



## Faculty Advisory Council Illinois Board of Higher Education

Illinois Central College and Zoom, September 16, 2022

Minutes approved October 21, 2022

### **FAC members/alternates attending and their institutions:**

#### **Present in person:**

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Julie Clemens	at-large (Illinois Central College)
Lane Crothers	Illinois State University
Marie Donovan	DePaul University
Joao Goebel	National Louis University
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubonsee Community College
Linda Monge	Frontier Community College
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Linda Saborio	Northern Illinois University
Dane Trunnell	Prairie State Community College
Lichang Wang	Southern Illinois University-Carbondale
Sue Wiediger	Southern Illinois University-Edwardsville

#### **Present on Zoom:**

John Cooksey	Truman College (City Colleges of Chicago)
Crystal Harris	Governors State University
Jim Kulich	Elmhurst College (alternate)
Gay Miller	University of Illinois at Urbana-Champaign
Nataka Moore	at-large (Adler University)
Lucy Park	University of Illinois at Chicago
Jayne Peacock	Quincy University
Manny Rodriguez	Parkland Community College
Dana Walker	Quincy University (alternate)
Larry White	Eastern Illinois University

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

Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE

Jennifer Delaney, public university representative to the IBHE

**Representatives/Institutions not present:**

NO REPRESENTATIVE	University of Illinois-Springfield
Steven DePasquale	at-large (Kankakee Community College)
Gene Dunkley	Greenville University
Laura Laskowski-Ferrell	Saint Xavier University
Kate Perkins	Highland Community College
Mike Phillips	at-large (Illinois Valley Community College)
Shawn Schumacher	at-large (DeVry University-Addison)
Peter Seely	Benedictine University
Brian Vivona	Northeastern Illinois University

Call to order: 9:03 am by Linda Saborio, FAC Vice President (in the absence of Chair Shawn Schumacher)

**Introductions:** All present introduced themselves, their schools, and something about their positions or current projects.

**Executive Reports**

Chair Report (prepared by Shawn Schumacher, shared by Linda Saborio): The FAC Executive Committee met this summer, orienting Amy as Secretary, in planning meetings on August 12 and 19 and Sept 9. Shawn attended the IBHE meeting on June 29, where Julie Clemens and Paul Bialek presented on the [FAC 2022 position paper “Advancing Equity in Illinois Higher Education.”](#) Their presentation was well-received. With Cynthia Boyce, Shawn is on the Illinois [College Course Materials Affordability and Equitable Access Collaborative Study Act and Task Force](#) (CCM). He met on August 26 meeting with Stephanie Bernoteit, FAC’s current IBHE liaison. They discussed FAC plans to have one meeting entirely on Zoom per semester (in Nov and Feb), working groups, an update on new FAC representatives reports from last year, and new goals/outcomes.

Vice President Report (Linda Saborio): FAC has a working site on Canvas that is not available to the public. There FAC members can find meeting dates, the membership list once it is finalized, meeting information, and documents to share in working groups. [FAC also has a website](#) with our public persona (by-laws, membership list, approved papers, approved minutes). Linda will send an information sheet with hotels for each meeting, and often a Qualtrics survey for headcount for meals or catering.

Secretary Report (Amy Carr): Amy asked if there were any updates to the FAC membership lists.

IBHE Liaison Report (Stephanie Bernoteit): Stephanie began by acknowledging some themes in what she’ll share. 1) partnership. She is excited about ways the FAC has been able to partner with IBHE. She especially liked the equity working group’s position paper, saying it was incredibly well-received by the IBHE board, and they will hopefully continue to partner on further expanding that work. She thanks several FAC members for serving on state committees and task forces, including those who had served in various ways on groups that offered feedback on the higher education strategic plan; Dan Hrozencik for serving currently on Math Badging micro-credentialing initiative (as the IBHE rep to it); and Shawn

and Cynthia for their work on the CCM. There is always more of this kind of thing forthcoming—ways to engage with our expertise as faculty.

