



## Faculty Advisory Council Illinois Board of Higher Education

Minutes

April 25 2025 Meeting

Joliet Junior College

### FAC members/alternates attending and their institutions

#### In person:

|                     |  |
|---------------------|--|
| Angela Antonou      | University of St. Francis                    |
| Paul Bialek         | Oakton Community College                     |
| Amy Carr            | Western Illinois University                  |
| Daniel J. Coles     | Aurora University                            |
| John Cooksey        | Truman College                               |
| Allison Douglas     | Elgin Community College                      |
| Jason Edgar         | Morton College                               |
| Greg Ferrence       | Illinois State University                    |
| Tyrone Forman       | University of Illinois at Chicago            |
| Sarah Garber        | Rosalind Franklin University (MS)            |
| Jill Gebke          | IBHE Assistant Director of Academic Affairs  |
| Jack Haines         | Joliet Junior College                        |
| Tena Helton         | University of Illinois, Springfield          |
| Andy Howard         | Illinois Institute of Technology             |
| Dan Hrozencik       | Chicago State University                     |
| Pratima Jindal      | Waubensee Community College                  |
| Brooke Johnson      | Northeastern Illinois University             |
| Mary Laundry        | Adler University                             |
| James Marshall      | Rockford University                          |
| Jessica McDonald    | Olney Central College                        |
| Laura Murdaugh      | Kishwaukee College                           |
| Mike Phillips       | at-large (Illinois Valley Community College) |
| Tiffany Puckett     | Northern Illinois University                 |
| Patricia Saleeby    | Bradley University                           |
| Nicole Scherger     | Elgin Community College                      |
| Mary Ellen Schiller | Roosevelt University                         |
| Shawn Schumacher    | DeVry University                             |
| Lichang Wang        | Southern Illinois University-Carbondale      |
| J. Matthew Ward     | Quincy University                            |
| Sue Wiediger        | Southern Illinois University-Edwardsville    |

### **Attending Via Zoom**

|                  |                                   |
|------------------|-----------------------------------|
| Kristine Burgess | Rosalind Franklin University (MS) |
| Joao Goebel      | National Lewis University         |
| Matt Landrus     | Lake Land College                 |
| Nicole Zeller    | Eastern Illinois University       |

### **Absent:**

|                |   |
|----------------|---|
| Cynthia Boyce  | at-large (Lincoln Trail College)        |
| Marie Donovan  | DePaul University                       |
| Irene Jacobsen | Eastern Illinois University             |
| Shaalein Lopez | Governors State University              |
| Gay Miller     | University of Illinois Urbana-Champaign |

### **9:13 Call to order and Introductions**

Shawn called the meeting to order, and FAC members provided brief self-introductions for our guest speaker.

### **9:10 Guest Presentation: Dr. Clyne Namuo, JJC President; Welcome Message**

Dr. Namuo began his remarks by explaining that he is often drawn into conversations about the role and value of community colleges given the uncertainty of the times in which we live. Such conversations invite him to reflect on the role of community colleges and universities, and how connected to our communities we are. He said that students expect us to be open, supportive, and proud to support them as complete human beings, noting that students expect institutions to meet them “where they’re at” with respect to their academic preparedness. Not only that, but students more and more are experiencing housing and transportation insecurity as well as mental health needs. As a result, and in keeping with JJC’s desire to assist the whole human being, the college has invested heavily in a student wellness center and what he termed a holistic student-support agenda.

He encouraged FAC members to be defenders of the academy. Recently, when speaking at various associations at the national level, in his experience, some common themes have emerged; he said that we (institutions of higher education) are being scrutinized, as is the foundation of what we do and the worth or value of higher education degrees generally. However, he sees incredible value in what the graduates of college bring to the communities where they work and live.

He pointed out that one of his former institutions had four presidents in three years. As he looks back on his 20 years in higher education, considering his roles as a faculty member and a Chair for six years, he said his experiences taught him a lot about the nuances of the academy and skills required to be an executive leader. He challenged us to do the same by championing academic freedom, and he acknowledged the work we do as we’re under attack and the importance of working to affirm our strategic position. He mentioned that at the college with the high presidential turnover, it became a place where presidents were tolerated but not celebrated. He took it upon himself to

work with other faculty members and create a formal, shared governance model. They created institutional councils, in which VPs and faculty/Chairs collaborated to build shared governance.

