



Faculty Advisory Council Illinois Board of Higher Education

On Zoom

Meeting Date: February 16, 2024

Approved on March 15, 2024

FAC members/alternates attending and their institutions

Angela Antonou	at-large (University of St. Francis)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
John Cooksey	at-large (Harry S. Truman College)
Lane Crothers	Illinois State University
Marie Donovan	at-large (DePaul University)
Sarah Garber	Rosalind Franklin University
Joao Goebel	National Louis University
Chasity Gunn	Elgin Community College
Jack Haines	Joliet Junior College
Crystal Harris	Governors State University
Andy Howard	Illinois Institute of Technology (at-large alternate)
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubensee Community College
Brooke Johnson	Northeastern Illinois University
Megan Klein	Oakton Community College
Jessica McDonald	Olney Central College
Gay Miller	University of Illinois at Urbana-Champaign
Nataka Moore	at-large (Adler University)
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Farid Peiravian	University of Illinois at Chicago
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Mary Ellen Schiller	Roosevelt University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
J. Matthew Ward	Quincy University
Sue Wiediger	Southern Illinois University-Edwardsville

Representatives/Institutions not present

No Representative	University of Illinois-Springfield
Eugene Dunkley	Greenville University

James Marshall
Constance Mixon
Larry White

Rockford University
Elmhurst College
Eastern Illinois University

IBHE Board Member and Staff

Daniel Abankwa, IBHE, Assistant Director of Academic Affairs (in person)
Jill Gebke, IBHE Assistant Director of Academic Affairs (via Zoom)
Nkechi Onwauamez, IBHE, Senior Associate Director of Academic Affairs (via Zoom)

Shawn Schumacher called the meeting to order at 9:00 am. He announced that Ginger Ostro, Executive Director of the IBHE, would not be able to come, so we would have additional time in our working group and caucus meetings. We introduced ourselves.¹

Reports

Chair Report

Shawn reported that in March, Pranav Kothari, IBHE Chair, will join us at NIU for face-to-face discussion, as will Dave Tretter, President of the Federation of Independent Illinois Colleges and Universities. Shawn will be attending the March 14 meeting at Monmouth. He and Amy met with Louis Newman to prepare for his presentation today. He also met with Dan A., Jill, Nkechi in preparation for this meeting, focusing on what will be happening with presentations for the next few months, including one by Dan Abankwa in April on academic advisors. Jaimee Ray could not join us today. Shawn will be meeting with Jill next week to talk about the invitations for community college and private/independent institutions to join us in 2024-25. Annual elections will be coming up for officer positions in the next few months, in late April and early May. We'll need some folks to serve on our elections committee; let Shawn know if you are interested in serving on that.

Vice Chair Report

Linda reported that we'll be in DeKalb at NIU in March, at Waubensee in April, in Springfield in May, and at Truman College in June. Several are interested in hosting next year, and Linda will reach out to those who replied "maybe" to the last poll. Fall dates are all full. Dates for January, March, and April 2025 are left. The locations will be posted on the website once the locations are finalized.

Secretary Report

Amy asked for any further corrections to the January minutes. She announced that she is not running for re-election. The secretarial role is a good form of service to FAC; she has served in this capacity for two years and thinks the position should rotate.

¹ Gay shared in the chat a link to [CDC Yellow Book 2024 | Travelers' Health | CDC](#)

Legislative Report

Mike Phillips reported that he sent everyone an updated bill list over the weekend. Here is a link to the bill language: <https://www.ilga.gov/legislation/default.asp> There is not a lot happening now; bills are filed, but not all have been assigned to committees yet. Often a constituent brings an idea up to a legislator and brings a bill up. It might not go anywhere. Email Mike about any bills you might like to know more about. Some we keep an eye on; on some bills, someone might come in to explain to legislators why some part of an idea is problematic, and the bill might be amended.

Q: Are there any bills on the Tier II pension problem yet?

Mike replied: None that he knows of. This is also a difficult issue, so legislators might not want to deal with it in an election year. The state's having to pay into social security would involve a much bigger financial hit for the state, but we will have to do that if the Tier II pensions don't meet at least the social security threshold.

