APPROVED
February 4, 2014

Item #IV-12
February 4, 2014

MINUTES – BOARD MEETING
December 10, 2013

Submitted for: Action.

Summary: Minutes of the December 10, 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 December 10, 2013, meeting.

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
December 10, 2013

A meeting of the Illinois Board of Higher Education was called to order at 8:30 a.m. in the Center for Performing Arts at Governors State University, in University Park, Illinois, on December 10, 2013.

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

The following Board members were present:

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

Also present by invitation of the Board were:

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

Presidents and Chancellors

Douglas Baker
Rita Cheng
Timothy J. Flanagan
Sharon Hahs
Elaine Maimon
William Perry
Wayne Watson

Advisory Committee Chairpersons

Marie Donovan, Faculty Advisory Council
Susan Friedberg, Proprietary University Presidents
Elaine Maimon, Public 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, "I will now ask that the Board go into Executive Session. Under the Open Meetings Act, there must be a motion in open session to authorize this executive session. A quorum must be present and a motion must be approved by a majority of the quorum with a recorded vote. The Chair observes that a quorum is present.

"Is there a motion and second to authorize executive session?"

Ms. Christine Wiseman said, "I move that the Illinois Board of Higher Education (IBHE) go into executive session for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act."

Chair Anderson said, "Is there a second?"

Ms. Jane Hays said, "I second the motion."

Chair Anderson said, "We will now go into Executive Session."

The Board moved into executive session.

2. Executive Session

3. Reconvene of Open Session

The Board reconvened in open session.

Chair Anderson said, "Is there a motion and second to come out of executive session?"

Ms. Wiseman said, "I move that the Board of Higher Education come out of executive session at 2:30 p.m. on Tuesday, December 10, 2013, and proceed with the regularly scheduled meeting of the Illinois Board of Education beginning at 2:35 p.m."

Chair Anderson said, "Is there a second?"

Ms. Hays said, "I second the motion."

Chair Anderson said, "I will ask the Secretary for a roll call vote to come out of executive session."

The roll call vote on the motion was as follows: Yes – Anderson, Bergman, Carter, Garate, Hays, Karnes, Langer, McDermott, Rivera, Ruiz, Washington, Wiseman, Woodward, Zarnikow. No – none.

Chair Anderson said, "Good afternoon again and I want to welcome everyone to the meeting of the Illinois Board of Higher Education and thank you again for your patience. I would like to thank President Elaine Maimon and the staff at Governors State University for hosting this

meeting of the Board. We really enjoy the opportunity to conduct board business at our institutions and appreciate the hospitality that we are consistently offered. At this time I would like to invite President Maimon for her welcome."

4. Welcome by Elaine Maimon, President, Governors State University

President Elaine Maimon welcomed everyone to Governors State University (GSU).

5. Welcome and remarks by Chair Lindsay Anderson

Chair Anderson said, "Thank you, President Maimon for your welcome and for your leadership.

"As you know earlier this year the Board announced its search for Dr. Berman's successor. I appreciate everyone's diligence and patience in this process. Later in the meeting we will announce our selection and vote, but we are going to make you wait just a little bit.

"I do want to speak briefly to an issue that many of us were focused on through last week and that is Illinois' pension crisis that was really the state's biggest fiscal challenge, one of the biggest challenges that Illinois has faced. As many of us know, the Illinois General Assembly passed a pension reform measure projected to eliminate a $100 billion pension shortfall over three decades with a savings of $160 billion through 2045 which was signed into law by Governor Quinn. I do want to thank those of you that participated in the process to reach this result and for your leadership. I bring this up in particular today because of the significant impact of pensions on higher education. Although very significant as many of you know we are at a point where the mandated State Universities Retirement System (SURS) payment exceeded the state appropriation for the operation of all twelve public universities. Although you also you know how our colleagues, our faculty, our students are all really affected at our institutions of higher education in Illinois. So while this new legislation is certain with potential legal challenges and other challenges, the next steps are not entirely clear, please know that the Board will be advocating and supporting the higher education community in Illinois.

"I also want to announce a positive announcement that two faculty from the University of Illinois at Chicago have been selected as the inaugural IBHE faculty fellows. The purpose of the program is to familiarize selected Illinois facility members with the responsibilities and functioning of the Illinois Board of Higher Education and to support research projects related to the goals of the Illinois *Public Agenda*.

"Ms. Julie Peters, a clinical assistant professor of history and an associate director of the teaching of history program will serve as fellow during the spring 2014 term. Ms. Peters will investigate ways in which history education programs in Illinois work with local schools as partners to better prepare teacher candidates to enter the workforce.

"Dr. Allison Doubleday, an assistant professor in the College of Dentistry's Department of Oral Biology, will serve as a fellow during the summer 2014 term. Drawing on her training in anthropology, Dr. Doubleday will investigate how students collaborate outside of the classroom, both digitally and face-to-face, to solve problems specific to their learning goals.

"During the period of their fellowships, both these faculty members will be spending time in the IBHE office in Springfield and attending various meetings throughout the state alongside IBHE staff. Would Ms. Peters and Dr. Doubleday please stand and be recognized? Thank you.

Congratulations. We congratulate our faculty fellows on their selection and we thank the Faculty Advisory Council for their hard work and dedication in helping us develop this great program.

"In addition, I want to congratulate the Faculty Advisory Council (FAC) on its 50th anniversary. Since 1963, the FAC has been a respected and valued resource in addressing issues impacting higher education in Illinois. To commemorate this milestone, the Illinois General Assembly and the Governor have recognized the FAC's anniversary and the outstanding service they provide on behalf of the citizens of Illinois. In addition, the FAC will honor their anniversary through a panel discussion during their December 13th meeting. The panelists are Ed Hines, Kathleen Kelly, John Huther, Bill Feurer, and Tom Layzell. These are individuals who have been involved with the FAC and the IBHE over the years and have significantly influenced higher education in Illinois. Please join me in congratulating the FAC.

"Another congratulations, I had a note on a great football season, you can guess, but also the Poinsettia Bowl, to Northern Illinois (NIU), but the real congratulations is to President Baker and Northern Illinois University for being one of four winners of the Association of Public and Land-Grant Universities inaugural Economic Prosperity University Awards which were given in the categories of innovation, place, and overall. The award acknowledges the good work universities are doing with public and private sector partners in their respective states to support economic development through innovation and entrepreneurship, technology transfer, talent as well as workforce and community development. Specifically, NIU won the 'Place' award which recognizes a university that excels in community, social, and cultural development work. NIU is playing a pivotal role in helping Illinois to translate research into economic growth and job creation. Because of these efforts, Illinois is making great strides in its integration of educational, research, and innovation assets to meet the economic needs of the state and its regions.

