friday, March 7th, and due to IBHE by Friday, March 21st. We have about 22 participating institutions, including all 12 public universities, and are hopeful to receive a combined total of 125-130 applications.

Other Items for reference, if needed:

*From the chronicle:* The National Student Clearinghouse Research Center updated its preliminary fall enrollment report. First time first-year students actually increased by 5.5%, overall, and postsecondary enrollment is up 4.5%, rebounding to pre-pandemic levels. Undergrad is up 4.7%, but still below 2019 levels.

The first report, which didn't count all schools, had methodology errors as counting dual enrolled students rather than as a freshman, showed a decline of 5%, but it wasn't heavily scrutinized due to the multitude of issues in the space.

Freshman growth was driven by students over the age of 21. Community college saw the highest growth of freshman.

After Jill's report, Marie asked whether DEI funding is safe. Jill declined to make predictions

Jack posed a question about how to balance all of the ethical concerns related to AI. Jill responded that there were subcommittees with comprehensive assessments of all stakeholders.

## **12:21 Lunch Break**

**1:00** Guest Presentation: "The Importance of Higher Education in Prison"; Flor Esquivel, Illinois Coalition for Higher Education in Prison; Rakhim Atterberry (IL-CHEP); Noemi Roman (IL-CHEP); and Angel Pantoja, Illinois Lieutenant Governor's Office

Ms. Esquivel introduced her team and shared the history of the group's formation in 2016. She shared survey findings regarding participants who experienced difficulties accessing educational programs and reasons for such difficulties. She also noted the lack of data available and the difficulties of procuring such data. She advised that colleges need to look at how they can improve their efforts to bring education inside of prisons. Of note were the statistics showing that prisoners experience a 43% recidivism rate without education, and a 20% recidivism rate with Education. She pointed out that to address challenges in higher education programming in Illinois prisons, her



group advocates for equitable access to education in prisons, and it coordinates programs with IDOC for consistency and impact.

Mr. Atterberry presented on the importance of Higher Education in Prisons (HEP), namely how families benefit because HEP inspires children to pursue education. He spoke to the importance of giving back when HEP students become community advocates. Further, he noted the positives of Community transformation since educated individuals contribute positively to society. Finally, he highlighted employment opportunities, stating that graduates have greater economic opportunities through more stable jobs in sectors where they can give back.

Importantly, IL- CHEP is focusing on the benefits of reading courses and how those skills lead to more educational opportunities. Moreover, ILCHEP and colleges can advocate for educational equity, develop sustainable policies for higher education in prison, and empower people to achieve their full potential.

Ms. Roman explained how colleges help prisoners get access to Pell, FASFA, and other applications through various state agencies. She explained that IL-CHEP can connect with interested parties to create coalitions, deliver programs, identify much-needed instructors, etc.

Mr. Pantoja walked through the history of Higher Ed in Prisons. He said that education changed his life, bringing him from prison to the IL Lieutenant Governor's Office. In 1952, Illinois became the first state to offer face-to-face HEP instruction to incarcerated scholars. In 1994 the crime bill removed incarcerated scholars from Pell grant eligibility, and as a result, HEP in Illinois shrank to only a few programs. In 2022 the Illinois Higher Education in Prisons taskforce was established, and in 2023, the reinstatement of the Pell Grant eligibility for incarcerated individuals was promised, but budget cuts worked against the reinstatement.

He outlined how educational levels vary greatly in prisons. One difficulty relates to having to identify who is ready for education. And while the state has a mandatory class for Adult Basic Ed, the length of sentences plays a role in prisoners' opportunities to become part of the educational system. He stressed that IL-CHEP does not treat IDOC as a villain because they understand the nature of politics and how people revolve in and out of positions. Unfortunately, lots of community colleges pull out of educational programs in prisons due to costs/money.

After this deeply moving presentation, a brief Q and A session followed.

Mike brought up continuity issues, such as when students get transferred from prison to prison for no reason, and asked if IL-CHEP is addressing the issue. Angel reported that yes, they have promises that that won't happen.

Mike followed up, asking what happens to graduates? The response was that the system is working on pathways from prisons to campuses. Schools are providing resources (through relationships) to students for success in college courses.

Joao asked if schools with Criminal Justice programs can establish internships with prisons? Our guests responded that yes, there are a number of schools that offer such internships, but Cook County is in need of professionals to establish programs.

Tiffany asked whether there are plans for IL-CHEP to hire a person for community/family support and engagement? The response was, yes -- the doors are wide open. IL-CHEP focuses on individuals in custody and those who are released so that they can return and be good citizens.

Cyndi asked whether IL-CHEP is looking for Adult Basic Education programs? The answer was, no -- they are looking for partners in community colleges that offer Associates degrees, which will lead to bachelor's degrees. They added that they are looking for transferable degrees, like the humanities -- nothing specific -- just transferable.