Mike added that if anyone hears of a relevant higher ed bill not on his list, please let him know. Sometimes there are amendments; there are thousands of bills. He relies on other people to bring things to his attention. There are a bunch of bills trying to shortcut the pathway to early childhood degrees, etc. Many ideas get tossed out there. Maybe that's a message a lot of us could think of sending to legislators: shortcutting is probably not the best way to approach problems like a shortage of early childhood educators.

Gay said she recently learned that people can substitute teach with only an Associate's degree or (Marie added) being a junior in college. Cyndi pointed out that there is a shortage of substitute teachers; hence this law. Mike said there are bills that would allow someone with a degree from a non-accredited university to be a substitute teacher; also a bill that would allow retired paraprofessionals to do so. Mike stressed that you want someone with [a bachelor's-level] background to be in front of the classroom.

Nataka suggested that we could think about the bills that indirectly affect us; they could be bundled. Gun laws might encourage more to consider teaching (school shootings might be a deterrent). How do we look at things that seem distant but might be related, when we consider legislation?

Marie shared a link to the [Illinois Association for Career and Technical Education \(IACTE\) legislation for 2024](#).

FAC Funding Commission Representative

Dan Hrozencik shared the timeline for [the Illinois Commission on Equitable Public University Funding](#), most notably that its report is due to the legislature on March 1. He and/or Brooke and others attended the full commission meeting on February 15. Dan planned to ask Ginger if FAC could make comments. He noted that the commission's [Technical Modeling Workgroup](#) did not complete their work; there will be outstanding issues—named as unresolved—in the final report. Nkechi said that we can talk about Dan's questions.

IBHE Report

Jill reminded everyone that The Nurse Educator Fellowship offers \$10,000 per nurse educator; there are 26 positions still available; applications are due March 1. Also on that day, the Diversity Fellowship programs are due. **The AI task force has been created at the state level, and asked for an IBHE staff member; Jill volunteered so she will be representing our voices.** The Academic Program Efficiency and Effectiveness (APEER) report is due at the end of March; public universities are verifying their information, and are connecting with workforce demands.

The rollout of the FAFSA changes has been a challenge. It has been plagued with technology issues, including some that the Illinois Student Assistance Commission (ISAC) raised (like applicants with guardians who do not share their ID's), so it will cause issues for students whose parents don't have Social Security numbers. The FAFSA site is open for only several hours at a time each day; the site would crash as you were submitting information. This is a problem for returning students as well. It affects low-economic students greatly. The federal Department of Education (DOE) won't share their information to universities until at least March. You have to reset your information each year at the university, so students won't see financial aid decisions until April. Scholarship deadlines are being put back. Students who don't have support at home will have challenges from guidance counselors trying to interpret the financial aid packages. Jill expects the next incoming class to be smaller and less diverse. The overall enrollment count for our universities and colleges could be greatly impacted. So encourage students to reach out to their financial aid offices; IBHE staff has been contacted to assist with login and portal issues, but IBHE is not able to help. The DOE will help financial aid offices by reducing verification requirements of financial information to reduce workload on financial aid offices. They will deploy various DOE officials to underserved, understaffed institutions to help answer student questions. FAFSA is trying to simplify this process on the back end.

Angela suggested partnering with local community organizations; Jill agreed. Mike shared a document with a brief overview and a few recent NPR stories that provide more info. He shared this with his local Congressperson. Gay thought we should encourage our leaders to write directly to the DOE, as hers did. Copy legislators. Jill noted that this will be a year with an asterik after it.

Nkechi share that one bill the IBHE is closely following is a cease-and-desist amendment that would levy a fee of about \$10,000 on institutions operating without authority in the state. It was a bill last year, but didn't make it out of committee; it has returned this year. Right now the IBHE does refer such institutions to the Attorney General's office about operating without a license.

Guest Presentation: Dr. Louis Newman on "Teaching Our Students to Think Critically"

Amy introduced her former professor at Carleton College, Louis Newman, who recently retired from serving as the Dean of Academic Advising and Associate Vice Provost for Undergraduate Education at Stanford University. In that role, he oversaw New Student Orientation programs, Stanford's summer bridge program for first-generation, low-income students, and Stanford's academic progress review system. He also supervised professional advisors. Before that, Louis was the John M. and Elizabeth W.

