

APPROVED

August 14, 2024

Melissa Bealon

Board Secretary Melissa Bealon

Item #G-1
August 14, 2024

MINUTES – BOARD MEETING
June 26, 2024

Submitted for: Action.

Summary: Minutes of the June 26, 2024, meeting of the Illinois Board of Higher Education held in person at the Illinois Board of Higher Education Office, 1 North Old State Capitol Plaza, Ste 333, Springfield, IL 62701, and the Michael A. Bilandic Building, 160 North LaSalle Street, Suite N-100, Chicago, IL 60601, and online via Zoom as permitted by the Illinois Open Meetings Act (5 ILCS 120/7).

Action Requested: That the Illinois Board of Higher Education approve the minutes of the June 26, 2024, Board meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES – BOARD MEETING
June 26, 2024

A meeting of the Illinois Board of Higher Education was held in person at the Illinois Board of Higher Education held in person at the Illinois Board of Higher Education Office, 1 North Old State Capitol Plaza, Ste 333, Springfield, IL 62701, and the Michael A. Bilandic Building, 160 N Lasalle Street, Suite N-100, Chicago, IL 60601, and online via Zoom as permitted by the Illinois Open Meetings Act (5 ILCS 120/7). The meeting was recorded and an announcement to that effect was made by the Chair at the beginning of the meeting.

The following Board members were present in person: *Pranav Kothari, Chair, Jennifer Garrison, Sam Majka, and Magnus Noble.*

Others present in person: Ms. Ginger Ostro, Illinois Board of Higher Education; Dr. Nkechi Onwuameze, Illinois Board of Higher Education; Dr. Glenda Gallisath, Illinois Board of Higher Education; Mr. Jose Garcia, Illinois Board of Higher Education; Mr. David A. Kelm, Illinois Board of Higher Education, Ms. Melissa Bealon, Illinois Board of Higher Education and numerous IBHE staff.

Others present in Chicago: Vice-Chair Veronica Herrero, Sharon Bush, Kenneth Shaw, Sylvia Jenkins, Andrea Evans, and Eric Zarnikow.

Pursuant to the Illinois Open Meetings Act, a quorum was present in Chicago allowing for participation by video conference. Additionally, all action items were recorded with roll call votes. The audio of the meeting was recorded and may be requested on the IBHE website.

A. Call to Order/Roll Call

- **Call Meeting to Order and Remarks, Pranav Kothari, Chair**

Chair Pranav Kothari called the meeting to order at approximately 1:07 p.m. Board Secretary Bealon took roll call. A quorum was present.

Chair Pranav Kothari asked for a motion to allow Dr. Subhash Sharma to attend virtually. Board Member Noble motioned, seconded by Board Member Majka. Chair Kothari called a voice vote, and the motion was approved unanimously.

Opening Remarks by Chairman Kothari:

Welcome to the June meeting of the Illinois Board of Higher Education. Today, we are gathered in person at the IBHE offices in Springfield and at the Bilandic Building in Chicago. I would like to thank the IBHE staff for their hospitality and support in making today's meeting possible.

Earlier this month, Governor JB Pritzker signed the state's fiscal year 2025 budget. Since he took office, the governor has prioritized meaningful investments in our higher education system

after years of disinvestment. The fiscal year 2025 state budget includes a historic investment of 2.6 billion dollars for higher education – that’s an increase of nearly \$76 million compared to the previous fiscal year. This historic investment represents an increase of \$24.6 million for public universities and a \$5.9 million increase for community colleges.

The Fiscal Year 2025 higher education budget also includes an increase of 10 million dollars for the Monetary Award Program – bringing the total MAP appropriation to a historic high of 711 million dollars. From 2019 to the Fiscal Year 2025 higher education budget, Governor JB Pritzker and the General Assembly have supported a 77 percent increase in MAP. The historic increases in MAP over the last five years have made significant inroads in affordability, allowing the state to offer a larger grant to more students from low-income households statewide.

The budget also includes funding for workforce development initiatives to help meet the state's workforce needs in critical fields – Advanced Manufacturing and Electric Vehicle Technologies and the Pipeline for Advancement of the Healthcare Workforce, otherwise known as PATH.

We must build on historic investments from the last several years to continue increasing equitable and affordable access to higher education while removing barriers to access and completion. We are energized to continue the work outlined in the state’s higher education strategic plan meant to close equity gaps for an inclusive and thriving Illinois economy. With these greater investments our collective responsibility to students, families, and their outcomes continues to grow as well. We look forward to sharing routine progress on both the strategic plan process and outcomes at our future meetings and with the public at large.

Moving on to a different topic, Illinois is a leader nationwide on transfer initiatives and ensuring our students have seamless transfer pathways, so they continue to pursue their post-secondary dreams and goals. And this is something of which we should be proud. Later in the meeting, we’ll hear the latest data on transfer students in Illinois from David Smalley, interim director of research, analytics, and data at the IBHE.

