

APPROVED
August 13, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #E-1
August 13, 2025

MINUTES – BOARD MEETING
June 25, 2025

Submitted for: Action.

Summary: Minutes of the June 25, 2025, meeting of the Illinois Board of Higher Education held in person at Abraham Lincoln Presidential Library and Museum, Multipurpose Room, 112 N. Sixth St., Springfield, Illinois, 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 25, 2025, Board meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES – BOARD MEETING
June 25, 2025

A meeting of the Illinois Board of Higher Education was held in person at Abraham Lincoln Presidential Library and Museum, Multipurpose Room, 112 N. Sixth St. Springfield, Illinois 62701, 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, Sharon Bush, Andrea Evans, Daci Finke, Jennifer Garrison, Nora Lee Heist, Vice Chair Herrero, Magnus Noble, Subhash Sharma, Garth Walker, Jamel Wright, and Eric Zarnikow.

Others present in person: Ms. Ginger Ostro, Illinois Board of Higher Education; Mr. David Kelm, Illinois Board of Higher Education, Dr. Nkechi Onwuameze, Illinois Board of Higher Education; Jose Garcia, Illinois Board of Higher Education, Jenna Rossi, Illinois Board of Higher Education, Rachel Bollinger, Illinois Board of Higher Education, and Ms. Melissa Bealon, Illinois Board of Higher Education.

Board members present virtually: Sylvia Jenkins.

Pursuant to the Illinois Open Meetings Act, a quorum was present at the Abraham Lincoln Presidential Library and Museum location. 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, Pranav Kothari**

Chair Pranav Kothari called the meeting to order at approximately 1:05p.m. Board Secretary Bealon took roll call. A quorum was present.

- **Action to Permit Board Members Virtual Attendance**

Board Member Bush moved to permit Board Member Jenkins to attend virtually via video conference. Sharma seconded the motion. A roll call was taken, and the motion passed unanimously.

- **Opening Remarks by Chairman Kothari**

Good afternoon. Welcome to the August 2025 meeting of the Illinois Board of Higher Education. We've taken a pause from taking our meetings to campuses across the state while students are home for the summer, and today we are the Abraham Lincoln Presidential Library and Museum. Thank you to Executive Director Christina Shutt and the rest of the team here for their hospitality.

Given our meeting location, I was reminded of a recent visit to the LBJ Presidential Library in Austin, TX. One of the main features of the LBJ library is a detailed walkthrough of the passage of the Immigration and Nationality Act of 1965. In many ways, that Act is the reason I am here with you today.

My father came to the U.S. soon after the passage of the Immigration and Nationality Act of 1965 as the law repealed the national quota system that had been in place in the U.S. since 1882 and 1924. He had the opportunity to complete his Master's degree at the University of Kansas and began his professional life as a structural steel engineer. Without this legislation, millions of East and South Asians may have never made it to this country to study, work, build businesses, have families, and contribute so meaningfully to the growth of the U.S. since 1965. This emerging posture of openness in the U.S. led specifically to so many students from all over the world to study at and contribute to our higher education system.

In Illinois, our colleges and universities welcomed over 52,000 international students with 24,000 of those students enrolled at our public institutions. As of late, however, as a country, we seem to have taken a posture that 1) we are less interested in bringing students to the U.S. to continue their educations, 2) we want to starve our institutions of critical research dollars and wither intellectualism, and 3) we want to instill fear on campuses that speaking out can result in punishment, expulsion, and imprisonment.

In short, the experts and referees are losing. We are sadly making a turn away from being a magnet for ambitious students to join our colleges and universities to meet the increasing talent needs of our employers and economy.

Everyone at this meeting and listening online undoubtedly knows the attacks on higher education all too well. Rehashing them now seems perfunctory and performative. I would like to focus on what we know about higher education and its importance to Illinois.

Illinois residents believe we should be making college education more accessible by investing more in our colleges and universities. We believe that, too. Increasing affordability and removing the cost barrier is an important goal of our strategic plan. A recent [survey](#) by Public Agenda revealed that almost seventy five percent of Illinoisans "believe that the state government should increase funding to improve accessibility and affordability of public colleges and universities." The same survey found that respondents without a degree cited cost for not pursuing one. The survey also found that many believe that having more college-educated residents would benefit the state economy. We know what Illinoisans need and want. It's up to us to fulfill our responsibility.

Governor JB Pritzker signed the state's budget for the next fiscal year. Although the governor and legislators had to make difficult fiscal decisions, the higher education budget includes funds for the state's new direct admissions program and an increase for MAP. We'll hear more details on the budget later.

I'm proud to live in a state that values and prioritizes higher education and despite challenging budgets and federal pressures, we are pushing hard to show up for our students and institutions.

Before I pass the mic, I'd like to welcome Dr. Nora Lee Heist to the Board. Welcome! Dr. Heist is the newest member of the Board and is a professor at the School of Communication and Journalism at Eastern Illinois University in Charleston, where our next board meeting will be. She will be fulfilling a seat on the board that is specifically for a public university faculty member, and we are happy to have her voice at the table. Welcome Dr. Heist.

I'd also like to congratulate Dr. Charles Lee Isbell Jr. who was recently named chancellor of the University of Illinois Urbana-Champaign and vice president of the University of Illinois System. Dr. Isbell comes to Illinois from the University of Wisconsin-Madison where he served as provost and vice chancellor for academic affairs.

Finally, I want to take a moment to remember our dear colleague Dr. Cheryl Green of Governors State University who passed away in April after a heroic cancer battle. We will share a resolution shortly regarding President Green's service to students and community.

The federal government has taken to flooding the zone with respect to how it wants to reshape and strategically weaken higher education in the U.S. But partisans on all sides of the aisle can see through the noise and we collectively understand both the short- and long-term damage that is being done. The challenges ahead of us seem never-ending and exhausting just in our little corner of higher education, but I'm confident that we have the best people to tackle them.

And with that, I'll pass it on to Executive Director Ginger Ostro.

Executive Director's Report

Executive Director Ginger Ostro provided a brief report.

Thank you very much. Thank you for your comments. We know how much that meant for you to share that and we really appreciate it.

I'd like to start by welcoming some new staff that are joining the IBHE team. Linda Ruhe Marsh who is not here today but will be joining us July 1st from Illinois State University as the new Senior Associate Director overseeing the Early Childhood Access Consortium for Equity (ECACE). She replaces Christi Chadwich who launched the Consortium and led its tremendous success to date. We were sorry to see her go but will continue to partner with her in her new role. She joined the new Illinois Department of Early Childhood to focus on broader early childhood workforce strategies.

I'm also excited today to welcome Tara Lawley as the new Managing Director of Policy, Research, and Fiscal Analysis. She starts August 1st but is here today. She joins us from the federal government where she served in the National Center for Education Statistics.

Despite the very tough fiscal environment, the Governor and General Assembly continued to invest in higher education. With a base one percent increase in operating funds for public universities and community colleges and an additional two percent held in reserve at the Governor's discretion to potentially be released or not later in the fiscal year.

