

**APPROVED  
DECEMBER 10,  
2013**

Item #V-12  
December 10, 2013

**MINUTES – BOARD MEETING  
October 1, 2013**

**Submitted for:** Action.

**Summary:** Minutes of the October 1, 2013, meeting of the Illinois Board of Higher Education held at the University of Illinois at Chicago, Chicago, Illinois.

**Action Requested:** That the Illinois Board of Higher Education approve the Minutes of the October 1, 2013, meeting.



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING  
October 1, 2013**

A meeting of the Illinois Board of Higher Education was called to order at 1:00 p.m. in the Illinois Room A&B, Student Center East at the University of Illinois at Chicago in Chicago, Illinois, on October 1, 2013.

Lindsay Anderson, Chair, presided.  
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Jay Bergman	Proshanta Nandi
Jocelyn Carter	Santos Rivera
Jane Hays	Robert Ruiz
Allan Karnes	Elmer L. Washington
Paul Langer	Christine Wiseman
Justin McDermott	Addison E. Woodward, Jr.
Adrian Miller	Eric Zarnikow

Also present by invitation of the Board were:

Harry J. Berman, Executive Director, Illinois Board of Higher Education

**Presidents and Chancellors**

Paula Allen-Meares	Sharon Hahs
Douglas Baker	Elaine Maimon
Robert Easter	Glenn Poshard
Timothy J. Flanagan	Jack Thomas
Julie Furst-Bowe	Wayne Watson

**Advisory Committee Chairpersons**

Marie Donovan, Faculty Advisory Council  
Christine Sobek, Community College Presidents  
Ronald Kimberling, Proprietary University Presidents  
Elaine Maimon, Public University Presidents  
Carrie Pierson, Disabilities Advisory Council  
Dave Tretter, Private University Presidents

## **I. Call to Order**

### **1. Call Meeting to Order, Chair Lindsay Anderson**

Chair Lindsay Anderson called the meeting to order. A quorum was present.

Chair Anderson said, “Thank you. As we begin this meeting I want to acknowledge the presence of our new Board members, Jane Hays, Christine Wiseman, and Dr. Jocelyn Carter, as well as the reappointment of Dr. Santos Rivera. We welcome you and your perspective on higher education and its essential role in educating Illinois citizens. Welcome to your first board meeting.

“Also, the last time the Board met was for a special board meeting in August. We met to discuss the search for a new executive director. I am excited to offer you a quick update that the search is moving along according to plan with the search website active on the Illinois Board of Higher Education (IBHE) homepage and our partner, AGB Search, doing a great job actively promoting the search. We are on track and we will keep you posted as more information becomes available.

“I would very much like to thank Chancellor Paula Allen-Meares and the University of Illinois at Chicago staff for hosting this meeting of the Board here at the Student Center East. We certainly appreciate your willingness to host us and we are grateful for your hospitality. At this time I would like to invite Chancellor Paula Allen-Meares and President Robert Easter to offer us a welcome, followed by remarks by Chairman Christopher Kennedy.”

### **2. Welcome by Chancellor Paula Allen-Meares and President Robert Easter, University of Illinois at Chicago**

Chancellor Paula Allen-Meares and President Robert Easter welcomed everyone to the University of Illinois at Chicago (UIC).

### **3. Remarks by Chairman Christopher Kennedy, University of Illinois Board of Trustees**

Chairman Christopher Kennedy said, “Thank you Bob. The University of Illinois’ (U of I) Board meets about six times a year for scheduled meetings and then as probably you know we have met a bunch of other times for some unscheduled stuff, but we take about 20 votes. Over the last four years that is probably close to 500 votes we have taken. I would say the most important thing that we have done, the most beneficial thing we have done, the thing that is most important for the future of the University was to bring Bob Easter on as our president. It is great to have you here.

“I had a great tutor when I came on the Board and I just want to acknowledge Frances Carroll who was so wonderful to me when I was a newbie and she was a veteran and helped me through it all. Thank you, Frances.

“I also want to acknowledge Paula Allen-Meares. She is counted as one of Chicago’s great leaders, not just here at UIC but all around our community. She is beloved in places way beyond our campus. I am constantly reminded at the meetings that I attend how lucky we are to have her as our leader.

“I also want to acknowledge Harry Berman, who has been one of the most thoughtful people that I have met in higher education. He did great things for the University of Illinois in Springfield and we miss him there, but we are glad that he is using his talents to serve the rest of the state. So, thank you Harry.

“There are lots of reasons why government should support higher education and many of them are routinely cited by politicians and advocates in the field. There is something special about academic research institutions however and therefore they have a special mantle of leadership and a certain burden to help all other forms of higher education. It is a mandate which our President Bob Easter believes in and which he embraces every day. Our country’s research institutions have a special role in creating not just jobs and companies, but the potential to spawn entire industries which can contribute to the economic rebirth of each state and entire regions. I think there is a unique role that research universities play in the economy of our country and therefore in the communities which that economy is meant to support. That special role is the creation of new knowledge which leads to the development of new products which ultimately leads to new jobs. Perhaps the only perpetual job creation activity that a government can engage in is funding research institutions in higher education just like the IBHE does.

“I know more about the U of I than I do about the other major universities in Chicago or around the country. I believe the University of Illinois is not simply just another form of higher education. It is different because it is in part an academic research institution. Each year the University of Illinois earns about \$900 million from the federal government and other sources in research funding. The University of Illinois Chicago campus (UIC) attracts about \$250 million which is more than all of the research conducted at all of the other public universities in Illinois combined.

“Before I moved to Illinois I lived in Boston and I saw firsthand how research universities can drive the rebirth of an economy. Boston as an economic center has died multiply times and yet again and again it has risen from those ashes as a formidable economic center by unleashing the transformative power of great research institutions. Over and over Boston died and was reborn. First as a shipping capital, then as a banking, capital and then Route 128 emerged as the center of the country’s high-tech boom with companies like Wang Computers and Deck. Then that sector in Boston died and now the city is re-emerging as a leader in biotechnology and nanotechnology and the economy there remains incredibly strong. This constant economic rebirth was driven by the research institutions in the region which have led the way during every economic recovery. This was achievable in part because the leadership of those great research institutions stayed close to the political and business leadership. These political leaders brought home federal government research grants which funded basic research which supported applied research which created new ideas around which were built new companies that employed new people who paid taxes which funded local schools and created a whole new supply of highly educated students capable of propelling the cycle once again. University research operations in the Boston region have created new jobs over and over and over again.

“I went to college in Boston and graduated from Boston College (BC) in 1986. Everyone in Boston at the time knew Father Monan who ran BC and like the rest of the university leaders there had an incredibly high profile. They also knew Derek Bok who was the President of Harvard University at the time. The man who was president of Boston University (BU) John Silber ran for governor of Massachusetts and became very close to winning. The President of the Massachusetts State Senate, Bill Bulger, left that job to become the head of the University of Massachusetts. There was great interplay between the university presidents, the political officials and the business leadership. The university presidents encouraged business leaders to support

elected officials like Senator John Kerry or Ted Kennedy or Tip O'Neill and become fully engaged in the political process. John Kerry and Teddy and Tip went to Washington to bring home federal government research grants for places like Harvard and Boston College and the Massachusetts Institute of Technology (MIT) and Brandeis University and the other great colleges there. Those schools invested in basic research and that research sloughed off applied research and the trustees and other business leaders invested in those ideas which created small companies that employed people who paid taxes which funded better schools and that virtuous cycle continued again and again. MIT alumni alone have founded 25,000 companies.

“Improving funding for academic research institutions is dependent on a close working relationship between political, business and academic leadership in the great institutions themselves. That dynamic has not always existed in a great way in Illinois. Most business leaders here in Illinois could not name the presidents of Northwestern University or the University of Chicago or DePaul University, the largest Catholic college in the United States, or Southern Illinois University (SIU) or the Illinois Institute of Technology (IIT) or Roosevelt University or the University of Illinois. Even if we could name them all, we probably haven't received a call or opened an invitation from them to join them in building a relationship with senators like Dick Durbin or Mark Kirk. These university leaders are not pushing the business leaders to become engaged with federal officials or to try to improve funding for the research institutions in our state. The result has been devastating to our capacity to align our resources to garner a larger share of the federal government research pie. We in Illinois rank something like forty-fifth out of 50 states in terms of what we send to the federal government in taxes and what they send back to our state. In fact, we get about 78 cents back for every dollar we send to the federal government.

“Your work in IBHE in protecting the best interest of our state by looking after the universities is critical to the future of the universities and the future of the state itself. The critical issues facing the University of Illinois are not related to admissions or corporate governance which were four years ago fundamentally a distraction. In fact, our major challenge is around the issue of finance. The government in Illinois, like the government in many states, is taking less in in taxes than it is paying out in operating costs and pension benefits. We do not want our state budget problem to become a state economic problem.

“A budget problem can become an economic problem when the state simply cannot provide for its schools. This dynamic is playing out across the country and around the world. In California, they have cut spending for the California State Universities System by \$650 million and the 112-campus community college system lost \$400 million. The same thing is happening in London, Athens, and Madrid. We do not want to starve the only proven, sustainable economic engine that exists, which is a highly-functioning academic research institution which is home to inventors of new ideas and new businesses.

“We need to work together to reaffirm our society's view of the importance of higher education. If we do, the universities will thrive and they will ultimately serve the best interests of our state and its people. More than anything else we want to retain in Illinois communities the minds of our young researchers and brilliant students. These are our collective children and we want to keep them close to home. These are the young people we want to recruit to our offices. These are the young people we want leading our companies in the future. These are the ones who will reinvent our society over and over again with new ideas that create new companies which hire new employees who pay taxes which support schools which educate a whole new generation ready to begin the cycle again.