Before I conclude my remarks, I’d like to thank Clarence Wyatt for his service to the students and families of Illinois. Clarence finishes his tenure on this board as he retires after 10 years of serving as president of Monmouth College since the year 2014. We had the opportunity to have our March 2024 meeting at Monmouth College and appreciated the opportunity to visit with President Wyatt, his team, and students. Thank you, Clarence, for all you have done for students in Illinois, and we wish you a wonderful retirement to follow. You served as an extraordinary representative of private colleges and universities in Illinois.

I am also pleased to share two new appointments to the Board. President Jamel Wright, President of Eureka College will be representing private Illinois colleges and universities on the board and Dr. Subhash Sharma who also serves on the board of Southern Illinois University. And, I would like to thank Vice Chair Herrero for her continued service on the board, now as a public member.

Finally, I would like to thank our partners, stakeholders, and the staff at IBHE for advancing so much important work statewide. I want to recognize the presidents, chancellors, leadership teams, deans, and countless others at our college and universities who undoubtedly faced new challenges over this past year and your continued focus on the academic success, safety, and well-being of our

students means the world to us. And with that, I'll pass it to Executive Director Ginger Ostro for her update.

- **Executive Director Report, Ginger Ostro, Executive Director**

Thank you so much and it's good to see everyone here in person in Springfield as well as virtually in Chicago. I'd like to start by echoing the support for the fiscal year 2025 budget. We'll talk later about the specific initiatives and investments that were made in the IBHE budget. But this budget overall continues the strong investment in higher education, building on year over year historic increases, and I think that's something we're all excited about and truly applaud. I just wanted to highlight some of the updates on our strategies and the strategic plan, particularly since the last board meeting.

First, we have our first round of equity plans from our institutions. Public universities received them at the end of March. So we are very excited to be working with ICCB on reviewing those plans and the data incorporated creating an analysis of them to share back and provide feedback back to our institutions. And really identify opportunities for communities of practice and really come together making strides toward closing the equity gap. Excited, the initial strategy has made it through its first phase, more information as we complete the analysis.

Other updates. I think folks are aware that the commission on equitable public university funding completed its work and submitted its recommendations to the General Assembly in the beginning of March. We look forward to the General Assembly taking the next step and action.

Related to the recommendations, in March we also talked about the grant we received from the Lumina Foundation related to direct admissions and we've been moving that work forward on several different fronts, including the work outlined in the grant agreement that Lumina is funding. Colleen Sexton, who is formerly from the Provost Office at GSU and has been on the IBHE team working part time, is taking over as project manager of the Lumina Grant, with is great with all her expertise and transfer initiatives. So excited to have her starting and really leading that work.

And also, during this legislative session we worked with stakeholders at public universities, K-12 System, the community colleges to develop and advance legislation related to direct admissions to authorize us to establish that program. We didn't complete the legislation, did not pass the general assembly, but we worked closely with everyone, and all of the stakeholders admitted to continuing to work over the summer to ideally come to an agreement as soon as we can around authorizing the full direct admissions program. We hope to do that and bring back legislation.

There's a lot more work underway but knowing the content that we need to cover, I will pause there. So, with that, I turn it back to you.

C. Reports and Updates

- [Faculty Advisory Council Annual Update, Shawn Shumacher, Ph.D., DeVry University, FAC Chair](#)

Chair Khothari, Members of the Board, IBHE Staff, and Guests:

As I begin the Faculty Advisory Council update to the Illinois Board of Higher Education this afternoon, I want to take a brief moment to let faculty at every institution of higher education throughout our great state know how very proud I am to serve with each of you. The high quality of your teaching, the rigor of your research and scholarship, and the remarkable care you provide to our students, our colleagues, and our institutions are highly commendable. You may not always need to be reminded of the significant work you do throughout our state, but as Chair of the FAC, I do want to take the time to provide a prodigious “thank you” to each of you.

Now, I'd like to turn your attention to the resolute work that our 36-member Faculty Advisory Council has done throughout the past year. As you know, our Council consists of three caucuses: 12 faculty members from the 4-Year Public Universities Caucus, 12 faculty members from the 2-Year Colleges Caucus, and 12 faculty members from Private and Independent Universities and Colleges Caucus. I would like to share with you some of our caucus work from the past academic year.