A Ten million dollar increase for MAP, now at seven hundred twenty-one million. The Chair mentioned there is now three million dollars to implement OneClick College Admit, which is our

Direct Admissions program. That includes a one million dollar increase in the IBHE budget to launch that as well as an additional five hundred thousand in ICCB's budget to support community colleges as they join the Common App and OneClick program.

Four million dollars was included for the male teacher program, Grow Your Own was similarly federally funded where the funds had expired prior to this fiscal year and state funds were provided to support that program.

The budget also maintains the AIM HIGH merit scholarships at fifty million dollars.

Thirteen million dollars was included in the budget to maintain the Mental Health Early Action on Campus grants to universities and community colleges.

The budget also maintains fifteen million dollars for the Pipeline for the Advancement of the Healthcare (PATH) Workforce Program to address shortages in the healthcare workforce, which is in the ICCB budget.

The budget also included a modest increase for IBHE, as an agency, which will allow us to continue to implement our new staffing plan, including building out a Student Success unit to support all the work that we talked about today. We currently have positions posted for a Director and Senior Associate Director of that new area and expect to have two Student Success Specialists posted in upcoming weeks.

In addition to the budget there are several significant policy changes we will focus on implementing this year, including the Data Dashboard we discussed earlier. And, as you know we have been working closely with ISAC and ICCB on OneClick College Admit, the state's direct admission program. That work ramps up even more as we launch the opt-in process for high school juniors and transfer students this August, along with the current matching process for college seniors.

Consideration and Approval of Board Resolution Honoring Dr. Green

We would like to take a moment to honor and celebrate the remarkable life and legacy of Dr. Cheryl Green who passed away in April after a courageous battle against cancer. Dr. Green made history as the first Black president of Governor's State University, where she led with vision and purpose. During her five-year tenure she forged impactful external partnerships and secured the largest private donation in the university's history. Her dedication to higher education spanned more than 30 years, including two decades as a professor of psychology and academic administrator at Chicago State University. Dr. Green earned her doctorate in counseling psychology from Southern Illinois University Carbondale and her contributions and leadership will continue to inspire generations to come.

At this time, I would like to read the resolution for Dr. Green.

WHEREAS Dr. Cheryl Green served as the 6th President of Governors State University from 2020 to 2025; and

WHEREAS Dr. Green was a champion of removing barriers for students who have historically been underserved; and

WHEREAS Dr. Green was an avid supporter of a higher education funding formula rooted in equity; and

WHEREAS Dr. Green transformed students' educational experiences by establishing the Social Justice Initiative to address barriers to social mobility, equity, and justice and the Latinx Resource Center to support the growing Latino student population at Governors State University; and

WHEREAS Dr. Green established partnerships to create pathways to Juris Doctorate degrees and created Governors State University's Honors College and College of Graduate Studies; and

WHEREAS Dr. Green was a beloved and valued member of the state's higher education community; and

WHEREAS Dr. Green touched the lives of many students, faculty members, and colleagues; and

WHEREAS Dr. Green will be dearly missed and remembered as a champion and a fighter; and

WHEREAS higher education in Illinois is better because of Dr. Green's contributions; and

THEREFORE, BE IT RESOLVED that the Illinois Board of Higher Education hereby honor and remember Dr. Green's life and her contributions throughout her successful and impactful career.

Approved by the Illinois Board of Higher Education on the 25th day of June 2025.

Chair Kothari requested a motion to approve Consideration and Approval of Resolution Honoring Dr. Green.

Board Members Zarnikow moved to approve the motion. Wright seconded the motion. A roll call was taken, and the motion passed unanimously.

B. Legislative Update

Jenna Rossi, Director of Intergovernmental Relations, IBHE

Jenna provided a legislative recap of the legislative session that ended in the early morning hours of June 1, 2025. 432 bills passed both chambers. IBHE had several successful initiatives this session that made it through the general assembly and are headed to the Governor's desk for signature. They include our Direct Admissions initiative; this creates a statewide direct admissions program which ensures that all eligible all Illinois high school seniors and community college transfer students will automatically receive offers of general admission to the Illinois public universities.

Our statewide Data Dashboard initiative will allow us to publicly display up-to-date institutional level data for all public and private higher level education institutions in the state. This will be a joint effort between IBHE, ICCB, and ISAC. The Dashboard will include factors such as student and faculty demographics, institutional characteristics, affordability characteristics, success metrics, and more. We believe this will be a great resource for transparency, to determine if statewide goals are being met, as well as a resource for future policy.

This year we also introduced an omnibus bill to make key updates to statutes that are frequently used by IBHE. Omnibus bills are standard practice to make multiple changes in one piece of legislation. This year's omnibus makes a lot of technical changes to updating processes and recording requirements that align with current practices. And we also attempted to clarify language to eliminate confusion caused by language that had been in place.

This year IBHE partnered with ICCB on legislation to provide scholarships to student board members. This will be a scholarship for each semester that the student serves on the board to be used for tuition, fees, books, and supplies.

We also partnered with ICCB with legislation aimed at increasing transfer opportunities for students moving from community college to four-year institutions. A key component of this bill is the creation of a report that IBHE will provide that identifies courses that fail to transfer. This, in turn, helps us understand the barriers students face in the transfer process.

As mentioned, all these pieces of legislation passed both chambers and await the Governor's signature. This was a very busy session and at times challenging but thanks to team effort, we view it as a very successful session.

The General Assembly will reconvene for two weeks during the Veto Session in October where they will take up any gubernatorial vetoes or address any issues that need attention before the end of the year.

Jenna then opened the floor for questions.

Chair Kothari asked about the community college baccalaureate and where that stands. He also asked about the Equitable Funding Formula, stating that both were big pieces they were collectively interested in. Jenna responded that a lot of negotiation happened for both pieces of legislation this year. Discussions are ongoing and will continue throughout the summer.

Board member Garrison asked about HB1581 and SB13. She specifically wanted to thank the sponsors who continue to work tirelessly in support of the bill. Additionally, the co-sponsors in the House that were added to the bill show significant movement. She went on to note that there are several new board members who have not been part of a funding formula discussion. She requested that conversation about the formula occur before the next legislative session, if possible.

Director Ostro asked how many bills affect the agency. Jenna stated that there are thirteen bills.

C. Workforce Data Presentation

Jennifer Barnett, Associate Director of Workforce Analytics, Information Management & Research, IBHE

Jennifer shared what the latest data tells us about the top ten in-demand occupations in Illinois requiring a bachelor's degree or higher. She emphasized the need to better align higher education with workforce demand. Though the focus is on occupations that typically require a bachelor's degree, the workforce analysis covers all education levels.

Aligning education with workforce needs boosts economies, improves job outcomes, and guides strategic talent development.

Assessing workforce need is much more than projected demand. Workforce analysis mixes quantitative rigor with context, evaluating demand, unemployment, job postings, growth, industry makeup, degree completions, outmigration, and competition. It's nuanced, blending data and insights.