Musser Professor of Religious Studies, emeritus, at Carleton College, where he also served as Director of the Perlman Center for Learning and Teaching and as Associate Dean of the College. Louis is well-known in the field of Jewish ethics, but has turned his attention recently to a project that grows out of his time helping students transition to college. He is the author of [*Thinking Critically in College: The Essential Handbook for Student Success*](#), and it was on the ideas in this book—one he had never dreamed of writing—that Louis presented.

Louis began by sharing the story of how he came to write this book after many years of teaching, when an excellent student was giving an oral presentation in a seminar and Louis asked her to identify what *question* an author was trying to answer. The student replied that no one had ever told her this before. Louis began to wonder how many other things regarding critical thinking that he and other faculty members were not telling their students, but rather assuming. How can we as faculty, and as institutions, teach these things more effectively?

Louis highlighted three challenges we face. First, what do students assume, and what do they not know? Often students assume that learning means absorbing and reproducing information as quickly and easily as possible, and that the purpose of college is a lucrative career. Students *don't* know what critical thinking (CT) is or why it matters; what metacognition is or how to do it; what academic disciplines are (beyond subjects of study); or that the most enduring value of college is acquiring skills they'll use for the rest of their lives (like what to *do* with information, not just the amount of it they possess).

Second, how do we define critical thinking (CT)? Louis asked us this question, and we shared various answers in the chat (ask Amy if you'd like a copy of our responses). He stressed that we ourselves need to decide what we mean by CT, so we can help students understand what it is and why it matters. He asked when was the last time we and our colleagues had discussed this question.

Third, how do we teach CT effectively—and explicitly rather than implicitly? We can only do so by creating *together* at our campuses a culture supporting CT. Louis identified four elements of CT: 1) exploring context (“where does this come from?”), comparing alternatives (“the road not taken”), weighing evidence (“making sure you've got the goods”), and finding implications and new applications (“what can you do with what you know?”). We can think about asking students to do one or more of these things in most of our assignments. Exploring context involves asking about what historical circumstances influenced a phenomenon, what questions an author is trying to answer, what assumptions they are making, and for which intended audience. Comparing alternatives involves asking about other perspectives, how else to test the results, alternative explanations, and other conclusions that could be drawn. Weighing evidence involves asking if the evidence is factually true and persuasive, its source reliable and credible, whether the evidence fully supports the conclusions, or rather other relevant evidence that has been overlooked. Finding implications and new applications involves asking why this information matters, what else might be true if this result or idea is true, and how we can apply it to a new context or new data.

Louis suggested ways to help students connect with why CT matters. For example, grade-oriented students can be invited to grasp that understanding and working with the elements of CT will improve their grades; employment-oriented students can be shown how CT is “the key to the kingdom” because employers want employees who know *how* to think; students drawn to civic engagement can recognize CT as a tool for distinguishing information from disinformation.

Institutions could reinforce these messages early and often in admissions materials, communications from university leadership to students and families (including the value of liberal education), through advising and New Student Orientation programs, in learning goals on our syllabi starting with first-year courses, and in casual conversations with students. As faculty, we can also encourage metacognition: how a key goal of college is learning *better*; inviting students to reflect explicitly on their learning process; focusing on breakthrough moments and asking students to ask themselves, “What *just* became clear to me that I didn’t know before?”; encouraging mindful and playful studying; suggesting a phantom course on learning how to learn (e.g., asking students to set their own learning goals and check in with themselves for 5 minutes each week on how they are doing on them).

We can also introduce disciplinary thinking to our students by communicating with them what questions we ask in our disciplines, what evidence we use to answer those questions, what theories or methods we employ, and what the live debates are in our field We can do this for 10-15 minutes at the start of a course.

Some pedagogical tips for introducing and reinforcing CT include identifying CT as a key learning goal in our courses, explicitly naming the CT challenges embedded in our assignments; referring back to modes of analysis in our evaluation of student work (e.g., “This is a really good question *because* you placed it in context of something we did two weeks ago”), incorporating comments on CT into class discussions, and sharing our own learning processes more transparently with our students.

With colleagues and administrators, we can talk about CT as a way to support first-gen students, reduce faculty frustration with student work, build CT into gen ed requirements, highlight the long-term value of college to students and stakeholders, using CT rubrics for course and program assessments, and boost retention and graduation rates.