“Public academic research institutions are the greatest renewable resource this country has ever had. Let us protect the ones that we have in Illinois. We must all work together. San Jose thrives not just because of Stanford University but because of cooperation between research institutions like Stanford and the University of California at Berkley which is fostered by the entire intellectual environment created and enhanced by the dozens of other universities in the area all connected together. The same is true about Harvard and MIT, which could never thrive as they do if they were not part of the cluster of universities in Boston. The same goes for Carnegie-Mellon University and the University of Pittsburg.

“By working together we can have the best outcomes of any state in the nation. We can beat back the forces of recession. We can engage in economic development. We can create jobs. We can give our children careers. And we can protect the future of our country.

“Thank you very much.”

#### **4. Welcome and remarks by Chair Lindsay Anderson**

Chair Anderson said, “Thank you, Chairman Kennedy, President Easter, and Chancellor Allen-Meares. You have offered us tremendous insight today and we truly value your leadership and your commitment to Illinois students

“I want to also express our appreciation to the Community College Presidents for an insightful lunch discussion and I want to acknowledge Dr. Christine Sobek for her leadership of the Community College Presidents Council as well as Dr. Tom Choice, Vice-President of the Community College Presidents Council, who will serve as the Council’s representative at the Board meetings. Our Illinois community college Presidents are to be commended for providing excellent leadership to their institutions and initiating innovative programs that are of significant benefit to Illinois students which have proven valuable in furthering the goals of the Illinois Public Agenda.

“In addition, I want to announce that Carrie Pierson is the new chair of the Disabilities Advisory Council and Debra Watkins will serve as the Council’s co-chair. Carrie is with us today. Will you please stand? Carrie is the Director of Disability Services and ADA Coordinator for Millikin University and Debra is the Coordinator of Student Support at the Council for Adult and Experiential Learning. We value the Disability Advisory Council and are looking forward to your leadership as we collectively work to create and improve needed programs and services for students with disabilities in Illinois higher education.

“Allow me to draw your attention to a well-deserved note of congratulations to Western Illinois University (WIU). Recently, President Obama announced that one of their distinguished alumni, Reverend Dr. Cordy Tindell ‘C.T.’ Vivian, was named one of 16 recipients of the Presidential Medal of Freedom. Dr Vivian joins other notables who received this prestigious honor including Rosa Parks, Nelson Mandela, Margaret Thatcher, Warren Buffet, and Mother Teresa. The Presidential Medal of Freedom is the Nation’s highest civilian honor, presented to individuals who have made extraordinary contributions to the security or national interests of the United States, to world peace, or to cultural or other significant public or private accomplishments. Dr. Vivian is a celebrated author, organizer, and pioneer of the American civil rights movement who served as a close friend and lieutenant to Dr. Martin Luther King. Western Illinois University’s native son is a true American hero who epitomizes Western’s excellence in education.

“Before we move deeper into the agenda, I want to briefly tell you about a federal initiative to address college affordability and college completion. Recently, President Obama visited four cities while on a college affordability bus tour across New York and Pennsylvania. During the tour, the President outlined a plan to make college more affordable that includes linking federal financial aid payments to college performance, promoting innovation that cuts costs and improves quality, and helping students manage loan debt. The President’s plan underscores the importance of state policy leadership in reaching national goals, and Illinois is no exception.

“Illinois has been vigilant in its implementation of the Illinois Public Agenda which boasts college affordability and the increase of educational attainment as two of its four goals. In addition to the Illinois Public Agenda, IBHE formed a broad-based group of education professionals and public officials to devise a system for allocating state resources to public institutions based upon performance in achieving degree completion, cost effectiveness, and other goals related to institutional mission. This process known as performance funding, is seen as a key component of the State’s plan to increase the proportion of Illinoisans with a postsecondary degree or credential of marketable value to 60 percent by 2025. Also, Illinois’ educational agencies are actively collaborating in the development of the Illinois Longitudinal Data System (ILDS) which, we know, will allow us to track students and their performance throughout their formal school experience and possibly beyond. As you can see, Illinois has certainly been proactive in implementing strategies that align with the President’s plan.

“Today, the Public Agenda Update will include a presentation by Dr. Theresa Hawley, Executive Director of the Governor’s Office of Early Childhood Development, and IBHE’s own Dr. Stephanie Bernoteit, Associate Director for Academic Affairs. Both Dr. Hawley and Dr. Bernoteit will discuss a collaboration between the Governor’s Office of Early Childhood Development and IBHE.

“Following the Public Agenda Update, under the Public Agenda Showcase, Erica Borggren, Director of the Illinois Department of Veterans’ Affairs (IDVA), and Rodrigo Garcia, Assistant Director of the Illinois Department of Veterans’ Affairs, will provide a discussion on the challenges and opportunities veterans face on our campuses. America is extremely fortunate to have a dedicated and well-trained group of servicemen and women to protect our soil and defend our liberty on a daily basis. Their tireless sacrifice, patriotism, and sense of duty is the debt they pay for us to enjoy our freedom. However, when these heroes decide to take off their uniform and return home, it is our turn to offer them protection and support as they face inherent challenges to re-integrate back into civilian life. Illinois respects its veteran population which numbers 764,203 and values their specialized skills which are extremely beneficial to the state. In fact, many of our institutions have received the recognition of being among the nation’s top veteran-friendly institutions. Illinois institutions have done a phenomenal job in working to expand educational opportunities for veterans and they are to be commended for their commitment.

“Also, this summer Governor Quinn, who is a big advocate for veterans, recently signed several bills into law aimed at helping veterans further their education, such as Public Act 98-0306, which allows the Boards of Trustees from our public community colleges and universities to consider persons utilizing Post-9/11 veterans educational benefits to be Illinois residents or in-district residents for tuition purposes. Also, the Governor has signed another bill, Public Act 98-0316, which requires the governing boards of each public university to offer priority registration to a service member or veteran.

“In addition to the Governor’s actions, IBHE is also committed to helping fulfill the postsecondary needs of the over 20,000 veterans who are attending Illinois’ public colleges and universities. One person who serves as a role model for our student veterans is the Board’s own Justin McDermott. As many of you know, Justin served five years in the United States Army and received his associate’s degree from Harper College, and has one more year to completing a bachelor’s degree where he is majoring in Management Information Systems at DePaul University. To further its ability to help many student veterans like Justin, IBHE has proudly forged relationships with organizations such as Illinois Campus Compact, Illinois Joining Forces, Student Veterans of America, and The Council for Adult and Experiential Learning to ensure improved educational opportunities for our student veterans.

“Together we recognize our student veterans face significant challenges before, during, and after their postsecondary careers. In an effort to provide veterans a less stressful environment as well as increased sensitivity among staff and other students, we are developing events that focus on credit transfer, faculty training, employment, and mental health. I am excited Director Borggren and Assistant Director Garcia are here today to offer us this presentation, and that they will provide us with great information we can use to improve upon the programs and supportive services already in place that will help ease the financial, academic, and social burdens veterans often experience when adjusting to life as college students.

“I now will turn it over to Dr. Berman for the Executive Director’s report.”

#### **5. Remarks by Executive Director Harry J. Berman**

Dr. Harry Berman said, “Thank you, Madam Chair. President Easter mentioned one of the big events of the day, the government shutdown and its potential impact, especially on research activities of the universities that Chairman Kennedy was discussing. We are glad, though, that it looks like federal financial aid for students is going to continue uninterrupted. That is critically important.

“I also want to note another historic event today. This is the launch date for the Affordable Care Act in Illinois and across the country. Our host institution, UIC, is playing a significant role in the implementation of the Act. The UIC School of Public Health has developed and offered intensive, two-day in person and one-day online training to over 600 people who will serve as in-person counselors for those seeking coverage under the Illinois health insurance marketplace and the Medicaid expansion. This training has received recognition for its high quality and effectiveness from other states. Our thanks to UIC for this noteworthy service to Illinois’s citizens.

“By nature, I am an optimist. I think it comes with the territory when you are an academic leader. As a former chief academic officer it was normal for people to come to me with problems. ‘Things are going to hell in a handbasket,’ was the frequently heard message. If you are on the receiving end of such messages, and I expect that many of the people in the room are, it just does not do to simply throw up your hands and say, ‘You are absolutely right. Things are going to hell in a handbasket.’ It just does not do at all. Instead it is our job to face the problem head on, consider strategies for addressing the problem, and to bring people together to get the problem solved. That is where the optimism comes in. Yes, we have a problem but by collective action we can solve it.

“As those of you who are veterans of this Board have heard repeatedly, we have a problem in this country and in this state. It is going to take collective action to solve it. Most

succinctly put, as it was in a recent *New York Times* column by Northwestern University professor Robert J. Gordon, the problem is the great stagnation of American education. Gordon's column, of course, is only the most recent expression of this general idea. It is a theme that has been there for at least ten years and was at the center of the work of the Spelling Commission, Obama's first term education initiative, his recently announced second term initiative which we just heard about, the Lumina Foundation, the College Board, the National Conference of State Legislatures, and the National Governors Association (NGA), as well as our own *Public Agenda for College and Career Success*.

"As Gordon puts it, the epical achievements of American economic growth have gone hand in hand with rising educational attainment. From 1891 to 2007, the real economic output per person grew at an average rate of two percent, enough to double every 35 years. The average American was twice as well off in 2007 as in 1972, four times as well off as in 1937, and eight times as well off as in 1902. It is no coincidence that, for the eight decades from 1890 to 1970, educational attainment grew swiftly. Since 1990, however, that improvement has slowed to a crawl. After leading the world in educational attainment for decades, America has dropped to number 16.

"There are numerous reasons for this stagnation, but during the past decade, educators and policy makers have come to the conclusion that at least part of the problem is that what is not working in the kindergarten to twelfth grade (K-12) to Post-secondary pipeline is that compared to other nations, the American education system expects too little. As you well know, far too many high school graduates are simply not academically ready for college. They graduate high school but they are not ready for college. Too many of these students are tracked into remedial courses, do not complete college-level courses associated with their remedial courses, and too often accumulate debt with no degree to show for it.