The top ten in demand occupations were presented with detailed insight and recommendations. Each offered a mix of real worker shortages, mismatches of degree level

completions to support key occupations (shortages at the bachelor's degree level and oversupply at the graduate degree level for some), turnover directly impacting in-demand occupations, and talent/workforce retention strategies needed to better meet demand.

To summarize, key occupations like business, healthcare and tech, need targeted increases in supply. In several cases, correcting degree-level mismatches is suggested. To help institutions understand and act on this data, IBHE created the Workforce Insights Dashboard. It includes projected demand at the state and regional levels. It is a resource to use the data for more informed planning. It is available on the IBHE website.

The full presentation can be found on the IBHE website.

A board member asked if essential skills (communication, critical thinking, analysis) were part of the analysis. Jennifer responded that this analysis was based mostly on the numbers and supply and demand. She went on to say that essential skills can be added. The board member continued to emphasize the importance of addressing internships, highlighting the need to educate employers on accepting and adequately compensating interns. Providing a list of organizations willing to accept interns could bridge the gap and facilitate smoother student placements. Otherwise, it exists in a vacuum and creates a disconnect.

A board member asked about AI over the next five years specifically referring to stories about not needing as many workers. Jennifer responded that projections are based on historical data, so you must prognosticate to a certain degree. That requires reading and research when forming the recommendation. AI is still emerging and will be a game-changer for a lot of occupations. There's an automation index and it identifies what the chances are an occupation will be affected by automation. AI would fall under the automation index.

A board member stated that employers for the past three decades or so don't want to train in the essential skills. They are pressuring the higher ed institutions or workforce programs to have students/employees be ready day on one. The board member thought this was irresponsible on the part of the employers because academic programs aren't built for that. Is this a space where AGI should amend their curricular programs to include that or co-curricular programs like leadership, internships, externships, have a better place to do this. Jennifer said that many programs have an introductory course that cover these areas. The board member responded that while the information being discussed is important the whole point of an education is not to just get a job, and society has been irresponsible pushing that message for the last 40-50 years.

A board member asked about retention. What else should we be thinking about on the higher ed side or the employer side to keep people in Illinois. Jennifer said it was a challenge not just for the top ten occupations but across the board. The population in Illinois has been shrinking so it's a broader problem than higher education. However, when you see the numbers and everything we have invested in as a state, MAP funds, university scholarships, and see the talent walk away to become someone else's asset it's something to consider when you look at ROI. Pull together your business team and strategize. Don't pull together your recruitment team or admissions team. Pull the business department because they can solve this problem. The board member noted the inconsistency in perpetuating an environment where students work for free and pointed out the mission of "thriving Illinois".

A board member inquired about careers that require a license. Jennifer indicated her presentation was referencing the traditional route bachelor's degree. Those that have the degree and licensure and then go back for the master's degree. In education, the majority that pursue a master's degree do not obtain a different role but do so to gain a higher salary. This creates unintended challenges in the K-12 system.

A board member said they are part of the LAUNCH Initiative and stated it is a national initiative with funders around the table who want to hear what was presented today with solutions offered by higher ed boards. She went on to say that businesses are not waiting for education to change and are starting their own training programs. She noted a systems report called Jobs for The Future, The Big Blur. It challenges us to blur the line between eleventh grade through sixteenth grade. That's dual credit, articulation, and career pathways.

A board member requested that IBHE provide more resources for students to be able to job shadow, intern, extern, etc. Some have trouble getting to campus. Adding the burden of transportation to a job site would be very difficult. Secondly, employers need to be included in the discussion to find sustainable solutions. Third, the four-year institutions can handle the demand. Students must be interested in the areas of study, then you need to work with the educators, and then the employers. It's circular and interdependent.

A board member commented that every discipline has its own problems. Southern Illinois used to have a problem with internships. There was no pay and the students couldn't afford it. He went on to say that IBHE could hold the universities accountable. Students are not being trained for jobs.

A board member asked how this data shapes the academic program approvals. Jennifer commented that over the next eighteen months she will be working on the statewide and ten regional assessments of the Quad Cities Workforce Assessment. It will serve as a replication model. It incorporates working with the local Workforce Boards. That work includes stakeholders like employers, educators K-12 and higher ed, community organizations, etc. to assist in providing additional context to everyone in key areas – for example, business management.

A board member asked about mathematics. Looking at the list of occupations he inquired about mathematics and statistics being important courses for students to take early on in their student journey. He wondered about the degree to which those courses were obstacles to progression in their journey. He stated that a lot of school districts only require three years of math to graduate. Are there courses preventing students from filling some of these pipeline gaps. Jennifer confirmed that there are some areas that need to be strengthened at the high school level. She went on to say she can't speak for the entirety of the state but can speak to the QC area. There are significant challenges with a low conversion rate of fifty-two percent from high school to post-secondary. That is more than ten points below the state average. Physics and statistics are not available because there are not enough students. There is a very low count of dual credit because of a requirement that the high school teachers have master's degrees instead of using adjunct professors.

D. Advisory Committee

Faculty Advisory Committee

Don Hrozencik, PhD., Chicago State University, FAC Vice Chair
Shawn Schumacher, PhD., DeVry University, FAC Chair

After a brief introduction, Vice Chair Hrozencik thanked Chair Kothari, Director Ostro, Members of the Board, IBHE Staff, and Guests.

As I begin the Faculty Advisory Council annual report to the Illinois Board of Higher Education this afternoon, I would like to speak to the faculty at every institution of higher education throughout our great state. Speaking for those who represent you on the Faculty Advisory Council, we want you to know that we are proud to serve with each of you as we know that week in and week out,

each of give your very best to your students and to your institution. Your knowledgeable teaching, the rigor of your research and scholarship, and the remarkable service you provide to your students, your colleagues, and your institutions are admirable and commendable. For your continued efforts, the FAC wishes to pass along a huge “thank you” to each of you. Enjoy the summer and recharge those batteries for a great 2025-2026 academic year!

Lastly, I would like to thank Shawn. Shawn is stepping down after serving as Chair of the FAC for the past five years. He has been a great mentor, a great leader, and a tireless advocate for higher education. On behalf of the FAC, we express our thanks for his leadership.

The FAC consists of thirty-six members. Twelve are public universities, twelve are community colleges, and twelve are private or proprietary members. The FAC 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 public university caucus discussed the challenges that public universities face in meeting the expectations of the Illinois Information Technology Accessibility Act (IITAA) and the Federal Government’s regulations for Title II of the Americans with Disabilities Act (ADA). Our universities vary widely in the degree to which they have plans in place and staff paid to assist with the expected transitions, which will be time-intensive and potentially reduce the kinds of resources we can use or create for all students.

The caucus initiated the creation of an FAC statement in support of university librarians, who have begun to be eliminated from some higher ed institutions (such as WIU): <http://www.facibhe.org/documents/position/2025FAC%20Supporting%20Librarians%20FINAL.pdf>

Caucus members exchanged information about how our universities are communicating responses to ICE arriving on campus, the challenges for international students regarding visas, and whether and how DEI-related work was changing or ending.

The caucus also discussed student literacy challenges (especially with long-form reading), student uses of AI in ways that routinely violate academic integrity (e.g., using AI to avoid reading and to write discussion posts and papers), and the time-consuming nature of writing academic integrity violation reports.