Stephanie then shared some slides called: “A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth.” She would like to equip us to share this work with our colleagues as it impacts what happens at our institutions. She named three goals: to close equity gaps, improve the financial future for individuals and institutions, and to grow talent for the state. Current work underway includes that of the Illinois Commission on Equitable Public Univ Funding, with work groups developing a nuanced, literature-based understanding of “adequacy”: providing adequate support of teaching and learning for a wide variety of students, with an equity lens. Illinois is one of the first states to look at this notion of adequacy for higher education (it has thus far been applied to K-12 contexts). Later in our meeting we will hear from Sophia Gelhausen Anderson about partnership with the Illinois Community College Board (ICCB) on wrap-around supports for students and their well-being, including housing insecurities and other basic needs challenges. There will be forthcoming information about public universities partnering with the Common App. There is a growth strategy around having students staying in Illinois for higher ed. One approach is the Illinois Tutoring Initiative; ICC (Illinois Central College) is one of the key colleges, along with several public universities (NIU, SIUC/E, Gov State, etc.) The ICCB and IBHE are offering high-impact tutoring for 3<sup>rd</sup>-8<sup>th</sup> grade and high school students in school districts with needs, focusing on learning supports for students in key areas of reading and math.

The work of the Early Childhood Access Consortium for Equity [www.ecace.org](http://www.ecace.org) falls under the growth goal, but touches also on equity and affordability. This is a unique initiative nationally. 61 public & private higher ed institutions are participating, as well as the IBHE, ICCB, ISBE (Illinois State Board of Education), ISAC (Illinois Student Assistance Commission), the Governor’s Office of Early Childhood Development, and IDHS (the Illinois Department of Human Services). They are unbundling and tackling collectively pathways for “incumbent early childhood workforce and employers.” This includes a recognition of prior learning, and community college degrees transferring in their entirety to 4-years so students do not have to retake coursework or extra credit hours. The ISAC partnership provides full-cost scholarship (including childcare). There have been 1500 applicants so far, providing a path to early childhood education credentialing for working adults. There has been an intensity of agency meetings, agency meetings with higher ed institutions, meetings *among* higher ed institutions, etc. Navigators provide personalized assistance to students for application and financial aid processes. There are also personal student-coach/mentor connections.

Transfer Boost: This is an initiative with several other states and HCM Strategists (a national consulting group that approached Illinois because of strength of our transfer system, IAI or the Illinois Articulation Initiative). The aim is to increase access to BA degrees by using known pathways from CC to universities—through guaranteed time and cost pathways. Several schools in the state are doing these partnerships now. The pathways include those to high-earning fields for lower-income families. This is building on IAI work.

Next Steps: a detailed implementation plan for IBHE staff, and an accountability system that includes institutional equity plans and practices, including guidance for public universities to launch university equity plans. The FAC equity working group might help with this. The equity plan would address the classroom as well as spaces across the institution.

There will be a Business and Employer Advisory Council—new this year for IBHE. Its creation aligns with the growth goal for higher ed.

Another area of address will be learning renewal and social-emotional support.

Report from the Public University Representative to the IBHE Board (Jen Delaney): Stephanie is doing incredible work on early childhood. Jen attended a Sept 1 meeting of the Illinois Commission on Equitable Public University Funding (she attended as a member of the public; she is not on the commission herself.) She has been raising some concerns. She is one of the few voices questioning notion of adequacy—and believes there is a good reason why other states not doing this. Those reasons are 1) Conceptual and 2) Practical.

- 1) **Conceptual reasons**: There is no literature on adequacy, but a bit of scholarly work questioning it as a relevant concept for higher ed (HE) finance. A) It is hard to know what is “adequate” for HE—unlike K-12. It’s hard because HE is oriented to the human condition and enhancing knowledge—making it hard to assess what would count as “adequate.” B) For K-12 funding, which is based on local property taxes, the notion that it is the state’s role to guarantee “adequate” funding makes sense. For the same reason it can make sense for the community colleges (CC) too, but the commission is not looking at CC’s at all.

Here are the four questions that Jen raised during public comments at the last Funding Commission meeting on using the concept of adequacy as a basic building block for a statewide funding formula:

1. Why is adequacy an appropriate conceptual frame to apply to higher education?
2. How does the notion of adequacy align with institutional missions?
3. Why is adequacy needed as a frame as opposed to another input-based model like enrollment funding? (This was in relation to Eric Zarnikow’s comment about using few metrics)
4. How does the notion of adequacy reflect the unique synergy between research and learning at universities? Teaching-learning functions in relation to research synergies in HE, unlike in other educational spaces.

Jen said FAC may want to address the proposal to bring notions of “adequacy” to bear in HE funding.