"The Common Core State Standards are the product of educators working across multiple states, not simply throwing up their hands but rather facing this problem and working together to get it solved. I think you know the basic concept behind the Common Core was for higher education faculty to specify the knowledge and skills needed to succeed in college-level coursework in English and mathematics and then to work backwards from there to establish learning outcomes at the secondary and even primary grades that would lead, by the eleventh grade, to the level of mastery needed to be college ready. If you are going to have standards, you also have to assess whether or not you are meeting those standards.

"That is where the Partnership for the Assessment of Readiness for College and Careers (PARCC) comes in. PARCC is a multistate collaboration to assess learning under the Common Core standards. As PARCC is rolled out across Illinois, it creates an opportunity for those of us in higher education to work more closely with our K-12 partners on several fronts. For example, students who demonstrate college and career readiness in the eleventh grade can be moved into early college opportunities in the twelfth grade, earning college credit which can shorten the time to a college degree and can make the senior year, shall we say, more productive. Students who demonstrate that they are not college ready in eleventh grade can go into college alignment courses that will prepare them while they are still in high school, reducing the future need for remediation in college and reducing the likelihood of them dropping out of college.

"On September 13, IBHE sponsored a PARCC summit, attended by about 200 higher education leaders from public and private colleges and universities to provide an orientation to the Common Core standards, to the PARCC assessment, and to the implications of both for our

work in higher education. The PARCC summit was a great start to this critical year in which the PARCC assessment will be piloted in about 800 Illinois K-12 schools.

“We who are involved in education in Illinois, whether we work in K-12 or higher education, are doing our part to address the problem of the great stagnation of American education. We recognize that learning is a continuum from preschool to college and beyond, a continuum where expectations for learning need to be aligned at each level. We are working with other states that are part of the Common Core effort to elevate expectations for learning across the United States and ultimately to increase educational attainment in the United States to the level of the world’s best performing countries.

“Speaking of elevating expectations, at the last Board meeting we heard an update from Erica Hunt of Illinois State University’s (ISU) Center for the Study of Education Policy and from Debbie Meisner-Bertauski of the IBHE staff on the principal preparation design work that IBHE, ISBE, and the ISU-based Action for Educational Leadership Project have been involved in over the past several years. We are now at a point where the majority of institutions have their redesigned programs approved and have begun admitting new candidates under the new standards to principal preparation programs.

“The redesign work continues. We recently received exciting news that ISU’s Center for the Study of Education Policy was awarded a five-year \$4.6 million U.S. Department of Education School Leadership grant to go deeper with Illinois’s work with principal preparation by piloting and testing a six month, full-time internship model with three colleges and university preparation programs and their K-12 partner districts. In addition to ISU, the principal preparations at WIU and North Central College will be involved in this project. Congratulations to all involved for their work in improving principal preparation in Illinois.

“Thank you.”

Chairwoman Anderson said, “Thank you, Dr. Berman. Next on the agenda we will honor former Board members Dr. Frances Carroll and Ms. Heba Hamouda as well as Diversifying Higher Education Faculty in Illinois (DFI) chair Mr. Jerry Blakemore with resolutions.”

## **6. Resolution Honoring Dr. Frances Carroll, Board Member**

Dr. Elmer Washington said, “We, the Members of the Illinois Board of Higher Education, extend our profound admiration to Dr. Frances G. Carroll for her advocacy and dedication to Illinois’ students, colleges and universities, and the importance of educated citizens for a prosperous Illinois.

“Frances has been an active and valued leader on this Board since 2003, serving as a resolute advocate for the academic needs of students, and an effective ambassador for the implementation of the Board’s master plan, *Illinois Public Agenda for College and Career Success*. She always emphasizes the necessity of closing the achievement gap for Illinois students of all ages, and is quick to identify the opportunities that should exist for those students too often underrepresented at Illinois colleges and universities.

“We applaud Frances’ distinguished career in education. For over 35 years, she worked for the Chicago Public Schools, providing professional development to teachers and principals, including early childhood and special education educators. She has taught at City Colleges of Chicago, Chicago State University, DePaul University, Governors State University, and

Roosevelt University. She has trained and mentored thousands of teachers, principals, professors and, most importantly, parents to advocate for the needs of their students. She was the parent coordinator, director of staff development, and principal of the Cook County Juvenile Detention Center in the early 1990's.

“Frances’ own education began in Chicago. She attended Chicago public schools, and graduated from DuSable High School, before earning her B.A. degree in early childhood education from Roosevelt University. Frances completed a Master of Education degree in special education from Chicago State University, and her Ph.D. in education was earned from The University of Sarasota in Florida.

“Frances is a tireless volunteer as an education expert. She served as President of the Chicago Council and the Illinois Council for Exceptional Children, and also was the National President of the Black Caucus of Special Education. She has been an executive board member of the Chicago Alliance of Black School Educators. She is active in the Theta Omega Chapter of the Alpha Kappa Alpha Sorority, Inc. Frances has served as a Cook County Commissioner on Women’s Issues since 1995. She is also the Director of Christian Education for her church.

“Frances has volunteered important years of service to Illinois higher education concerns, including two consecutive terms as a member of the Board of Trustees at the University of Illinois, representing all three campuses. For the IBHE, she has been the Board’s liaison to the board of the DFI Program. She has seen through those efforts an increase in the support of minority faculty and staff at Illinois’ colleges and universities. She also served the Board admirably as Chair Pro Tem on several occasions in the absence of the Chair.

“The Board owes Frances a debt of gratitude for her indefatigable service to Illinois’ higher education system. Her passion and advocacy for the rights of high quality education for all students is cherished and will long be remembered. We wish her well in her future endeavors, with the hope that Illinois’ school children and college students will continue to benefit from Frances Carroll’s attention and service.

“Thank you, Frances. Great job.”

Dr. Frances Carroll said, “Thank you, Elmer, and to our distinguished Chair, our Executive Director, and our most honored Board members. I just would like to say thank you. I could say that this is not true but it is. I do not know how you know all my business but that shows you that your business is out there for anybody to look at.

“I really have appreciated being a part of this Board for over ten years and I come back today in gratitude and appreciation for you taking this time out of your busy schedule to pay homage to a little old lady. I want you to know that this distinguished Board has made great strides in healing the problems of education in Illinois and I want to thank the presidents of the universities, the chancellors, and all of the educators who understand how important education is. I know you have to work hard with little money. We could always use more money but I am so proud that you have you have really made a difference in Illinois. Illinois is, by far, one of the states where the schools are doing well and everyone is trying to follow after us. It is because of the energy, the manpower, and the brainpower you bring to your job that we are able to do this.

“As far as the Board members go, they get paid the highest salary and I want to just thank you because I know that you have lots of money in the bank and I know that the presidents do not get all the money that they should for all the 24 hours a day, seven days a week (24/7) hours they

work. It is not about money. It is about the opportunity to help others. I think Chairman Kennedy really wrapped it up in his presentation of what is ahead for us and what we have to do. I am proud to be an educator. I love the opportunity of service. I thought it was time for me to sit down a little so I decided that I did not want another appointment on IBHE. That was a mistake because now I have four new appointments. Next time I will keep what I have and not trade it in for more.

“I will close with saying that education is learning. I heard what Harry said about the challenges that we have before us. Education denotes exposure and meaningful experiences in the constantly changing flow of information. May we never abandon the students. Thank you.”

## **7. Resolution Honoring Ms. Heba Hamouda, Board Member**

Mr. Robert Ruiz said, “We, the Members of the Illinois Board of Higher Education, express our deep gratitude and respect to Heba Hamouda for her dedicated service to Illinois college students, the higher education community, and the citizens of Illinois.

“Heba has been an astute and dependable voice at the Board since becoming a member in 2010. She has assisted in decision-making that furthered the on-going implementation of the *Illinois Public Agenda for College and Career Success* and its goals aimed at closing the educational attainment gap. Further, her professional experiences and legal background brought valuable perspective to the Board and its efforts to provide access to a high quality education at Illinois colleges and universities to all Illinoisans.

“We applaud Heba’s impressive corporate career. She currently serves as an attorney with Apple, Inc., and formerly was an attorney with Accenture. She served as an associate with the law firm of Sonnenschein, Nath & Rosenthal (now SNR Denton) in Chicago, and as a law clerk for the Illinois Attorney General’s Office. As a young member of the Chicago business community, she was a member of the Chicago 2016 Next Generation Leadership Council, and part of the Chicago delegation in Copenhagen for the vote of the International Olympic Committee.

“Heba also served in academe as an Adjunct Professor of Business Law at Concordia University Chicago. She was awarded her law degree at Loyola University Chicago School of Law, where she was Editor on the Loyola Law Journal. Her baccalaureate education was at Indiana University.

“We thank Heba for her allegiance and spirit of public service to Illinois students. We wish her well in her future endeavors.”

Ms. Heba Hammouda said, “Thank you, so much. It was a pleasure serving. While I regret that my career did not allow me to attend meetings in person, education has always been a big passion of mine so I was grateful and thankful that I was able to be involved in Illinois through IBHE. Thank you again.”

Chairwoman Anderson said, “Thank you, Heba, for your service.”

## **8. Resolution Honoring Mr. Jerry Blakemore, Chairman, DFI Board**

Dr. Addison Woodward said, “We, the Members of the Illinois Board of Higher Education, extend our deep admiration to Mr. Jerry D. Blakemore for his leadership to the

Diversifying Higher Education Faculty in Illinois Program and his advocacy on behalf of the need to increase the number of minority full-time, tenure-track faculty at Illinois' public and private colleges and universities.