"I will not turn it over to Dr. Berman for the executive director's report."

6. Remarks by Executive Director Harry J. Berman

Dr. Harry Berman said, "Thank you, Madam Chair. I am going to be talking about something that echos comments from President Maimon.

"Over the past several meetings I have spoken about Illinois' membership in Complete College America (CCA), a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates and college degrees and to close attainment gaps for traditionally underrepresented populations. Along with 32 other states and the District of Columbia, we hold the goal of having 60 percent of the adult population in Illinois with postsecondary credentials by the year 2025.

"Now at our August meeting, the *Public Agenda* Showcase focused on a set of ideas known as Guided Pathways to Success (GPS). You will recall that these are strategies that have emerged from Complete College America's national work. These strategies have been demonstrated to keep students on track and graduating on time. If we wanted to summarize in two words the essence of GPS those words would be 'more structure'. Guided Pathways to Success includes ideas like meta-majors, academic maps, intrusive on-time advising, milestone courses, block schedules, as well as encouraging students to take 15 hours per semester.

"At the August meeting we heard from educational leaders at Northeastern Illinois University, Waubonsee Community College, and Kankakee Community College about the ways that they are already incorporating GPS thinking into their advising and course scheduling

practices and their plans for moving further down the GPS path in the months to come. I am especially pleased that growing out of GPS Institute in Orlando and our August panel, fourteen colleges and universities that form the Southern Metropolitan Higher Education Consortium met here, at Governors State, on November 1, for a regional GPS Institute. Special thanks to President John Avendano of Kankakee Community College for leading the charge on that event and for GSU for hosting.

"One emphasis of Complete College America and of GPS thinking is on the connection between education and the workforce. A part of GPS thinking is that program pathways should be tailored to produce graduates to fill high-demand careers, facilitating better cooperation with the state's business sector. Students should enter programs of study with a clear sense of the job opportunities that await them, boosting motivation for graduation. GPS-influenced degrees provide opportunities for students to persist in highly valuable career paths in science, technology, engineering and mathematics (STEM) and health care.

"Unfortunately, we know that far too many students drop out of STEM majors. In November the National Center for Educational Statistics of the United States Department of Education released a report based on a longitudinal study of successive nation-wide cohorts of associates and bachelor's degree students who declare a STEM major when they enter college. An astonishing 48 percent of bachelor's degree students and 69 percent of associate's degree students who entered STEM fields between 2003 and 2009 had left those fields by 2009. Roughly half those leavers switched from a STEM to a non-STEM field and the rest of them left STEM fields by exiting college altogether before earning a degree or certificate. You know we are doing so much to spark interest in STEM careers at the middle school and high school level. It is really a shame to have that many departures from STEM majors. Just this week in Springfield, a couple of examples, there is a great program where they are bringing robotics training to students in one of our middle schools and there is now a partnership between the Chamber of Commerce and the city and Hansen Engineers, a great Springfield firm to excite students about careers in engineering starting in middle school and then with internships in high school. So with all of the work we are doing in high schools to interest students in STEM careers it is really a shame to have them washout when they get to college.

"I am mentioning this because as I wrote to you in a brief note in October, Illinois has successfully competed for a technical assistance grant awarded through Complete College America called Guided Pathways to Success in STEM Careers. The IBHE will lead an effort that will involve three principal partners in implementing GPS strategies in STEM majors, but will ultimately involve educating faculty and administrators from across the state about ways to promote successful degree completion in STEM majors. Our principal partners in this effort are the University of Illinois at Chicago, Southern Illinois University Carbondale, and the City Colleges of Chicago.

"Work on this project has already begun. The campuses are developing baseline data at the program level for the STEM programs that are the focus of their GPS work. They are developing self-assessment reports that will be used to zero in on the points at which students stumble on the path to a STEM degrees. CCA is providing a state and regional data on STEM workforce supply and demand. All of this is in preparation for a GPS STEM Careers Academy that will take place in February.

"I want to thank Chancellor Paula Allen-Meares, Chancellor Rita Cheng, and Chancellor Cheryl Hyman who are great supporters of this work, as well as the faculty and administrators from these institutions for partnering with us around this initiative. I also want to thank the

members of Illinois' GPS to STEM Careers team, which in addition to campus representatives includes Representative Bob Pritchard, Jeff Mays, who is President of the Illinois Business Roundtable, and Julie Smith, Governor Quinn's deputy chief of staff for education. Candace Mueller of the IBHE staff is the project lead.

"We will be providing more details about progress on this project in the months to come.

"I also want to mention that the senior staff of the IBHE had a very productive discussion with Dennis Jones from the National Center for Higher Education Management Statistics (NCHEMS) about our *Public Agenda* Update, and you will recall we have spoken about this before. We have our *Public Agenda* that has been mentioned here by President Maimon, but it was approved by this Board in December 2008. So it is five years old. The data are getting a little long in the tooth and it is time that we updated the data so that we can see areas in which we have made progress over the past five years and areas where we may be lagging. So we are looking forward to getting a report from NCHEMS at the February meeting. It will be the data on which we can do some thinking and planning in the months and years to come on what should be emphasized in the remaining five years of this strategic plan.

"Finally I want to mention that the next item on the Agenda is the appointment of the Executive Director and it has been my privilege to work with this Board and my distinct privilege to work with the staff of the Illinois Board of Higher Education. They are a talented and highly-motivated group of people and you all should be very proud that they are your staff. I am confident that we at IBHE have a great future and that the State of Illinois has a great future in higher education and that we can be a leader in the country on this front. So thank you very much."

II. Action Item

7. Appointment of Executive Director

Chair Anderson said, "Thank you Dr. Berman. With that we will move onto the action item of appointment of executive director.

"As I stated earlier, we earlier this year began a process to conduct a national search to identify a successor to Dr. Berman. Since the announcement, James McCormick and Janice Fitzgerald from AGB Search, as well as the Executive Director Search Subcommittee of the Board have done a great job conducting a focused, fair and comprehensive search with an aggressive timeline allowing for the expedient selection of our next Executive Director.

"Personally, I knew selecting someone to succeed Dr. Berman would not be an easy task. Dr. Berman has served as a skillful ambassador for Illinois' higher education system helping to increase our visibility nationally while providing proficient leadership during a time when higher education has been expected to do more with diminished resources.

"In addition to the leadership, I am convinced that the good work conducted by the Board, the institutions, and our many partners served as a catalyst for attracting many high caliber candidates to apply for the Executive Director position.

"We definitely want to thank all of our candidates for their consideration and wish them continued success in the future. However, the Board deliberated in executive session this

morning and is strongly recommending Dr. James Applegate to serve as the Board's next executive director.