- 2) **Practical reasons** why Jen questions the notion of adequacy concerns the *measures* of adequacy. The funding commission is thinking of including these for funding—entirely based on outputs vs. inputs. These involve different types of framing and approach. Inputs are all about institutional costs (recruiting for admissions, student services, wrap-around). This makes Jen nervous as a faculty member—the state prescribing areas of investment for institutions. I am concerned about what incentives we are setting up; codifying models that may not work in the future. The common app changes recruitment, e.g., less travel needed for recruiters—vs. the input of what we do to serve students. We need to rethink if we’re doing an inputs based model, with students as the level of analysis vs. adequacy. This is something the FAC performance based funding group might work on.

Amy suggested the Jen Delaney present on her co-authored book at a future meeting. [In the introductions, she’d described [Linton Atlantic Books, Ltd. - The External Social Benefits of Higher Education](#) as being about externalities in education—what higher education provides and does beyond

jobs, such as contributing to society, democratic norms, other social goods. She co-authored this book with Walter McMahon.]

### Guest Presentations from ICC

We were welcomed by the President at ICC, Sheila Quirk-Bailey. She acknowledged that it has been a tough couple of years for faculty. “We value the hard work of FAC.”

Dean Joe Bergman, ICC, Dean of Math, Science, and Engineering, presented on “Multiple Measures.” [Jbergman@icc.edu](mailto:Jbergman@icc.edu) He is on ICC’s “College and Career Readiness” team. Joe is a chemist, then took on a dean role: “the guy who sets things on fire regularly is now in charge of a big budget and many sections.” He noted regarding developmental math that “over 55% of our total credit hours are in math. Why??” This motivated him to be part of career readiness team. He is a co-leader with Pete Fandel (in agriculture). Some on the team do data analysis of the results.

**After the meeting, Joe shared this overview:** ICC has been piloting the use of high school grade point average as a multiple measure to determine college readiness. He outlined the strategic team’s approach to determine the best measure of college readiness based on ICC student data. From this study, it was determined that high school GPA was the best single measure for predicting success in college-level composition and general education mathematics courses.

ICC uses the seventh semester high school GPA of 2.7 or higher for determining college readiness. Students who have a 2.7 or higher high school GPA are eligible to enroll in ~130 college-level courses without any further placement testing. The data collected to date suggests that the students placed using high school GPA are at least as successful as students who were placed by other traditional placement methods. ICC has also experienced a decreased dependence on developmental writing and mathematics courses since the implementation of high school GPA as a college readiness measure.

*Back to Joe’s fuller presentation:*

The goal: to improve college and career readiness and student transitions across the educational ecosystem. There are four phases to achieve this goal: Investigate, Design, Implement, Deliver.

The Institutional operational goal: Investigate strategies to improve the accuracy of academic placement and streamline high school transcript evaluation. Students might have a hard time with the math placement test, but are doing okay in the courses that expected its level of math. High school transcripts used to come in as PDF’s, [but now that they are not, we have] begun doing data analysis on them.

How did we determine if students were “college-ready?” We used lots of different standardized tests. We decided that students are college ready if they are able to enroll in introductory-level courses in all disciplines that require a reading score.

Why do we think we need to improve placement? Chemists like to blow things up. Like to experiment. We used to introduce students to ICC by saying: “Hi, now go take a placement test.” He sprung a sample math quiz question on FAC members to see how we might do.

Data has shown that many of the placement tests widely in use disproportionately place students in *developmental* courses. This adds 2-3 semesters, and can generate spending \$7 billion a year just on developmental courses. [This was a national figure from 2015 or 2016.] This in turn generates lost wages for extra time in school. Many didn't even get the credential then. Plus studies on the psychological effects of developmental courses suggest the message HE institutions are sending students is NOT a sense of belonging. "You don't deserve to be here; you're unwanted."

So we looked now at our own data. 1104 student were enrolling in gateway math and English courses during the 2016-17 year. We entered variables into spreadsheets for analysis—variables including ACT/SAT scores, placement test scores, HG GPA, last English and math classes, Math GPA.

