



## Faculty Advisory Council Illinois Board of Higher Education

Minutes

21 March 2025 Meeting

DeVry University

### FAC members/alternates attending and their institutions

#### In person:

Angela Antonou	University of St. Francis
Paul Bialek	Oakton Community College
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Daniel J. Coles	Aurora University
Marie Donovan	DePaul University
Allison Douglas	Elgin Community 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
Joao Goebel	National Lewis University
Jack Haines	Joliet Junior College
Andy Howard	Illinois Institute of Technology
Dan Hrozencik	Chicago State University
Irene Jacobsen	Eastern Illinois University
Pratima Jindal	Waubonsee Community College
Brooke Johnson	Northeastern Illinois University
Mary Laundry	Adler University
Shaalein Lopez	Governors State University
James Marshall	Rockford University
Gay Miller	University of Illinois Urbana-Champaign
Laura Murdaugh	Kishwaukee College
Mike Phillips	at-large (Illinois Valley Community College)
Tiffany Puckett	Northern Illinois University
Nicole Scherger	Elgin Community College
Shawn Schumacher	DeVry University
Sue Wiediger	Southern Illinois University-Edwardsville

#### Attending Via Zoom

John Cooksey	Truman College
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Matt Landrus  
Lichang Wang  
Kyong Mee Choi

Lake Land College  
Southern Illinois University-Carbondale  
Roosevelt University

**Absent:**

Jason Edgar  
Tena Helton  
Jessica McDonald  
Mary Ellen Schiller  
Patricia Saleeby  
J. Matthew Ward

Morton College  
University of Illinois, Springfield  
Olney Central College  
Roosevelt University  
Bradley University  
Quincy University

**9:08** Call to order and Introductions

Shawn called the meeting to order and provided brief introductions of our guest speakers.

**9:20** Guest Presentation: “DVU Experiences with HLC Programmatic Accreditation”; Paula Ure, Dean of Accreditation and Academic Quality, DeVry University

Dr. Ure began her remarks by stating that she had joined DeVry in 2003 and currently oversees academic policy. Her presentation centered on DeVry’s efforts at programmatic accreditation. After sharing the institution’s mission, she added that DeVry aims to prepare learners for technological change.

She noted that DeVry has about 30,000 students, 90% of which are undergraduate students. She reported that enrollment has grown every year, and DeVry has 18 locations across the USA. DeVry’s student body is quite diverse, and its key current focus areas are digital health, technology, and business.

Dr. Ure further noted DeVry’s impressive programmatic accreditation and recognition, offering degrees at the associate, baccalaureate, and master’s levels. The institution is accredited by the Higher Learning Commission, including its Keller Graduate School of Management. In addition to offering traditional degree types, DeVry pursues organizational credentials/recognitions when certificates aren’t available.

She spoke, also, to DeVry’s positive track record of innovation, noting that new programs contributed to 21% of new students in AY24. In bringing her remarks to a close, Dr. Ure stressed DeVry’s cooperation and networking with such groups as the IBHE’s FAC and Proprietary Advisory Committee, as well as the Illinois Articulation Initiative, the Prior Learning Assessment Network, and the Content Authenticity Initiative.

After Dr. Ure’s presentation, a brief Q & A session followed.

Marie asked how Prior Learning Assessment and Credit for Prior Learning happen at DeVry.

**A:** Dr. Ure responded that they rely on faculty to complete evaluations of prior learning. They also partner with Community Colleges and other institutions for articulation agreements. Within specific disciplines, portfolios are evaluated by DeVry's faculty.

Mike wondered about challenges specific to for-profit (proprietary) institutions.

**A:** Dr. Ure stated that not enough institutions know about DeVry, nor do they stay true to their mission for accountability and ethics. She noted DeVry's desire to distance themselves from bad actors in their institutional peer group.

Amy asked what other schools offer both Associate and Bachelor degrees.

**A:** Dr. Ure reported that DeVry's peer institutions focus on career opportunities, with Chamberlain University being closest to DeVry in which degrees it offers. She also said that it depends on whether an institution is degree or non-degree granting.

Tyrone asked how DeVry develops its various programs, and whether people go into the workforce and get jobs and come back to DeVry.

**A:** Dr. Ure explained that yes, DeVry pays attention to various sectors for growth/change, and it fashions its programs to keep current with needs and developments in different fields.