"Is there a motion and second to appoint Dr. James Applegate as the IBHE Executive Director?

Ms. Wiseman said, "Madam Chair, I move that the Board cast a unanimous ballot for Dr. James Applegate."

Chair Anderson said, "Is there a second?"

Dr. Elmer Washington said, "Second."

Chair Anderson said, "All in favor? Opposed? The motion carries. Thank you.

"Before Dr. Applegate comes forward for a brief remark, please allow me to share some of his background. Currently, Dr. Applegate is a consultant advising national, state, and regional education and philanthropic organizations on increasing the effectiveness of programs to improve college access and success. Prior to this role, he served as the vice president for program development at Lumina Foundation where he led the development of Lumina's funding programs supporting Goal 2025 to increase educational attainment in the U.S. In addition, he served as the senior fellow and vice president for academic affairs at the Kentucky Council on Postsecondary Education as well as professor of communication and department chair at the University of Kentucky. Dr. Applegate earned his Ph.D. and master's from the University of Illinois and his bachelor's from Georgetown College.

"Please join me in warmly welcoming Dr. Applegate to the Illinois Board of Higher Education."

Dr. James Applegate said, "Thanks, I will be brief, I know you have had a long day as well. First, let me thank the Board for this opportunity to engage in the work that will be necessary to dramatically increase college access and success in Illinois, access and success to high quality affordable education for millions more of our citizens and especially for the low income, first generation, students of color, and adult learners who need it most. I look forward to working with the Board, the staff, and the leaders in the State of Illinois to enable higher education to really drive improvements in Illinois' economy and civic infrastructure. As we all know higher education success has never been more important, both to individuals and to this State and together I hope we can work to ensure that we provide that education to those who need it most. Thank you very much."

Chair Anderson said, "Thank you and welcome."

III. *The Illinois Public Agenda for College and Career Success*

8. *Public Agenda* Showcase

Chair Anderson said, "Next we move onto the *Public Agenda* Showcase. Our acknowledgement earlier of the good work taking place at NIU is related to today's *Public Agenda* Showcase. Today's Showcase is actually a follow up to the October Board meeting when the University of Illinois' Board Chairman Christopher Kennedy offered a presentation on research institutions and their impact on the economy. I really want to thank Chairman Kennedy

for his leadership, not only really in higher education and how it drives the economy, but really the importance of higher education in our communities and how we by working together can achieve outcomes. And, he talked about economic development and creating jobs and really protecting the future of our state and economy. So I am thankful for his leadership, but we can do more and we are here to talk about that today. The Showcase will feature a presentation by the University of Illinois and Northern Illinois University on the relationship between the work of discovery and innovation being conducted at research universities and job creation, which is essential to Illinois' development.

Dr. Berman said, "I just wanted to say a word if I may. This is a reminder to the Board members, the *Public Agenda for College and Career Success* as I mentioned was adopted by this Board in December 2008 and beginning in spring 2009 at each board meeting we have had a *Public Agenda* Showcase and the showcases are tied to the four goals of the *Public Agenda*. So, for example, we have had several showcases that tie into Goal 1 which is to increase educational attainment to match the best performing states and we have had presentations that tie into Goal 2 and Goal 3, but looking back on the *Public Agenda* showcases I realize that we never really had a presentation that focused directly on Goal 4, which is to better integrate Illinois' educational research and innovation assets to meet the economic needs of the State and its regions.

"Goal 4 speaks to the research carried out at our universities and they way that research contributes to the economy and to job creation. We need to think about the effort I spoke about earlier to prepare students to enter STEM careers as one side of the story of university's involvement with economic development, the workforce preparation side. The other side of the story is the research and innovation that takes place at our universities, particularly the research universities that leads to the creation of those jobs in the first place. Now when as our Chair mentioned when University of Illinois Board Chair, Chris Kennedy, addressed us at our last meeting he spoke forcefully about this issue, the virtuous cycle through which research universities create the jobs that we seek to fill with our STEM graduates from all postsecondary institutions.

"Therefore, I thought it would be appropriate to follow Chairman Kennedy's presentation at this meeting with a *Public Agenda* Showcase that focused on the topic 'Meeting the Economic Needs of the State and its Regions, Research Universities and Job Creation'. So, I am delighted to invite our speakers to come to the podium. From the University of Illinois, Dr. Lawrence B. Schook, Vice President for Research, and Dr. Schook's presentation will be followed by a presentation by Dr. Anne Kaplan, Vice President for Outreach, Engagement and Information Technologies, and Dr. Lisa Freeman, Interim Vice President and Provost, Northern Illinois University."

Dr. Lawrence Schook said, "Good afternoon and thank you Dr. Berman and the Board for inviting us to share. As you have experienced, Chairman Kennedy has a very significant call to arms as I refer to it. Today I have the privilege of following up I think on a lot of the points he previously mentioned. I have entitled my talk this afternoon about stimulating the Illinois economy and really the subtitle of that University of Illinois research.

"What I would like to share with you this afternoon are five defining roles and outcomes that I think really underpin what the University of Illinois' agenda is in the research field. First, I would like to share a little bit about where we have been involved in creating new technologies through our discovery research. This is the future piece, if you will, that has been described. I also want to touch on a little bit of the direct economic impact of externally funded research and I want to move beyond that this is research grants that just support esoteric ideas but actually have

a well grounded and direct implication for the economy in the State of Illinois. The third point I want to touch on is increasing the competitiveness of Illinois companies. It is just not about having more competitive faculty and students, but I think all of us have an expectation that if we are doing right and we are in the ecosystem that we can actually increase the competitiveness of our small and medium size companies that are based here in Chicago and in Illinois. I then want to touch a little bit on creating and supporting new businesses. The future, if you will, in the enterprise and the incubation of new ideas as future companies and particularly those that you have touched on Dr. Berman regarding where do our students see their future. So, underpinning this is the idea that through discovery and this energy of creating new companies that citizens in Illinois see a great future here and that they can build businesses and create a future for their families. And, the last point I want touch on is providing the human capital. The STEM students that we refer to. To underpin technologies that oriented towards the economy.

"But first, let me talk about the University of Illinois as you know has had a great legacy in creating new technologies through our discovery research and historically it has been the transistor, it has been Mosaic, the basis for the internet, as well as the LED lights. Those are in the past. I want to talk about what we are doing today and where our future lies. In this last year the university faculty has filed over 378 patents. We have almost 100 issued. That would put us amongst the top ten companies in the State of Illinois. This is a, if you will, I think an innovation factory that we are very proud of. My favorite one is license and options. That is how many companies come in our doors and see something of value and go out and can create some economy around that. We are very proud of the number of stable startups we have had year over year and the value that is generated by royalties by our faculty and our ideas.