The FAC's 4-Year Public Universities Caucus discussed a wide range of topics this academic year. Most of the issues were raised by Caucus members in relation to issues on their own individual campuses. One of the key topics that were discussed this academic year included Artificial intelligence and its impact on higher education. Additionally, caucus representatives from each campus shared university and college graduation requirements beyond basic general education courses. Another important topic the caucus discussed was the notion of Academic Freedom, and in light of several legislative bills in Florida and Texas, the caucus discussed whether they were seeing any restrictions to academic freedom in Illinois. Regarding workload issues, the caucus discussed how universities are increasing faculty workloads through additional administrative duties as well as dropping credit for labs as well as the impact this has on faculty. Finally, in October, the caucus met with the Council of Illinois University Senates at Illinois State University and shared how they might best be able to support each other's efforts. In particular, they shared ideas regarding artificial intelligence, DEI initiatives, the presence of non-tenured faculty on FAC and University committees, and strategies in which faculty can best influence their Board of Trustees.

During the 2023-24 academic year, the Two-Year Colleges Caucus worked on several important items, including developing a statement on the proposed legislation to offer bachelor's degrees at two-year institutions. Caucus representatives also discussed institutional equity plans and how they are being implemented, and they also discussed dual-credit and legislative bills surrounding it and met with former state legislator, Roger Eddy, twice to have conversations on dual credit in the State of Illinois; in addition, the caucus discussed Model Partnership Agreements and random acts of dual-credit and their impacts. Furthermore, the Caucus discussed the issues relating to the Illinois Articulation Initiative and the proposed legislation for Common Course Numbering. The caucus discussed faculty overloads and the impact of assessment and program review at their campuses; the common fear among caucus representatives is that these overloads will result in greater loss of adjunct faculty, and increased effects on full time faculty members' workload.

The Private and Independent Universities and Colleges Caucus also discussed several significant issues throughout the past academic year. Similar to the Two-Year College Caucus, there have been changes in faculty workloads among private institutions, where some private institutions have increased teaching hours for the academic year without comparable pay increases, and some institutions are asking their faculty to engage in non-academic endeavors, such as marketing, recruitment, and retainment activities. Moreover, the caucus discussed institutional policies regarding

extended medical leave for students, and due to these situations, some private institutions have created official policies and procedures for how to handle these situations. In March 2024, the caucus invited Dave Tretter, President of the Federation of Independent Illinois Colleges and Universities, to our meeting at Northern Illinois University and discussed several legislative bills that have been proposed in the Illinois General Assembly and their potential impact on the caucus institutions.

So, we've had some terrific work in our caucuses throughout the year and will continue to work forward on each of those issues into the fall of 2024. But right now what I'd like to do is acknowledge some of the work that we've had throughout the past academic year from our six working groups. Our council representatives focus specifically on their own individual research interests, their knowledge, and expertise. And then take that knowledge and expertise and provide it into the working group format. Now, I'd like to share a brief update from each of these Working Groups.

The Higher Education Funding Working Group has spent the last several years attending the online meetings of the IBHE Commission on Equitable Public University Funding as well as the meetings of the Commission's Technical Working Group. Higher Ed Funding Working Group members have made public comments at these meetings to help the Commission address what they see as shortcomings of the proposed funding formula. In addition, they have met with individual members of the Technical Working Group to deepen their understanding of the proposed funding formula and to express their views on the current undertakings. The Higher Education Funding Working Group will continue their efforts by attending legislative sessions discussing the funding formula and presenting their views to the relevant legislators.

The Early College and Dual Credit Working Group continued to deliberate strategies to communicate the concerns of their 2023 Early College Considerations document, which describes the potential benefits and costs of students taking early college course credit in high school, including in areas such as financial cost, credit transfer, college completion, course quality and rigor, and the nature of the college experience. The Working Group tracked proposed amendments to the Dual Credit Quality Act, and met with its original drafter, Roger Eddy. Throughout the year, the Working Group continued to name and discuss the unintended consequences of current dual credit practices, such as a lack of limits on the number and types of dual credit courses taken by a high school student, allowing high school teachers without qualifying degrees to teach dual credit courses, taking dual credit courses in a high school rather than college setting, and high schools nudging out higher ed institutions in the selection of instructors and course content; the Working Group also discussed how this creates potential consequences for academic freedom, particularly when high school teachers are beholden more to their school boards than to the community college that ostensibly offers the course. Throughout the past year, the Working Group began to hear more anecdotes about students who took several early college course credits, but then did not perform well academically when they moved to a four-year institution and tried to jump into junior-level major degree courses, especially while living independently for the first time.

The Early College and Dual Credit Working Group will continue their work in the fall and will consider future ideas, including helping to develop amendments to the Dual Credit Quality Act that addresses concerns they perceive as faculty members, and crafting questions for possible meetings with those faculty and administrators who research and/or promote dual credit courses and policies.