Louis said he had written the book conversationally, in second person to students. That said, in focus groups, students said if someone had handed them this book, they wouldn’t have read it. So in that sense, it’s written for faculty. It includes a chapter on quantitative reasoning, as well as one on assignments parsed with what the CT skills are.

A robust discussion followed, both spoken and in the chat.

Angela had the idea of training students as CT ambassadors in classes. They could meet with other students to peer train CT skills to fellow students.

Megan asked: how to meet students where they’re at? TikTok? Louis replied that he doesn’t have the social media presence to do that, but he has done some podcasts that are pitched to college-bound kids.

Sue said she actually thinks a lot of introductions to university courses DO introduce CT skills, but you don’t know CT until you need it. Much literature shows you need to have consistent framing to assess it. She asked: do you get push back from people who feel that some views of evidence discount other forms of evidence? Factual evidence and supporting with reasoning depend on the *field*; some speak about personal experience as a kind of evidence. What counts as evidence? Louis replied that his framework doesn’t resolve all controversies and solve all Qs. Paying attention doesn’t resolve that Q. But it can move the discussion to another level: how ought we to weigh different kinds of evidence? This

can be an alternative to immediately discounting or validating student appeals to experience (e.g., how a student *feels* about something). We can discuss the pros and cons, introducing students to how in the academy, there can be open rather than closed questions.

Natatka wondered how the four elements of CT can be built in institutionally? How can we in curriculum development also ask these same Qs? For example, we could ask: why are all these theory courses developed by white men? Why? What are alternatives? This also opens up for our students the ability to see that we're asking these Qs in the way we're developing our curriculum. This opens up diverse perspectives and views at the outset. Louis replied that this is an important piece for him to add on teacher preparation. How often have we ever said to students: let me pull back the curtain about how I made decisions about how to put together this syllabus, but there are alternatives? Let me tell you about why I did it as I did. This exposes them to *our* thought process, and how this is part of what creates the learning environment.

Mary Ellen described a phenomenon many of faculty experience right now (especially post-pandemic) among students; a lack of engagement. As with most situations, there's more than one contributing factor. Habits/patterns in formative high school years is one. Another piece (w/verbal confirmation by students) is that they are intimidated; they are concerned because of the polarized atmosphere in which we spend so many domains of our lives. One thing Mary Ellen has said to students that's a little dramatic is if you go through your college years and never encounter an opinion that doesn't disagree with yours, or never hear anything that makes you angry or upsets you, at the end, you should go and ask for your money back when you get your diploma. You haven't learned to engage civilly with people holding a range of viewpoints. That's what it has always meant to be able to live in civil society. It is legitimate to value equally everyone's lived experience but it doesn't amount to expertise. Having an equal right doesn't mean you're equally right in every domain of life. If you have a nagging pain, are you going to seek medical advice, or ask your next-door neighbor?

Louis said he doesn't doubt that Mary Ellen is right about all of those things. Political polarization is certainly affecting our students in all sorts of ways. CT won't make these problems disappear, but if we could help student think about these things—e.g., Israel Gaza war—but a lot of what gets said in student demos on both sides is utterly without historical context. Most students haven't studied the history of the Israeli-Palestinian conflict—how it began how it evolved. If they understand that this is even an important thing to think about, that might temper the conversation a little bit—because the history is complex on both sides. In response to Jack sharing a link to the [Heterodox Academy](#), Louis said he had previously joined it. Not all great minds think alike: it is important for us to model that to students.

We thanked Louis and broke for lunch.

Business Meeting

Old Business: Approval of Minutes

Jack moved, Andy seconded acceptance of the minutes from January. Amy mentioned some changes she had incorporated based on feedback. The minutes were approved.

New Business: ISBE and Legislation for Teacher Ed Programs at Community Colleges

Marie said that right now the more active bills are just to allow the ICCB to be recognized as a place to access teacher training for education programs. She asked what those at community colleges are hearing.