For example, regarding Eng 110 success (composition 1): an incoming student's Write placer and Compass reading test might both be much lower than their HS GPA. There were parallels with gateway math placement score and HS GPA in relation to Math 110/111. In all: HS GPA overall is best predictor of student success in the developmental math and English courses. We used conversion to an unweighted 4.0 scale. We found the measure of success was a C or better in a transfer level course. There was 90% success in ENGL 110 for students with a 2.7 HS GPA or higher. So that GPA became the requirement for enrollment in introductory level course.

Another problem: students taking classes they weren't ready for (in Chemistry, e.g.) because of soft prerequisites.

Students were allowed to use their 7<sup>th</sup> semester or later cumulative HS GPA to enroll for fall 2020. COVID made this project even more important. We were no longer mandating students to take placement tests. This was a time when universities dropped the SAT/ACT. We welcomed students with an announcement of Celebration of Learning and a Common Time Presentation.

Data from fall 2020 served as the pilot for this study. We used multiple measures: GPA placed students; non-GPA placed; success groups for each. We had 147 students in a cohort. The ratio of developmental to non-developmental credit hours decreased by 7.52%. Course-level data suggests that students placed by HG GPA were equally as successful as non-GPA placed students. HS GPA project is one of several contributors to lower- level credit hours.

Our hypothesis was that the pilot would do no harm. The pass rate for Eng 110 and Psy 110—those placed by GPA outperformed other student groups placed by other measures. They were equally successful for other intro courses. The ratio of developmental to transfer credit hours decreased by 4.81%.

We are still collecting the data. We may be able to lower the GPA to 2.6. Plus we may begin to use some HS courses as prerequisites and generate data from that. This helps with interpreting for advisors (using state codes for the courses; Skyward system).

Sue asked: it may be impossible to capture the soft data. But I am curious if overall GPA is an indicator of college success because of students learning how to play the game of school vs. any content they are learning. Is there a family structure to do homework? It would be interesting to try to pull out whether it's this—vs. particular ability or knowledge.

JB's reply: I do think it's more a measure of academic grit and determination. Are you a good student? Do you turn things in on time? Do you pay attention? Placement tests can be a way to get in if you have a low GPA. I feel if I can have a conversation with every student I could have 95% success with placement.

Lichang asked: does it correlate even better if you only look at the Math GPA? JB: We hope to be able to do this once we have the electronic info for GPA's from the HS's. This helps the high schools too: it's not "us vs. them," but about OUR students. We can get together and try to identify why, say, a transitional math class at HS isn't the same as a course at the CC. Maybe not all ways of, say, calculating a slope are introduced in the HS.

Angela asked: What data is collected on students *after* the program? Is there any data assessing the psychological impact of being placed into these upper courses? Math seems less successful than English, so what qualities are in the students who *didn't* succeed. JB: We would like to. There is only one English option; there are a few math options. We are still doing placement testing for calculus, but starting to use HS course work too (B in pre-calc, say). We have been skipping placement tests just for liberal arts math. One problem: a placement test might pass you because you scored high on algebra, but never had trig; so you shouldn't go into calculus. Our assessment needs to be situational. Gaps since the last math classes matter. "Use it or lose it."

Before we broke into working groups, Dan commented with regard to the Performance Based Funding working group: we had been focusing on outputs; if now the focus is on inputs, may need to rethink our position paper draft.

Working groups met, followed by lunch.

### **IBHE Guest Presentation**

Sophia Gelhausen Anderson, IBHE Senior Associate Director of Policy, presented on "IBHE Initiatives for Wrap-Around Student Supports."

The Higher Education Housing and Opportunities Act is legislation that requires a HOUSE Liaison at all HEI's (higher ed institutions) to coordinate training, collect data. This part alone applies to privates. See PA 102-0083 [IBHE HOUSE Liaisons](#)

PA 102-0475. Amends Public Act for publics and CCs to require a liaison for undocumented students.

PA 102-1045: PU (public universities) and CCs (community colleges): both require a Benefits Navigator, e.g., for SNAP and food for students, basic needs resources.

The IBHE and ICCB facilitate the creation of and connection among these liaison positions.

Mostly so far the IBHE has worked on the HOUSE Liaisons piece. We've created a webpage. It's still hard to find HOUSE Liaisons from the privates; they are not used to communicating with the IBHE, and don't have regular contacts there. An annual training needs to be developed by an advocacy organization—like Chicago Coalition for the Homeless, who shepherded this legislation into being. A focus group was held with a few liaisons to get feedback on what they felt their training needs were. We are working with ISBE because of federal legislation on regular contact for homeless kids (a liaison). ISBE

has a coordinator for all of *those* liaisons statewide. They have annual trainings and meetings already. Those HS liaisons could try to connect students interested in a particular school with *their* liaison.