In light of people he meets who are not comfortable with some of the current less-than-civil discourse, he encourages faculty to embrace the tension and the discourse and apply critical analysis and thoughtful debate, which is what institutions of higher learning are all about. He acknowledged that sometimes the discourse is uncivil, but he encourages all of his executive leaders to embrace it, and it's ok because that is how we get to a better place.

After Dr. Namuo's address, he entertained a few questions from FAC members.

Mary mentioned that she is working on an ad hoc committee for shared governance, and she asked whether Dr. Namuo has any lessons on what he would've done differently.

**A:** As the president, he set aside time (two months) and space for faculty, staff, and administrative leaders to get together. He was careful to point out that he did not govern or direct the space, but he resourced it. He facilitated the activities, let smart people be smart, and gave them the space to be brilliant.

Dan C. asked whether Dr. Namuo sees the role of community colleges changing, given AI's impact on the workforce.

**A:** Dr. Namuo admitted that he does. He further explained that at JJC, we've done some things, but he pointed back to governance, while noting that the technology gets a lot of attention. His background in Cyber security assisted him in the creation of a governing structure to allow cool things to exist in incubation, then to be developed and resourced. He also noted the existence of multiple AI task forces on campus, of which he is proud. Providing an example of one his sons, he said that our students are far savvier than we are sometimes; he asserted that his son is like our students, whether at a community college or a university. In another example, he explained how he digitized his consciousness (creating an avatar named Cyber-Clyne) and uploaded it into a safe, disconnected space on the web. He added that his persona was given all of the institutional memory and policies of JJC, so someone interacting with his persona could ask questions about JJC. This is an example of how to develop ideas, contain them in a lab, and improve their utility.

He also sees an equity agenda for AI to take instructional artifacts with personalized, customizable outputs that comport with students' individual learning styles and academic abilities.

Amy followed up with questions about the value of Humanities and Liberal Arts. She asked if Dr. Namuo see a place for literacy without using those tools.

**A:** Dr. Namuo replied yes, ...in the more applied areas. When he meets with leaders at Constellation Energy, Exxon, and other large employers in the area – they rarely list technical expertise as the main thing they are looking for. They're looking for soft skills, communication abilities, problem solving, and other human skills. He's afraid that we may lose some of those skills, so we have to rediscover what makes us human. He advised that if we are to solve some of the most sophisticated problems facing society in the future, we are going to need the skills from the Humanities.

Nicole asked about the current federal government administration's attempt to impact accreditation.

**A:** Dr. Namuo said that it has been expected, and like the Dear Colleague letter, most of the Trump administration's executive actions are being challenged in court or have been on hold. The Higher Education Act has not changed, but we're seeing a totally different approach than any federal administration prior. He stated that there isn't a single piece of legislation, which would signal more serious changes (as opposed to merely executive actions). He expects that the NEA, the HLC, and other national organizations will continue to fight against the administration's attempts and fight for what is right/just, and he encouraged us to stay the course and stay true to our institutional values.

Andy noted Dr. Namuo's reference to academic freedom early in his remarks, and he (Andy) wanted to throw out an idea. He said that sometimes we academics label acts as matters of freedom when they are actually academic autonomy issues, and he urged honestly separating the two. By academic autonomy, Andy meant people who declare, "I'm gonna do this, and nobody's gonna tell me I can't!"

**A:** Dr. Namuo agreed, adding that in other states, autonomy hasn't been clearly defined. In Illinois, faculty and administrator rights are more clearly defined, which has led to greater collaboration compared to other states. He offered some advice that he would offer other presidents: Presidents can't legislate (or executive order) interactions between us and students.

Mary Ellen was curious about Dr. Namuo's reaction to the idea that there is dominance of particular ideologies, and in her experience, there was something to that. She asked whether Dr. Namuo would agree, and if it is legitimate, is it a problem that certain viewpoints dominate?

**A:** Dr. Namuo admitted that the matter was out of his expertise, but at JJC, there are a couple conservative student groups that received scrutiny because of their connections to organizations that promote conservative values. In one case, he had to step in because one group was being treated unfairly, and JJC had some policies that were frankly discriminatory. He said that we need places where diverse viewpoints and critical discourse can be expressed. Further, in this case, neither group promotes hate or violence, but their views run contrary to some other student groups, so we need to make spaces for those conversations.

Mary Ellen stated that she has heard of some distressing experiences over the years, and she has had students who feel that they can't express their opinions due to bias and lack of information. In these cases, the students don't perceive the university as a place where they can express their views.