“Under Jerry’s leadership as chair of the DFI Board of Directors, the program has grown to produce more than 900 graduates. The program is an important strategy for implementing the *Illinois Public Agenda* by recruiting Illinois graduate students and supporting their completion of graduate degrees, and pursuit of faculty appointments in Illinois. DFI grants provide financial assistance to students, based on their demonstrated financial need and stated accomplishments and goals.

“Jerry’s commitment to state service, and his legal expertise and experience in higher education administration, brought a valuable perspective to the DFI program. Since 2011, he has served as vice president and general counsel for Northern Illinois University, and previously served as vice president and general counsel for Southern Illinois University. Appointed to chair the Illinois Board of Higher Education in 1992, he served as a member of the IBHE board for 12 years. He is a board member of the National Association of College and University Attorneys (NACUA), and a member and past chair of the Midwest Higher Education Compact. He was Deputy Governor and Legal Counsel to Governor James Thompson. He remains the youngest person, and the first African American, to hold that post. Jerry also was CEO and General Counsel for the Illinois Sports Facilities Authority. In private legal practice, he headed the Regulatory and Governmental Affairs Practice Group and ran the Chicago office for the Atlanta-based Sales, Goodloe, Golden & Blakemore law firm, where he was a managing partner.

“Jerry is a graduate of Princeton University where he received his B.A. Degree in Political Science and was the 1976 recipient of the Princeton University Frederick Douglass Award for his academic and community service achievements. He returned to his hometown in Chicago to study law at the John Marshall Law School. Throughout his distinguished career in Illinois, he has pursued the personal mission of providing access to affordable and quality higher education to first-generation students, like himself.

“The Board thanks Jerry for his leadership to the DFI program and wishes him continued success in his future endeavors.”

Mr. Jerry Blakemore said, “Thank you, so much, Madam Chair, Executive Director, members of the Board, and staff. To the presidents and chancellors and to the leadership of higher education, I am humbled to accept this. This has been a labor of love. I spent, as it has already been noted, on this Board and several years on the DFI board. Every minute has been as a way for me to give back. I have often said that the difference between being a lawyer and needing a lawyer is my education. I can thank this state in part and this Board for this opportunity.

“I want to especially thank three people who I have had the opportunity to work with, one of whom you have already honored. Frances Carroll and I, and I never like following Dr. Carroll, served on this Board together. We served on the DFI board and there is not a person who is more tireless. She is my Greek sister as well as a colleague and friend. I thank her and every member of the DFI Board I had the opportunity to work with. I want to thank them.

“I also want to thank the presidents who allowed me to serve. President Glenn Poshard of SIU was president when I was appointed to the Board and provided me not only the time to do this job but he was 100 percent supportive. I also wanted to thank, in his absence, Dr. John

Peters, President Emeritus and former President of Northern Illinois University (NIU), who made part of the condition for me coming to Northern after I got Glenn's permission that I be able to continue to serve with NACUA and also with DFI.

"Then I want to thank my current president, Dr. Douglas Baker, who has hit the ground running. He has not only been supportive and allowed me to continue my activities related to my job but outside of NIU but he has also encouraged it. I want to thank him for the time that he has provided me, for the leadership that he has provided.

"Finally, I want to thank this Board and particularly this Chair. My meetings with the Chair have been wonderful. There is a commitment on her part personally and professionally to continue the effort. I believe DFI is in great hands. Thank you so much."

Chairwoman Anderson said, "Thank you, Jerry, for all that you do."

## **II. *The Illinois Public Agenda for College and Career Success***

### **9. *Public Agenda Update***

Chair Anderson said, "Now I would ask Dr. Berman to introduce the *Public Agenda Update* speakers."

Dr. Berman said, "We often talk about preschool to postgraduate education (P-20) but to me nothing says P-20 more clearly, nothing shows P-20 in action more, than a collaboration between higher education and the early learning community. Higher education has a vested interest in supporting the wide availability of high quality early learning opportunities. We know that early learning experiences have a profound effect on the K-12 system and therefore on college readiness. So, I am delighted to introduce Dr. Teresa Hawley, Executive Director of the Governor's Office of Early Childhood Development, and Dr. Stephanie Bernoteit, Associate Director of Academic Affairs at IBHE for a brief presentation on the collaboration between our two agencies."

Dr. Stephanie Bernoteit said, "Good afternoon. Dr. Hawley and I look forward to talking with you today about the connections between early childhood learning and very strategic goals of IBHE in the *Public Agenda*.

"At its most fundamental level, readiness for college, careers, and citizenship begins in early childhood. As much as 85 percent of brain development occurs before the age of three. Numerous studies, both longitudinal and more short-term in nature, have documented the positive impact of high quality early childhood programming on the learning and development of all children and with special positive benefits for those who are most at risk. Those benefits more long past the K-12 or the P-20 educational arenas.

"In following the children who are recipients of high quality early childhood programming into adulthood, we see long-term benefits and a reduction of key risk factors in areas such as grade retention, special education placement, crime, public dependency, and teen pregnancy and positive benefits in areas of increased educational attainment, employment, earnings, and overall returns on investment that range from \$2.62 to over \$10 for every dollar invested in those high quality early childhood programs.

“As we look at the *Public Agenda* and our goal to increase the number of high quality Post-secondary credentials, quality early childhood program begins with quality educators and administrators placed in and working in those settings. I would like to take just a moment today to acknowledge my colleague, Dr. Cathy Main, who is clinical faculty and Coordinator of Early Childhood Programs here at UIC. She is in the audience today and is one of the coauthors of a report you have available to you on the state of early childhood preparation in the state of Illinois. It is called *Breaking It Down and Building It Out*. I invite you to read that document for some really wonderful, in-depth information on quality preparation for early childhood educators.

“In summary, that report finds, as you might well expect, that it is critical as we prepare early childhood educators to recruit the best candidates for our programs. Certainly that speaks to those candidates own academic achievements but other key attributes such as their personal dispositions and their ability to work in caring and effective ways with the families and children with whom they will interact as professionals in the field.

“We also look for early childhood programs and the candidates in those programs to lead with a really important body of knowledge about a wide variety of settings that encompasses the early childhood field. Everything from how to work effectively with families of very young children, infants and toddlers, to the growing number of children in our early childhood programs in Illinois who are English language learners, and those children who may have been identified or who will need to be identified as needing additional support through special education services. Certainly as we look at preparation we know that that does not end with a credential or a degree but encompasses the role of higher education and ongoing professional development for those in the field.

“I am going to turn things over now to Dr. Hawley.”

Dr. Teresa Hawley said, “Good afternoon. I am thrilled to be here with you today to talk a little about our early childhood agenda in the State of Illinois. As Dr. Berman said, this is the embodiment of the P-20 idea, that no one part of the educational spectrum can get the work done by itself. It takes all of us working together. I think it is very much true that you need us in early childhood education to do our job for you to be able to achieve your mission but we also need you to be doing your job for us to achieve our mission. I am going to share a little bit about how that works with you today.

“Our early childhood goal that we have set for ourselves in the state is that 80 percent of all children will demonstrate full readiness at kindergarten entry by 2021. We chose the date 2021 because that is about five years after we will have achieved full, statewide implementation of the Kindergarten Individual Developmental Survey (KIDS) assessment, which is the first time we will have statewide data about how kids are doing as they come in the door in kindergarten. This is incredibly important to us because research has told us that at least two-thirds of the achievement gap that we see among kids as they are leaving high school, between more and less advantaged children, at least two-thirds of that achievement gap is already there when they walk through the door in kindergarten. We need to be looking at that in our state and understanding kindergarten disparities and working toward getting this goal of all kids being ready for kindergarten when they walk through that door.

“We do that by providing high quality early childhood educational experiences for young kids. We have set a goal for ourselves with our Race to the Top Early Learning Challenge grant from the federal government that by 2016, when that grant ends, at least 65 percent of children with high needs, meaning kids under 200 percent of the poverty line, will have at least one year of

high quality early learning services, including at least 40 percent who have at least two years and ten percent who have five full years. What is really important about this strategy is that we are defining what we mean by high quality services across the full spectrum of early childhood care and educational services.

“Early childhood happens in a lot of different places. It can happen in public school setting with our Preschool for All program, which we are well known for across the country, our investment in three and four-year-olds and education. It can happen in childcare centers where the vast majority of young kids are and where most of the early childhood system is mostly paid for by parent dollars rather than taxpayer dollars. And it can happen in the Head Start program, which is a well-known program for supporting young kids who are in poverty. We have a lot of different sectors, as well as home based childcare, where kids are cared for by a friend, a neighbor, or a professional childcare provider. There are a lot of different settings where kids can be.

“What we are doing in our state is trying to level expectations across all those different settings and to create a system called Accelerate Illinois, which is a quality rating and improvement system that lays out standards across all those sectors saying, ‘This is what we expect young kids and families to be receiving in a high quality early childhood setting.’ We are setting goals for ourselves that young kids will receive this level of high quality services, what is called the Gold Circle of Quality that we are aiming for. As you can see it is a developmental progression here from Illinois Department of Children and Family Services (DCFS) licensing standards for homes and centers all the way up through the Gold Circle of Quality as well as special quality endorsements for exceptional services that the kids receive.

“Again, it is about common standards across all these settings. One of the key hallmarks of these standards is the credentials of the staff within those settings. For directors and teachers who are in the classroom and are family childcare providers, we have a set of credentials in early childhood called the Gateways Credentials that are administered by the Illinois Network of Child Care Resource and Referral Agencies, in partnership with the Illinois Department of Human Services (DHS). They have created a set of credentials that include coursework and experience requirements and that are built upon degrees.

“Our Accelerate system is going to be based on those credentials, so we are working in partnership with institutions of higher education across the state to help those institutes become accredited institutions that can help people get these credentials that form the basis of the quality system across all those different sectors for high quality early care and education.