Mike said that generally his colleagues are more inclined to ask, “Why? And how?” This kind of thing comes up every few years: we have a shortage of educators; we can just have our CCs offer a bachelor’s program. But our community colleges lack the resources, space, faculty. It’s also outside the mission of a CC. A better Q might be, “How you might you better help students attend university?” Ken said he heard the same view at Blackhawk. The scale-up would be so costly, and the return’s just not there. He doesn’t know what the push is, why this keeps coming up. John said he heard a few things a few years ago, but not recently. Pratima said she hadn’t heard anything about this at her college, but they have a scholarship/grant for STEM educators, and they’re not finding students to use this grant. Cyndi agreed with what Mike was saying. They don’t have 300-400-level courses—that would involve lots of course creation and time commitment. Then they’re not a CC anymore; then they’re a university. She doesn’t see how they (ISBE/ICCB) plans on this happening.

Jill said she thought that Christi Chadwick – Project Director of ECACE for IBHE—would be willing to speak with us. ECACE is the Early Childhood Access Consortium for Equity.

Amy asked: Is this initiative coming more from ISBE or ICCB? Marie said that it is coming from rural school superintendents. They are complaining loudly to ISBE and state legislators; there has been a coalescing among some of the legislators. Marie will ask them, “Have you asked about the faculty about this? “Oh”—quizzical look—“They would love this!” No; there’s a lack of connectivity among ISBE and ICCB and Illinois CCTA (Trustees Association) lobbying to get a CC BA no matter in *what* degree area. Marie added that when she talked with colleagues in WA and FL—in FL, they said they got millions of dollars to develop their BA degrees in Education and other areas; otherwise, they’d not be able to do this. But not every CC is *able* to offer BAs in those states, so it varies by CC—only some programs and not when they are near a university. Like FAC’s CC representatives, Marie wonders: what is the problem we’re trying to solve? Do rural students really not want to leave home? But **Marie wants to tell those students: you can do undergrad and grad programs in licensure ONLINE. It’s not that there aren’t opportunities** available now. So she can’t figure out if it’s not just some very influential superintendents or educators, or something else.

Ken said that without grants, it would cost more to go to a CC than to a 4-year to develop such a program. And then to put it out there for the two students there, or every 5 or 20 years? If the demand isn’t there, prospective students should be aware that they have other options. Mike echoed what Marie said above: **“CCs have partnership agreements with 4-year colleges to offer courses and programs on our campuses ALREADY.** We have Bachelor’s and Master’s degrees on our campus, taught remotely.” Shawn added that that Joliet-SIUC partnerships are being rolled out now. He serves on a school board, and they’re not experiencing a shortage of teachers, but *are* having trouble *retaining* teachers—because the pay is better a little further east. Joao added that College of Lake County (CLC) has a University Center and partnerships where the universities offer classes on the CLC campus. National Louis has a partnership with them, and he knows that other universities do, too. Mike added

that if you speed future teachers through the system and don't prepare them properly, they're more likely to not be retained. A significant portion of people with teaching degrees leave within the first few years. Marie observed that you see that with Teach for America.

Sue says it's a **push to get paraprofessionals who are already *in* the school, and lack the credential to be a teacher**. It's one thing to take someone with a Bachelor's to do that; it's another for those who need a Bachelor's degree—which is not designed for those who work all day. Marie's mentioned the ability to kind of change the standards. Sue says that SIUE requires a lot more content than the state does in their science education degree. She added that this ties back to Gay's comment about substitute teachers. If you're thinking high school teachers, the minimum the state requires is 18 SCH of science—even three *different* intro science courses. They just don't have the teacher prep side.

Marie said she especially wanted to bring this topic up because relatively few CC's have faculty senates. So where's the faculty voice in all this?

Before we moved into working group and caucus meetings, Brooke said she wanted to know from us: Do we have a One Stop Center at our respective institutions? If so, please offer insights to her about what services are offered; the positives of the center, and areas of concern or in need of improvement.

Working Group Reports

Student-Faculty Mental Health

Although this group does not currently plan to continue, Nataka reported that she and Sue met to touch base about preparing an amended PP presentation that will be in PDF for faculty to present at our institutions. Megan joined them as well.

Equity

Sarah said only she could meet from their group today, but Dan Abankwa joined. They discussed faculty resources regarding equity issues. The group is starting to put together resources and policies and procedures; share with her any that we might have. They talked about how religious minorities are included in equity; how to support and new faculty; and how safe spaces are created at our institutions.