### **1:50 Business Meeting**

#### **1) Old Business**

##### **a) Approval of minutes from the December 20, 2024 meeting via Zoom**

The motion was made by Trish and seconded by Sue. The motion passed.

##### **b) Support Statement for WIU librarians**

Amy updated the FAC, observing that she believes we're ready to entertain a motion in support of forwarding the document although some things are open for discussion. She said that the aim of the document is support for professional librarians. Andy mentioned a small edit which sparked a few small remarks on other details.

Gay asked if we'll be circulating the final draft, and whether we should share the document widely at our institutions. Shawn promised to bring it up during public comments of the IBHE meeting if he is able.

A motion to ratify the document was made by Greg and seconded by John. The motion passed with two abstentions.

### **2:38 Working Groups**

*Early College Considerations* Amy reported that the group listened to speakers for NACEP, which accredits dual credit courses, and suggests standards and policies. It was reported that Elgin Community College works with NACEP, and they help institutions avoid problems common to other institutions, and they help to found alliances, create policy, etc. Accreditation is required or encouraged through NACEP by state law in ten states. Joao added that enrollment used to be the measure of success, but now they are looking at how it is serving students.

*Funding* -- Dan talked about legislative process going forward. He mentioned the new numbers SB 0013 and HB 1581 for old bills. The group noted the desire to be heard and the importance of faculty serving on committees. The role of endowments in the funding formula ignited a spirited discussion among our group.

*Equity* -- James reported that the group has worked on a short resolution recommending that IBHE continue its commitment to DEI. Perhaps it will be ready for vote next month.

*Technology* Greg reported that group discussed ADA and digital/tech compliance. He asked where the IBHE wants the group to focus. May 2025 is when implementation starts, but there are lingering concerns among the group about temporal (among other) constraints. Shawn stated that he will collaborate with the group on how and what to frame as we bring our concerns to the IBHE board.

*Faculty and Mental Health* -- Sue stated that the group is looking to extend their survey beyond members of just the FAC. She asked if we have a list of contacts at schools in administrative positions whom we can contact. The group will provide a link to an anonymous survey for faculty to respond to.

*Prior Learning Assessment* -- In Marie's stead, Shawn provided an update. The group has nearly finalized its survey questions to share with FAC next month. When available, FAC members should pass the 13-question survey on to appropriate individuals. Shawn noted that data is needed to create a potential task force for the IBHE.

## **2:48 Caucus Reports**

Andy -- *The Private/Independent Institutions* Caucus members talked about how the current American President's policies might affect four- and two-year schools. DEI, Immigration, and other important matters concerning higher education.

Cyndi -- *The Two-Year Institutions* Caucus members discussed the pros and cons of Simple Syllabus. Marie offered that DePaul's student government wanted DePaul to implement Simple Syllabus for uniformity. Joao reported that National Lewis University piloted the product. He said that it is easy to use, but different programs have to use standard English (in a dual language classroom), and netiquette/colonized language seemed to have caused more barriers due to the product's simplification. Matt reported that Lake Land achieved buy-in by forming a faculty committee to offer suggestions and to address the few faculty members whose syllabi were problematic. Mike wondered whether we should talk with our administrators about community colleges offering bachelor's degrees -- should we try to gather information from our schools to determine the popularity of the idea?

Amy -- *The 4-Year Institutions* Caucus discussed how to respond if ICE shows up to classrooms; she reported that committees across her campus (WIU) were formed to address federal changes. They observed that undocumented people are not able to get jobs, so some of our students might not have funding. They also discussed intricacies with VISAs and international students, community colleges offering bachelor's degrees; and MAP funding. On this point, Jill discussed how some students' funding has changed from last year's amount, which is based on the federal government's budgets, enrollments, and how many students accept funding (ISAC). It was suggested that we direct students to financial aid offices for more information.

Joao thanked Amy for talking about ICE. He urged us to be sympathetic and patient with students who are going through difficulties, fear, and "small" things that aren't small to our students. Members shared other concerns causing distress and fear among us.

Sarah asked whether there is a set of resources that we can compile to help people as things change quickly. Kristen mentioned that the ACLU has information on their website.

Before seeking a motion to adjourn, Shawn thanked Jessica for the fantastic hosting job!! He invited interested FAC members to join him on a white squirrel ~~hunt~~ ...-er observation party after the meeting.

**2:55** Shawn sought a motion to adjourn, which was made by Jack and seconded by Andy.

Next FAC Meeting: February 21, 2025 via Zoom

Next IBHE Meeting: March 12, 2025 (Location TBD)

Meeting minutes respectfully submitted by Jack Haines.