Angela asked about the transferability of certificates.

**A:** Dr. Ure said that so far, DeVry hasn't run into any problems. The institution tries to align the rigor of its offerings so that courses meet the rigor of transferable courses.

Tyrone wondered what proportion of certificate-seeking students go on to get higher degrees.

Dr. Ure reported that DeVry enjoys 88% persistence rates of students, in both degree and certificate programs. She added that shorter credentialing courses are increasingly popular.

**9:45** Guest Presentation: "Continued Success at the DeVry University Advantage Academy"; Dr. Brian Niro, Assistant Dean of Teaching and Learning, DeVry University

To begin, Shawn provided a brief overview of Dr. Niro's career.

Dr. Niro began his presentation by asking the FAC to picture a mariachi band member standing on third base. The reason for this thought experiment was revealed toward the end of his remarks, but it came down to a heuristic for helping students identify their uniqueness, even when such uniqueness was not immediately evident to the student.

He related a story about how he came through a system that prepared him for college (LSU) unlike his classmates at that time. However, in his next educational environment (in Europe), he discovered that he was nowhere near as prepared as his peers. These imprinting experiences inform his work at DeVry, where they focus on the preparation of students for the next phase of whatever environment they're in.

The bulk of Dr. Niro's presentation focused on DeVry's northern Chicago (old Sears building) campus at 1900 W. Lawrence. It is a Chicago Public school and a university combined, and it has existed since 2004. He described it as a unique dual enrollment and self-contained school, which accepts up to 100 students, who earn both Associate degrees (60 hours) and their high school diploma with no additional cost for the Associate's degree credits. He reported that 95% of their students go on to a four-year college.

Dr. Niro acknowledged one of their main challenges: They serve students from 46 different high schools in the city, and their school is small enough that it gives students opportunities that they would get from their local high school. However, their challenge is that students have different academic backgrounds due to their original high school track.

On the other hand, one great advantage is that because it is such a small school, with only 8 faculty on site, they have good student-to-faculty ratios.

In wrapping up his presentation, Dr. Niro mentioned that his campus provides career development classes for returning students, including interviewing skills, developing written materials for their CV, and trying to find a mariachi player on third base.

After his presentation, Dr. Niro welcomed questions from the FAC.

Cyndi asked if every class is for college credit and whether DeVry has both high school and DeVry staff.

**A:** Dr. Niro replied that the high school classes are AP and are otherwise highly rigorous. He added that the classes are highly integrated. High School teachers can't teach Associate degree courses, but DeVry faculty can teach the high school classes.

Amy asked what made him go teach at DeVry after having been at DePaul.

**A:** Dr. Niro replied that when he started at DeVry, he fell in love with teaching high school students, appreciating both their character and attributes. It was the DUAA program specifically that allured him.

Amy followed up by asking about the quality of their dual credit courses. She asked specifically whether DeVry supports faculty members by allowing them to fail high school students who do not meet expectations or do the work. Are the faculty expected to pass the high school students, no matter what?

**A:** Dr. Niro said that yes, there is potential for failure, but because it's a high school, there is more engagement with students for success. Their unique mission provides that they have touch with parents/families, and students have robust academic support, including Fridays as study hall days. Students can finish an Associate degree even after they graduate from the high school (if they don't finish the two degrees concurrently).

Tiffany asked if students are charged to come back and finish their Associate's degree.

**A:** Dr. Niro explained that yes; however, they are charged at a 50% rate of DeVry's standard rate.

Mike asked whether this kind of model is scalable. Is there funding, and who would execute it?

**A:** Dr. Niro said that he hopes so. He added that DeVry is blessed with three campuses, but the nature of the northside campus makes it doable. The contract is with CPS (who pays for the DeVry program), and Dr. Niro would love to scale it up. He reported that they're talking with other schools in Illinois as well as international schools.

Pratima wanted to clarify that there is no cost to students for the Academy and how many classes students take at once.

**A:** Dr. Niro affirmed that there is no cost, and the students attend a regular school day with food assistance (break and lunch). He added that there's no gym or sports teams (aside from intercollegiate athletics) and that the college courses are like electives at regular high schools.

Shaalein asked about IEPs and 504s, wondering whether the academy has students who need those.