"This might look familiar to you from Chairman Kennedy's remarks and that they really do fall on the idea that a call to arms and the responsibility of the state research universities to really be stimulating this research driven ecosystem that he refers to. What I would like to do in the next following minutes is really kind of add I think the, if you will, the touch of how that really how that touches each of our lives. The idea of how do we create businesses? How do we get the demand for high skilled jobs? Our local tax revenues, I want to talk a little bit about that and really the direct stimulation of our economy as a result of this research ecosystem.

"Let me touch a little bit first on research funding and let me talk about economic development. I am not an economist but I realize that the strength of an economy is having people spend money from outside your state in your state and we at the university compete on a national basis and international basis and bring into the State of Illinois almost $1 billion in external funded research that comes from the federal government. That is not just Illinois tax dollars being given back to us that we spend. This is new money coming into the state. I have just done some simple math and if you will look at that, is our research enterprise is a $1 billion company that employs 10,000 to 12,000 people from that money. It is generating high-tech paying jobs and income taxes are a result of that money coming in. So, there is a very direct result of research dollars that are being competed for at the national or international level.

"The second piece is how do we increase the competitiveness of Illinois' companies? We have done this through three ways. First, we have a very successful incubator program called 'Enterprise Works'. It has been in Champaign for over a decade and we are very proud to say that through interacting with University of Illinois at Chicago (UIC) we now have Enterprise Chicago that is very active in the Illinois medical district. This incubator provides entrepreneurial support to startups. Not just University of Illinois startups, they are to the community. So we have taken our outreach abilities and really worked with local companies in a very direct way. Let me share that our Enterprise Works is more than just a place, it is a very vibrant space and

over the last three years it has been recognized by Forbes Magazine as one of the top ten incubators for stimulating business development in the country. It is have been recognized by Inc. as one of the top three places and this last year it has been identified as one of the top three college-based incubators in the country. It is a very vibrant place and I invite any of you to come and have that experience.

"The second piece that we have, as you may know, at the University of Illinois our own venture firm – the 'Illinois Ventures' and this has provided startup capital which has resulted in over, it is about a 25:1 for every dollar we invest we have follow-up funding that comes from again external funding agencies coming in supporting the development of Illinois companies. Half of our research park companies were seeded by this investment capital and this last year you may have read that at UIC Chancellor Allen-Meares actually started an innovation fund that further encourages the development of startup companies.

"The last piece I want to share is our research park and this is a place that has two really very different responsibilities and goals. The first is it provides companies throughout to come in and have access to our students, particularly STEM students and faculty. It provides access to the infrastructure. If you are in the research park you have access to high performance, any of the infrastructure that the state supported on our campus you have access as a company to those infrastructure. We also have training programs for faculty and students and employees that are shared there. Let me give a little bit more gravity to that. In the research park in Urbana was named as the American University Research Park in 2011, a very distinguished recognition. It now has a Fortune 10, Fortune 500 companies in the research park. It has 90 companies and employs almost 1,500 employees. Itself becomes a very significant driver of economic growth in Champaign county with an impact of almost $175 million and almost $15 million of annual taxes. This is a very significant impact of the research park that is run by the University of Illinois.

"Let me just close by commenting on the human capital or our STEM students. We really pride ourselves as you can imagine with having a strong legacy in technology and we believe that is where our future is. Our engineering college is always ranked amongst the top in the United States and also globally. Particularly important is it is a draw for talent from around the world and that we produce out of our engineering school more STEM graduates in engineering than in all of the other public universities combined. But, I think important for today's discussion is that we have over 400 companies that have funded research that involve students. So this interaction and the ability of our undergraduate students to be involved directly with research that is funded by companies have been significant. Several of our Illinois companies, I will name one, State Farm and John Deere and Caterpillar, have very interactive innovation centers in our research park so they can have access to undergraduate students to become part of their employees and I think that is where we see a great future.

"Finally, again, we see our ability to train global innovators in technology. We talked about the great technological legacies of the past and we are excited about where we are going to be in the future. Our three campuses enroll 9,000 engineering students. I just want to put you together that the quality and magnitude of that should not be understated. That is more than the Stanford, Massachusetts Institute of Technology (MIT), University of California at Berkley and California Institute of Technology combined. We are a very strong talent center and the challenges you can imagine from Chairman Kennedy and President Easter is what do we do to retain the talent in the State of Illinois? These discussions I think are very important for us to build strong relationships between the private sector and public sector to ensure that those investments of this talent stay here at home. We also believe that our students are trained in a very important way and any assessments by corporate recruiters say that our STEM students have

had that appropriate training and experience with working with companies and that they make ideal employees which I think is another issue that I think you talked about. Why drop out when you know that there is a job at the end of that, that difficult pathway in STEM? And also we believe that our, we have been recognized as being one of the most innovating universities in terms of providing curriculum and programs for our students.

"Let me conclude by saying I wanted to share with you that we believe the University of Illinois has a very direct economic engine through external funding that stimulates the economy. Our discoveries we believe drive new business development in the State of Illinois and we have been I think a very strong partner with small companies across the state to learn how to apply research. We have also then directly and indirectly I think have a very strong impact on the competitiveness of Illinois companies I think regionally we are expanding into and then finally I think we believe the University of Illinois graduate STEM students really provide the human capital that we believe will really provide the basis for a strong economy here in Illinois. Thank you very much."

Chair Anderson said, "Do Board members have any questions following the presentation?"

Dr. Teresa Garate said, "Thank you for that presentation. Obviously University of Illinois is very involved but as was spoken about before, this is kind of a bigger agenda not just for the University of Illinois. So, I have a two-part question I guess. How can what you are doing help and support and grow this at other institutions and what is do you think is the role of community colleges around research? Often community colleges and research are not in the same sentence. Not that there is not any research, but that is not research one universities, four-year institutions, but what is the role of community colleges in producing the workforce for this research that is being done?"

Dr. Schook said, "It is a very strong one and I am remise that I did not bring out those. First, I can say on our own basis in Champaign we have a very strong relationship with Parkland College and I think it is one that is very important. If we do not have the right workforce trained properly we cannot grow. I will also share that we have been working with Governor Quinn. I have the privilege of serving on the Innovation Council and there will be an announcement on Friday by the Governor and the University of Illinois that will showcase our interactions with community colleges and other small and medium size companies around the state. Over the last six months we have been very actively involved with in the Quad Cities working with Blackhawk Community College there to really look at job training and how we can bring high performance computing to small and medium size companies. So, we see that as a very important relationship/partnership and I can assure you that my colleagues at Northern Illinois we with particularly with Dr. Freeman we spent a lot of time talking about how we can better partner and have those discussions."

