Faculty Advisory Council
Illinois Board of Higher Education

MINUTES
Approved October 16, 2026

September 18, 2026

Western Illinois University
1 University Circle
Macomb, Illinois 61455

FAC members/alternates attending and their institutions

In person:

Amy Carr	Western Illinois University
Daniel J. Coles	Aurora University
Patrick Crawford	Augustana College
Leslie Daugherty	Illinois Board of Higher Education
Jason Edgar	Morton College
Greg Ferrence	Illinois State University
Sarah Garber	Rosalind Franklin University
Jack Haines	Joliet Junior College
Lara Hernandez Corkrey	Moraine Valley Community College
Tena Helton	University of Illinois Springfield
Andy Howard	Illinois Institute of Technology
Brooke Johnson	Northeastern Illinois
Stacy Kosier	Carl Sandburg College
Matt Landrus	Lake Land Community College
Shaalein Lopez	Governors State University
Angela Lyons	University of Illinois Urbana-Champaign
Jessica McDonald	Olney Central College
Cyndi Richards	Lincoln Trail College
Shawn Schumacher	DeVry University
J.T. Snipes	Southern Illinois University Edwardsville
John Smith	Chicago State University
Leesa Thompson	Western Illinois University
Danielle Trapp	Wabash Valley College

Lichang Wang	Southern Illinois University Carbondale
Tiffany Puckett	Northern Illinois University
Nicole Zeller	Eastern Illinois University

Absent

Marie Donovan	DePaul University
Tyrone Forman	University of Illinois Chicago
Nataka Moore	Adler University
Mike Phillips	Illinois Valley Community College

9:00 Call to Order

Amy Carr (FAC Chair, WIU) called the meeting to order, welcomed members, and asked each to introduce themselves to the group.

9:05 Reports

Coalition for Higher Education Funding: Carr recognized Greg Ferrence (Illinois State University), who reported on the August and September meetings of the Coalition for Higher Education Funding, including ongoing advocacy for the Higher Education Funding Formula and the continued uncertainty related to federal policy changes, reporting requirements, student loan programs, and minority-serving institution designations. In response, Leslie Daugherty (Managing Director of Talent and Workforce Development, IBHE) provided updates on federal accountability measures, including implementation of the Student Outcomes Transparency and Accountability System (STATS), which will evaluate post-completion earnings of Title IV recipients. Participation is mandatory by October 2027 by any institution that is Pell-eligible. Discussion focused on institutional compliance, the impact of ongoing litigation, and potential effects on student financial aid eligibility.

Chair and Vice-Chair: Carr announced the formation of a Literacy Working Group and noted that Prior Learning Assessment activities remain temporarily paused, awaiting action on our statement regarding forming a state task force. Jack Haines (FAC Vice Chair, Joliet Junior College) requested that members sign in and asked that chairs of caucuses and working groups prepare a brief written summary of their work to contribute to the minutes. Andy Howard (Illinois Institute of Technology) publicly thanked Jason Edgar (Morton College) for his service as outgoing secretary of the FAC.

IBHE: Daugherty reported on the IBHE's Pell Grant expansion for particular high-skill, high-wage, and/or high-demand workforce programs. The IBHE has established an approval process that goes beyond the federal level. The first-round application opened

mid-July and closed August 31, 2026. Another round may open in the Spring. Programs must demonstrate a 70 percent completion rate and 70 percent job placement rate before programs go through the approval process. Daughtery also reported on the Illinois State Attainment Working Group, the One Click College Admissions initiative, nursing initiatives, and the THRIVES Grant program. Reduced-credit bachelor's degrees are also being reviewed for a white paper.

9:30 Conversation with Mike Halpin, State Senator for the 36th District, Chair of Higher Ed Appropriations

After introducing Halpin, Carr asked about the membership and work of the Midwest Higher Education Compact (MHEC) and then turned the floor over to him to respond to questions sent to him prior to the meeting.

Halpin described the MHEC as one of four interstate higher education compacts that brings together legislators, higher education agencies, institutions, and private-sector representatives to examine regional and national higher education issues. MHEC conducts research and provides member states with data on topics such as demographic trends, student migration patterns, and workforce outcomes, noting that while graduates often remain in the state where they attended college, many return to their home states later in their careers. Halpin highlighted MHEC's technology purchasing consortium, which helps states and institutions reduce technology costs, and noted that Illinois received an MHEC grant to support the review and updating of statewide degree and credential attainment goals. MHEC also facilitates collaboration on issues such as higher education funding, textbook affordability, and open educational resources, while providing a valuable forum for networking and sharing best practices across states.