“Accelerate Illinois is essentially launching today. Today is the first day that all the requirements for Accelerate Illinois are available on the website and we are very excited for the transformation that this will bring to our systems. One of the important things that you need to know as institutes of higher education is that this is going to put a lot more pressure on students to be completing degrees and to be attaining credentials so that their programs can attain the higher levels within the quality circles of Accelerate Illinois.

“The early childhood workforce is very diverse with many different sectors, as I said, and the motivation for different people coming in the door of being an early childhood provider varies. It may be somebody who wants to do this as a career and comes in like a traditional student out of high school and goes through a program to become an early childhood educator but that is not the typical person in our field. The typical person is someone who gets a job in a childcare center maybe because they have young children or maybe they started caring for family,

friends, or neighbors and they moved in and slowly start to develop professionalism and gain the credits and higher education they need to move up in their field.

“It is a very diverse field and one does not always come to this field with the background that they may need to succeed in higher education courses. It is not the easiest group or profession to educate up to where we need them to be but what we know is that for not having more and more children in front of bachelor degreed teachers and with high level skills doing this work, we are not going to achieve the outcome we are looking for. We are pushing toward that.

“We face a lot of challenges. Among those are requirements that vary all over the place by sector by what is expected of teachers, though we are all moving toward this goal of having all kids be served by bachelor level teachers and administrators with high qualifications. Right now, that is not the reality in our field so this quality rating system is about trying to push that envelope. As you can see, the salary levels that exist across these sectors are widely varying. That is a challenge that we have in our field. We have come to the conclusion in our field of early childhood care that we have to lead with the requirements and that the salaries will then follow. We cannot lead with the salaries and somehow expect the requirements will follow. We are pushing toward professionalizing our field at a pretty rapid pace.

“Just to share with you a little about what has been happening in Illinois in terms of degrees that people have been achieving, we have seen a really dramatic growth in the number of people receiving bachelor’s degrees in early childhood. We need all of these lines, by the way, to be moving up. We need more people at every level, the associate’s level because all of our teacher aids need to be having those kinds of skills as well. In an early childhood classroom, every adult is a teacher and we need them all to have skills. Associate’s, bachelor’s, and master’s, we need to have growth in the degrees in every one of those areas.

“I want to give you one further snippet of information about how we can help you achieve your goals, not only by preparing kids for many years in the future who will be ready to take advantage of higher education, but we have some of the lowest hanging fruit in the state when we talk about reaching the 60 percent by 2025 goal. We have many, many people in our field who have a great deal of college education under their belt but no completed degrees. We have a Gateways Registry, it is called. We have 50,000 early childhood professionals where we have information about their college experience in a registry. This is just a snippet of information that we have gained from that. Look at the incredible number of people who say that they have some college. You might think to yourself that ‘some college’ means maybe 15 credit hours or so. No, the median number of people in our registry that have had their transcripts reviewed who have some college but no degree is 53 semester hours. We are looking at a group of people who are ripe and ready for some work to help move them to that degree completion, to getting their Gateways Credential so that they are helping us meet our goal of kids being served in high quality programs so we can have all children be ready to succeed when they reach kindergarten so that they are ready to succeed when they reach higher education.”

Dr. Bernoteit said, “IBHE and staff have undertaken some specific initiatives in partnership with our sister education agencies and other education agencies and entities across the state to advance the kinds of issues and improve the educator workforce in early childhood in some of the ways Theresa has outlined. Specifically, I want to highlight a few of those initiatives for you today.

“As Harry mentioned, you heard in August about IBHE’s work around principal preparation and licensure in K-12 settings. One of the key threads relevant for today’s

presentation is that under new standards and new requirements for principal preparation and licensure, all candidates and programs, throughout the course of their programs, will have in-depth experiences with early childhood settings as part of their learning experiences, with special education settings, and also with bilingual and English language learner settings, all key areas in early childhood education and certainly K-12 as a whole.

“We are also involved in work with ISBE around standards underdevelopment for early childhood teacher development and licensure and we anticipate having recommendations for ISBE to move through rules later this fall. Those standards, again, address key areas of critical need in this state, in particular, opportunities for improving the way early childhood educators are prepared to work with students whose home language, first language, is not English. That is one example.

“In partnership with the Governor’s Office of Early Childhood Development, IBHE also has a role on the Early Learning Council’s Higher Education Learning and Professional Development Committee. We are working on initiatives with faculty representing two- and four-year institutions around the state to provide professional development and ongoing learning for those who train our teachers and leaders in early childhood preparation programs.

“We are also, in tandem with all the agencies and others listed at the top of this slide, launching this fall a series of grant opportunities to promote innovation in early childhood education preparation programs. There are a number of areas of key opportunity around partnerships, for example, with K-12, preschool, and childcare centers to provide quality experiences for student interns to learn about working with early childhood learners as they are preparing to become teachers. Again, one example. Also, there are opportunities to really think about how we prepare early childhood educators to really engage young children in deep study of content at developmentally appropriate levels. Mathematics is one example. So, we are focusing this grant effort and will be launching it later this fall to support institutions of higher education, both two- and four-year, in innovating and in some cases redesigning early childhood education preparation programs to meet those and other needs.

“Theresa outlined very beautifully for you some of the really wonderful opportunities that await us in partnering with institutions of higher education and others to help those who are in the field as early childhood professionals attain credentials or degrees based on coursework they may have already done and identifying areas of opportunities for them to complete coursework leading to degrees.

“Finally, all of this work is connected around standards for what children should know and be able to do around the Common Core. We are partnering again with ISBE and others to look at implementation of Common Core standards in alignment with developmentally appropriate practices for early childhood settings.

“You have some resources provided in front of you to give you more information about what we have highlighted in this presentation and I am also directing you to some websites that might be useful if you would like to learn more. These resources are also, of course, available to our guests in the audience. Should you have questions we would certainly be happy to follow up today’s presentation to answer those by phone or email.

“Thank you.”

Dr. Hawley said, “Thank you.”

## 10. *Public Agenda Showcase*

Chair Anderson said, “Next on the agenda is the *Public Agenda Showcase*. I have asked Justin McDermott to introduce our next two speakers. Justin serves the students of Illinois as their representative to the Board. He is serving in his second term. As I mentioned earlier, Justin is also a decorated Army veteran whose service to our country is admirable.

“Justin was stationed in Germany and served with the Forty-Fourth Expeditionary Signal Battalion and was deployed to Iraq in support of the surge from October 2007 to December 2008. Justin was introduced to President Bush while in Iraq. His military occupational specialty was as a 25 Bravo or Information Systems Analyst, providing strategic front line communications. He also served in Israel in 2009 in support of Operation Juniper Cobra which is the joint Israeli-American Missile defense exercise.

“Among his awards are the Iraq Campaign Medal, Army Commendation Medal, two Army Achievement Medals, and Global War on Terrorism Service Medal. He also led an advocacy group for single soldiers for his battalion, known as Better Opportunities for Single Soldiers, so those without families would have activities and free time together. It makes sense that given his desire to advocate for his peers, he has engaged in student leadership and service in his collegiate career, doesn't it?

“Justin, thanks for doing the honors this afternoon and thank you for your service.”

Mr. Justin McDermott said, “Just a short little story here for my introduction. We started our quarter at DePaul University on September 11 and I was sitting in a classroom when something rare happened to me. Really, this story does not have anything to do with this but it is a conversation that happened later with some of my Army friends online, so let me tell you this story.

“I was sitting in the classroom and, of course, those of you who have been through college courses know that usually the first day everyone goes around and says their name and some sort of icebreaker. The teacher requested that we say something unique about ourselves and one of the problems I face is having a late last name. Usually all the good, funny topics are gone by the time they get to me, so this time I thought I would throw it out there that I am a veteran. When it got to me I said my name, my major, what year I was, and that I am a veteran. Something rare happened that has only happened to me one other time. Some kids in the back of the classroom started clapping and the entire classroom started clapping. I did not know what to do. I have only had that happen to me one other time and that was when I was giving a September 11 (9/11) presentation at Harper College and here it is happening in this basic level course with all these students who can barely remember when the Bulls won the championship. I am thinking to myself that this is amazing.

“I posted this to Facebook and those of you who are familiar with Facebook, you know that everyone sees your comments. Some of my veteran friends commented that they could not believe I did that. I thought, ‘What do you mean you cannot believe I did that?’ They said that they do not ever tell anyone that they are veterans when they are at school. I could not believe that. One of them attends Temple University and another attends a community college in California and they said, ‘No, Justin, we do not ever tell anyone that we are veterans.’

“I asked them why and they said, ‘We get all these uncomfortable questions. We have teachers that treat us differently.’ I have not found that yet here at Illinois schools. I have talked to so many veterans at our student group and I think that just goes to show you that the great work that our schools have been doing with regards to veterans.

“Let me also tell you about some other great work that has been going on. It is truly an honor and a privilege to introduce our special guests to the Board of Higher Education this afternoon. As a student veteran, I am so encouraged and grateful to know that these two fine American patriots are hard at work serving Illinois veterans. Director Erica Borggren and Assistant Director Rodrigo Garcia from the Illinois Department of Veterans’ Affairs graciously agreed to join us this afternoon to discuss a topic of mutual interest and concern for the IDVA and IBHE, providing high quality postsecondary educational opportunities for veterans at our Illinois colleges and universities.

“Director Borggren has served Illinois at IDVA for two years. She oversees a 1,300 staff with a \$20 million budget to fulfill IDVA’s mission of empowering veterans to thrive. Among her efforts is spearheading a powerful partnership of public and private organizations to serve veterans, service members, and their families called Illinois Joining Forces. She also liaises an interagency effort to make military training count for licensing to further veterans’ employability and success in Illinois’s workforce.