Dr. Garate said, "Thank you."

Chair Anderson said, "Any other questions?"

Dr. Elmer Washington said, "I would like to ask you a question. First of all, thank you for a very excellent presentation. Regarding the global innovators, you are providing tomorrow's global innovators and technology entrepreneurs, I am looking at the engineering Urbana-Champaign undergraduate, there are 6,763. Most of them are Americans. When you look at

graduate there is an inversion, most are international students. First of all, what is the reason for that and are there efforts to sort of have a better balance particularly at the graduate level?"

Dr. Schook said, "I think we would argue and I will argue that we are merit-based. I will say in the number of our undergraduates find employment very directly. So, I do not think you can just look at one substitutes for the other. I think if you probably looked at what how many of our undergraduates went onto graduate school it would probably be a better mix than just looking at those totals together. In our graduate programs are not surprising are the premiere in the world so they draw the best and the brightest. So I think one of the challenges for us and I am sure in broader discussions is how do we retain the students who come here and want to start companies here in Illinois that they do not have leave because they cannot get a green card. So there are a number of issues I suspect you are aware of. I do not think you can just look at those numbers and say well one is substituting for the other."

Dr. Washington said, "No, I would not want to do that, but just seems like such a major imbalance that I would think that there would be some effort to try to at least have more U.S. graduate resident members pursuing graduate degrees in engineering."

Dr. Schook said, "I can say as someone who has not in engineering but my field is in life sciences and I have been leading probably four or five of the larger graduate programs. The issue here is the lack of numbers of domestic students who apply to graduate school. If that is to your point. I would say that is a significant problem that is not just linked to engineering and it is not just linked to the University of Illinois that is a significant problem for this country that our undergraduates do not apply to graduate school."

Chair Anderson said, "Thank you."

Dr. Anne Kaplan said, "Thank you. We appreciate the Board's attention to this issue on a day that we know you have a full agenda. We have titled our presentation 'Leveraging University Resources for Regional Economic Development.' I would just say that nationally there is a lot more attention to this issue in public higher education associations. We are particularly fortunate I think in northern Illinois to be part of a region that is itself very diverse, very complex and very interesting. It is an interesting region in which we try to make a contribution on economic development. We have 80 percent of the state's population. We have 90 percent of the state's industry. This is by any measure a global region. It is one of only four global regions in North America based on the percentage of revenue from foreign exports. So on the other hand the western half of the region, those of you who know the western part of the state would realize it is made up of very small communities, heavily skewed towards an elderly population, and has a very low tax base and therefore an inability to support better public schools. So when the university thinks about how best to serve a region that varied and that complicated, we try to think in terms of economic prosperity broadly defined so we are talking about meaningful employment, social and cultural affiliations, civic engagement, and financial security. It is a trick to figure out how to cover that range."

Dr. Lisa Freeman said, "And part of our efforts in trying to figure out how to cover that range is actually engaging all of the stakeholders who are involved. So, NIU for a long time has been involved with initiatives sponsored by the Council on Competitiveness, Innovation and Economic Prosperity of the Association of Public and Land Grant Universities and we have worked with them to poll stakeholders and use that information to develop metrics that will help us benchmark our success in terms of regional engagement and economic development. One of the exercises that we did over the course of the past year is we held a workshop with 20 regional

leaders and we asked them to help up identify our priorities and define our progress and not surprisingly based on what you have heard from Chairman Kennedy and Dr. Schook and Dr. Kaplan so far today they are very interested in talent development and business support. They are interested in universities as conveners, who can lead an ongoing discussion about a regional vision, promote awareness of the regional developed regional brand and they are very interested in what we have talked about already today connecting universities and companies to the broader Illinois innovation ecosystem.

"Like Dr. Schook I share, I play a role on the Governor's Innovation Council and through the efforts of that body we have actually tried to create a picture that captures the richness of the Illinois innovation ecosystem and that is the connect the dots diagram that you are looking at here. When we talk about our assets in Illinois and what defines our innovation ecosystem we are talking about the connections between and the connections that are possible between universities, federal labs, incubator accelerators, venture capital and networks and small businesses of all sorts. We are also talking about workforce development as a feeder to support all of this infrastructure. So rather than make you squint and read all of the titles on this slide I thought I would provide one very concrete example of how NIU investigators on their basic research are trying to leverage the resources in the innovation ecosystem and connect the dots.

"So the project that I have highlighted on this slide is a project related to proton computed tomography. It is like the kind of CT scanning that you would get at a doctor's office but it uses protons instead of photons and the PCT project started with very basic high energy physics research going on at NIU in one of our research centers called the Northern Illinois Center for Accelerator and Detector Development (NICADD). This is a group of scientist some of whom have joint appointments at Fermi Lab and Argon National Lab who are funded by traditional sources, agencies such as the National Science Foundation, the Department for Energy and the Department of Defense. They are working together with a regional medical center in central DuPage in Warrenville Illinois to try and build the type accelerator detector that is needed to use protons to image body parts. That would be done alone and in conjunction with protons used for therapy. There are some medical advantages: it is more convenient for the patients, the resolution is better, it has some advantages in the pediatric populations, and they are doing this along with developing imagery construction capabilities and software using the kind of computer boards that are in games.

"So we have high performance computing that is based on gaming strategy. We have some high energy physicists coming together and they are working on with a local hospital to develop a new medical technology. Right now the technology, the invention is actually defined and now we are coming to the point where we want to move that into something that can be marketed and something that will create jobs in Illinois. So the technology transfer office at Northern Illinois University is working with our advancement arm, the NIU Foundation. They have a venture grants program that creates teams of students and faculty and local entrepreneurs around faculty discoveries lets the students learn what it feels like to try to move an invention to venture and creates an opportunity for an investment in the initial phase of $20,000 to help move that invention along. As part of the venture grants process there is training, there is business plan development, there is collaboration with local accelerator incubators and then as people graduate from that program they can move to sort of higher level boot camps in entrepreneurship and incubator support in the incubation system and this group will be working with the Chicago Innovation Mentors Organization, a bioscience entrepreneurship boot camp that is based in Chicago. Ultimately we hope that they will be working with the Illinois Accelerator Research Center (IARC) at Fermi Lab. A building that was sponsored together by the Department of Energy in the State of Illinois to create more commercialization and workforce development

opportunities for accelerator and detector technology. So, this is just one example as indicated by the question mark on the slide we do not know exactly where it will go, we do not know exactly when it will get to market but we are spreading entrepreneurship innovation and we are showing scientist, faculty members, students, even community college students who will be involved in IARC the possibilities of how basic research can go to improve society and bring new devices to the marketplace."