Additionally, the caucus expressed general opposition to the proposal for community colleges to offer bachelor’s degrees, stressing that partnerships with 4-year institutions could be advertised, expanded, or created.

Moreover, the caucus discussed how many schools provide retired faculty with continued access to their emails and (hence) to library databases and interlibrary loan privileges (key for scholarship). Further discussions included the higher ed funding bill, layoffs, program prioritizations, and how our universities are responding to federal changes.

The caucus followed developments in other states, like a bill in Iowa that would create a uniform general education program requiring courses on western civilization and mandating what could or could not be taught regarding history and gender.

Throughout the 2024-2025 academic year, the 2-Year Colleges Caucus discussed several important items, including developing a statement on the proposed legislation to offer bachelor’s degrees at 2-year institutions. Caucus representatives discussed potential advantages and disadvantages to this proposed legislation, and overall, expressed opposition to the proposal for

community colleges to offer bachelor's degrees, identifying that the cost to hire new faculty and staff, along with developing expanded facilities, would outweigh any potential positives.

The caucus further discussed Model Partnership Agreements and random acts of dual-credit and their impacts. Furthermore, the Caucus discussed 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. Like the 2-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 retention activities.

The caucus also discussed several legislative bills that have been proposed in the Illinois General Assembly and their potential impact on the caucus institutions, specifically the proposal for community colleges to offer bachelor's degrees. In concert with the two public caucuses expressed opposition to the proposal for community colleges to offer bachelor's degrees, identifying the proposal as a considerable, costly endeavor, where developing the systems and policies needed for awarding bachelor's degrees as well as designing new bachelor's programs and taking them through authorization and accreditation will have to be done by hiring consultants.

In addition to the work each caucus has done throughout the past year, the FAC continues to develop greater understanding of higher education issues through its six Working Groups, where we have focused our individual research interests, knowledge, and expertise. Now, I'd like to share a brief update from each of these Working Groups:

This year, the Credit for Prior Learning (CPL)/Prior Learning Assessment (PLA) Working Group focused on developing, piloting, and then deploying a survey of PLA policies, practices, and processes to all 36 members of the Council plus other interested institutions. Although new/revised data continue to be submitted, preliminary results show a wide variance in whether and how community colleges and universities in Illinois are incorporating and offering credit for prior learning to their incoming and current students. These variations indicate a need for further landscape mapping of all Illinois institutions to understand more deeply which of them are successfully using CPL as an equity-focused adult student recognition/transfer program, and which need guidance and technical assistance in developing and/or standardizing their policies and processes to improve their reach. Since national research indicates how adults who receive credit for their prior learning enroll, persist, and graduate at higher rates than some of their peers, creating statewide CPL policies and process guidance like other states (e.g., Oregon, Indiana) will be a critical next step in making all Illinois institutions more accessible and affordable to adult students.

The Higher Education Funding Working Group spent the majority of our time thinking about and discussing Higher Education funding in Illinois, discussing the pros and cons of the public university funding bills, and monitoring these bills (SB0013/HB1581) as they moved their way through the legislative process. Our members attended the listening sessions for these bills and advocated for inclusion of a faculty member on the Funding Formula Review Panel. Our members attended meetings of the Coalition for Transforming Higher Education Funding, communicating information from the Coalition to the entire FAC. We also monitored the progress of the community college funding discussions.

The Technology and Pedagogy in Higher Education Working Group discussed how the use of technology and the subsequent integration in the classroom has been a hot topic for conversation among the academic community in the past few years. 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, we have most 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, there is a much smaller group of academic professionals who worry about humanistic, environmental, equitable, and even existential downsides. While not wishing to exacerbate divides between the two camps, we do wish to signal certain realities and potential that could develop into more grave concerns for which we all bear some responsibilities of thought if not action. This 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 technology 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.

This year, the Early College Working Group focused on consistency of quality for college courses taught at a high school but credentialed by a community college. The group determined that one significant way to implement the Dual Credit Quality Act's expectations of quality for any college course taught at a high school, but credentialed by a local community college, is through accreditation by The National Alliance of Concurrent Enrollment Partnerships (NACEP). Currently only two community colleges in Illinois (Elgin and John A. Logan) have NACEP accreditation. The working group encourages Illinois to follow the paths of some other states to expect and incentivize [NACEP accreditation](#), which can address challenges community colleges face in assessing dual credit courses taught at high schools using the same grading standards, academic freedom expectations, assessment methods, faculty evaluations, and college-level advising as those available to students taking the course directly at the community college or other partnering higher ed institution.

The Working Group's support for NACEP accreditation flows out of our observations about academic freedom issues in dual credit courses, faculty qualifications for teaching dual credit classes, and the phenomenon of high schools having undue control over dual credit classes and policies. NACEP accreditation itself, however, does not address our concerns about mixed enrollments (dual credit and non-dual credit students in the same classes).

In addition, the Working Group continues to examine other unintended consequences of dual credit practices, such as pressure on students to take many college courses in high school, the ensuing financial aid and social implications for students, and the loss of faculty at higher ed institutions as high school teachers provide more Gen Ed courses. It would be meaningful for the IBHE and ICCB to track data on these fronts. The IBHE might also consider a policy in which community college faculty members would have the first right of refusal to offer a particular dual credit course.

Finally, the Working Group continues to encourage the IBHE to widely distribute to parents, students, and high schools something like the FAC "Early College Considerations" document: <http://www.facibhe.org/documents/position/2023EarlyCollege.pdf>

The Equity Working Group started this year by asking schools across the state to share resources that would help instructors to develop more inclusive classrooms. After November, the Working Group shifted gears to affirming FAC's commitment to diversity, equity, inclusion, and

belonging. To that end, the Working Group prepared the following resolution, approved by the FAC at the March meeting:

Recognizing that historical and contemporary discrimination still impacts higher education, the members of the IBHE-FAC recommend that the IBHE continue to support and promote diversity, equity, and inclusion in the recruitment, retention, and promotion of faculty and staff; and in the recruitment, retention, and education of students.

For the remainder of the year, the Working Group focused on reviewing past FAC position papers on equity to determine if an updated position would be appropriate.

Finally, in the past, the Faculty and Student Mental Health Working Group has provided feedback to the IBHE about the Mental Health Early Action on Campus Act (PA [101-0251](#), passed in 2019 and amended since then). The FAC recognizes that part of supporting student mental health is supporting mental wellness more broadly on higher education campuses and has shared resources on these topics. Recently, this working group has been focused on developing a survey to assess faculty mental health and campus resources across Illinois.

In sum, as we progress through the summer and into Fall 2025, 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. We want to thank Chair Kothari and the Board for allowing us the opportunity to speak today and to share our recent work with you. And finally, as always, we warmly welcome all Board members to join us at a future FAC meeting. Thank you very much.

Chair Kothari asked if Board members had any questions.