**A:** Dr. Namuo related that he has had similar experiences, and he acknowledges the injustice of such a situation.

#### **11:00 Reports:**

*Chair* (Shawn Schumacher);

Shawn alerted FAC members that at the May meeting, Jenna Rossi from IBHE will join us in Springfield. He instructed caucus and working group Chairs to get their annual summative documents to Dan H. in order that Shawn can prepare his remarks to the IBHE. Also, Shawn announced that IBHE Board Chair Pranav will join us for the May meeting.

Shawn noted that 25 June is a Wednesday, and in that Springfield meeting, we are invited to have lunch with IBHE board. The morning will be spent at UIS, hosted by Tena, and the afternoon portion of the meeting will occur at the Abe Lincoln Library and Museum.

*Vice Chair* (Dan Hrozencik);

Dan H. noted that our May meeting arrangements are being taken care of, and he will get information out to FAC members soon. He said that hotel discount links are delayed but will be out, and he explained that in Springfield, the hotels have only a limited number of government rates that they can give, so it's hit or miss.

The Drury and the Statehouse are two hotels that the FAC have traditionally used, so members can inquire about rooms there. The Thursday night dinner will take place at Obed and Isaac's.

Dan also reported that Mike sent out some updates/rewrites on the funding bill, but none of the promised changes to the language in the bill had been included in the new version.

*Secretary* (Jack Haines),

Jack asked for any late, substantive changes needed in the minutes from March's meeting, and he wanted to ensure that everyone at the April meeting had signed the sign-in sheet.

*FAC Legislative Liaison* (Mike Phillips);

Mike sent legislative updates, but not much has changed in the language in the bills – despite legislators' promises. He explained some of the intricacies of how bills might change after they've exited their originating chamber, for example shell bills or using language from one bill and inserting it into another bill.

Mike explained, briefly, how the meetings with legislators were likely to go in May. On Thursday, 15 May, FAC members can congregate in the rotunda of the Capitol building in the morning (at around 8:15 am); otherwise, we can let Mike know if we want to join meetings a little later in the morning. He promised to send out a schedule with times, offices, and names of legislators with whom we'll be meeting. He said his goal is to set up meetings with the Chair and Minority Spokesperson from the House and Senate Higher Education Appropriations committees. He clarified that we are not lobbying on this day; we are simply visiting, informing, and educating. The point is to let legislators know that we exist and that if they are interested in faculty members' views on issues, we are available to talk with them.

Finally, Mike sent out an email requesting FAC information and Working Group information for the legislators to understand what we do. He said that the working groups can revise the information as needed.

Greg asked about attire for the event, and Mike replied that professional/official-looking dress is preferred.

*Assistant Director for Academic Affairs; (Jill Gebke);*

Jill reported that the Governor has appointed a replacement for Jennifer Delany. The new public university faculty representative to the IBHE Board is Dr. Nora Lee Heist, an Assistant Professor and Basic Course Director from the School of Communication and Journalism at Eastern Illinois University. She has her Ph.D. in Communication from the University of Maryland and was appointed April 7, 2025.

She then explained that ISAC has issued a letter to the Department of Education regarding potential delays in student financial aid and challenges for student loan borrowers. It expresses alarm about potential delays into timely delivery of aid due to the staffing reductions at the Department and expressed concern about the risk to student loan borrowers to moving the loan portfolio to the Small Business Administration. It also covered concerns about data security and privacy. She said that she will share the link to the full letter:

<https://www.isac.org/newsroom/ISAC-ED-letter-42325.pdf>.

Next Jill provided a Carnegie Classification Update, which is what IBHE's invitations for the private college directory is based on.

She relayed that the American Council of Education and the Carnegie Foundation for the Advancement of Teaching updated the Carnegie Classification system yesterday. The redesign seeks to describe colleges by the full scope of activity on campus and move beyond classifying by highest degree earned. The updated classification system will include a new category to identify colleges that boost student access and earnings. Basic classifications, renamed institutional classifications, group college together based on demographics – size, types of degrees conferred, and fields of study. The classifications also debuted a Student Access and Earning Classification to measure if colleges are enrolling students reflective of the regions they serve and how well prepared the graduates are for the job market. Colleges with higher access and earning are now designated “opportunity colleges and universities.” Research designations were updated in February, and their designations are as follows:

Size Small – Under 4,000 Medium – 4,000 – 20,000 Large – 20,000+

Academic Program

Mix Primary awards as preprofessional; graduate education, or mix of bachelor's master's, and doctoral

To follow up on Shawn's note, Jill asked that FAC members please make plans to join the Board Meeting in June (the 25<sup>th</sup>) at the Lincoln Museum, where we are planning a luncheon with the Board before the meeting, at which Shawn will present to the Board the annual update on FAC.