Dr. Kaplan said, "When we applied for the APLU Innovation and Economic Prosperity University Award which Dr. Berman mentioned we had the three case studies that we were talking about. I will talk about two of them today: broadband development and Lisa will talk about Rockford engagement. We also had a section on P-20 initiatives. In terms of job creation those are important for the long-term but the long-term is not here and right now we are talking about immediately. So one of the things Northern began in the early 2000s was to try to connect our regional centers which are in Rockford, Hoffman Estates and Naperville to the main campus via technology. We discovered when we did that there was a lot of unused fiber along interstate highways that had been laid when the highways were developed. So we I say, our technologists quickly realized that we could partner with area institutions to make better use of that fiber. We, you think about the fiber almost as if it were part of the highway. In other words, if you are not on the highway you are not getting any news and you are not sending your product to market. It is like being at the end of a long dirt road. Once you get on the high speed broadband fiber you can do a whole lot of things a whole lot faster and any survey of Illinois or national businesses will tell you that access to a broadband infrastructure is important, in fact critical to their decisions about where to locate and what to do and whether to stay. So our broadband project over time resulted in about $120 million in mostly federal, but some state and local grants and with that money we have created the networks you see in this slide across northern Illinois and down into the southern, middle section of the state. That infrastructure has increased the internet speeds by about 1,000 times across the region which is an enormous competitive example for attracting new businesses. It has also attached the university to about 750 what we call community anchor institutions. These are clinics, schools, municipalities, public safety departments, libraries, museum across the northern and western part of the state and all in all by the end of this month we will have laid 2,200 miles of fiber optics. One of those networks is the rural health network which includes in addition to about 80 small communities in the western part of the state, three larger towns Geneva, DeKalb, and Rockford. So Rockford is an area where we spent a lot of time on a whole bunch of things including rural health."

Dr. Freeman said, "As Anne just mentioned, NIU has a long history of engagement with the Rockford region and I think most people in this room are familiar with Rockford as a former manufacturing giant, sort of a prototype of rust belt cities that are looking to reinvent themselves and in doing so really have to transition from high unemployment to new industry and in doing that need to have not only better educational attainment but better STEM educational attainment as we have talked about previously before. To facilitate achievement of these goals in 2009 NIU established an office of regional engagement in Rockford with a dedicated vice president to bring focus to the multiple efforts that were ongoing and through the efforts of that associate vice president in collaboration with community leaders, their area economic development corporation and others they did an asset inventory that identified a strong aerospace cluster in the Rockford region. When we talk about the aerospace cluster it is not just the large companies that you might think of like Hamilton Sundstrand but all of the supply chain and some of the educational institutions and programs. It is the ninth largest cluster in the U.S. in terms of jobs and around that NIU was part of a group that helped create the Rockford Area Aerospace Accelerator Project and the Rockford Area Aerospace Network, and this is a system on focused on four goals: workforce development, product innovation, high-tech entrepreneurship, and branding. Well, the

four goals were helped out a lot by the receipt of a very large federal grant, a jobs innovation accelerator grant that was co-awarded from the Economic Development Association, the Small Business Administration and the Department of Labor, $2.4 million and it was awarded to a consortium, a consortium that already existed working on the aerospace cluster and this consortium included not only Northern Illinois University, but also an area four-year school, Rockford College, the Rockford Area Economic Development Corporation, a regional accelerator incubator EIGERlab and the regional workforce investment board, Workforce Connection and although it is not up here on this slide, Rock Valley Community College was also included.

"When we talk about this cluster and this jobs innovation accelerator grant we are talking really about a collaborative systematic approach that elevates the aerospace growth system through brand and promise, through workforce pipeline, through product innovation and through entrepreneur support. What do I mean by that? For example, to make sure that there is a qualified workforce to retain and grow the industry in the area NIU worked together with regional institutions of higher education, Rock Valley Community College, Embry-Riddle Aeronautics Institute to create the Joint Institute for Engineering Technology and Aeronautics. This is a collaboration that reaches back into the high schools and in some cases the middle schools to connect students to real world applications of math and science to provide them with scholarships and internships and to help the local companies get a quick look at the students who are available so that they can retain them in the community and they can inspire others to follow their paths.

"We also have an engineering residence program that places faculty, supervised students in industry as research, development, test and evaluation engineers. So they are not just interns they are actually contributing to product innovation and helping the companies function better. If you look at this slide you can see that they have done everything from help design machines to reduce cost associated with various processes, they have simulated manufacturing processes using our computing capability to help the companies make better business decisions and they have relayed out in some cases the company floor. We have also done business development seminars for various manufacturers showing them new laser-based machining processes that are more effective from both cost and efficiency standpoint, help ceramic parts last longer, save money and then things like Lean Six Sigma process innovation just looking at overall increasing and efficiency.

"At the end of year one of the jobs innovation accelerator grant we were very impressed with what had been established. We had 25 internships established, 100 applicants were accepted into the JiET-A Institute. We had five engineers in residence placed with regional aerospace companies. Nine companies were assisted with prototype fabrication and this involved utilizing the local accelerator incubator and probably our crowning achievement was one of the large aerospace companies cited the jobs innovation accelerator grant itself but also the regional collaborative approach, the acceleration of aerospace network as a key reason for expanding to the tune of $300 million and 1,600 new jobs in the Rockford region. In an area like Rockford this is really meaningful."

Dr. Kaplan said, "So it is probably hard to top $300 million and 1,600 new jobs, but from our own perspective we were very pleased to get this award from APLU. It was an award that we were one of four institutions and the other three were the University of Cincinnati, the University of Michigan, and the State University of New York (SUNY) system. So we thought that was pretty good company all things considered. So I would just add that in both of these cases we are really talking about successes that came after a long time, a long effort over many years to develop the kinds of partnerships and relations that made these collaborations possible. The grants are of course what you go for and what you need to actually anything done, but you cannot

just walk into your region with some new money and expect everybody to join up. You know you do a lot of work in advance of that and there is a lot of relationship management that goes on that I think is really important in making it possible for universities to make the kinds of contributions we are talking about today. Thank you."

Chair Anderson said, "Thank you. Are there any questions?"

Ms. Wiseman said, "Yes I actually have some questions. This is really impressive. Have your grants ended now?"

Dr. Kaplan said, "Yes, just about."

Ms. Wiseman said, "Have you been successful in getting private industry to partner with you and continuing these initiatives?"

Dr. Kaplan said, "Yes, both of them. The networks that we showed you pictures of are both public and private. So, there are two sides to the fiber and there is a side for private industry and a side for public organizations."