Halpin also discussed legislative priorities, including the Higher Education Funding Formula, artificial intelligence regulation, community college baccalaureate proposals, dual credit, literacy initiatives, and prior learning assessment. He emphasized continuing support for the funding formula and noted that legislative discussions have shifted from whether a formula is needed at all to questions about implementation and funding mechanisms.

Council members raised concerns regarding:

- Dual Credit Quality Act (DCQA) implementation and oversight.
- Student readiness and developmental education.
- The impact of remediation reform.

- Artificial intelligence in higher education.
- Adult and early literacy efforts.
- Student basic needs and mental health funding.

Discussion highlighted the need for improved statewide dual-credit oversight and greater consistency in program quality. Halpin noted that there have been bills addressing dual credit in the past session, but that it is a continuing conversation about how to balance speed, quality, and cost of a college education. Cyndi Richards (Lincoln Trail College) described how her institution implements the DCQA effectively but noted that such strong implementation seems inconsistent across the state, and she suggested a summit to discuss the issues statewide. She also pointed out that the Model Partnership Committee is not an oversight body. Matt Landers (Lakeland Community College) noted that institutional accountability for the DCQA implementation is faulty in part because economic / enrollment pressures may be at odds with quality measures. Moreover, there seems to be no consistent oversight or mechanism to report violations of the DCQA. Carr stated that there have been concerns about academic freedom as well.

Ferrence and others noted that a growing number of students are not prepared for general education coursework, an issue exacerbated by increased pressure to have five-year graduation rates and to lower DFW rates while no longer being able to require remedial coursework (as a result of the 2020 Development Education Reform Act, or DERA). Ferrence suggested that legislators might want to review the data and our shifting student body and revisit the remedial coursework policy. He said that policies generated 10 years ago may need to be tweaked for the current student population. Richards suggested that perhaps more direct interaction between the IBHE and ISBE on the issue of student preparation might be useful. Halpin advocated for continued examination of literacy and preparation gaps, as well as more comprehensive data collection to inform policy decisions. He encouraged institutions to continue sharing data and communicating directly with legislators.

Carr then asked Halpin to address any legislative movement on prior learning assessment. Halpin responded that no taskforce has yet been created but is in a planning stage. Shawn Schumacher (DeVry University) noted that this topic has been around for a few years, and it is important because it is a tangible way to make college more affordable, especially for veterans.

Danielle Trapp (Wabash Valley College) asked about how legislators are addressing AI in higher education. Halpin responded that legislators (and the MHEC) are trying to tackle the entire range of AI issues but have not talked about its impact on higher education

across the state of Illinois, and there is no legislation currently crafted. He indicated that he wants to ensure that all institutions are protected, not just copyright, but also the labor and work that goes into publishing research and course materials. He also wants to consider the regulation of student use of AI tools. Institutions are developing strategies to try to address these issues, but he said that none have approached him urgently to address AI in higher education.

Haines then asked how FAC can coordinate with Halpin and other administrators to enhance literacy efforts in the state. He requested a sketch of how we might address literacy issues in Illinois higher education. Halpin responded that early interventions in K-12, especially elementary school, have a positive impact on "downstream" literacy issues. He noted that the legislature does not have a specific literacy plan at the higher education level. Halpin also mentioned that the state librarian provides some grants to fund institutions to support adult literacy programs, but the main focus legislatively has been on early intervention. In response to a similar question from Shaalein Lopez (Governors State University) regarding grant initiatives to assist schools or universities to implement aspects of the math literacy program recently released, Halpin replied that there was none in the FY 2027 budget. However, he noted, similar to the literacy plan, it may take a couple of years for funding to catch up to the math and reading literacy efforts.

Carr asked about the likely support for the higher ed funding formula. Halpin said the pressure is building to pass the legislation, and he has seen encouraging budget numbers for the first part of this fiscal year. He said he is optimistic that they are no longer talking about whether this is a good concept but instead they are considering how the formula will work and how adjustments will benefit various institutions. "We have won the theoretical battle," he said. "Now it is the details." He said the goal is to have a formula that provides our four-year universities with funds that the data suggests is necessary to achieve our outcomes.

Richards asked about emergency funding for student basic needs and whether it can be more consistently funded. Halpin said that the legislature clarified that institutions have the authority to provide funding for basic needs, but right now this is an ongoing conversation. It is not currently included in the budget.