Brooke reported on the Coalition for Transforming Higher Education Funding. The coalition had a meeting on 10 April, and they are pushing hard on getting legislation passed. She said that they are engaged in postcard and letter-writing campaigns; one occurred at NEIU the week before this

meeting, at which they involved students in the letter-writing rally. She said that their next meeting is 7 May, and we may learn about appropriations at that time.

Greg provided a report on the listening session for SB0013 held at ISU. He noted that not a lot of changes have occurred from what we've heard before about funding increases. 1.5 to 1.7 billion dollar increases for higher education over fifteen years have been mentioned. They are starting to look for engagement by faculty, students, etc., wanting more constituents to reach out to legislators to increase funding for higher education. He said that SB0013 will be used to formulate models for funding for higher education. The sense is that the more legislators hear from constituents, the more they can argue for support amongst their colleagues.

#### **10:40 Business Meeting**

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

- a) Shawn sought approval of minutes from the March 21, 2025 meeting at DeVry University-Lisle Campus. The motion was made by Sue and seconded by Mary Ellen. One member abstained.
- b) PLA survey updates  
Shawn reported that although Marie couldn't join us at this meeting, she passed on to Shawn that 16 surveys returned: 6 from Community Colleges; 6 from public Universities; and 4 from private Universities. Shawn said that more updates are coming, which the PLA working group will work through, and he encouraged those institutions that have not submitted their survey results to please do so.

##### **2) New Business**

- a) Early College Consideration Statement Draft discussion

At Amy's prompting, Allison began with an introduction to NACEP (the National Association of Concurrent Enrollment Partnerships), in relation to its importance and involvement with dual credit courses and applications to high school instructors teaching dual credit classes. She stated also that it is important to follow NACEP's criteria to protect students, courses, and institutions since they protect the quality and the rigor of courses to the benefit of students, faculty, and institutions.

Amy noted that collecting data and ensuring that more college faculty are teaching dual credit courses are among working group's goals. This second point relates to the importance of retaining faculty at colleges and universities. She mentioned the issue of having community colleges and universities faculty having first right of refusal to offer dual credit classes, which currently goes against how some agreements are drawn up.

The suggested data to collect includes backing up the notion that there is loss in college and university faculty numbers. The working group is using NACEP's core

recommendations to develop their draft. She explained further that collecting data takes time/labor, and Amy and the other group members are looking for input on the draft.

Paul questioned some of the language revolving around giving community college faculty priority to teach courses as it may look like justifying more work (like a jobs program) for community college faculty. Some clarifying discussion on that topic ensued.

Amy mentioned a couple of rationales for keeping the language as is, including Dr. Namuo's remarks about embracing our tensions and discussing them in the open. Others include maintaining diversity of offerings from colleges and ensuring access to classes and the number of classes offered for non-dual credit college students.

Mike defended the document for how it addressed "how we ensure that courses are college level" The draft provides recommendations for how to ensure quality, rigor, etc. in the case of teachers switching roles (college classes to high school classes) and modes. Adding to these concerns, some discussion ensued, including the following:

Sue urged caution in framing the difficulty of switching roles (from one level of teaching to another) by analogy of professors who move from undergraduate to graduate classes when there are both undergraduate and graduate students in the same course;

Mary Ellen argued that the shifts within high school to college level classes are different and not large enough from one college level to another to worry about the issue too much;

Greg supplied an anecdote from his own child's experience (as a dual credit student), who had no idea that he was in a DC class. He added that some schools offer so many kinds of classes (AP, Honors, dual credit, etc.) that students aren't clear on what kind of class they are taking;

Trish offered that she had had the opposite experience; her kids know the kinds of classes they are taking, so they are informed consumers of various kinds of schools and classes;

On the topic of data, Sue observed that part of the push is to afford more opportunities for more small, rural schools. She asked whether the data shows that schools are meeting the mandate of dual credit – specifically, increasing those opportunities for smaller districts and their students;

Tena asked about how many opportunities are truncated at the high school due to dual credit class expansion. She stated that if high schools have only dual credit sections for certain subjects, that truncates offerings for students who don't want dual credit. She said that if we're going to make suggestions about the Dual Credit Quality Act, we need to be specific about the data we want, such as



remote/local and expanded/truncated opportunities (opportunity costs for students);

Pratima mentioned that her daughter's school allows any student to enter any class, which impacts (negatively) the rigor and coverage of the course. She also discussed how Astronomy courses are being offered as dual credit through Waubensee Community College, but neither she nor any of her colleagues were consulted about the course.