Ms. Wiseman said, "And are you looking forward to permanent placement of some of these students within those industries."

Dr. Kaplan said, "Yes, absolutely and also we are thinking."

Ms. Wiseman said, "Yes, I know. It is a given right?"

Dr. Kaplan said, "We are thinking on, President Baker is particularly interested in using or letting students work with some of these smaller companies or businesses or clinics because students tend to be naturally technological and he thinks that if they simply spend some time they could think of new and better ways to use the broadband development that we have now put in place."

Ms. Wiseman said, "Well congratulations and I am also very pleased to see that two women have been the initiators of this. So much for women in science."

Chair Anderson said, "Any other questions? Thank you very much."

IV. Action Items (Continued)

Chair Anderson said, "Next, we will move onto to the action items. Dr. Daniel Cullen?"

Dr. Daniel Cullen said, "Thank you. Before I get to this I have a quick item of business I want to do. We typically introduce our new staff who do the reviews that the Board members consider, our reviews of approvals for degree granting institutions and we have with us today Malinda Aiello, who is moving into this duty, she has actually been on staff at IBHE for over a year now working with the Private Business and Vocational Schools, but is now taking on duties with degree granting institutions.

"Madam Chairwoman, we have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through November 26. Since then, six additional proposals have been received and 58 applications have been withdrawn since

the last Board meeting. As of Friday, December 6, there was one new request for program modification in addition to the 32 reported in the memo."

9. 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 Dr. Elmer Washington, hereby unanimously grants authority to Highland Community College to offer the Associate in Applied Science in Hospitality 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 John Wood Community College to offer the Associate in Applied Science in Industrial Maintenance Technology 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 Joliet Junior College to offer the Associate in Applied Science in Welding Technology 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 South Suburban College to offer the Associate in Applied Science in Community Health Worker 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.

10. New Operating and/or Degree-Granting Authority for Independent Institutions

Dr. Cullen briefly outlined the contents of this item. There was a brief discussion as follows:

Dr. Addison Woodward said, "I wonder if we can break these up, there might be some discussion individually."

Chair Anderson said, "Yes sure. Do you want to begin maybe, Dr. Cullen, with the first?"

Dr. Cullen said, "The Adler School of Professional Psychology seeks authorization for a Master of Arts in Nonprofit Management in the Chicago Region."

Chair Anderson said, "Is there any discussion or questions? Maybe we will continue to go through for purposes of discussion."

Dr. Cullen said, "Midwestern University requests approval of a Master of Science in Cardiovascular Science in the West Suburban Region.

"Morthland College requests approval for two baccalaureate degrees, Bachelor of Science in Biological Sciences and a Bachelor of Science in Computer Information Systems, both in the Southern Region.

"The Southern Baptist Theological Seminary requests approval for operating authority in the West Suburban Region.

"Those are the not-for-profit and the for-profit institutions BIR Training Center requests authorization to operate in the Chicago Region, as well as award the Associate in Applied Science in Computerized Manufacturing and Robotics in that region.

"The Chicago College or Oriental Medicine requests operating authority in the Chicago Region, and the University of Phoenix based in Arizona requests the approval to award 13 baccalaureate programs, three sets of concentrations of baccalaureate programs in both the Chicago Region and the North Suburban Region."

Chair Anderson said, "Are there any questions?"

Ms. Wiseman said, "I have a question. Dr. Cullen you know I read the material on this and the suggestion is that the University of Phoenix, the request of the University of Phoenix is actually the result of a reorganization and that the, can you explain that a little bit?"

Dr. Cullen said, "Sure, it is a little bit complex, but there are essentially three sets of degrees. There is a Bachelor of Science in Business, a Bachelor of Science in Information Technology, those two degree programs, the university currently offers are approved IBHE approved programs that are currently offered with a number of concentrations in each. It is not, it is perhaps more appropriate to say it is a re-categorization, but those concentrations are being assigned different CIP codes which are categorization codes for national data reporting and those, because of the change of considering each of the concentrations in individual CIP code which will have student enrollments reported at the concentration level we at IBHE which is different at other states are considering those majors, independent degree majors. So, for those two sets of degree programs, the two sets of baccalaureates, what is happening is the institution is requesting authority to award existing concentrations as standalone degree programs. So it is a bit of a reclassification.

"At the same time they are requesting authorization to offer a new degree program, the Bachelor of Science in Health Administration. Similarly, that is a package with multiple concentrations which will each have its own CIP code.

"So it is 13 baccalaureate programs in two regions, but it is really three sets of related concentrations. In two cases it is a reclassification of existing approvals and one case it is a new area for the institution."

Dr. Teresa Garate said, "Just a clarification. I heard you say that this being done because of something IBHE is requiring them to do or something they are doing? I just want."

Dr. Cullen said, "It is more, well, in the case of the two existing programs that are being reclassified as independent degrees it is more to come into compliance with the way we are structured as higher education in Illinois. The different states have very different ways of regulating and structuring what happens in the State. So this is more to into compliance with the way we at the IBHE look at these programs."

Dr. Garate said, "Okay, and then for the second one they are offering something new?"

Dr. Cullen said, "Correct. Yes and when you look at the list because we present them in alphabetical order, the middle one is the new one, it is the Bachelor of Science in Health Administration that is the new program for this institution."

Chair Anderson said, "Other questions?"

Dr. Woodward said, "I am just looking at the cohort graduation rate, undergraduate completion. Those look to me to be getting pretty close to our cutoffs."

Dr. Cullen said, "Yes. Yes, we consider as viable proposals from institutions that are in the top three quartiles. So, institutions that are in the fourth bottom quartile in comparison to other similar institutions as established by IBHE Administrative Rules on a variety of measures including student outcomes are not submitted for approval which is why we had so many withdrawn applications this time, but you are correct that this institution is near the cutoff but is above the cutoff."

Dr. Woodward said, "Do we have a way of monitoring this over the next few years? Do they have a three year report coming up or something?"

Dr. Cullen said, "Well, IPEDS data are annual and we will continue to monitor that. Yes."

Dr. Garate said, "That is good but we are actually then, given that they are on this borderline but now they are starting a new program, do we have any responsibility to the students that are enrolling in this new program? What happens in a year if they are on the other side of the quartile?"

Dr. Cullen said, "Well, as staff we do not have the authority to not recommend for approval someone who is not in the bottom quartile, but we will continue. We continue ongoing relationships with institutions and we will work with those that are performing at lower levels than we wish to do what we can."

Dr. Garate said, "So this question is not for you I guess. Okay, I apologize."