A board member asked if faculty discussed what they used for AI detection. The board member stated that their university used Turnitin that is supposed to detect AI use with accuracy. However, multiple students were accused of using AI to complete papers and received zeros on assignments even though they could show work and timestamps with google docs. Dan responded that even though there are multiple tools available to use for detection, we are nowhere near 100 percent accurate. This is something we struggle with because we really can't be sure. As time goes on the tools will advance and detection will get better.

A board member asked if there had been any discussion on reducing or changing course work to discourage the use of AI. Dan stated some faculty members have moved to writing assignments done in the classroom. And he believes more will continue to move in this direction. As the AI detection tools advance, this area will continue to change.

A board member asked how we can help manage this better on the front end. Dan stated that it must come out each campus. Possibly a task force to figure out what would work best on their campus and then roll it out faculty. See what works, what doesn't, adjust it and go from there. We're all trying to maneuver in the new, changing and difficult situation.

A board member asked if faculty felt there were getting workload support in terms of getting things in compliance in reference to the Illinois Information Technology Accessibility Act (IITAA.) Dan stated that more support is needed. Faculty fee as if they are not qualified or do not know how to handle the situation. They reach out to their IT departments. More training on campuses is needed.

E. Public Comment

Chair Kothari confirmed with Secretary Bealon that one member of the public submitted requests in advance, in accordance with IBHE's public participation procedures. The speakers addressed the Board on the following topics:

- Michael Phillips, Faculty, Illinois Valley Community College, Promoting IL higher ed nationwide

F. Action Items

1. Consideration and Approval of Fiscal Year 2026 Grants and Programs

Chief Financial Officer, Bill McCarty provided a brief overview of the 2026 Fiscal Year Grants and Programs budget. Bill noted that detail on each grant and program was provided in the board packet. In the interest of time, for the presentation he highlighted funded grants and programs at the same amounts and those that were funded at new or changed amounts.

Common App received a one-million-dollar increase. The State-wide Re-enrollment Strategy was reduced to one million dollars.

Grow Your Own-CURE was reduced by one hundred seventy-eight thousand dollars. CURE is COVID money, and it is wrapping up. To replace that, we received some GRF (general revenue fund) money. It will be the Grow Your Own Historically Disadvantaged Make Teacher Program funded at four million dollars. This is new.

Three programs not appropriated to IBHE, Hope Chicago, it was moved to DHS. High Impact Tutoring was federal money that ended September 30, 2024. The last being the Pell 55 Grant was not renewed.

Chair Kothari asked for a motion that the Illinois Board of Higher Education approves the fiscal year 2026 Grants and Programs, for the items included G1. Motion was made by Board member Sharma, seconded by Board member Noble. A roll call was taken, and the motion passed unanimously.

2. Consideration and Approval of New Units of Instruction, Public Service, and Research at Public Universities (Dr. Nkechi Onwuameze)

Northeastern Illinois University

- Master of Science in Nursing, Entry into Practice Program in the Chicago Region

Northeastern Illinois University (NEIU or the University) is seeking authorization to offer a Master of Science in Nursing, Entry into Practice Program (MSNEP) in the Chicago region. The proposed program will be offered by NEIU's College of Graduate Studies and Research (CGSR) and located in the Goodwin College of Education. The proposed degree program is designed for individuals seeking entry into the nursing profession who may not have prior experience in health care. The MSNEP will provide the foundational knowledge to prepare students to sit for the National Council Licensure Examination (NCLEX) for professional Registered Nurse (RN) licensure. The proposed program will also offer two concentration areas, Geriatrics and Mental Health, which will address high-need areas of the workforce. The proposed MSNEP will contribute to

the mission statement of NEIU, by preparing a diverse community of students for leadership and service in the region and in a dynamic, multicultural works. As a Minority-Serving Institution, NEIU provides higher education access for residents of the surrounding communities and those traditionally underserved by the higher education community. The mission statement of the MSNEP seeks to integrate nursing practice, scholarship, and education to prepare compassionate, innovative nurses to provide holistic, high quality care, while promoting social justice and health for all. In turn, the mission supports IBHE's strategic plan, A Thriving Illinois, through providing accessible education that leads to competitive wages and contributes to addressing the emerging and changing workforce needs of the state while seeking to reduce equity gaps. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient libraries, technology, staff, and financial resources in place to support the program.

Southern Illinois University Carbondale

- Bachelor of Science in Environmental Engineering in the Southern Region

Southern Illinois University Carbondale (SIUC or University) is seeking authorization to offer a Bachelor of Science in Environmental Engineering (BS in EnvE) in the Southern region. The program will be housed within the School of Civil, Environmental and Infrastructure Engineering (CEIE). The 126-credit hour program is designed to prepare students to apply mathematical and scientific principles to the design, development and operational evaluation of systems for controlling contained living environments and for monitoring and controlling factors in the external natural environment, including pollution control, waste and hazardous material disposal, health and safety protection, conservation, life support, and requirements for the protection of special materials and related work environments. The School of CEIE will seek accreditation for the proposed program from the Engineering Accreditation Commission (EAC) of the Accreditation Board of Engineering and Technology (ABET). Graduates will meet the eligibility requirements for the Fundamentals of Engineering licensure examination and possess high-quality credentials to address global environmental challenges and develop sustainable solutions in public and private sectors. SIUC has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, and financial resources to support the program.

University of Illinois Springfield

- Center for Lincoln Studies in the Central Region

The University of Illinois Springfield (UIS or the University) requests authorization to permanently establish the Center for Lincoln Studies (CLS) in the Central region. The Center was previously approved as a temporary center by the Illinois Board of Higher Education (IBHE) and is applying for permanent status. The Center for Lincoln Studies is housed within the Academic Affairs division and serves primarily as a research unit without a direct instruction component. CLS is dedicated to the study of Abraham Lincoln's life, era, and legacy. The Center supports the University's mission and statewide goals by offering community education and student-centered learning activities through public programs, collaborations with partner organizations, and art exhibitions. Additionally,

the Center employs research assistants to work on CLS projects which provide valuable experiential learning and mentorship opportunities. The University of Illinois Springfield has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty and staff possess the training, credentials, and qualifications to administer the research and logistical processes of the Center. The University has sufficient library, technology, and financial resources to support the Center.

University of Illinois Urbana-Champaign

- Bachelor of Arts in Media in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or University) requests authorization to offer a Bachelor of Arts in Media (Media) in the Prairie region. The program, housed in the College of Media and jointly administered by the Charles H. Sandage Department of Advertising, the Department of Journalism, and the Department of Media and Cinema Studies. The 120-credit interdisciplinary program is designed as an online degree completion program to support nontraditional students. This program will only be open to transfer students or previous UIUC students applying for reentry. The program will help upskill and reskill the current workforce. The proposed program, which builds on a student's prior coursework, is comprised of 45 hours of UIUC coursework, of which 21 hours are 300- or 400- level courses and a minimum of 40 hours of total upper division coursework. The curriculum will provide opportunities for students to participate in experiential learning experiences. Graduates of this unique program will be prepared for careers in "high growth" career fields, as defined by the Illinois Department of Employment Security, in areas such as public relations, market research and analysis, film and video editing and camera operations, and technical communications. UIUC has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, and financial resources to support the program.