“An Illinois native and Army veteran, Director Borggren served as senior staff member for Army General David Petraeus during his time as a commanding general in the Multi-National Force – Iraq, which, ironically was at the same time I was in Iraq. She also served as the Medical Service Corps Officer in South Korea. Director Borggren’s military awards include the Defense Meritorious Service Medal, the Bronze Star, the Meritorious Service Medal, the Joint Service Achievement Medal, and the Iraq Campaign Medal.

“Director Borggren also has a stellar postsecondary educational career as a Rhodes Scholar, a Truman Scholar, and the valedictorian of her West Point class. She also has done graduate studies in social policy and theology at Oxford University. Chicago is now home for her family, including her husband and two children.

“Assistant Director Garcia has served with Director Borggren at IDVA for two years, increasing opportunities for veterans in many areas including job training and development. A Chicago native and Marine Corps veteran, Assistant Director Garcia served overseas on three separate occasions in support of Operation Enduring Freedom and Operation Iraqi Freedom. His decorations include the Iraq Campaign Medal, the Afghanistan Campaign Medal, and the Navy and Marine Corps Achievement Medal with a gold star.

“He has also been awarded Illinois college degrees in finance with an undergraduate degree from Northeastern Illinois University (NEIU) and a graduate degree from the University of Illinois and is currently pursuing a postgraduate degree in public policy from Northwestern University. He has been recognized with several national Hispanic leadership awards as well.

“We are truly honored by the presence of both of you here today. Please welcome Director Erica Borggren and Assistant Director Rodrigo Garcia to the podium to discuss the challenges and opportunities for veterans on college campuses.

Ms. Erica Borggren said, “Thank you, Justin, for that introduction. The next time we will give you the short versions instead of the long ones. Rodrigo and I both very much appreciate the

opportunity to be here and to share with you a little bit about the student veteran experience as well as all that is underway in Illinois on behalf of student veterans, some at the college and university level and some others at the agency level.

“Dr. Berman, I very much appreciate the invitation. When we first spoke about this and you asked if we could be here, you mentioned that every time we turn around it seems like we are hearing something different about what is happening with Illinois veterans, so we would love to be able to unravel that a bit today and maybe show you where you fit in and where you can help us with that work.

“Rodrigo and I usually split forces, divide and conquer, as we would say in the military world, but because this is such a focus for us as an agency, and we have both been very personally involved with the initiatives, we both would like to share a piece of the program here today. I would like to start us off with explaining the layers in the veterans system, so it will make sense who is doing what later in the program. Rodrigo will then speak to the student veteran experience, something that he is very qualified to do as the chair of Student Veterans of America, chair of the national board. Then I will walk through some of these initiatives and where you can help us on that.

“I mentioned the layers of the veterans system. It is really very complicated for veterans themselves sometimes. The federal Veterans Administration (VA) is what you think of when you hear the term, the federal VA hospitals, in particular. In general, the federal VA does that healthcare mission at the hospitals. They also do benefits and compensation. So, if you have heard the national media on the backlog, that is the federal VA, not us, though we try to help with it. Most relevant to you is that the federal VA funds the GI Bill, though we own a piece of that.

“At the state level, most state VAs, including ours, run veterans’ homes. We have four veterans’ homes across the state that are essentially nursing homes for aging veterans. We have 74 veterans’ services offices across the state where we have navigators. These are, hopefully, folks that your schools are tied into at your locations. They really know the whole system from federal to local to what local employers are looking to hire veterans and they help veterans navigate.

“The third leg of what the state agency does is special projects initiatives. Certainly one of the big projects for us has been employment and education related initiatives. As an agency we house the State Approving Agency (SAA). Many of them have probably been out on your campuses looking at programs to certify schools for receipt of GI Bill funds, though, of course, there have been some changes in that in recent years.

“There are even more layers. There are county veterans’ assistance commissions, which do transportation and emergency assistance. Then there are all the veterans’ organizations that are out there, from the American Legion to Mom’s Cookies, that ships care packages overseas. There is a lot of goodwill, the sea of goodwill, it is called now in veterans’ support world. It is a good problem to have but it is actually a very overwhelming sea of goodwill. That has probably been the experience of a lot of student veterans on your campuses, that it is hard to penetrate that noise to find the right resource at the right time.

“That sea of goodwill problem and how difficult it was to navigate was the driving force behind the creation of Illinois Joining Forces (IJF). Many of your schools, and IBHE itself, are members of IJF. The idea being, if those of us in veterans’ support services do not even know

each other and know to whom we can refer veterans, service members, and their families, how are veterans themselves supposed to navigate that system?

“IJF is a state sponsored effort to address that problem. It is a network of 150 organizations, again including schools and IBHE, but also the federal VA, the city of Chicago, a number of state agencies and not for profit organizations, scores of those, who have all agreed to sign membership agreements and to collaborate together to create this no wrong door system of support by working together online and in person. The online piece a website that, hopefully, your student veteran coordinators know about. You can search by zip code for whatever is out there but it is member driven. Our organizations say what they do, what there events are. They can refer veterans to other services. This is a great and growing resource for veterans across the state and certainly for your student veterans and student veteran coordinators.

“In addition to that online collaboration I mentioned there is in person collaboration between our organization’s members. That takes the form of working groups. There is an education working group, one of the ten at IJF, and that has over 40 different organizations at the table, again, including many of yours. They are taking on what they see as the gaps in system support. Some of the efforts I will lay out later are actually being spearheaded by IJF because we are taking advantage of the fact that we have the educators at the table, the folks doing the work that see those gaps. Some of the things they are taking on are articulation of credit for military training, faculty training so that those questions Justin mentioned some veterans encountered perhaps do not get mentioned in the classroom, best practices guides for recommended best practices for schools to support your student veterans, a newsletter out to the community, and all kinds of things they are taking on together.

“Those are the layers in the system. I will refer back to those various elements but I would love to turn it over for a few minutes to Rodrigo to walk us through the student veteran experience.”

Mr. Rodrigo Garcia said, “Thank you very much, Erica. First and foremost, before I begin I would like to give a quick shout out to my alma maters NEIU, UIC, and Northwestern. Thank you for my education.

“Now, what we are seeing as we are seeing student veterans come home. I am going to give you a tidbit. I not only have the honor of working here at IDVA but I also sit as chairman of the board of a national organization with tens of thousands of members across not only fifty states but also three countries overseas, so what I will try to provide is simplified, because obviously we know that there is not a cookie cutter approach and there are particular nuances based on geographic, regional, and academic type of institutions. I just want to try to provide a very high level overview.

“What we are seeing is growing numbers of Post-9/11 veterans. The Department of Defense (DOD) estimates that over one million veterans will return home between 2012 and 2017. Out of that one million, we estimate in the next three years 35,000 will be coming back to the State of Illinois. That is 35,000 student veterans coming back to your institutions.

“The military is a cross-section of America. What are we seeing in America today? We are seeing an increase in minorities and we are seeing the DOD lowering barriers for women in the military. What we are seeing is an increase in minorities and women coming back, which presents a unique set of challenges. In addition to that we are also seeing that the Post-9/11 GI Bill, while it is very generous and has a significant impact on your institutions and particularly

among student veterans, we are also seeing that because of the way it was introduced and transitioned, there were some delays. To this day there are even some delays.

“To be honest with you, half of those delays are on the institution and about half of those delays are on the VA. I say that because for a particular student veteran to receive a student work study position, for them to receive their housing, in order for the school to begin receiving payments from the federal VA, they need to be certified. They need to be certified that they have all their classes in a particular timeframe. Of course, as institutions we are also about being efficient. If we want to be efficient, obviously we are not going to do everyone that walks into our office. We will set a deadline and will do all of them in bulk. What happens is that those institutions that do not certify until a later date, that student veteran may not receive their housing stipend to pay their rent in a timely manner. On the other side, it is also sometime that the VA is just slow in processing payments. Fortunately for us they have gone to an electronic mode and this is the year that they are rolling it out. Hopefully the delay has gone from being 30-40 days to being about seven days.

“That is the kind of context we are dealing with. We are dealing with a significant influx of student veterans back to the State of Illinois who are dealing with some delays in their payment. We are also dealing with an increase in minority and women veterans. With that said, what are some of the challenges that they are facing out there?

“In addition to the funding delays they are also facing what is called break pay. Break pay is, a couple of years ago, in order to increase the number of eligible veterans to the Post-9/11 GI Bill, obviously especially today it is not surprising that there are some fiscal constraints in our federal government. They needed to make a budget neutral bill so they eliminated break pay. So, any time that there is a break between semesters, it means that these military veterans are no longer receiving any type of subsidy, either for housing or any other subsidy. What that means is that they have to go out there and make ends meet one way or another.

“In addition to that we also have military service credits. Recently the Defense Activity for Non-Traditional Education Support (DANTES), which is a non-profit arm of a contractor that works for DOD, came out with what they call the Joint Service Transcript (JST). It is supposed to be a streamlined transcript that articulates all of the military training to one easily readable format that has more detail than some of the transcripts that used to exist before that were based by service. Now, they are also looking for feedback. They are looking to universities and colleges to tell them that this is good, we wish we could see more of this, and so on. This is DOD’s attempt to try to ensure that the hundreds of thousands of dollars in taxpayer provided funding at DOD are counted in some fashion toward a degree or credential.

“There is also the American Council on Education's (ACE) College Credit Recommendations but I know Director Borggren is going to speak more to that in a while. Last but not least we also have academic and social experiences. We have to recognize and understand that many of these folks have not been home for four, five, six years. Many of their friends from high school are no longer there. Some of the people they had those social relationships with might no longer be there, so not only do they have to struggle with not having had a class in the last five, ten, 20, maybe even 25 years, but they also have not had access to some of these types of academic experiences or even those social experiences and they have to build those from the ground up. We are talking about going out there and kind of reinventing their life all over again.