Amy noted that in that case, the right of first refusal would have been an important point of intervention. She wondered how we can create a document and conversation involving NACEP's recommendations and distorted incentives that administrators have to contend with;

Brooke mentioned the connection between financial aid limits and students choosing dual credit classes before they have to pay for classes at the community college rate;

Nicole added that using NACEP accreditation standards, one singular message could emerge to encourage Illinois to join other states in aligning their requirements. Such schools, in cooperation with NACEP's standards, can be "the heavy" in relationships between high schools and community colleges; organizations like NACEP and their standards help to ensure that important consultations and conversations take place. The relationships help to put safeguards in place – unlike other communities/regions in the state where no such support exists;

Dan C. agreed that having standardization through NACEP would help so that all stakeholders can see requirements thus legitimizing the efforts of community colleges. These moves do require more effort and oversight, but they could provide a better idea at the university level of the kinds of students who are coming to us;

Laura noted that over the last two years, Kishwaukee Community College has facilitated meetings between the institution and local high schools for sharing standards, suggestions, methods, etc. The clearly outlined standards have been welcomed by high school teachers;

Mike suggested that some thresholds should exist wherein after some number of dual credit credits, students need to talk with college counselors and others in the admissions offices to avoid too many dual credit college credits without understanding what else they need. Doing so would help to make taking dual credit classes a meaningful experience for the students and not just a cheap-credit grab;

Angela added to Mike's point, saying that if we are going to add that idea to the document, someone should reach out to the Illinois Association for College Admission Counseling to see their perspective. There seems to be some question

as to whether counselors' work load is manageable if too many high school and college students require their services;

Tena argued that part of the point of general education is to confirm or learn what it is students want to do. She added that general education classes shouldn't be classes that students just "get through" or check the boxes for; rather, the concept of "meaningful" related to general education and dual credit classes is important, and we should amplify that important point;

Allison pointed out that the Every Student Succeeds Act and the Illinois Post-Secondary and Work Readiness (PWR) Act are as much at play here as the Dual Credit Quality Act. She said that the PWR Act demands that 8<sup>th</sup> graders identify what major they want to chase which has created the incentive structure in Illinois for students to get dual credit, honors, AP, and IB, credits;

Much, much more discussion continued, including how to address the meaningfulness of general education, questions about how to address needs, and that advising are all important to the decision-making process;

Greg asked what kinds of options/advice can we give to the IBHE for quality control and raising the discussion of it so that people are more aware of it.

James suggested that, downstream, we might look at groups of students who have similar educational trajectories at their sophomore year to see how they are doing for quality control.

NEXT STEPS: Amy promised that the Early College Consideration working group will talk about all of the above, and she thanked the group for the rich discussion.

#### b) Election Committee discussion

Andy will Chair the Executive Council elections. He said that we will need an election committee with one person from each caucus. Candidates need to write a paragraph describing their qualifications. Andy will coordinate starting and end dates for the election process, committee members will work with Andy to total the votes, and he (Andy) will communicate the results to Shawn, who will announce the results in next month's meeting.

Brooke suggested using a Qualtrics survey to collect the data (votes). Andy moved to make this change, Sarah G seconded the motion, and discussion followed. Angela asked if we can limit the voting to one vote per person; other clarifying issues were brought to light, like alternates not voting, and methods of communicating intentions to run for office to the elections committee.

The motion passed unanimously.

Jessica noted that Olney restricts Google polls being shared.