- Bachelor of Science in Nuclear, Plasma, and Radiological Engineering + Data Science in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or University) requests authorization to offer a Bachelor of Science in Nuclear, Plasma, and Radiological Engineering + Data Science (BS in NPPE + DS) in the Prairie region. In addition to the Department of Nuclear, Plasma, and Radiological Engineering, the program will be supported by four academic units: the Siebel School of Computing and Data Science in Grainger College of Engineering, the Mathematics and the Department of Statics in the College of Liberal Arts and Sciences, and the School of Information Sciences. The 128-credit hour program combines a solid foundation in nuclear, plasma, and radiological engineering with training in data science principles, techniques, and practices. The curriculum blends core course requirements with 70 credit hours of materials science and engineering courses and 29 hours of data science courses. Graduates of this unique program will be prepared to meet the demand for positions involving modeling, simulation, analysis of materials informatics, and use of computational methods. UIUC has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, and financial resources to support the program.

- Center for Research and Innovation in Technology-Enhanced Learning in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to establish the Center for Research and Innovation in Technology-Enhanced Learning (CRITEL) in the Prairie region. The Center will be housed in the College of Education serving primarily as a research unit without a direct instruction component. The Center for Research and Innovation in Technology Enhanced Learning will provide a hub for research and innovation through investigating the 20 multitude of ways new technologies impact learning and education. CRITEL's purpose is to initiate and support transformative and scaled-up research initiatives surrounding the development of new educational technologies and studies in authentic contexts at K-12 and higher education classrooms and beyond (e.g., museums, community centers). The Center supports UIUC's mission in positioning the University as a leader in technology-enhanced learning and design that addresses emerging trends and issues related to educational technologies in national and global circles. The University prioritizes closing equity gaps among the citizens of Illinois within urban and rural communities. The University of Illinois System has developed a comprehensive initiative in its Access 2030 strategic plan to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This initiative will strengthen the University of Illinois' bedrock commitment to the public good and create more opportunities for Illinoisans of all backgrounds. The University of Illinois Urbana-Champaign has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty and staff possess the training, credentials, and qualifications to administer the research and logistical processes of the Center. The University has sufficient library, technology, and financial resources to support the Center.

- Department of Cardiovascular Medicine and Surgery in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to establish the Department of Cardiovascular Medicine and Surgery (Department). The Department of Cardiovascular Medicine and Surgery will be composed of cardiology, cardiac surgery, vascular surgery, and interventional radiology faculty that are currently under the umbrella of the Clinical Sciences Department within the Carle Illinois College of Medicine (CI MED). The proposed Department of Cardiovascular Medicine and Surgery will be instrumental to advancing the clinical, academic, and research components of CI MED. This new department will be composed primarily of faculty specializing in cardiovascular medicine and surgery, who will deliver specialized education, clinical care, and research initiatives in alignment with the University of Illinois Urbana Champaign's mission. The Department of Cardiovascular Medicine and Surgery will play a central role in instruction, with faculty delivering both didactic and clinical education to medical students, residents, and fellows. The Department's involvement in teaching is critical, as it ensures that cardiovascular specific knowledge and skills are effectively imparted to the next generation of healthcare providers. The University's mission and goals, academic plans, support services, and financial resources are in alignment with statewide higher education priorities.

- Department of Neurology and Neurosurgery in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to establish the Department of Neurology and Neurosurgery. The Department of Neurology and Neurosurgery will be housed within the existing Clinical

Sciences Department of the Carle Illinois College of Medicine (CI MED) and will be composed primarily of neurology and neurosurgery faculty who will deliver the clinical, academic, and research components of the CI MED educational experience specific to their area of expertise. This structure was established in accordance with CI MED's approved bylaws and under the guidance of the Illinois Board of Higher Education, which approved the creation of CI MED on March 1, 2016, and its Doctor of Medicine degree on March 14, 2017. 21 The Department of Neurology and Neurosurgery will play a central role in instruction, with faculty delivering both didactic and clinical education to medical students, residents, and fellows. The department's involvement in teaching is critical, as it ensures that neurology-specific knowledge and skills are effectively imparted to the next generation of healthcare providers. The University's mission and goals, academic plans, support services, and financial resources are in alignment with statewide higher education priorities.

- Department of Oncology in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to establish the Department of Oncology (the Department) within the Carle Illinois College of Medicine (CI MED) in the Prairie region. The University received approval from IBHE to establish the Carle Illinois College of Medicine on March 1, 2016, and subsequent authorization to offer and award a Doctor of Medicine degree in the Prairie region on March 14, 2017. The University obtained preliminary accreditation from the Liaison Committee for Medical Education (LCME) organization on October 11, 2017. As part of accreditation requirements, CI MED must have a sufficient number of organizational units to accomplish the mission of the medical school. On September 18, 2018, the University received IBHE approval to create a Department of Biomedical and Translational Sciences and the Department of Clinical Sciences. The University is currently seeking approval to create the following administrative departments within the existing Clinical Sciences Department: the Department of Oncology, the Department of Cardiovascular Medicine and Surgery, the Department of Neurology and Neurosurgery, and Department of Surgery and Digestive Health. The Department of Oncology will be composed primarily of hematology/oncology, radiation oncology, surgical oncology, breast surgery, gynecologic oncology, and thoracic surgery faculty who will deliver the academic, research, and clinical components of the CI MED education. The Department will be composed primarily of faculty specializing in oncology, who will deliver specialized education, clinical care, and research initiatives in alignment with the University's mission. The University's mission and goals, academic plans, support services, and financial resources are in alignment with statewide higher education priorities.

- Department of Surgery and Digestive Health in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to establish the Department of Surgery and Digestive Health (the Department) in the Prairie region. The proposed department is an administrative unit that will be housed in the Carle Illinois College of Medicine (CI MED) within the existing Clinical Sciences Department. The proposed department will be integral to furthering the clinical, academic, and medical research activities of CI MED, specifically in the field of surgery and digestive health. This new department will be composed primarily of faculty specializing in surgery and digestive health, who will deliver specialized education and clinical care in alignment with the University of Illinois Urbana-Champaign's mission. There are policies in place to ensure faculty and staff possess the training, credentials, and qualifications to provide instruction and support the administrative functions of the department. The University has sufficient library, technology, and financial resources for the department.

Board Member Garrison moved to approve the programs. Evans seconded the motion. A roll call was conducted, with all members voting in favor. Motion carried unanimously.