**A:** Dr. Niro replied that yes, they have 2 counselors who coordinate that and help students to apply for the college courses. In the case of mental and emotional needs, the academy has supports, but perhaps not as robust as other high schools may have. In the case that students want to opt out and go back to their high school, one student felt that her travel was too much for her, so she went back to the CPS high school. Dr. Niro said that the transition is seamless.

Tiffany asked whether the counselors are on the DeVry side?

**A:** Dr. Niro replied that counselors are on the CPS side.

Dan C. noted that students have an academic day, so in terms of scalability, what % of typical students would try this kind of program?

**A:** Dr. Niro thought this was a great question and said that some of his students are motivated, some are nudged by parents, and some (as 15-year-olds) are just there without focused purpose.

Greg wondered about students with lots of dual credit ending up in higher level college courses where the age gap is large.

**A:** Dr. Niro replied that quite a few of their students are mature, having lived very complex lives. He said that classroom management is still needed (because they're 15/16), but generally, they're prepared for college classes.

Tyrone asked what proportion of the academy's students go on to four-years institutions.

**A:** Dr. Niro reported that about 95% go on to four-year schools.

Tyrone followed up by asking whether those are non-profit schools.

**A:** Dr. Niro replied in the negative, saying that they spread out to all kinds of different colleges.

Amy asked what percent of their students get their bachelor's degrees.

**A:** Dr. Niro replied that it's too hard to track, so they don't know.

Joao asked about the demographic makeup of their student body.

**A:** Dr. Niro reported that 50% are LatinX; 30% are African American, 15% are Asian, and the student body is 50/50 boys and girls.

Andy asked whether Dr. Niro has a sense of how many students go on to studies unrelated to the Associate degrees offered.

Dr. Niro replied that yes, a significant amount do so, but their credits still transfer.

**10:56** Quick break before business meeting

**11:11** Reports:

*Chair* (Shawn Schumacher);

Shawn reported that the previous Wednesday, he had met with Jill and that he delivered the FAC's public statement relating to Governor Pritzker's support for two-year institutions to offer baccalaureate degrees.

He reminded us that David Smalley will be at JJC to discuss enrollment data. In May, at our Springfield meeting, Jenna Rossi will give the FAC a legislative update, which should tie in well with that month's meeting.

Shawn reported that Mike will set up times for us to meet with State representatives in Springfield. More information will be forthcoming about the Springfield (June 25<sup>th</sup>) meeting, and we will try to attend the IBHE meeting at 1:00 at The Abe Lincoln Museum and Library. Shawn said that Tena will host us in the morning at UIS from 9 to 11:30 for FAC-related business, and he (Shawn) will deliver the annual report of the FAC in the afternoon.

Shawn mentioned that Pranav Kothari asked if he can join us in May, to which Shawn replied yes. Shawn said also that he and Dan supplied public comment to the IBHE last week about the FAC statement in support of librarians.

Shawn directed FAC caucus Chairs to prepare reports/summaries for the annual report.

Shawn mentioned that NEIU is looking for advising information from other institutions because they are looking at a centralized advising system; also we need to discuss caucus Chairs for next year. Finally, Shawn thanked the FAC for allowing DeVry to host and indulge in the conversations that involve DeVry.

Amy asked what Student Advisory Committee members spoke about at the IBHE meeting. Jill said they talked about initiatives coming from students – basic needs for students (housing, food, OERs, etc.) and how those issues affect them from their perspective.

Mike asked if there is any word on the faculty representative at IBHE? Shawn replied, yes --a little -- there are three empty spots on IBHE's website, but Shawn has not much more information. He is reaching out to IBHE but not getting much response from them. He reminded us that that appointment comes out of the Governor's office.

*Vice Chair (Dan Hrozencik);*

Dan noted that our next meeting is at JJC on 25 April and advised us to note the change in the date. He said that May and June are in Springfield; and, information is coming soon on those meetings. In news that may impact online attendees of our meeting, Dan said that Chicago State University is moving to Microsoft 365, meaning that Dan will begin to host meetings on Teams. He asked if that would be an issue for anyone on the FAC. Andy noted that the chat function is harder in Teams than Zoom, but most of functionality is the same.

Also, Dan went to the latest Coalition of Higher Ed funding meeting, and he reported that funding bill SB0013 is in its final drafting period. A \$135 million annual increase in higher education funding may be included, and endowments are being removed from the formula. He said that the funding formula will be available when the new bill comes out, and each institution will have to report on/account for how their funding allocation will be used. 10 April is the next meeting, which Dan will attend.