In early May the election process will begin (5<sup>th</sup> to 13<sup>th</sup> or thereabouts).

c) Website Administrator for 2025-2026

Pratima is going off the FAC (we applauded her service to the FAC), so a new Web Admin is needed. Shawn is seeking a replacement.

d) Student Visa revocation discussion

Shawn opened the floor for discussion of members' experiences with student visa revocations. Some of the issues included:

- acquiring (beyond revocation) – international students in the sciences who are needed as instructors;
- applications and whether students will take the risk to travel to the US. Students may waste time at American universities at which they might not be able to continue;
- more evidence of the chilling effects of recent federal activities includes that the Fulbright program is down on applicants as well;
- could FAC institutions' enrollment Deans make statements about their concerns;
- many schools still want to know what to do if ICE shows up at their campuses;
- perceptions from the media and elsewhere will influence if/whether students choose to come to the US;
- clarity is needed on how students learn about revocations
- what are international directors doing to monitor students' visa statuses; and
- official notices don't provide accurate numbers quickly enough for offices to know their students' status

Shawn suggested we take the conversation up in caucus

**12:00 Lunch Break**

After lunch, Shawn provided us with 45 minutes each for WG and Caucus meetings

**12:30 Working Group Meetings**

**1:15 Caucus Meetings**

Caucus Reports

**2 -Year Institutions**

Laura reported that the caucus elected Mike as At-Large Representative, and Jack was elected to the position of Vice Chair. Among the caucus members, not much had been heard about visa revocations in 2-year institutions. Caucus members also discussed students' perspectives and how

the cultural climate influences students' desires (or lack thereof) to speak about current affairs from either side of the political divide.

### **Privates and Independents**

Andy reported that we need to know (from Jill) which schools will be involved in the FAC before we can vote for officers. Also, there's a misstatement on the FAC website about Shawn's school's classification, which needs to be addressed. Andy's status, likewise, needs to be changed. Caucus members also discussed how recent changes in Washington are affecting our institutions. Caucus members also wondered whether it is appropriate (as independents) to try to fly under the radar while large institutions attract attention. He added that more funding of ICE in the future may change their activities at persecuting students.

### **4-Year Institutions**

Amy reported that Dan H. will run for Chair of the FAC (Shawn will finish out his term), and she (Amy) will become Chair for the caucus.

### **2:05 Working Group and Caucus Reports**

#### *Equity*

James reported that the group is looking to go back to an FAC document from 2003 and determine, given the current moment, what the role of an Equity group is – or should be. They wondered whether there is a charge for their group, and how best to move forward in a time when DEI is not looked upon kindly.

#### *Mental Health Student and Faculty*

Sue reported that their group is putting the final touches on their survey's formatting and content, and Trish will get the survey out to FAC members when it's completed.

#### *Prior Learning Assessment*

Shawn reported that preliminary data from their PLA survey didn't reveal many trends. He asked those who hadn't submitted their surveys to please do so soon.

#### *Higher Ed Funding*

Dan reported that he reviewed the funding bill, which had been amended, and will keep people advised on how things are moving.

#### *Tech and Higher Ed*

Laura reported that their group is compiling ADA compliance guides from other schools. There was some discussion on dates for compliance based on the size of the institution and the area it serves. The group decided that Greg will serve as working group Chair next year, and they discussed topics for next year. Possible topics include how faculty can teach students to integrate AI ethically and for the benefit of their learning; how the ubiquity of AGI requires us to think about what the role of faculty might be in future decades; and/or, how IBHE could reward methods of teaching people how to think for themselves. Sadly, Laura and Pratima were in their final meeting of the FAC, so working group members wished them well and thanked them for their work on the committee.

#### *Early College Consideration*

Amy reported that the group will pull together information concerning the National Alliance of Concurrent Enrollment Partnerships (NACEP), and that their group members should look at

NACEP's standards and compare them to Dual Credit quality standards. Amy suggested that perhaps some articles should be written in order to complicate the narrative on Dual Credit generally.

**2:30** After working groups had furnished their reports, Shawn thanked Pratima and Laura for their service to the FAC. As Pratima is going off the FAC, Jessica volunteered to run the FAC website. Shawn and other FAC members thanked Jack for hosting, and Shawn announced that he won't be at the May events; therefore, Dan will lead the day's meetings and activities.

Mike shared recent news about ICE and SEVIS records and terminations (revocations).

**2:38** Shawn sought a motion to adjourn the meeting. Laura made the motion, which Sarah seconded.

Minutes respectfully submitted by Jack Haines, FAC Secretary

**Next FAC Meeting:** May 16, 2025 at  
IASB Offices; Springfield, Illinois

**State Capitol Visit:** May 15, 2025 at  
State Capitol; Springfield, Illinois; Legislator Meetings

**Next IBHE Meeting:** June 25, 2025 at  
Abraham Lincoln Presidential Library and Museum; Springfield, Illinois