We are planning for communities of practices, bringing together liaisons and coordinators [from all three areas] to share ideas and develop and disseminate best practices on a variety of student support topics.

Questions for [FAC] Group:

Who should be included? Publics only? Privates too? An extra thing to have to do, or an opportunity?

What is the best format for meetings—round table discussion? One-way sharing of information?

Should there be a cap on the number of attendees? If so, how many? Maybe have sign up by meeting topic?

Who should be the points of contact? We already have all coordinators/liaisons identified at publics; should others be invited too? Advisors? Those working in direct student-support roles?

How long and how often should we meet? 3x a semester? Quarterly? Every two weeks?

Should meetings be recorded?

Suggested topics?

FAC members then engaged in a [Communities of Practice - Google Jamboard](#), providing feedback on these various questions with virtual stick-it notes.

There might not be a safe place for students to go home to. There is an idea down the road of data sharing between HS and HE liaisons for housing, so HE knows what a student needs.

Linda asked: How is this being funded? SGA: The HOUSE liaison is not a dedicated individual usually; usually someone adding more responsibilities. But IBHE has created a website and is trying to do other things (like communities of practice) to assist liaisons, who receive no extra compensation for this work. Angela added: Thinking of the workload: how might we work with networks we already have? Like Associated Colleges of Chicago Area (ACCA)? Or SMHCE (the South Metropolitan Higher Ed Consortium)? SGA: The ICCB is looking to create their own lists and webpage.

### **Business Meeting**

We approved FAC minutes from June 17, 2022 at Lincoln Trail College, with one correction about who was present. Dan Hrozencik moved approval; Marie seconded. The June minutes were approved unanimously.

There was no new business, so we broke for caucus meetings.

### **Working Group and Caucus Reports**



*Equity Working Group (WG):* Julie Clemens reported. Stephanie said the WG would be working with her to come up with resources. So the group's first goal was to talk with Stephanie. Second, Lucy Park said that UIC has a comprehensive equity plan. She will reach out to their Vice Chancellor and roll out what they do for the WG. **If we have equity plans at our institutions, share links to them with Julie.** This work dovetails with a \$5000 grant (hers) for DEI efforts for faculty. Linda noted that she'd attended a workshop for decolonizing your curriculum.

*Mental Health WG:* Sue Wiediger reported. She said to watch for an email from her with a Qualtrics link, for those for whom Canvas didn't work or are new to the council. FAC members are to ignore it if they already took the survey on Canvas last year.

*Student Debt and Affordability WG:* Cynthia Boyce reported. The Senate bill 637 (Sen. Laura Markey) College of Promise scholarship program has had no activity since February. Mike said this means it's dead, but could be reintroduced in January. All current bills expire when the new legislative session begins. Cynthia said they plan to schedule an appointment to speak with Senator Markey to ask why the bill referred to assignments—what halted it. What is her intention and how can they help, or if not feasible, we need to know why. They will go through Shawn through Jaymee Ray (the IBHE legislative liaison) to set up the meeting. Marie asked: do we need a fall legislative day?

*Performance Based Funding WG:* Dan Hrozencik reported. After hearing Jen's discussion of what's going on with equitable funding for public universities, they will try to schedule a meeting with her. It sounds like the new model will be input rather than output based, so we need to understand the adequacy and resource subgroups. Gay suggested focusing on the formula-based funding itself. Dan: PBF seems necessary to hit IBHE strategic plan goals. He is very surprised by the switch to inputs.

*Dual Credit/Online Remote Learning WG:* Amy Carr reported. There was no response from Senator Bennett's office for meeting with our working group over the summer. We brainstormed problems we were discovering with online and hybrid forms of learning. We plan at the moment to continue to work on developing questions for a survey to various groups about dual credit (and other early college) experiences and effects, and to draft a possible student bill of rights about the costs and benefits of early college coursework (especially doing a lot of it).