Gay asked if things at the Federal level will affect state level institutions.

Dan said no, it was not mentioned at the meeting, but it could be part of the negotiations that are going on.

Amy noted that funding formula focuses on undergraduate education, presupposing graduate research but not funding it. She added that in these discussions, much less talk about graduate level concerns occurs.

*Secretary (Jack Haines);*

Jack had not much to report, he thanked members who provided feedback on the previous month's minutes.

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

Jill reported the following details from the IBHE Academic Leadership Meeting, on March 21, 2025.

At their Illinois Board of Higher Education meeting, Chair Kothari provided a statement "Public education in our country is under attack -- not by a foreign entity but by our own federal government. In Illinois, we will relentlessly continue to remove barriers so that every Illinoisan has a fair shot at achieving their educational goals."

She reported on the following committees and programs:

### **Student Advisory Committee (SAC) --**

This year's SAC began meeting in September and concluded its business with a Power Point presentation to the IBHE Board at its March 12th Board meeting. The SAC Chair and Vice Chair



presented on behalf of the group; the two IBHE Student Board members are also selected at the beginning of each academic year from the SAC. The focus of this year's work and presentation included basic needs for students, including housing accommodations and food, affordability, specifically looking at Open Education Resources (OER's), and equity and mental health issues on campuses. SAC members for the 2025-2026 academic year will be appointed in August.

### **Diversifying Higher Education Faculty in Illinois (DFI) Program –**

The DFI Program supports the goals of IBHE's Strategic Plan, A Thriving Illinois, with a focus on increasing postsecondary credential and degree attainment to develop the talent that drives Illinois' economy by striving to close equity gaps for students, improve affordability, increase access, and assist with educational expenses. The Diversifying Higher Education Faculty in Illinois Program (DFI) provides financial awards to eligible underrepresented students pursuing graduate and professional degrees at Illinois public and private institutions of higher education. As a condition of the award, recipients agree to accept a teaching or staff position in an Illinois higher education institution or governing board, or an education-related position in a state agency, equal to the number of years the student was a participant in the program.

The Fiscal Year 2026 IBHE Board and Governor's Budget recommendation for DFI remain at \$2,025,200. FY26 applications are due to today. Stipend amounts are typically not lower than \$15,000. The final approval comes the IBHE Board at its June Board meeting.

### **Nurse Educator Fellowship Program –**

IBHE held two nomination rounds for the Fiscal Year 2025 Nurse Educator Fellowship Program. The Program is allocated \$800,000 for FY25 and currently provides \$10,000 salary supplement stipends for professional development and continuing education initiatives. The second round concluded on February 21st, with 16 additional nominations submitted by eligible nursing schools. Upon internal review, all 16 nominees were selected to receive an award and have been notified of their selection. A total of 56 Fellows were selected for FY25.

Jill also shared that she and her colleagues were very busy working on program reviews for the June Board meeting.

Andy asked if there is a sense for why the numbers are up for new degree programs. Jill replied, no—not really, across the board.

Amy asked if the numbers of new degree programs was up because of an increase in interdisciplinary programs. Jill pointed to the existence of some Data Science programs as created by UIUC, where programs are paired with a data science core to create these interdisciplinary programs., and a wider variety of programs.

*FAC Legislative Liaison* (Mike Phillips);

Mike reported that the day of our meeting was the deadline for bills to move out of committee in both chambers. He also mentioned the university funding bills and that the House Bill is in committee and has moved on, while the Senate Bill is still in assignments.



He said the Dual Credit Quality Act amendments have not moved; they are still in committee/assignments. The SURS CIP bill made it out of committee but is still under discussion.

He reminded FAC members that on 15 May, we meet in the state capitol to chat with legislators, moving around from office to office. He asked members to contact him if they want to participate, reminding us that we're not lobbying; we're visiting.

Many questions and concerns followed Mike's report. Among them are that the federal government has indicated a hard cap of indirect costs of 15%; to which colleges and universities could respond that costs should be direct. Universities have to pay costs, and faculty may be told to figure out how much it costs to use a lab, creating a lot more work for submitting grants. Andy suggested that a typical university will make cuts, creating more mistakes in the grant proposals and less accuracy in the post-grant award processes. Gay confirmed Andy's suspicions about staff cuts, funding cuts, and their effects. She thought that NIH and NFS grants/funding will be particularly affected.