Halpin encouraged the FAC to continue providing data with which to talk to legislators.

Carr thanked Halpin for his time and attention.

10:20 Break

10:30 President Kristi Mindrup and Provost Mark Mossman, WIU, "Aligning Resources to Programs and Plans"

Carr introduced the WIU president and provost.

President Kristi Mindrup and Provost Mark Mossman described Western Illinois University's short-term and long-term efforts to stabilize finances, restructure academic administration, improve communication, and align programs with institutional priorities. They reported significant progress in reducing administrative costs, restructuring colleges, improving shared governance processes, and developing a long-term strategic plan that takes advantage of its regional strengths. Subsequent discussion addressed:

- Change management and employee morale.
- Enrollment trends and tuition discounting.
- Program prioritization and institutional identity.
- Shared governance and faculty engagement.
- Strategic planning processes and stakeholder involvement.

Both speakers emphasized realigning WIU as an "opportunity university," noting the importance of communication, fiscal responsibility, student-centered decision making, and sustainable growth. M. Mossman described where they began three years ago when administration changed. They had to face the reality of a $20 million deficit and significant cash flow issues, along with a large senior administration, significant decline in undergraduate enrollment, which was their core constituency, and expensive graduate programs. Other issues included strong programs that fizzled when program leadership left, inconsistency among programs, communication issues, outdated technology, disarray in higher education more broadly, especially after COVID, and low campus morale, along with a growing lack of trust in higher education.

Mindrup stated that collaborative, visionary, and action-oriented leadership, in addition to increased efficiency, was a significant part of the plan to address the realities. They reduced senior leadership and improved listening and communication at all levels, which helped to address morale. This created a basis for a strategic plan to be built, Mindrup said. Besides addressing immediate issues, they looked to the future of what WIU could become and created much greater awareness of how each area impacted the other, which changed the leadership culture and so that areas did not compete. They had to make tough decisions, but with students at the center of those decisions. So, they downsized staff based on student enrollment. Mindrup stated that it was important to honor the sacrifices that had to be made by looking forward and restructuring.

M. Mossman described the academic rebuild after stabilizing the initial situation. The keys that he said are still in process are: maintain financial health, work on institution-wide initiatives, and work with the Faculty Senate chair closely to get buy in on a new two-college structure to address institutional identity. One college is CHASE (College of Humanities, Arts, Sciences, and Education) and another is CBHCP (College of Business, Health, and Community Programs). There is also a separate school for graduate studies. The rebuild, he said, was done in three stages, and they are now in the third, which requires more minute assessment of curriculum, delivery, and student culture. WIU is not a pancake; neither the liberal arts nor pre-professional programs are privileged. Alumni and foundation engagement have been important, and they are starting to see reinvestment from alumni, with a record for Giving Tuesday of over $75 million for endowment. They are also starting to move beyond crisis mode so that other issues, such as deferred maintenance, can begin to be addressed.

Mindrup then focused on the opportunity that has been borne from restructuring, including getting alums and donors more involved. Now, she said, WIU is positioned to build connections regionally and statewide. They are focusing on reinvestment by "taking care of our people" so that faculty and staff can keep up with the cost of living and so that morale can improve. They are also moving into a new strategic planning process and have had significant grant milestones which tell the WIU story and impact the success of programs. They are also proud of the first capital project completed in over 40 years with the new Goldfarb Performing Arts Center.

Jessica McDonald (Olney Central College) asked about how WIU has dealt with morale, especially considering all the structural and personnel changes. M. Mossman acknowledged the difficulty of addressing morale and especially scaling good communication practices across the university. He said that the faculty senate chair has been instrumental in helping improve morale, but it remains difficult because of the pressure on higher education instructions in general. WIU, like many regionals, has been caught in the "enrollment trap." He hopes that one of the features of the rebuild will be to reframe the conversations so that not everything is about enrollment, which will help morale. Mindrup added that disagreement does not have to equate to distrust, and that creating space for disagreement is important. She also noted that the challenges WIU faced forced changes that some external stakeholders had been hoping for. She said that while some may have distrusted because of change, some trust has been earned by making changes.