Moving on to the next item, Dr. Onwuameze presented the staff recommendations for independent institution approvals, including the following:

3. Consideration and Approval of New Operating and/or Degree-Granting Authority for Independent Institutions (Dr. Nkechi Onwuameze)

Erikson Institute

- Doctor of Philosophy in Child and Family Studies in the Chicago Region

Erikson Institute (Erikson or the Institute) is seeking authorization to grant the Doctor of Philosophy (PhD) in Child and Family Studies in the Chicago region. Erikson Institute has administered a joint Doctor of Philosophy program in Child Development with Loyola University Chicago since 1986. The joint program has produced 54 graduates since 1991, with the degree being conferred by Loyola University Chicago. The proposed would replace the joint PhD program with Loyola University, which will be administered solely by Erikson. The overall purpose of the proposed program is to produce applied researchers across a variety of fields to improve outcomes and the 118 qualities of life for children and families, particularly those affected by adversity. This 60-credit hour program includes 12 credits of theory, 9 credits of context and intervention, 12 credits of methods and analysis, and 11 hours of professional skills (including the dissertation, proseminar, scholarship, and teaching in higher education), 12 credits in the chosen specialization, and 4 total credits in advising/continuing studies. Credits in the required specialization include two of three internship experiences (teaching, research, or industry). Graduates typically secure employment as researchers and leaders in varied positions such as university professors, program evaluators, nonprofit leaders, and advocacy organization leaders. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. Erikson Institute has sufficient library, technology, and financial resources to support the program.

North Central University

- Operating Authority in the Southwestern Region

North Central University (NCU or the University) is seeking authorization to operate in the Southwestern region. Founded in 1930, North Central University is a coeducational, primarily residential college with a bible-based and Pentecostal foundation along with a commitment to academic excellence. The University is owned and operated by 11 Assemblies of God districts of the upper Midwest and prepares students to fulfill biblical models of leadership and ministry throughout the world. North Central University plans to expand its academic offerings in Illinois by partnering with Called College, a ministry training program owned and operated by the Illinois District Council of the Assemblies of God, to offer two of its existing associate degree programs in pastoral studies and global studies. NCU graduates will be prepared for entry-level positions in ministry with the necessary skills to lead and serve diverse communities throughout the world. Both degrees meet the requirements for ministerial credentialing with the Illinois District

Council of the Assemblies of God. NCU has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, and financial resources to support the proposed operation.

Rosalind Franklin University of Medicine and Science

- Doctor of Medical Science in the North Suburban Region

Rosalind Franklin University of Medicine and Science (Rosalind Franklin or the University) is seeking authorization to offer a Doctor of Medical Science (DMS) in the North Suburban region. The 30-quarter hour DMS program offers an advanced education option for students who possess a master's degree from an accredited physician assistant (PA) program recognized by the Accreditation Review Commission on Education for the Physical Assistant, Inc. (ARC-PA). This program is for those who seek to earn a professional doctorate degree for advancement as well as leadership roles in academia or clinical practice. The proposed program requires four core courses and completion of one concentration series of courses from Lifestyle Medicine, Leadership and Health Administration, Nutrition, or Health Professions Education. Students will complete a practicum course series, and a practicum project related to their concentration. The DMS program will prepare 119 PA leaders to advance and expand healthcare to diverse and underserved populations through education and advocacy. The program is rooted in the professional competencies from national certification agencies, accreditation agencies, PA education, and professional organizations. The University is committed to justice, equity, diversity, and inclusion which helps create well-trained, diverse healthcare professionals who reflect and serve diverse populations and work to reduce health disparities. These commitments are evidenced by initiatives to close equity gaps in student outcomes and in faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. Rosalind Franklin University has sufficient library, technology, and financial resources to support the program.

Board Member Sharma moved to approve the new programs of instruction. Evans seconded the motion. A roll call was taken. The motion passed unanimously.

Northwest Suburban College

- Operating Authority in the North Suburban Region

Northwest Suburban College (NWSC or the College) is an institution operated by Taskin Educational Organization (TEO) founded in 2008. During its initial development, the College was supported by Taskin LLC, a real estate company, who then launched the TEO, a philanthropic undertaking of Taskin LLC registered as doing business as NWSC. The College was approved by the Illinois State Board of Education (ISBE) to offer certificate programs in healthcare fields including Massage Therapy, Medical Assistant, Pharmacy Technician, and Phlebotomy. The College received its initial approval from ISBE to offer certification programs in 2009 when the state agency had 152 authority to authorize certificate and degree programs in Illinois. The College later obtained operating and degree-granting authority from the Illinois Board of Higher Education (IBHE) in 2010 and 2011, respectively, and established several undergraduate programs including the Associate of Science in Biology, Associate of Applied Science in Physical Therapist Assistant, Bachelor of Science in Biology, and Bachelor of Science in

Chemistry. The College sought and obtained institutional accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS or the Council) in 2013. The College applied for additional degree-granting authorization in August 2016 to offer a Bachelor of Health Science, Bachelor of Health Management, Bachelor of Healthcare Information Technology, Bachelor of Science in Biotechnology, Bachelor of Applied Pharmaceutical Sciences, and Bachelor of Science in Information Technology. However, IBHE staff discovered that the College did not implement the Physical Therapist Assistant program and failed to notify IBHE as required. The College received a “show-cause” directive from ACICS in February 2017 arising from issues with the bachelor’s degree programs not being in compliance with ACICS standards and subsequently, in August 2017, the Council withdrew the institution’s accreditation by suspension. The College informed IBHE of an appeal against the Council’s suspension decision, however, the appeal was unsuccessful. The U.S. Department of Education (ED) also withdrew the College’s eligibility to participate in Title IV funding in June 2018. Due to these circumstances, NWSC withdrew its 2016 applications from IBHE’s consideration. However, the College did not relinquish its operating and degree-granting authority from IBHE. In August 2018, IBHE held an administrative hearing and subsequently revoked Northwest Suburban College’s operating and degree-granting authority privileges in Illinois. With this application, Northwest Suburban College is seeking authorization to operate in the North Suburban region and grant degrees including the Associate of Applied Sciences in Medical Assisting (AAS in MA), Bachelor of Science in Biology (BS in Biology), and a Bachelor of Health Science (BHS). The College is currently operating under the oversight of IBHE’s Private Business and Vocational Schools (PBVS) offering certificates in medial assisting, dental assisting, and pharmacy technician at its Rolling Meadows campus. The campus is fully operational with certificate programs accredited by ABHES. In November 2024, the College sought authorization from the U.S. Department of Education to award Title IV funds and their application is under review. Northwest Suburban College has provided plans for the enrollment, retention, and completion of underrepresented and underserved populations. NWSC has a long history of utilizing endowment and donor funds to support the College and provide student assistance through scholarship programs. Wraparound support services are provided through advising sessions; personal and career counseling; academic support such as tutoring, remediation, skill practice sessions, and supervised lab time; as well as resources from the Learning Center. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources to support the proposed operation as evidenced in application materials and site visits.

- Associate of Applied Sciences in Medical Assisting in the North Suburban Region

Northwest Suburban College (NWSC or the College) requests authorization to grant the Associate of Applied Sciences in Medical Assisting (AAS in MA) in the North Suburban region. The program requires 64 credit hours with basic concepts to perform both clinical duties and administrative responsibilities in any medical care facility including physicians’ offices, clinics, urgent 153 care, and hospital settings under the supervision of medical professionals. The proposed program will appeal to NWSC’s medical assistant certificate graduates as it builds upon the knowledge learned in the program. The proposed medical assisting program will also serve students who are new to the medical assisting field as it features a comprehensive curriculum covering all areas of medical assisting. Graduates of the proposed program will be prepared for various entry-level healthcare positions including medical assistant, medical secretary, medical receptionist, and clinical assistant. Program licensure is not required, but students will be encouraged to take the medical assistant credentialing examination from the American

Medical Technologists or the National Healthcareer Association. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources to support the proposed program as evidenced in application materials and site visits.