Sarah said that these issues are huge, and the amount of money to support students will not be there. Therefore, institutions are already reducing their intake of students and research studies.

Amy asked why the federal government would want to destabilize research. One response was that Christopher Ruffo wants to see universities go into recession to rework themselves in keeping with the vision of federal leaders. Dan C. commented that an uneducated public is easier to control and doesn't need a democracy. These moves contribute to that notion. Cutting monies from the federal government does nothing to reduce the deficit.

Tyrone noted that the cross subsidizing of other programs outside of science will be affected by the cuts to indirect costs. Gay said that some states are trying to hire displaced federal workers, and Jill mentioned that in Illinois, job fairs are recruiting federal workers who have been displaced. Mike pointed out that the Illinois state budget doesn't have the funding to fill the holes created by cuts, implying that higher education might be far down the list.

**12:00** Shawn reported that DeVry's President was on the way and that she had to leave at 1:00. Shawn moved the agenda around – placing the business meeting after lunch, and members were asked to be mindful of the time to keep the meeting on track. (Half hour lunch break)

Guest Presentation: "President's Welcome", Elise Awwad, President and CEO, DeVry University

Dr. Awwad began her presentation with some biographical information about herself, including that she worked for 21 years at DeVry and is their first female president.

In her remarks, she demonstrated that despite the present political context in the US, she's excited about the world's interest in life-long learning. She said that technology is helping to make people think about how learning is not a terminal process. DeVry's educational culture recognizes that retention and employee advancement is important to business, so they focus on helping students become ready for future work through upskilling, skills enhancement, etc.

Also exciting for DeVry, Dr. Awwad noted that they are making an impact in tangible ways – like the advantage academy. She said that DeVry has received lots of recognition just this year about their efforts and impacts.

On a different note, she said that what keeps her up at night includes concerns about regulatory whiplash; political scrutiny and culture wars; America's demographic cliff and enrollment crunch; economic turbulence and operational pressures; and expansion of non-traditional learner options. She also observed the business culture's switch from a seeing the current climate as a BANI world as opposed to a VUCA one. [Secretary's note: In Leadership Studies, these acronyms were coined by Jamais Cascio. They are used to describe the state of the world. BANI stands for brittle, anxious, non-linear, and incomprehensible; VACU stands for volatile, uncertain, complex, and ambiguous.]

She explained that the reduction of education funding is harming the economy, but she assured the FAC that a plurality of institutions is on Capitol Hill, whence she had just returned, being loud about complaints about the federal government.

After Dr. Awaad's necessarily brief presentation a Question and Answer opportunity followed.

Amy asked whether the funding cuts affecting PELL are concerning.

**A:** Dr. Awaad state that Title IV funding is statutory, so it'll be hard for the federal government to ruin it. Her concern is that the federal government is going to do away with funding for education. However, in her mind the good news is that everyone in Washington D.C. is concerned about FAFSA processing and other delays. She added that she thinks the current US President is going day by day, and people won't be quiet about unintended consequences of his decisions.

Joao asked how DeVry is moving forward and what the priorities are.

**A:** She said that as far as matters concerning DEI are concerned, she has been slow to do anything because of the diversity of DeVry's stakeholders (students, faculty, staff). She called her chief legal counsel to figure what was absolutely necessary to do for compliance because she doesn't want to comply immediately with everything that the federal government demands. She also said that if the Department of Education is abolished, DeVry will suffer if regulations and compliance fall to states.

Greg: wondered how the state of education will it work if states, as opposed to the federal government, oversee policy/laws?

**A:** Dr. Awaad acknowledged that this was a good question. She wasn't sure, but she suggested that FAC members ask our Presidents what their plans are.

Tiffany observed that because state laws mirror the federal government's laws, states will have difficulty regularizing operations. She said that big law firms are watching things closely. Noting that there is power in numbers, Tiffany suggested that if several institutions lock arms and hire outside counsel, it will make it more difficult for the federal government.

Marie asked whether Dr. Awaad had heard anything in Washington D.C. about programs with international agreements?