Richards described similar program and resource competition when three community colleges merged, with resistance to changes such as the Dean now deciding what faculty were teaching. She asked M. Mossman how WIU has dealt with the faculty who reject

new processes, such as scheduling? M. Mossman acknowledged similar challenges at WIU, noting that the budget is behind most of the issues. The goal, he said, is to reduce internal competition and create teamwork. He noted that solving national problems is not possible but operating with only a growth in enrollment mindset can lead to practices like advisors pressuring students to stay in a major. State levels of funding are key, he said, because while WIU has nuanced issues, they are built around the same sets of concerns. We want to ensure that programs that may be low-enrolled are still valued. Controlling the schedule helps student retention, success, mental health concerns, etc. Collaboration and cooperation to enhance the student experience propels them towards success.

Using his institution as an example, Matt Landrus (Lake Land College) explained that enrollment data can be deceptive, especially if it is driven by tuition waivers or incentives that are expensive but do not result in the institution increasing its financial position. Mindrup posited that there's a time to do those initiatives if you are trying to build a class in a particular way, but that they had to review each for financial sustainability at WIU. She noted that one unconditional scholarship for students at WIU was ended because some students openly planned to party for one semester and leave, without planning to pass any classes. She pointed out that there is a cultural obsession with the idea that growth means quality and success rather than taking care of the core mission and students. Growing for growth's sake, she said, is not inherently good. Enrollment needs to be meaningful. M. Mossman concurred, explaining that part of the morale issue stemmed from the budget impasse years ago. The truth, he said, is that the budget needs to match enrollment.

Daniel Coles (Aurora College) asked about how satellite programs continue to function at WIU and the extent to which models of other regional state universities informed WIU's changes. Mindrup stated that there was no template for the rebuild at WIU; although they reviewed other institutions, their circumstances were significantly different. Before COVID, she noted, reductions were not strategic and did not last. Regarding satellite campuses, she said that they refocused the quad cities campus on degree completion with some graduate programs, as it was initially developed. Mindrup suggested that collaborations with community colleges might be an opportunity to re-establish satellites of a four-year institution. Overall, though, satellite campuses are expensive.

Howard asked how WIU is managing the strategic planning—bottom up or top down? Mindrup explained that they are working "middle across," establishing an office of strategy and institutional effectiveness with a representative council to ensure voices are involved from across the university in a meaningful process rather than rubber stamping

"an imposed early plan." HLC, she notes, expects faculty governance to be real engagement. Howard also asked the extent to which faculty were part of the process of balancing the budget. M. Mossman indicated that the union and Faculty Senate have been involved in every step of the rebuild, and that it was a very collaborative process that required the senate chair to be on several other institution-wide committees. Mindrup noted that the UPI contract was a guide and communicating the realities of the financial situation was key. Although they could not be as collaborative as they wanted to be in the beginning of the crisis, they are more collaborative now.

11:30 Working Groups

12:15 Lunch

1:07 Amy Patrick Mossman, Executive Director, Office of Strategy and Institutional Effectiveness, WIU, reporting on highlights of a Statewide Attainment Working Group meeting; and Leslie Daugherty, IBHE, Managing Director of Talent and Workforce Development

Amy Patrick Mossman and Leslie Daugherty provided updates on the State Attainment Working Group. A. Mossman attended a session at Carl Sandburg College, which included many diverse stakeholders. A. Mossman said there were four primary areas of discussion that intrigued her: workforce and economic mobility, adult learners and non-linear pathways to a credential, regional differences, and collaboration. She reported that the discussion revealed a strong emphasis on connecting attainment and individual opportunities with the economic needs of regions and the state. There was also a focus on adult learners and those with some college but no credential, along with how prior learning can figure into the equation. Stackable credentials and lifelong learning opportunities were topics for consideration. She said that there was a lot of concern that an emphasis on regional differences could ignore that fact that our public universities and four-year private colleges serve students statewide and beyond: their student populations are not limited to just the region of the college/university itself. Graduates often migrate out of the region as well. Also, there was a desire for collaboration, rather than competition, between four-year institutions, community colleges, workforce development, employers, and those invested in economic development in other ways. Some participants asked for region-specific funding opportunities to encourage genuine collaboration.

A. Mossman determined that there are three primary questions to follow up on: 1) What will Illinois mean by "value" and what will it mean at the state level? A credential of value includes a degree that allows adaptability for a lifetime, enabling broader learning

regardless of major, with contributions to the community and civic engagement and meaningful lives—not only economic mobility and salary. We are being asked to *measure*, but how can we help to *shape* what gets measured? 2) How should a statewide framework account for different contexts, including labor markets, regions, institutional missions, institutions in different sectors, transfer/student mobility, adult/nontraditional pathways, and mobility across institutions. 3) How will the information be used (funding decisions, incentives, etc.) so that collaboration is fostered? She said the work is still being shaped, and the FAC can influence its shape by asking what counts as education value, what should we be measuring, what do different institutions and pathways contribute, and what unintended consequences are possible?