Dr. Berman said, "Our best leverage is when they come forward again which they are likely to do with their request for a new degree program and that will trigger again a review of what their graduation rates are."

Chair Anderson said, "Other questions or discussion?"

Mr. Allan Karnes said, "I have question on another program."

Chair Anderson said, "Earlier up on this list?"

Mr. Karnes said, "Yes. The programs at Morthland College, the biology degree and computer information systems, there is only 30 to 36 hours in the sciences there. For the biology degree they have general education core, they have a classics core and then they have a biblical core. Traditionally I know our biology students take a science core and I am concerned that these

students are not going to get the same kind of degree that most students with a biology degree would receive."

Dr. Cullen said, "Well, I am not sure what the question is, but I recognize your concern."

Mr. Karnes said, "The question is they do not take all those science courses that most students would in a biology degree because they would take a science core, their college core."

Dr. Cullen said, "Well the staff member who reviewed, the analyst who reviewed the curriculum judge that the science and major-related courses that he was seeing were sufficient for him to make the recommendation."

Chair Anderson said, "Is there a representative from Morthland College here present at the meeting?"

Dr. Cullen said, "I believe the President."

Chair Anderson said, "Would you be willing to answer a few questions or speak to the concern? Thank you. Please go ahead and introduce yourself."

Dr. Tim Morthland said, "My name is Dr. Morthland I am a STEM student and a STEM graduate from the University of Illinois. I have a bachelor's degree in aerospace engineering, a master's and Ph.D. in engineering and a medical degree. There is a science core. I think some of this is vernacular. We have a general education core which includes a science core and it is commensurate with the IEI standards. We require, if you can concatenate those from the general education core into the biological sciences core, you are upwards over 50 which is more typical. Outstanding faculty that we have already subsidized and hired through health services, through Morthland College Health Services (MCHS). I think it is an outstanding curricula and I would be willing hire any of these people or actually admit them into medical school, very much so. So I think it is there. I think we are looking at vernacular. Yes, we have a biblical core which is 18 hours. We have a classical core which is 18 hours which focuses on classical literature which focuses on the study of Latin and Greek which is really handy as a physician. I am a critical care physician as well. Our industry is starting a new college, actually have been down there four years and have been very successful and I appreciate the endorsement of the Board formally and we wish to represent you well. Questions?"

Chair Anderson said, "Does that answer your question? Any other questions? Thank you.

"Any other discussion or questions for Dr. Cullen on any of the other?"

There being no further discussion or questions.

The Illinois Board of Higher Education, on motion made by Dr. Elmer Washington and seconded by Dr. Addison Woodward, hereby unanimously grants to The Adler School of Professional Psychology Authorization to Grant the Master of Arts in Nonprofit Management 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 Midwestern University the Authorization to Grant the Master of Science in Cardiovascular Science in the West 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.

And grants to Morthland College Authorization to Grant the Bachelor of Science in Biological Sciences and the Bachelor of Science in Computer Information Systems in the Southern 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 Southern Baptist Theological Seminary the Certificate of Approval and Authorization to Operate in the West 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.

And grants to BIR Training Center the Certificate of Approval and Authorization to Operate and to Grant the Associate in Applied Science in Computerized Manufacturing and Robotics in the Chicago 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 Chicago College of Oriental Medicine the Certificate of Approval and Authorization to Operate 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 the University of Phoenix Authorization to Grant the Bachelor of Science in Business Concentration in Accounting, the Bachelor of Science in Business Concentration in Finance, the Bachelor of Science in Business Concentration in Human Resource Management, the Bachelor of Science in Business Concentration in Marketing, the Bachelor of Science in Business Concentration in Public Sector, the Bachelor of Science in Health Administration Concentration in Emergency Management, the Bachelor of Science in Health Administration Concentration in Health Information Systems, the Bachelor of Science in Health Administration Concentration in Health Management, the Bachelor of Science in Health Administration Concentration in Long Term Care, the Bachelor of Science in Information Technology Concentration in Business Systems Analysis, the Bachelor of Science in Information Technology Concentration in Information Systems Security, the Bachelor of Science in Information Technology Concentration in Software Engineering, and the Bachelor of Science in Information Technology Concentration in Web Development in the Chicago and North Suburban Regions 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.

11. 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. Elmer Washington and seconded by Ms. Christine Wiseman, hereby unanimously grants to Northern Illinois University authorization to establish the Department of Public Administration and the School of Public and

Global Affairs in the Fox Valley 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 University of Illinois at Urbana-Champaign authorization to establish the Master of Engineering in Materials Engineering and the Master of Engineering in Engineering with a concentration in Energy Systems in the Prairie 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.

V. Consent Agenda

Chair Anderson said, "Next we move onto the consent agenda where we will seek approval of the Board Meeting Minutes from the October 1 meeting, the fiscal year 2014 Financial Report as of October 31, 2013, the fiscal year 2014 Nurse Educator Fellowship Awards, IBHE Administrative Rules: January 2014 Regulatory Agenda and the Public University Non-Instructional Project Approval. Is there any discussion on the consent agenda?"

The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Mr. Allan Karnes, unanimously approved voting on Item No. 14 separately.

The Illinois Board of Higher Education, on motion made by Mr. Allan Karnes and seconded by Dr. Addison Woodward, approved Item No. 14 with Ms. Christine Wiseman abstaining.

The Illinois Board of Higher Education, on motion made by Mr. Allan Karnes and seconded by Dr. Elmer Washington, unanimously approved Item Nos. 12, 13, 15, and 16.

12. Board Meeting Minutes – October 1, 2013

The Illinois Board of Higher Education unanimously approved the Minutes of the October 1, 2013, meeting.

13. Fiscal Year 2014 Financial Report as of October 31, 2013

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

14. FY2014 Nurse Educator Fellowship Awards

The Illinois Board of Higher Education approved the Nurse Educator Fellowship awards for Fiscal Year 2014 as detailed in the document provided.

15. IBHE Administrative Rules: January 2014 Regulatory Agenda

The Illinois Board of Higher Education hereby adopts the proposed 2014 Regulatory Agenda as contained in the document provided to be published in the Illinois Register.

16. Public University Non-Instructional Capital Project Approval

The Illinois Board of Higher Education unanimously approved the non-instructional capital project as detailed in the document provided.

VI. Information Items

17. IBHE 2014 Meeting Calendar

18. Full-Time Faculty and Civil Service Salaries at Illinois Colleges and Universities (Written Report)

VII. Public Comment

VIII. Other Matters

Chair Anderson said, "Our next meeting is February 4 at Concordia University where the featured guests will be the Student Advisory Committee."

IX. Adjournment

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 4:00 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 December 10, 2013, meeting.