**A:** Dr. Awaad reported that she is hearing threats about F1 and I20 visa approval rates. Interestingly, she said that DeVry is trying to bring education into countries as opposed to bringing students here.

Dan C. asked if anyone has discussed the reason for growth of the Department of Education and what Congress has wanted.

**A:** The reply was, nope. Dr. Awaad said that there's no talk about what reality is. She knows that the narrative doesn't reflect the reality. She said that Congress wanted lots of initiatives to start, causing the growth. It is not the states who wanted a larger Department of Education; although, that is the common misperception.

Tyrone states that it seems like university presidents have an opportunity to build a community and leverage their and students' voices. He asked whether DeVry is seeing anyone trying to mobilize presidents to speak with one voice.

**A:** Dr. Awaad said, Yes -- Ted Mitchell of ACE (the President of the American Council of Education) is doing a fabulous job on communicating and leading institutions to understand the letter of the law and what is actually required. She noted that in Illinois, we're not talking together as much as we should be. She offered that concerned members can send their university Presidents to her; she's always in D.C.

Dr. Awaad ended her brief time with us by offering the following exhortation: "There is power in numbers. We've had to fight for many years, and they have succeeded when they group up with others with similar problems. Lock arms with other institutions and leverage alumni and others to write letters and combine efforts."

**1:16** quick break

**1:32 pm** Business Meeting

1) Old Business

a) Approval of minutes from the February 21, 2025 meeting via Zoom

Shawn sought a motion to approve the minutes, which was made by Marie and seconded by Gay.

b) Approval of Resolution on DEI (Equity Working Group)

James affirmed that as a council, we have stood firm on our position: DEI is still important and we should support it. Shawn sought a motion for approval for the Equity group's Resolution on DEI. The motion was made by Mike and seconded by Sarah.

Discussion Ensued:

Amy asked if was possible to add reference to the IBHE's A Thriving Illinois document in the resolution. James thought it better to keep our recommendation general. He added that hopefully, the IBHE will draw on their commitment to A Thriving Illinois and make that connection. Tiffany concurred as a member of the drafting body.

In an effort to pass this resolution, a motion was made for a secret ballot, and a vote was called.

Voting to approve the DEI Resolution statement from the working group took place. The results were: Yeas: 24 and Nays: 0. Abstentions to the vote were 4. After the approval passed, James thanked everyone for their candor.

2) New Business

a) Proposal Authorizing Community Colleges to offer baccalaureate degrees

Addressing the Illinois Governor's proposal, Shawn sent FAC members a statement crafted by Marie. Marie said that she had made a grievance in her witness slip, which she sent to FAC members.

## **2:24 Working Group Reports**

Shawn asked members to send Brooke information on how their institutions handle advising. Caucus chairs will be contacting caucus members over the next month for planning purposes.

*Technology in Education* – Laura – The group is working on ADA Compliance issues. She said that all we can do is be a centralized organizer of existing information, which the group will compile and make available. Laura differentiated between an accommodation and accessibility, and she said that institutions need to be contacted to see how far along they are in the process of compliance. She said that the FAC can't take a stand on the issue, but we can facilitate members' access to reliable sources of software or assistance.

*Prior Learning Assessment* – Marie – 5 Responses to the survey have been received so far.

*Faculty and Student Mental Health* – Sue – The group met a week ago to finalize their survey, which is going out for IRB approval. Once approval has been granted, the survey will be sent out.

*Equity* – James -- The group is having difficulty finding DEI resources, so members are looking for suggestions from the FAC regarding DEI issues for the group to address.

*Early College Consideration* – Amy – the group is drafting a statement about putting quality into the Dual Credit Quality Act as well as asking for data.

*Funding* -- Dan – The group discussed how the FAC can go about watching the funding bill and monitoring its progress and contents. In the month of May, their attentions will turn to the Community College funding bill.

## **2:30 Caucus Meetings**

The passionate and prolonged discussion of various working group matters prevented the caucuses from sharing much time together. It was suggested that caucuses meet briefly online between this meeting and April's meeting to discuss any pressing issues.

**2:51** Shawn sought a motion to adjourn. The motion was made by Marie and seconded by Sarah G.

Minutes respectfully submitted by Jack Haines

Next FAC Meeting: April 25, 2025 at Joliet Junior College

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

Next IBHE Meeting: June 25, 2025 at  
Abraham Lincoln Presidential Library and Museum