Two years ago, at the request of the IBHE, the Equity Working Group prepared a paper and shared resources to support institutions preparing equity working plans. For the past academic year, the Equity Working Group focused on supporting equity and inclusion efforts in the classroom. The Working Group plans to aid faculty at every level of experience and engagement with equity work to have a tool kit that supports their efforts to make classrooms places where students and faculty are free to engage in the conversations and activities that create equity and inclusivity. The Working Group recognizes that both students and faculty may experience challenges and setbacks in these efforts. Such challenges and setbacks are neither new nor unique, and if the Working Group can help faculty share experiences and resources, then difficult days in the classroom can be building blocks for the teaching and learning process, instead of stumbling blocks.

Throughout the past academic year, the Student and Faculty Mental Health Working Group focused on finalizing the version of faculty mental health resources to be posted to the IBHE-FAC website. Awareness of mental health needs at higher education institutions continues to increase, and more wellness resources are being made available; however, campus community wellness is an area that needs ongoing attention and resources. The Student and Mental Health Working Group will continue its efforts in the fall and will provide further updates to the IBHE in current issues and policy impacts.

The FAC Technology and Pedagogy in Higher Education Working Group spent several meetings discussing the use of technology and the subsequent integration in the classroom. Generative AI, specifically, in higher education for students and academic professionals, comes with both advantages and disadvantages. It is becoming apparent that even within the relatively narrow population of Higher Education professionals, two camps are breaking out.

On the one hand, the Working Group believes there is a majority of enthusiasts, who champion the great promise of AI to make all sorts of minor tasks easier. These attitudes are strengthened and even amplified by the institutional imperatives of tech developers in the private sector who compete for funding, fame, and proprietary rights. On the other hand, the Working Group attests that there is a much smaller group of academic professionals who worry about humanistic, environmental, equitable, and even existential down-sides. While not wishing to exacerbate divides between the two camps, the Working Group wishes to signal certain realities and potentials that could develop into more grave concerns for which we all bear some responsibilities of thought, if not action. The Working Group has been working on a white paper this past year that focuses on some of the areas and topics to consider before implementing AI in the classroom. HB3563 requires the development of a Generative AI and Natural Language Processing Task Force that charges the group to recommend model policies for schools to address the use of generative AI by students in the classroom. The Working Group believes that the white paper will provide valuable insight to the Generative AI and Natural Language Processing Task Force regarding the faculty's perspective.

And finally, it's been a little more than a year since I last shared the work of our Prior Learning Assessment Working Group with you, at which time you expressed appreciation for both the need and the direction of their work – namely, to form a statewide task force that will map whether and how adult students' workplace learning is being acknowledged for college credit by our community colleges and universities. As you'll recall, the need for institutions to conduct PLA – prior learning assessment – and award credit for prior learning – CPL – was identified by the Board in “A Thriving Illinois” as a growth strategy for institutions. At our March FAC meeting conducted at Northern Illinois University, Chairman Pranav Kothari reified the Board's approval of

this initiative and asked the IBHE Agency's representative to the Council to collaborate with the Working Group. This summer, baseline research into all Illinois institutions' forward-facing policies and personnel for conducting PLA and awarding credit will be conducted by the Working Group. Additionally, members will be solicited to serve on the Task Force for Academic Year 24-25. During this year, the Task Force will review the Working Group-compiled database of policies, practices, and processes in use at all institutions. They will identify student opportunity gaps in the use of PLA and CPL and make recommendations for remediating them.

In summary, as we progress through the summer and into Fall 2024, the Faculty Advisory Council hopes to continue our research and analysis within our six Working Groups, as well as further our individual and collective discussions of issues as they pertain to our three caucuses. Furthermore, the FAC wishes to continue its strong partnership with the Illinois Board of Higher Education by providing robust data, while also sharing the voice of faculty throughout the state. I expressly want to thank Chair Kothari and the Board for allowing me the opportunity to speak on behalf of the Faculty Advisory Council and to share our recent work with you. And finally, as always, I warmly welcome all Board members to join us at a future FAC meeting. Thank you so very much.

The floor was open to questions. Chari Kothari asked about utilization of AI across the Campus. Dr. Sharma commented that SIU-C commented that AI is here, and more colleges need to embrace it to train students for the job market. Board Member Bush asked about the shortcomings of the proposed formula when talking about the first working group.

- [Proprietary Advisory Council Annual Update, Jeremy Oberfeld, CEO, Midwestern Career College, PAC Chair](#)

Mr. Oberfeld provided an in-depth overview of Illinois proprietary institutions. He explained how they continue to provide a valuable choice for academic education and vocational training to adult learners, underserved and underrepresented students.

Proprietary higher education institutions have been serving Illinois students since 1902 and are essential to Illinois' economy and community. PAC members and other proprietary Institutions overwhelmingly serve adult learners and minority students. PAC institutions exceed numerous outcome benchmarks and offer competitive completion rates, placement rates, net present value on tuition, and loan default rates.

As career education focused institutions, proprietary colleges and universities are critical to increasing student options for higher education in IL. They allow for increased enrollment and higher career outcomes. No one institution can address the diverse needs and preferences of all types of students.