“These are some of the just basic aspects they face and I can tell you that when I came back home, the first week of 2006, before the Post-9/11 GI Bill, I did not have a job. I needed to do something in order to sustain my family. I needed to pay the bills. I needed to pay for household expenses, so I did what I do best. I had to take a position I was not very proud of but I went to work flipping pizzas at Pizza Hut because that is what I needed to do to pay expenses. When you realize that we have many military veterans coming home, and it is not a stereotype across veterans, but some do come back and have a hard time. Some will do what they can and some, unfortunately, will not be able to, because of lack of opportunity or a lack of training and education.

“I want to give you a few best practices that you can at least consider incorporating into some of your institutions if you have not done so already. I am going to try to categorize them because there are always nuances and small details, but we are talking about creating transition services, whether they are housed within what is known today as a veteran’s center or a veterans’ office or a veterans’ support center or a support center in general. There is all sorts of nomenclature that is assigned to them but for the sake of conversation we will just call it a veterans’ center. They usually have all different types of transition services. That is where you usually find an enrollment advisor, financial aid advisor, and a veterans’ coordinator. More on the veterans’ coordinator in a few minutes. That is where you find folks that deal with disability services. It does not mean that they are housed their 24/7 but it means that that is a particular location, a centralized location, where student veterans can come to that office and seek services.

“We are also talking about policies. What policies does your institution have? What happens if I come to your institution and am a member of the National Guard and I get deployed? Am I going to be dropped? What is going to show up on my transcript? Am I going to be responsible for costs associated with having to drop out of that semester in order to serve my country? What happens during the two weeks that I have to serve during the summer? All these types of policies that might affect your institution that sometimes we do not think of because it affects just a few people. It is not just about the National Guard but also about how it impacts spouses. What if I was a military veteran for at least ten years and I applied my most-9/11 GI Bill to my son or daughter? These are the nuances that some of these policies can address as opposed to the front office staff which, sometimes, while they want to be very helpful they are also limited by institutional policies.

“Faculty training is a very easy one. We have seen many cases across the United States, though we have not seen one in the State of Illinois, where faculty is inadequately prepared to deal with military veterans in the classroom, whether it is the type of instruction they provide or just having common sense as far as what to expect from military veterans.

“Community relations simply means going out there into the community and connecting with existing organizations. Erica brought up a great organization, IJF, which has over 170 members already. It is just connecting with your community and bridging existing resources. It is not even investing your own resources. They are already out there. It is just bringing them into your school. The educational institution is often a cornerstone of the community.

“Employment is very easy. There are so many employment resources, from income tax credits to job training to entrepreneurial resources that are available, not only at the state level but also at the federal level. It just means connecting your career center to some of those resources so that when that military veteran comes into your center they are able to provide them with customized resources that are available out there specifically for them in order to boost their employment rates.

“Institutional support is also very easy. It just means top-down support. We have seen many staff that want to do great things but unless they have the support of the president, the provost, the folks in senior management at these education institutions, a lot will not get solved because they require policies or they require an institution to overcome particular barriers that sometimes only a president or provost can do.

“We also have peer support. That just means, and it has been proven by research, that via peer support we can increase not only persistence rates but also completion rates. We can do so much just using peer support and using existing student veterans groups on campus to provide the tutoring, to provide the social support, to provide the resources out in the community. They can be your conduit. They can be a resource that you can utilize for the benefit of your institution.

“Now, if you think your institution has done many of these and you think that you are leading the way, then I would challenge you to nominate your institution for the Governor's Award for Excellence in Education. That is an award that is provided by the State of Illinois and presented to institutions that said that we recognize your efforts to create a veteran-friendly institution. We are doing one for the fall of 2013, so I would hope that some of your institutions apply for that award.

“In addition we also have the Valuing Veterans Pledge which many institutions signed. It is a consortium of many institutions and was a pledge that held a variety of different best practices, some that I mentioned. The Pledge was signed by our agency as well as other organizations.

“I would like to tell you just a little bit about the impact here in Illinois. We have approximately 33,000 beneficiaries in the last fiscal year in terms of VA education beneficiaries, 33,000 currently with several thousand more in the pipeline. That amounts to approximately \$281 million in financial aid that was distributed by the federal VA for institutions here in Illinois. That is money that was going in to your coffers, your institutions of higher learning by having military veterans in your classroom. That comes from a variety of programs, whether it is the Post-9/11 GI Bill, the Montgomery GI Bill, or some of the lesser known programs. That is a significant impact and is projected to go up.

“I would hope that you recognize that not only is there a financial impact but that there is also an academic impact. It has been shown that not only do veterans tend to have a higher GPA upon graduation but also that they tend to volunteer more, tend to be engaged more, tend to vote more. These are all just common characteristics of some of the affinity you can gain from recruiting student veterans on to your campus. I could go on and on.

“Just to summarize, the impact of the World War II GI Bill returned \$7 for every \$1 that was spent in economic vitality for this country. A seven to one return. We are talking about 450,000 engineers, 240,000 accountants, 238,000 teachers, 91,000 scientists, 67,000 doctors, 22,000 dentists, and one million other college educated veterans. We are talking about a significant return on that bill and no bill like the Post-9/11 GI Bill has come into place since that was enacted after World War II that has the same capacity to impact.

“Before I turn it over to Director Borggren and move on, I would like to leave you with one quote that is very near and dear to me. It is by the Greek philosopher Thucydides. ‘A nation that makes a great distinction between its scholars and its warriors will have its laws made by cowards and its wars fought by fools.’

“Thank you very much. Erica?”

Ms. Borggren said, “Thanks, Rodrigo.

“Rodrigo has laid out a bit of what is happening and how you can help on campus. I would love to walk you through some of the interagency initiatives that are underway and how you might be able to help us on those. Hopefully you are familiar with some of these thanks to Governor Quinn’s commitment to veterans’ issues. There has been some legislation at the state level that leads the way nationally. The first, back in 2009, created student veteran coordinators on campus, where you either created this position on campus or had an individual in a different position, to become the expert and kind of one stop shop when it came to assisting your veterans on campus.

“It also created the Financial Impact Survey which creates data for all of us to be able to better understand student veterans across the state and the needs that you are seeing on campus and how it is impacting you fiscally, including IBHE.

“The next item listed is the Post-9/11 GI Bill in-state tuition. That just passed this year and your Chair mentioned it earlier. This creates consideration of in-state tuition for veterans, no matter where they are from and whether they are Illinois residents or not. There are a number of ways you can look at that but in light of what Rodrigo said in terms of federal funding that brings in at a time of state funding drying down, we see that as a great boon to many of your institutions to bring funded veterans onto campus and to really draw talent into Illinois, not just on campus but in the years to follow. We were very excited to see that one pass.

“Also, this session a bill passed which creates veteran priority registration in terms of semester to semester registration. That is to get some of what Rodrigo alluded to earlier. If there are deployments or veterans needing particular credits to stay within their GI Bill benefits, it lets them complete the degree and stay stable and focused on that degree because of that registration. That is some of what is happening on the legislative side.

“The next two slides are going to talk through some of what we have been doing as an agency to make military training count. I would like to caveat this by saying that we are not trying to throw every credit in the books at veterans as a result of their experience, but it has been through the experience of veterans that they get credit on your campuses for leadership, speech, physical fitness, and that is about it. I understand the reticence. You might have the ACE recommendations out there but what we have heard from a lot of folks that we have been working with is that it is not enough detail for you to be able to ensure the rigor of your programs on campus. We have been taking on this conversation on a very detailed, career field by career field, state license by state license, to be able to show you that information and make you comfortable with the highly technical training that our veterans receive so that it will count.

“There are two tracks on this. The state licensing track and next how we can make it count toward credit on your campuses. Back in February Governor Quinn signed Executive Order 13-02 which creates a mandatory, timelined process for any agency that owns a license to come together and prioritize those state licenses that correspond to relevant military career fields, prioritize those based on what documentation do we have, what are the needs for employment in the state, and so on. Within 90 days of receiving the program of instruction (POI) documents, as we call them in the military world, the agency that owns that license needs to produce a gap

analysis to say how close the military training gets to the state license or to say what additional documentation they would need in order to make that determination.

“That is a process that IDVA is privileged to be leading. We have convened a number of state agencies on that and have completed a prioritization list. To date, we have consensus on licensed practical nurses (LPNs), which was actually our test case before we worked toward the executive order, where the Department of Financial and Professional Regulation (IDFPR) and the Board of Nursing took a look at military medic training and how close that gets you to an LPN license. As a result of that look and very in-depth documentation we provided, they determined a suggested bridge curriculum that is now approved by the Board of Nursing and is basically sitting there waiting for a community college or other training program to stand up that bridge program.

“The Illinois Department of Public Health (IDPH) has done that same gap analysis for military medics against emergency medical technicians (EMTs). Most military medics come out with an EMT-Basic license but it actually is a lot more than that, so they have done the gap analysis for the EMT-Intermediate and EMT-Paramedic licenses and have those recommended bridge curricula there as well.

“IDPH also looked at certified nurse assistant (CNA) licenses and determined that if you have military medical training you can automatically apply for and receive a CNA license in Illinois.

“Just recently, in fact, last week, we were pleased to learn the news that Illinois as a state has been selected to participate in the NGA’s Policy Academy on this, a recognition of the very specific work we have underway on this. What we have committed to doing as part of the Policy Academy participation is to taking those LPN and EMT suggested bridge curricula and actually identifying community college or other partners who will stand up one of those programs, at least one, for LPNs and EMTs. We have been in a number of conversations with very interested schools at this point.

“Hopefully what the NGA Policy Academy will do for us is bring a little bit of funding to it. I know that helps in today’s day and age. It also brings expertise and creates a coalition of state agencies and others with the expertise to be able to make this happen. If your own schools or others that you know of might be interested in this, we are looking for a campus that has student veterans already. The point is not to recreate the wheel. It also needs to be veteran-friendly to be able to modify their existing LPN or EMT programs and create this bridge program and show what they could do. It will be a first in the nation initiative on this. We are very excited on this.