- Bachelor of Health Science in the North Suburban Region

Northwest Suburban College (NWSC or the College) requests authorization to grant the Bachelor of Health Science (BHS) in the North Suburban region. The program requires 120 credit hours with basic concepts in the field of human biology, human anatomy and physiology, medical terminology, epidemiology, disease prevention, health promotion, mental health, and public health. The interdisciplinary program is designed to prepare students for a variety of careers in the healthcare field as well as for advanced studies. Graduates of the proposed BHS program will be highly qualified for positions in clinical research, medical and health services, public health education, community health, medical equipment and sales, and health insurance processing. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources to support the proposed program as evidenced in application materials and site visits.

- Bachelor of Science in Biology in the North Suburban Region

Northwest Suburban College (NWSC or the College) requests authorization to grant the Bachelor of Science in Biology (BS in Biology) in the North Suburban region. The program requires 120 credit hours with basic concepts of biological and biochemical sciences including cell biology, microbiology, genetics, evolution, anatomy and physiology, biotechnology, organic chemistry, and biochemistry. Students will gain experience in multiple areas that will expand career opportunities in roles such as biological technicians, biotechnologists, microbiologists, pharmaceutical research and development technicians, clinical research coordinators, community health specialists, and medical equipment and sales representatives. Graduates of the proposed BS in Biology program will possess the foundational skills and knowledge to pursue advance studies or obtain employment in both public and private organizations, including clinical and non-clinical research settings. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources to support the proposed program as evidenced in application materials and site visits.

Board Member Evans moved to approve the new programs of instruction. Noble seconded the motion. A roll call was taken. Eleven voted yes, two voted no. The motion passed.

Taylor Business Institute

- Operating Authority in the West Suburban Region

Taylor Business Institute (TBI or the College) is seeking authorization to operate in the West Suburban region. Founded in 1962, Taylor Business Institute is a private, for-profit institution with a long history of providing student-centered educational opportunities to underrepresented communities. TBI has operating and degree-granting authority in the Chicago region, offering four Associate of Applied Science (AAS) degree programs in electronics engineering technology, medical billing and coding, accounting, and criminal justice and security administration. The College plans to partner with the Naperville

Police Department to offer one of its existing programs, the AAS in 170 Criminal Justice and Security Administration, in the West Suburban region. This collaboration will create a pipeline of potential candidates to diversify the police force and build a more inclusive law enforcement agency. Additionally, the proposed operation will support TBI's goals of increasing educational access and workforce development opportunities for minority communities, which will create meaningful pathways to employment and self-sufficiency. TBI has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. The College has successfully recruited and retained a diverse faculty with strategies in place to support their professional development to ensure the academic success of TBI's predominantly underrepresented student population. The College has sufficient library, technology, staff, and financial resources to support the proposed operation.

Board Member Nobel moved to approve the new programs of instruction. Vice Chair Herrero seconded the motion. A roll call was taken. Twelve voted yes, one voted no. The motion passed.

Moving on to the last item, Dr. Onwuameze presented the staff recommendations for Community Colleges which include the following:

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

Malcolm X College

- Associate of Applied Science in Medical Laboratory Technician

Malcolm X College is seeking approval for a 69-credit hour Associate of Applied Science (AAS) in Medical Laboratory Technician. The program will prepare students for entry-level employment as medical laboratory technicians in labs and hospitals that specialize in medical and diagnostic testing. The curriculum includes 16 credit hours of required general education coursework and 53 credit hours of career and technical education coursework. Career and technical coursework include instruction in introductory and advanced human structure, introductory and advanced microbiology, medical lab technology, urinalysis and other body fluids, introductory and advanced hematology and coagulation, introductory and advanced immunohematology, phlebotomy (with a phlebotomy practicum), introductory and advanced immunology, introductory and advanced clinical chemistry, and introductory and advanced levels of clinical practice. The program will prepare students for industry certification through the American Society for Clinical Pathologists (ASCP) and the American Medical Technologists (AMT). Assessment of student learning will be achieved through the evaluation of student performance by program faculty and the worksite supervisor.

John Wood Community College

- Associate of Applied Science in Agricultural Mechanics

John Wood Community College is seeking approval for a 64-credit hour Associate of Applied Science (AAS) in Agricultural Mechanics (Ag Mechanics). The program is designed to prepare students for entry-level employment and career advancement in the agricultural mechanics industry. The curriculum includes 17 credit hours of required general education coursework and 47 credit hours of career and technical education coursework. Career and technical coursework include instruction in crop management technology, truck driver training fundamentals and operations,

introductory and advanced levels of diesel technology, introductory and advanced levels of fluid power technology (hydraulics and pneumatics), maintenance and repair welding, agricultural mechanization skills, agricultural finance and records, and a required work-based learning experience related to agricultural mechanics. Graduates of the program will meet the requirements to take the commercial driver's license (CDL) exam through the Illinois Secretary of State. Assessment of student learning will be achieved through the evaluation of student performance by program faculty and the worksite supervisor.

Board Member Garrison moved to approve the motion. Finke seconded the motion. A roll call was taken, and the motion passed unanimously.

G. Consent Agenda Action Items

1. Consideration and Approval of Board Meeting Minutes – March 12, 2025
2. Contract approval-Dave Kelm

Board member Noble moved to approve the items on the Consent Agenda. Sharma seconded the motion. A voice vote was taken, and the motion was approved unanimously.

H. Executive Session

A motion was made by Board member Garrison and seconded by Noble to move into Executive Session. A roll call was taken, and the motion was approved.

The Board moved into Executive Session for discussion of matters involving 5 ILCS 120/2(c)(1) and 5 ILCS 120/2(c)(21). No final action was taken during the closed session.

The board returned from Executive Session.

I. Action Item

1. Consideration and Approval of Removing Confidentiality of Executive Session Minutes and Destruction of Verbatim Recording

Motion to approve the executive session minutes for June 26, 2024, November 13, 2024, and January 22, 2025, was made by Board member Zarnikow and seconded by Noble. A roll call was taken, and the motion was approved.

A motion to retain the confidentiality of the executive session minutes for March 13, 2024, June 26, 2024, November 13, 2024, and January 22, 2025, was made by Board member Sharma and seconded by Board member Evans. A roll call was taken, and the motion was approved.

J. Other Business

The next Board meeting will be held Wednesday, August 13, 2025, at Eastern Illinois University in Charleston. Additional details about the meeting and agenda will be posted on the IBHE website.

H. Adjournment

There being no further business to come before the Board, on motion of Board Member Noble and seconded by Board Member Evans, a voice vote was taken, and by unanimous vote, the meeting adjourned at approximately 3:58 p.m.

Respectfully submitted by Melissa Bealon, Secretary to the Board.