Illinois proprietary institutions' completion rates are competitive, if not at the top of their comparable groups, generally consistent with national averages. In fact, to maintain accreditation most proprietary institutions must exceed a minimum completion rate often set at 60 or 70%.

Illinois proprietary institutions predominantly serve minority students and offer competitive tuition and fees. Most importantly, they focus on reducing students' opportunity costs and increasing graduate placement outcomes.

Portia Williams shared her experience with the board. She is a graduate of Fox College with an Associates of Applied Science in Physical Therapy. She expressed the smaller cohort sizes and the accelerated 18-month program being key advantages for her.

Jackie Flynn from Fox College commented that the college is small. They have about 300 students by design. Each program is programmatically accredited and leads to licensure. The concept is to train, become professional and get a job. The college has a high graduation rate, high placement rate and verify job placement through a 3rd party.

The full presentation and data information is available on ibhe.org for review.

D. Presentation

- [An Analysis of Transfer Student Success in Illinois – David Smalley, Interim Director Research, Analytics, and Reporting, IBHE](#)

Mr. Smalley provided an in-depth examination of his research study which illustrates to what degree transfer students in Illinois 4-year institutions are successful and what factors are associated with bachelor completion. The main takeaways from the presentation were transfer students in Illinois are doing well. In most instances, transfers to Illinois public universities and privates from Illinois community colleges do better than all transfer students. However, retention and advancement gaps between black transfer students and their white peers have persisted. Illinois is a leader in getting the students who transfer through to bachelor's degree completion.

Illinois transfer students who in Fall 2018 were from Illinois, have higher graduation rates than those who are not. Institutions have persistent graduation gaps between black transfer students and their white peers. Institutions need to look at ways to lessen and eliminate this gap. Students not receiving PELL (non-low income) have a higher probability of graduating with a bachelor's degree than those who receive PELL (low-income). Students that transfer from an ILCC to attend an Illinois 4-year institution graduate at a higher rate than those that transfer from a non ILCC school. Students who transferred to a Public University graduate at the highest rate of any sector. The full presentation and data information is available on the website for review.

E. Resolutions and Recognitions – Action Item

1. [Consideration and Approval of Resolution Honoring Retiring Board Member](#)

WHEREAS Clarence Wyatt served on the Illinois Board of Higher Education for four years since 2020 as representative of the independent colleges and universities in the state; and

WHEREAS Mr. Wyatt has been committed to serving every student in every corner of the state; and

WHEREAS Mr. Wyatt has been a champion of equity and student success; and

WHEREAS Mr. Wyatt has been an advocate for students and students' voices; and

WHEREAS Mr. Wyatt has been a key voice for independent institutions on the Board and the students served by them; and

WHEREAS Mr. Wyatt has been a supporter and proponent of the capital program for independent institutions to ensure all students in this state have access to adequate facilities; and

WHEREAS Mr. Wyatt was instrumental in the design and implementation of the state's strategic plan for higher education, A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth; and

WHEREAS Mr. Wyatt has improved higher education in the state through his contributions; and

WHEREAS Members of the Illinois Board of Higher Education and its staff have benefitted from Mr. Wyatt's expertise, experience, and guidance on issues large and small; and

THEREFORE BE IT RESOLVED that the Illinois Board of Higher Education thanks Clarence Wyatt for his dedication and service to the Board and State of Illinois; and

THEREFORE BE IT FURTHER RESOLVED that a copy of this resolution be presented to Clarence Wyatt.

Approved by the Illinois Board of Higher Education this 26th day of June 2024.

Chair Pranav Kothari asked for a motion to approve the Resolution. Board Member Garrison motioned, seconded by Board Member Noble. Chair Kothari called a voice vote, and the motion was approved unanimously.

F. Public Comment

- Request from Members of the Public to Address the Board

Chair Kothari asked Secretary Bealon if any member of the public in person or on-line had requested time to address the Board. Secretary Bealon indicated that no one requested time to address the Board.

G. Action Items

1. [Consideration and Approval of Fiscal Year 2025 Grants and Programs](#)
(Ms. Ginger Ostro)

Executive Director Ostro provided a brief overview of the highlights in 2025 Grants and Programs budget. This does not reflect operating funds. This is authorization on grant programs and does not reflect the operating budget.

Directo Ostro noted an increase in funding to \$7 million for the mental health early action on campus grant. It has passed the general assembly. The vote today is to create a process to distribute the funds to our public universities.

The Board requested and was included in the Governor's budget and approved an increase of \$450,000 to our line-item Common app. This allows us to reimburse public universities for the implementation costs of Common app and consistent with the presentation we just had on transfer students and the importance transfers in the state, the request was to increase. The appropriation to provide support to institutions, for implementing support to transfer students, the common app transfer portal.