“The third career field being looked at as part of the Policy Academy is policing. In that case we are working with the Illinois State Police (ISP) Merit Board and Standards Board to be able to move forward on that one. That one is a little further back at the gap assessment phase. The other two we could use your help on standing up those programs.

“I mentioned that there are two arms to this making military training count. One is state licenses and we have that mobilized. The other is how can we help you award appropriate credit on your campuses for veterans who have technical military training? Over the last 18 months or so we have pulled together a coalition, which includes IBHE and Dan Cullen at the meetings forever now, as well as the Illinois Community College Board (ICCB) and a number of pilot schools listed here on the slide. Looking at this problem, what career fields do we take on, how do we help you unpeel the layers to know how much credit to award. We now have a full plan

with these partners on board. We are calling it our Military Training Counts pilot. What we can bring to bear from the state VA side is access to the military training documents, same as we have on the licensing side. A lot of other states have tried to take it on but they have passed decrees and then do not have expertise through the POI documents.

“That is what we are bringing to bear here for this Military Training Counts initiative. We have used the top ten military career fields in terms of density of soldiers, sailors, airmen, and Marines in those fields and have worked with our pilot schools to say, ‘What do you have on your campuses? Here are the POI documents. Start doing that gap analysis.’ A very important layer on top of it is how do you take and make a transparent, lasting systematic tool for veterans and your own school, so you do not have to do that on a veteran by veteran case? Now we have done it for this career field, for this degree program.

“With u.Select out of the University of Illinois we intend to place some of these equivalencies through our pilot schools online at the iTransfer website run through u.Select. The power of that is that it will be very scalable as well. It is an existing tool. Some of the funding that we are seeking now as part of this pilot initiative is to upgrade the license on u.Select and our community college partners so that they can have those equivalencies online and then veterans can make informed decisions about where they should take their military credit to so they can make the best decision or their GI Bill benefits.

“We are excited about this one. IBHE has actually taken the lead on this in the sense that they are the fiscal agent for the grant application we have out there. We have had several grant applications roll back in with no and we are waiting on a few more. We always welcome recommendations to where we might be able to find the power behind the movement to upgrade those licenses and to update the u.Select site so we can have those equivalencies online. That is that piece of that.

“One of the other things that we have been doing at IDVA is some of the training that gets at these student veterans’ experiences that Rodrigo and Justin expressed here today. The IJF education working group, which, as I mentioned is sponsoring that articulation pilot, is also taking on faculty training. CAEL is funded to put together on behalf of IJF faculty training which they will make available online. That is what we heard from all of you, that you cannot afford to send your faculty to some central training, so they are putting together an online, web-based training that your faculty can use so that hopefully you can create more welcoming environments on your campuses for your student veterans. That is through IJF.

“On the IDVA side we have partnered with IBHE on a number of occasions to put on training seminars for your student veteran coordinators and any other faculty or leadership that you would like to send to educate on the issues, how you can help folks know what else is out there and the resources that you can connect to. As Rodrigo mentioned, it is not like we are asking you to put together a bunch of additional resources behind it. We are looking for smart connections between the many pieces that are out there in the sea of goodwill. This is what those trainings have been intended to achieve. We will continue to do that in partnership with IBHE.

“We had intended to leave time for questions, though I do not think we did so. We will be here for a while afterward and would welcome any conversations coming out of this. Thank you again for your time and for your leadership as a community on these issues.

Chairwoman Anderson said, “Thank you for your service and for your leadership as well.”

### III. Action Items

Chair Anderson said, “We will now turn to the action items. Dr. Daniel Cullen?”

Dr. Daniel Cullen said, “Thank you, Madam Chairwoman. Before I introduce items for your consideration, I would like to share with you that we have a new analyst who has joined us in Academic Affairs. I would like to present Amanda Winters and note that we are very happy to have her expertise. She joined us from the University of Illinois at Springfield.

“Madam Chairwoman, we have included in the memo a list of all pending academic programs and all authorization proposals submitted to the Board through July 22. Since then, three additional proposals have been received and three applications have been withdrawn. As of Monday, August 5, there were two new requests for program modification in addition to the 43 reported in the memo.

#### 11. New Units of Instruction at Public Community Colleges

Dr. Cullen briefly outlined the contents of this item. There was no discussion following his presentation.

*The Illinois Board of Higher Education, on motion from Dr. Addison Woodward and seconded by Mr. Allan Karnes, hereby unanimously grants authority to Carl Sandburg College to offer the Associate in Applied Science in Cosmetology, the Associate in Applied Science in Emergency Medical Services-Paramedic and the Associate in Applied Science in Health Information Management subject to the institution’s implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants authority to College of DuPage to offer the Associate in Applied Science in Culinary and Food Science subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to Harper College to offer the Associate in Applied Science in Advanced Manufacturing Technology and the Associate in Applied Science in Welding Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants authority to Heartland Community College to offer the Associate in Applied Science in Sustainable Energy Systems subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to John A. Logan Community College to offer the Associate in Applied Science in Sustainable Energy subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to Kaskaskia College to offer the Associate in Applied Science in Cosmetology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to Lewis & Clark Community College to offer the Associate in Applied Science in Medical Assistant subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to Lincoln Land Community College to offer the Associate in Applied Science in Culinary Arts and the Associate in Applied Science in Respiratory Care subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants authority to Malcolm X College to offer the Associate in Applied Science in Health Information Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to McHenry County College to offer the Associate in Applied Science in Engineering Technology and the Associate in Applied Science in Web Design and Development subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants authority to Moraine Valley Community College to offer the Associate in Applied Science in Emergency Medical Services, the Associate in Applied Science in Fire Service Operations and the Associate in Applied Science in Sleep Technology subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants authority to Olive-Harvey College to offer the Associate in Applied Science in Transportation, Distribution and Logistics subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to Southeastern Illinois College to offer the Associate in Applied Science in Biofuels Production and Sustainability subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants authority to Triton College to offer the Associate in Applied Science in Sustainable Agriculture Technology and the Associate in Applied Science in Sustainable Landscape Practices subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

## **12. New Operating and/or Degree-Granting Authority for Independent Institutions**

Dr. Cullen briefly outlined the contents of this item. There was no discussion following his presentation.

*The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Dr. Proshanta Nandi with Dr. Santos Rivera voting opposed, hereby grants to the Adler School of Professional Psychology Authorization to Grant the Doctor of Couples and Family Therapy in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants to Northwest Suburban College of Basic and Allied Health Sciences Authorization to Grant the Bachelor of Science in Biology and the Bachelor of Science in Chemistry in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants to the Valparaiso University Authorization to Grant the Master of Professional Studies in Law in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants to Ambria College of Nursing Authorization to Grant the Bachelor of Science in Nursing in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

### **13. New Units of Instruction, Public Service, and Research at Public Universities**

Dr. Cullen briefly outlined the contents of this item. There was no discussion following his presentation.

*The Illinois Board of Higher Education, on motion from Dr. Proshanta Nandi and seconded by Ms. Jane Hays, hereby unanimously grants to Governors State University authorization to establish the Bachelor of Arts in History and the Bachelor of Arts in Media Studies in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And grants to University of Illinois at Springfield authorization to establish the Bachelor of Science in Information Systems Security in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants to University of Illinois at Urbana-Champaign authorization to establish the TIAA-CREF Center for Farmland Research in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

## **IV. Consent Agenda**

Chair Anderson said, “Next we turn to the consent agenda. Are there any questions or discussion on the consent agenda? If not, I will entertain a motion to approve items 14 through 19 on the consent agenda?”

*The Illinois Board of Higher Education, on motion made by Mr. Allan Karnes and seconded by Dr. Elmer Washington, unanimously approved Item Nos. 14, 15, 16, 17, 18, and 19.*

**14. Board Meeting Minutes – August 6, 2013**

*The Illinois Board of Higher Education unanimously approved the Minutes of the August 6, 2013, meeting.*

**15. Special Board Meeting Minutes – August 27, 2013**

*The Illinois Board of Higher Education unanimously approved the Minutes of the August 27, 2013, meeting.*

**16. Fiscal Year 2013 Final Financial Report**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2013 Final Financial Report.*

**17. Fiscal Year 2014 Financial Report as of August 31, 2013**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2014 Financial Report as of August 31, 2013.*

**18. Appropriation Transfer for Fiscal Year 2014**

*The Illinois Board of Higher Education unanimously approved the Appropriation Transfer for Fiscal Year 2014 as detailed in the document provided.*

**19. Executive Session Minutes and Verbatim Recordings**

*The Illinois Board of Higher Education hereby resolves:*

*Resolved, that the Illinois Board of Higher Education finds that the need for confidentiality exists for the minutes of the IBHE Executive Sessions of June 2, 2009, July 28, 2009, August 10, 2010, December 7, 2010, April 12, 2011, December 6, 2011, April 10, 2012, June 5, 2012, September 25, 2012, December 4, 2012, February 5, 2013 and April 2, 2013, and that such minutes shall continue to remain confidential; and further*

*Resolved that the destruction of verbatim recordings for the Executive Session of December 6, 2011, be authorized.*

**V. Information Items**

**20. Illinois Transfer and Articulation Initiatives Annual Report 2013-2014**

**21. Setting a Context for Fiscal Year 2015 Budget Development**

## **22. Legislative Report**

### **VI. Public Comment**

### **VII. Other Matters**

Chair Anderson said, "Our next meeting is December 10. We will be meeting at Governors State University and the featured guests will be the Disability Advisory Committee."

### **IX. Adjournment**

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 3:15 p.m.

Respectfully submitted by Cindy Deitsch, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the October 1, 2013, meeting.