Discussion focused on developing a new statewide attainment goal, defining "credentials of value," supporting adult learners and nontraditional pathways, recognizing regional differences, and encouraging collaboration among higher education institutions, employers, and workforce agencies. Participants also discussed concerns about measuring educational value solely through workforce outcomes and stressed the importance of considering civic engagement, personal growth, and institutional missions.

Carr reminded FAC members that they should review the State Attainment Working Group handout for discussion questions for when they go into caucus. Those questions are:

Attainment Goal

1. For Illinois's previous state attainment goal of 60% by 2025, what moved the needle? What worked—and what didn't?

2. What would make a state attainment goal relevant and actionable at the local level for institutions to support regional workforce development?

    a. Should there be differentiated goals at the local level? For different types of institutions (community colleges vs. four-years)?

Credential of Value Definition

3. What makes a credential valuable for students, employers, and communities? How can a definition balance across these different audiences?

    a. Should a credential of value definition incorporate flexible pathways for stackable credentials, regional demand, etc.?

4. How can an Illinois credential of value definition balance the value of a broad foundation in liberal arts and sciences for baccalaureate degrees and those that offer a tailored career pathway for learners to enter the workforce?

5. What are potential use cases for a credential of value definition in your sector, institution, and/or role?

Daughtery, who serves on the State Attainment Working Group, reported that she had attended two stakeholder sessions at Lewis & Clark and SIU-Carbondale. She said that 11 discussion sessions were held within the state economic development regions, which is why these places were chosen. She said that from both sessions there was good feedback about what worked in trying to meet the previous attainment goal, as well as what other states have done. She reported that the Lumina Foundation set a 70% attainment goal by 2040 based on their prediction of the percentage of jobs that will require a higher education credential. Discussions centered around community impact, purpose, the definition of the word "value" and the importance of regions in discussions. The Illinois Workforce and Education Research Collaborative (IWERC) provides data for SAWG.

Howard noted that the previous goal was 60 percent, a national goal. He asked if the new goal will also align with the national goal. Daughtery acknowledged that 70 percent is the national goal, but that the working group is determining if that is an appropriate level for Illinois.

1:30: Caucus meetings

2:00 Business Meeting
Old Business: Approval of June 17, 2026, Meeting Minutes at the Illinois Community College Board
Patrick Crawford (Augustana College) moved to approve. Jack Haines seconded. 15 approved. 6 abstained.

2:05 Caucus and Working Group Reports

Public Institutions Caucus
Brooke Johnson (Northeastern Illinois University) reported that caucus members spent most of the time discussing the Illinois State Attainment Working Group questions. Regarding workforce development, the caucus emphasized the importance of and questions about alignment among state goals, institutional goals, and workforce needs. For example, our higher ed institutions serve students who are not always attending

college in order to work in their home region, or within the state. Alumni in some fields, like chemistry, often go to industries out of state to work. Is the Working Group going to recommend that campuses intentionally recruit students who will commit to regional or in-state future employment? Or to working in fields with current shortage, like real estate developers in central Illinois? What about workers who live and pay taxes in Illinois, while working remotely for an out-of-state company? Do they count as part of a regional or state workforce?

The caucus also raised questions about whether the primary purpose of the working group is workforce and economic development or something different. In addition, the caucus discussed how the Working Group defines "value" and stressed that value should extend beyond workforce preparation and economic outcomes. Even with regard to employment, members highlighted the importance of transferable skills, critical thinking, communication, and other broadly applicable competencies that students gain through higher education, as described by surveys of employers collected by the World Economic Forum.[1] One member pointed out that the engineering field pays more attention to those who are good thinkers and problem solvers; one's major and the reputation of the university matter more for those hired for management and leadership roles. Other companies look for the same thing; they have their training programs. Skills-based hiring can take precedence over hiring those with particular major. Another member noted that even when companies are comparing applicants from a desired major, they seek the kinds of skills the World Economic Forum mentioned that are rooted in a broader liberal arts education, including resilience, empathy, service orientation, and systems thinking. How can we better communicate the value of a liberal arts education?