Additionally, we received \$200,000 to support the implementation of the sexual misconduct on campus climate survey. This is required of all institutions of higher education in the state. This was developed as a task force led by IBHE. Many institutions don't have the capacity to administer support, data administration is included in the item as well.

The board requested, the governor supported, and the general assembly included \$450,000 to support a data dashboard. This will allow us to either consolidate or build on existing data tools. This will ensure that we are providing clear actionable data around closing our equity gaps, including \$8million for an organization called Hope Chicago, which supports Chicago Public Schools students' college pathways.

There's also a \$2 million new program for a statewide organization that focuses on re-engaging adults, particularly those with some college and no credential, and:

- A reappropriation of a grant to the University of Illinois Health System;
- High poverty institution grants for institutions that are over 55% Pell;
- Ending Student Homelessness and Housing Insecurity; and
- Diversifying Faculty Awards.

With that overview, Director Ostro presents this item for board consideration. Chair Kothari opened the floor for questions. Brief discussion followed.

Chair Kothari asked for a motion that the Illinois Board of Higher Education approves and authorizes the executive director to for the fiscal year 2025 Grants and Programs, for the items included in the fiscal year operating budget listed in item G1. Motion was made by Board member Majka, seconded by Board member Sharma. A roll call was taken, and the motion passed unanimously.

2. Consideration and Approval of New Units of Instruction at Public Community Colleges (Dr. Nkechi Onwuameze)

Lincoln Land Community College is seeking approval for a 68-credit hour Associate of Applied Science in Cardiovascular Sonography. The proposed program will prepare individuals for entry-level employment and advancement opportunities working with advanced industrial robotic equipment and related automated systems. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs Joint Review Committee on Education in Diagnostic Medical Sonography to prepare graduates for national certification through the American Registry of Diagnostic Medical Sonography or Cardiovascular Credentialing International. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Lincoln Land Community College is seeking approval for a 65-credit hour Associate of Applied Science in Medical Laboratory Technology. The proposed program will prepare individuals for employment as medical lab technicians in a variety of healthcare and clinical settings. The curriculum

was developed according to standards outlined by the National Accrediting Agency for Clinical Laboratory Sciences and the American Society for Clinical Laboratory Sciences and will prepare graduates for the required national certification through the American Society for Clinical Pathology's Board of Certification exam. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

McHenry County College is seeking approval for a 60-credit hour Associate of Applied Science in Automation, Robotics and Mechatronics. The proposed program will prepare graduates for entry-level employment and advancement opportunities working with advanced industrial robotic equipment and related automated systems. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

McHenry County College is seeking approval for a 60-credit Hour Associate of Applied Science in Precision Machining. Graduates will be prepared for entry-level employment and advancement opportunities in manufacturing settings using multiple types of precision machining, manual, and programming processes. The curriculum will prepare individuals for National Institute of Metalworking Skills credentials Levels 1 and 2. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

Oakton College is seeking approval for a 72-credit Hour Associate of Applied Science in Cardiac Sonography. The proposed program focuses on adult cardiac specialty and will prepare individuals for employment as cardiac sonographers, also known as echocardiographers and cardiovascular sonographers, and technicians who perform tests and read results relating to cardiovascular health in a variety of healthcare settings. The curriculum was developed according to standards outlined by the Commission on Accreditation of Allied Health Education Programs Joint Review Committee on education in Diagnostic Medical Sonography to prepare graduates for national certification through the American Registry of Diagnostic Medical Sonography or Cardiovascular Credentialing International. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

Oakton College is seeking approval for a 70-credit Hour Associate of Applied Science in Radiography. Graduates will be prepared for entry-level employment as radiographers, also known as radiology/radiologic technologists and X-ray technicians, in a variety of healthcare settings. The curriculum requires 19 credit hours of required general education coursework, 35 credit hours of career and technical education coursework, and 16 credit hours in radiography clinical practice. The curriculum was developed according to standards developed by the Joint Review Committee on Education in Radiologic Technology, are aligned with the competencies established by the American Society of Radiologic Technologists and will prepare graduates for required credentialing as a Registered Radiologic Technologist through the American Registry of Radiologic Technologists. This credential is required for licensure and employment in Illinois by the Illinois Emergency Management Agency. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

Oakton College is seeking approval for a 71-credit Hour Associate of Applied Science in Surgical Technology. The program will prepare individuals for entry-level employment as surgical technologists in a variety of healthcare settings. The curriculum requires 24 credit hours of required general education coursework, 34 credit hours of career and technical education coursework, and

13 credit hours in surgical technology clinical practice. This includes pre-admission general education coursework in biology and microbiology. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. The curriculum will prepare individuals for industry credentialing as a Certified Surgical Technologist, administered through the National Board of Surgical Technology and Surgical Assisting.