Nataka said that she is on the IBHE's Behavioral Health Workforce Center. She wondered: how can equity and mental health work together? The BHWC is NOT thinking about equity—after being on FAC, she sees this. Amy shared a question she would have asked Louis as well: how might critical thinking be used in relation to equity/safe space/trauma-informed pedagogy? Gay said that there is equity for faculty in taking appropriate care of disabled students in their class. Do all institutions have something like UIUC, which has an office that gives specifics about what faculty are supposed to be providing? Sarah and Marie said they did; Amy is adding while editing these minutes that likely all the public universities, at least, have some sort of disability resource center.

Early College Credit

Amy reported that they are continuing to fine-tune questions to ask dual enrollment researchers and think tank leaders and policy makers. Roger Eddy, a former Republican member of the Illinois House of Representatives, will be joining them next month, at Cyndi's request. He helped to draft the original Dual Credit Quality Act. [He also currently serves on the ISBE Board.]

Technology and Higher Education

Laura reported that they are working on articulating the pros and cons on AI. With a statewide AI task force now being implemented and Jill representing IBHE on it, the group decided they want to refine their list and tailor the document to serve Jill and the task force.

Prior Learning Assessment

Marie reported that they worked on a message to the IBHE about creating a PLE task force. Shawn's going to submit it to Pranav Kothari (IBHE Board Chair) so he has a chance to look at it before meeting with us next month.

Gay asked if there was any talk on PLA for professionals who immigrant to the US. There are differences of disease profiles in different regions globally; prior learning would not exempt those students from learning about the disease profiles in a US context. Is this something that would be taken into consideration in PLA discussions? Marie replied no [not at this point]. The task force would start mapping the landscape of who is doing what regarding PL: what are the policies, processes of assessment; what is the role of faculty? Currently we have much anecdotal data, but no cohesive sets of data. Awarding of PLA is an equity matter.

Marie reiterated to share with her any ideas for the task force.

Higher Ed Funding

Dan H. reported that they talked about ways to submit comments to the public university funding commission before the final report comes out.

Caucus Reports

Public Universities

Dan reported that they discussed Brooke's Q. Amy talked about WIU's neurodiversity policy and if others were doing similar things. They touched base to see what kinds of communication are going on at our campuses about the funding formula; there is very little. On Angela's Q about a departmental scholarship and service requirement: all of the public universities have it, often driven by a combination of departmental needs and union requirements. Dan will put his name in for FAC Vice Chair next year.

Community Colleges

Cyndi said that they talked about the Qs that Brooke brought up. Most of their institutions have streamlined all their student services into one area, so it's more student-friendly. Ken pointed out a good example: Des Moines CC has great signage for advising, financial aid, etc. Some of their institutions made this change a few years ago, asking from a student's perspective how to find these services. Waubensee has it, they just don't call it a one-stop shop. Joliet has had it for a while; Oakton has a 311 number for students to call to access information. They also spoke about insurance and self-managed plans, and their effects on CCs. Cyndi asked how many are on the self-managed plan, and what could happen. (Speak with Mike if you'd like to talk further on this topic.) Cyndi added that they spoke about what constitutes hosting, as 4 CCs did this past year. With regard to elections, Jack may be interested in running for Secretary. They talked about possible CC institutions for next year; they are no longer going to try to contact those who didn't respond from this year. Pratima and Laura got permission from their institutions to stay on one additional year. Cyndi's position as an at-large member is up for re-election in the caucus. It is a 4-year position. Next year Mike's term ends.

Privates

Angela reported that one-stop centers (OSC) are at several institutions. Some have the resources right there; others have them more spread out. They have some institutions that don't really have anything quite like that. There's a concern for institutions with large online populations that might benefit from something like this. One institution provided an extensive list of all the resources at that OSC—student success and wellness, health care, student life, judicial processes, student housing, etc. The main problem was staffing shortages. One of the member institutions just transitioned into having a OSC; beware not to place too many responsibilities under a single individual. Another concern was considering out of state and international students and that they are by themselves frequently when there. How to meet their needs with regard to medical care, without family to advocate for them? Have a clear communication plan with students. They also talked about departmental statements of service; some have such statements and others have just university-level statements. They also talked about who is cycling off and what invitations need to be sent.

Our next meeting is March 15 at NIU. There is free parking in the back; look for signs.

Cyndi moved and Gay seconded that we adjourn. We did so at 2:22 pm.

Minutes prepared by Amy Carr, FAC Secretary