Caucus members also stressed the importance of high schools communicating that the trades are valuable, too. Daugherty (who had joined in the caucus conversation) pointed out that the college-prep emphasis at high schools leads some students to switch to a GED if their interests are in the trades. She has seen this in rural communities in which she has worked all over the US.

[1] See https://www.weforum.org/publications/the-future-of-jobs-report-2025/in-full/3-skills-outlook/ "As in the two previous editions of this [Future of Jobs Survey] report, analytical thinking remains the top core skill for employers, with seven out of 10 companies considering it as essential. This is followed by resilience, flexibility and agility, along with leadership and social influence, underscoring the critical role of adaptability and collaboration alongside cognitive skills. Creative thinking and motivation and self-awareness rank fourth and fifth, respectively. This combination of cognitive, self-efficacy and interpersonal skills within the top five emphasizes the importance ascribed by respondents to having an agile, innovative and collaborative workforce, where both problem-solving abilities and personal resilience are critical for success."

The group also discussed the value that higher education provides to communities through civic engagement, community leadership, cultural enrichment, and the development of informed and engaged citizens. Can SAWG include data points about these as well? The caucus also emphasized the importance of incorporating the student perspective into these discussions. Research suggests that students are seeking meaningful work, prompting questions about how concepts such as meaning, purpose, and personal fulfillment fit within the SAWG's definition of value. Here it is important to recognize that the value of a job is not always realistically represented by compensation levels.

Private/Independent Institutions Caucus
Howard reported on ongoing membership vacancies and discussed recruitment strategies. He also said that the caucus was poorly placed to respond to workplace needs because it is outside of institutional foci and values statements. Nevertheless, the caucus discussed the questions and suggested that money and clear, stable classifications allow students to complete their programs successfully. They also indicated that essential skills make a credential valuable for students, employers, and communities because they center critical thinking skills and combat the influence of AI. The caucus also stated that balance is more likely between liberal arts and career pathways when there is a willingness to distribute funding to provide balance and to incentivize collaboration across disciplines. They also reported that badges and certificates may be potential use cases for a credential of value definition.

Two-Year Caucus
Haines noted that they still have some vacancies in their caucus and suggested that invitations should go out in March. He also reported that the caucus discussed hyflex course definitions; some institutions have hyflex, but some do not in part because labor/pay issues are complex. The caucus feels that ICCB and the IBHE should establish definitions for class types/modalities. They also discussed attainment metrics and data tracking challenges, interrogating the purpose of this initiative. They did not feel they had enough details to determine what moved the needle with attainment. They also question how various student populations and their statuses could be tracked or reliably accounted for. For example, if 20% of the enrollment of a community college is dual credit, do (or how do) they count toward the statewide attainment goals?

Equity, Diversity, and Inclusion Working Group
Tyrone Forman (University of Illinois at Chicago) reported that members continue efforts related to faculty diversity initiatives and record-keeping practices.

Technology and AI Working Group
Ferrence reported that the group discussed faculty uses of AI and plans to revisit and update previous guidance documents for IBHE.

Early College/Dual Credit Working Group
Carr reported that, after hearing Senator Halpin's call for data regarding dual credit concerns, the group added to its list of data that state might collect and expects to complete a NACEP/DCQA comparison report by December.

Mental Health Working Group
McDonald reported that caucus members reviewed recent survey findings indicating continued high levels of student mental health concerns (Virginia State Higher Education 2026 survey: 76% of college students reported an issue the past year). She also discussed challenges in delivering services in rural areas.

Student Basic Needs Working Group
Co-chairs Stacy Kosier (Carl Sandburg College) and Lichang Wang (SIU Carbondale) were announced. Members are developing a statewide survey with support from the Hope Center for Basic Student Needs at Temple University and plan to distribute it to institutions once finalized. A white paper is anticipated before the end of the academic year.

Literacy Working Group
Haines reported that the group will be addressing the generational collapse in literacy, a nationwide problem. They will be working towards a white paper based on data that will define the problem at both higher education and K-12 levels. The caucus discussed where they will be getting their data, how to access it, and how to distribute the work. They also want to find new voices and partners to help in their advisory role to the IBHE. They want to sound a universal alarm across the IBHE, ISBE, and related boards.

Before adjournment, Carr mentioned that a speaker will come in December to discuss developmental education. She also invited the membership to forward ideas to speakers to her or someone on the executive committee.

2:45 Adjournment
Haines moved to adjourn. Helton seconded.

Minutes submitted by Tena Helton, FAC Secretary