Southwestern Illinois College is seeking approval for a 60-credit Hour Associate of Applied Science in Histotechnology. The program is designed to prepare students to learn the skills for processing surgical tissues, biopsies, and autopsy specimens for microscopic review by a pathologist in various healthcare, medical lab, and criminal justice settings and will prepare graduates for entry-level employment as histotechnicians. The curriculum includes 24 credit hours of required general education, 21 credit hours of required career and technical education coursework, and 15 credit hours of work-based learning coursework. Graduates of the program will have the ability to take the American Society of Clinical Pathology examination and become nationally certified to work in laboratories across the United States.

Chair Kothari noted that the programs have been approved by ICCB. He asked for a motion that the Illinois Board of Higher Education approve the new units of instruction as indicated in item G2. Motion was made by Board member Noble, seconded by Board member Shaw. A roll call was taken, and the motion passed unanimously.

3. [Consideration and Approval of New Units of Instruction, Public Service, and Research at Public Universities](#) (Dr. Nkechi Onwuameze)

Eastern Illinois University (EIU or University) is seeking authorization to offer a Master of Arts in Teaching in Special Education in the Prairie Region. The 36-credit-hour online program will provide an accessible, efficient route to teacher licensure for candidates who possess a qualifying undergraduate or graduate degree. The format is conducive to place-bound and nontraditional candidates who would not be able to complete a traditional, on-campus program. The full-year residency enables candidates to select unpaid, paid, or third-party funded placements in their local communities. Completion of the program leads to an Illinois Professional Educator License Learning and Behavior Specialist I. The University has laid out an equity plan that involves closing gaps in who enrolls, persists, and completes degrees in the field. Embedded strategies exist within the proposed program's curricular and academic support framework to promote student success. Programs and offices across campus are designed to reduce barriers and intentionally connect students with resources and experiences necessary to thrive at EIU. These programs are designed to facilitate successful student engagement and retention through mentoring, community building, advising, supplemental instruction and academic support. Lastly, both EIU and the Department of Special Education, where this program will be housed, offer high-impact practices to support student retention and success including an intensive teaching residency and involvement in teaching-related student organizations. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

Illinois State University (ISU or the University) is seeking authorization to offer a Bachelor of Science in Data Science in the Central Region. The program will be an interdisciplinary program as a concerted effort from ISU's College of Arts and Sciences, College of Applied Science and Technology, and College of Business. The three core curricular areas include mathematics and statistics, information technology and computer science, and an applied sequence tied to the

student's future career path. Administratively, the program will be managed by the Department of Mathematics, however, the program will boast a unique curriculum committee. The committee will be comprised of faculty representatives from the Department of Mathematics, Information Technology, Marketing, Accounting, Health Sciences, Politics and Government, and Sociology. The curriculum-focused Associate Deans from CAS, CAST, and COB will also participate on the committee creating an interdisciplinary team for the program.

The proposed program will contribute to both the strategic plans of IBHE and ISU by providing accessible education which contributes to addressing the emerging and changing workforce needs of the state with competitive, above-average salaries, which will help reduce equity gaps. ISU has plans to recruit diverse students in the proposed program, by utilizing intentionally designed recruitment and retention strategies. ISU has structured guidance for achieving student, faculty, and programmatic equity, diversity, and inclusion goals, including support of recruitment activities which the BS in Data Science will adopt. ISU has several programs in place for students to achieve academic goals with financial support. The purpose of dedicated financial commitment is to support the recruitment, retention, and graduation of underrepresented and underserved populations and reduce barriers to completing a higher education degree. The field of data science, as a stand-alone academic major, is still new in higher education. The National Center for Education Statistics established a Classification of Instructional Programs code in 2020 for data science focused academic programs. There are 11 bachelor's level data science programs throughout Illinois, with no programs being offered in ISU's home Central region. There is substantial demand for data scientists in Illinois and the nation even though this is a new field for higher education. Projected job openings are expected to grow by 28.9 percent in Illinois and 35.2 percent nationally by 2030 and 2032 respectively. The median wage for data scientists is more than double the national average. The national average is \$46,310 in comparison to data scientists who on average earn \$103,500. ISU's program has great potential to provide opportunities for graduates to find employment with substantial compensation which would allow them to contribute to the economy of Illinois. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program.

Illinois State University is seeking authorization to offer a Bachelor of Arts/Bachelor of Science in Sports Communication in the Central region. The proposed program will be housed in the College of Arts and Sciences within the School of Communication. Students will learn methods and techniques for sports communication in a variety of formats, media, and contexts to prepare for careers as sports reporters and writers, photojournalists, radio and television announcers, producers and directors, recreational sports promoters, and public relations specialists. The program will require 42 credit hours of major courses at the 200 and 300 level toward the 120-credit hour (minimum) graduation requirement for an undergraduate degree. ISU endeavors for the program to support the success of historically underserved and underrepresented students and produce a diverse cohort of sports communication graduates. Moreover, the proposed program seeks to address workforce needs in the sports industry while promoting cultural understanding, lifelong learning, civic engagement, and community outreach. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program.