*Prior Learning Assessment WG:* Lane Crother reported. How do you usefully and productively deal with prior experience, especially for adult programs and outreach? And flowrate for graduation. Angela: USF has a prior learning committee. She's not sure if the prior learning possibilities are publicly available on a website, or if you have to go through an advisor. Crystal: GSU has it go through the Council for Adult and Experiential Learning (CAEL). But you need an expert willing to evaluate the portfolio. PLA there is not campus wide; some colleges not a fan of it. Amy: don't all have this? Marie: on the website it's not always obvious to students that PL credit is a possibility for you. It's often buried in a website. When you start clicking, we haven't done PR assessment in a long while, or it's only by portfolio, not credential by credential. There's a credential for EMT's, but even though there's a PL credit possible, most students want to take it a course. It's too much work for students to do the portfolio. PLA at National Louis University is great, part of recruitment for early childhood teacher programs. Racial minority students who apply and get PL credit persist at much higher rates than those who don't. Military veterans too persist to graduate in higher rates. Joao: I taught a competency-based summer course. The director of a center paid for teachers to do as a tryout. I had 10 students and 8 said they liked the format and could see themselves in the program, so enrolled for the competency-based assessment. They wouldn't have

enrolled if they had to go to a traditional format. They liked that they could show their learning. I could tell they had the knowledge right away. Amy: it takes a lot of meta-cognition of yourself as a learner to pull together a competency portfolio. Sue: advising matters. We require a Master's for advising. And advisors might just tell students to take courses, rather than let them know about PLAs. Joao: I'm always asking my administration: are advisors and interviewees sharing the same message? Julie: we are starting a new advising model at ICC—a three-person advisory committee (class, financial aid, faculty mentor). I get all the music students as a faculty mentor, but am in constant contact with the advisor. We can see notes from each other.

*Private Caucus:* Angela Antonou reported. Faculty workload is a central concern. How can we produce quality work without being overworked? Initial goal: to understand what workload looks like for our universities and disciplines—including what the invisible labor looks like for each of us. Marie: Some of us are always administrators of some kind. Angela: Sometimes our teaching hours are reduced to fewer and fewer hours every week. Joao: there's an unspoken expectation that you need to volunteer for things. But how much do you do of that? We don't want the [extra] work even when we are promised to be paid. There's no more room or time, because I want to teach. Angela: how does this impact diverse faculty in particular?

*Public Caucus:* Dan Hrozencik reported. We discussed enrollments, with most schools reported a record increase in freshmen. Some overall enrollments up, some steady, some a little down. Issues: we aim to share a list of questions about dual credit course credits to bring to our universities to ask how they are affecting tuition/income credit. We discussed DEI (diversity, equity, and inclusion) with regard to disability for faculty and staff. We feel asked to do the same number of things but with fewer faculty. We discussed salaries and raises and time reporting—which faculty do at some institutions, but schools meet this state mandate in other ways at others.

*Community College Caucus:* Cynthia Boyce reported. She observed that there is nothing yet on the ICCB page about the legislatively-mandate liaisons that Sophia had presented on. (Cynthia said she found the ICCB website hard to use generally.) The community college caucus might focus on the HOUSE and other liaisons some this year, because we're mostly commuter campuses. We don't have dorms, so we have to get more creative, especially in some of our rural areas. How might we implement the legislative expectations—in a way that would be different from how 4 years might? A bill passed two years ago does now allow CCs to own their own housing; before, we were prohibited. And for some of us—Harry S. Truman—where are you going to build? Lincoln Trail College is building now with an alumni donor. We also talked about being blasted on social media for our LTC cafeteria not being open 7 days a week for 3 meals a day. No CC that we know of does this, because we're commuter campuses. Even though we do have a food pantry with fresh food, a local church accused us of offering just a band aid. We also spoke about scheduling. We are trying to do it smarter so we don't have to cancel some classes each semester for low enrollment, so we are offering fewer courses each semester. Adjuncts have to be informed earlier if their courses are cancelled because of a new state law. Dana: Students enroll three days before, so we have lots of second 8-week classes. Students wait until the last minute, when they can pay.

We offered our thanks to our host, Julie Clemens and Illinois Central College. The next meeting is on October 21 at Benedictine College. Sue made a motion to adjourn: Sue, Laura Murdaugh seconded it. Movement accepted.

The meeting ended near 3 pm.

Minutes written by Amy Carr, FAC Secretary and approved at the October 21, 2022 FAC meeting.