The University of Illinois Chicago (UIC or the University) requests authorization to establish the Government Finance Research Center (GFRC) within the College of Urban Planning and Public Affairs in the Chicago Region. Originally approved as a temporary unit of administration on February 15, 2018, the GFRC has supported the practice of public finance in state and local governments in the greater Chicago area, throughout Illinois, and across the United States by

identifying, planning, and executing research, providing reports and informed analyses, offering educational opportunities and technical training, and offering inclusive venues to convene national and location discussions on fiscal and governance issues. The GFRC has demonstrated success in its mission and secured nearly \$3.5 million in grant and contract funding since temporary approval. No state funds were used to support the creation of or are needed for continuing operations of the GFRC. The base endowment funding for the GFRC will continue indefinitely and is expected to grow slightly every year depending on the performance of the financial market. In the proposal, UIC has detailed goals for research, public service, and impact on national, state, regional, and local partnerships. The Center has, and will continue, a dedicated mission to help the government work better and improve the fiscal health of government bodies at all levels. Specific activities of the GFRC include: conducting and publishing unbiased, applied research; translating and disseminating important policy-relevant research findings into research briefs and policy bites for use by policymakers and legislative staff; maintaining data portals for public use; offering commentaries and op-eds for a variety of media outlets; maintaining a content-rich blog with posts written by well-known experts in the field, among other activities. This work is supported by the GFRC staff, graduate research assistants, affiliated faculty from UIC and other Illinois universities, and professionals working throughout the private, public, and nonprofit sectors. Each scholar and practitioner bring a broad range of experience, deep knowledge of government and public finance, and specialized skills to every activity undertaken. The design of the GFRC emphasizes local level connections to the state and federal levels. Focusing on state and local government finance allows a bottom-up understanding of the possibilities and constraints on government actions that most closely connect to the daily lives of citizens and residents. The Center's work is timely in the post-pandemic era as governments seek research-based solutions to ever-evolving challenges. The University has proposed mission and goals, plans for academic control, support services, financial resources, and demonstrated need in alignment with statewide higher education priorities.

The University of Illinois Urbana-Champaign is seeking authorization to offer a Master of Science in Game Development in the Prairie Region to provide professional training for students interested in working in game studios, game-adjacent industries, or other workplaces where game-related skills are in demand. This interdisciplinary program will be organized around university-industry partnerships. Students will gain professional experience as they acquire the skills for career success. The program will emphasize the development of serious games, ethics, and inclusivity and will foster critical skills in collaboration, communication, integration, and professional business practices along with technical game design skills. Students will pursue one of five concentrations: Art, Design, Production, Programming, or Narrative. All courses will be offered online and will include synchronous, asynchronous, and flipped learning designs, with most courses including a live component with the instructor. The online format will allow non-traditional and place-bound students to enroll, including professionals already working in full-time jobs who wish to retrain for the game industry or who are already in game development and wish to further their skills in other design areas.

Chair Kothari asked for a motion that the Illinois Board of Higher Education approve the new units of instruction as indicated in item G3. Motion was made by Board member Sharma, seconded by Board member Herrero. A roll call was taken, and the motion passed unanimously.

H. Consent Agenda Action Items

1. Consideration and Approval of Board Meeting Minutes – March 13, 2024
2. Consideration and Approval of Update to IBHE Personnel Policies

Chair Kothari asked for a motion to approved the Consent Agenda items. Board Member Garrison moved to approve the items, Board Member Noble seconded the motion. A roll call vote was taken, and the motion was approved unanimously.

I. Informational Items

1. [Fiscal Year 2024 Nurse Educator Fellowship Program](#)

J. Executive Session

Executive Session for the Purpose of Discussing Matters Pursuant to Sections 2(c)(1) and 2(c)(21) of the Open Meetings Act

Chair Kothari asked for a motion to approve the Minutes of the Executive Session of March 13. Board Member Majka moved to approve the item, seconded by Board Member Herrero. A roll call vote was taken with ten voting to approve and one abstention. The motion was approved.

K. Other Business

The next Board meeting will be held Wednesday, August 14, 2024, at Southern Illinois University Carbondale. Additional details about the meeting and agenda will be posted on the IBHE website.

L. Adjournment

There being no further business to come before the Board, on motion of Board Member Zarnikow and seconded by Board Member Sharma, a voice vote was taken, and unanimously, the meeting adjourned at approximately 4:05 p.m.

Respectfully submitted by Melissa Bealon, Secretary to the Board.