UNIVERSITY COUNCIL MEETING
Wednesday, January 31, 2018, 3 p.m.
Holmes Student Center Sky Room

I. CALL TO ORDER

II. ADOPTION OF THE AGENDA

III. APPROVAL OF THE MINUTES OF THE DECEMBER 6, 2017 MEETING

IV. PRESIDENT’S ANNOUNCEMENTS

V. CONSENT AGENDA

VI. UNFINISHED BUSINESS

A. Proposed amendment to NIU Bylaws Article 15.5 Baccalaureate Council – Pages 3-4
   SECOND READING – ACTION

B. Proposed amendment to NIU Bylaws Article 15.3 Academic Planning Council – Pages 5-7
   SECOND READING – ACTION

C. Proposed amendment to NIU Bylaws Article 15.8 University Assessment Panel – Page 8-11
   SECOND READING – ACTION

VII. NEW BUSINESS

VIII. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES

A. Faculty Advisory Council to the IBHE – Linda Saborío – report – Pages 12-19

B. University Advisory Committee to the Board of Trustees – no report
   Barbara Andree, Catherine Doederlein, Alex Gelman, Mark Riley, Linda Saborío, Kendall Thu

C. Academic Policy Committee – Terry Bishop, Chair – no report

D. Resources, Space and Budget Committee – Jim Wilson, Chair, and Sarah McHone-Chase Faculty Senate Liaison/Spokesperson – report

E. Rules, Governance and Elections Committee – Therese Arado, Chair – no report
F. University Affairs Committee – Reed Scherer, Chair – no report
G. Student Association – Rachel Jacob, President; Christine Wang, Speaker of the Senate – report
H. Operating Staff Council – Barbara Andree, President – report
I. Supportive Professional Staff Council – Catherine Doederlein, President – report

IX. COMMENTS AND QUESTIONS FROM THE FLOOR

X. INFORMATION ITEMS

A. Minutes, Academic Planning Council
B. Minutes, Athletic Board
C. Minutes, Baccalaureate Council
D. Minutes, Board of Trustees
E. Minutes, Campus Security and Environmental Quality Committee
F. Minutes, Comm. on the Improvement of the Undergraduate Academic Experience
G. Minutes, General Education Committee
H. Minutes, Graduate Council
I. Minutes, Graduate Council Curriculum Committee
J. Minutes, Honors Committee
K. Minutes, Operating Staff Council
L. Minutes, Supportive Professional Staff Council
M. Minutes, University Assessment Panel
N. Minutes, University Benefits Committee
O. Minutes, Univ. Comm. on Advanced and Nonteaching Educator License Programs
P. Minutes, University Committee on Initial Educator Licensure
Q. The Open Meetings and Freedom of Information Acts: Better Understanding and Compliance

XI. ADJOURNMENT
Proposed amendment to NIU Bylaws Article 15.5: Baccalaureate Council

Rationale: To add a representative from the University Committee on Initial Educator Licensure (UCIEL) as a nonvoting member of the Baccalaureate Council. There was a representative on the former Committee on Undergraduate Curriculum. When that committee was merged with the Undergraduate Coordinating Council into the Baccalaureate Council, the UCIEL representative was inadvertently dropped. This change will add that representation back for the Baccalaureate Council.

ARTICLE 15: ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

15.5 Baccalaureate Council

15.5.1 Composition

15.5.1.1 Faculty Representation

(A) One faculty seat shall be apportioned to each undergraduate degree granting college and to the university libraries.

(B) The remaining faculty seats shall be apportioned as follows:

1. Determine an allocation of nine additional seats in accordance with the ratio between the number of regular full-time faculty members in each college, excluding the College of Law and members of the supportive professional staff, to the total number of such faculty members in all undergraduate colleges, this being the number based on the most current data available from office of the executive vice president and provost.

2. Determine an allocation of nine additional seats in accordance with the ratio between the number of undergraduate degree programs in each college to the total number of such degree programs in all colleges. Degree programs shall be considered to be those programs offered by departments for which a separate degree title is offered; minors and emphases within degree programs shall not be considered as separate degree programs.

3. Determine an allocation of nine additional seats in accordance with the ratio between the number of undergraduate credit hours taught per year in each college to the total number of undergraduate credit hours taught per year in all colleges.
4. Each college shall receive the maximum number of seats on the council to which it would be entitled under either formula (1), formula (2), or formula (3) of this subsection. The number of faculty seats on the council apportioned under this subsection shall be increased above nine if necessary to accommodate the total number of seats determined to be needed under the application of these formulae.

(C) Faculty members representing the colleges shall be nominated by their respective college curriculum committees and elected by their respective college faculties. The university libraries faculty representative to the BCC shall be elected by the faculty of the university libraries. The elections shall be conducted before the end of the spring semester to select those faculty members whose term begins on the following August 16. Those elected shall serve three-year staggered, renewable terms.

(D) If, in a given year, no member of the council is a voting member of the Faculty Senate, the Senate shall elect one Senate member to serve on the council as an ex officio nonvoting member for that year.

15.5.1.2 Student Representation

(A) There shall be one undergraduate student member from each college. This representative shall serve a one-year, renewable term beginning at the start of the fall semester and ending at the start of the succeeding fall semester. Each department granting undergraduate degrees shall nominate one undergraduate student from its department to the college student advisory committee which shall select the college representative.

(B) If the above selection procedures do not produce a minority student, or a non-traditional student, the president of the Student Association shall appoint such a student as a voting member.

15.5.1.3 Administration Representation

(A) The Vice Provost responsible for undergraduate education shall serve ex officio as a member of the council.

(B) One advisor shall be elected by and from the persons with overall responsibility for undergraduate student advisement in each of the undergraduate degree-granting colleges and the Academic Advising Center. The person shall be a voting member.

(C) The following, or their designees, shall serve ex officio, nonvoting: associate vice president for Student Affairs; director of Admissions; Transfer Center coordinator; a representative of Educational Services and Programs appointed by the vice provost; a representative from the University Committee on Initial Educator Licensure (UCIEL).
Proposed amendment to NIU Bylaws Article 15.3: Academic Planning Council

Rationale:
Changes reflect title changes of individuals who serve ex officio on the Council and the elimination of one position that no longer exists.

ARTICLE 15: ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY
15.3 Academic Planning Council

15.3.1 Composition

15.3.1.1 Faculty Representation

(A) Fourteen faculty representatives shall be chosen as follows: two each from the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, and Visual and Performing Arts; one from the College of Law; three from the College of Liberal Arts and Sciences (one each from the areas of the humanities, the social sciences, and the other sciences).

(B) Faculty shall be elected by the college council of the college they represent, or by the college faculty if there is no college council. They shall serve three-year staggered terms beginning in the fall semester. If no elected faculty representative is a voting member of the Faculty Senate, the Senate shall elect one Senate member to serve on the council as ex officio, nonvoting member. No department shall have more than one faculty representative at any one time.

15.3.1.2 Student Representation

(A) Two students, one undergraduate and one graduate, shall be appointed annually as voting members of the council. The appointments shall be made by the president of the Student Association from a list of nominees submitted by the college student advisory committees. Each student advisory committee shall be entitled to nominate annually one undergraduate and one graduate student, as appropriate to degrees offered in that college. Terms of office for student members shall begin at the beginning of the fall semester; no such term shall extend beyond the beginning of the succeeding fall semester. Students shall be eligible for reappointment to successive terms.
15.3.1.3 Administration Representation

(A) The executive vice president and provost who shall serve ex officio.

(B) The following, or their designees, shall serve ex officio, without vote:

- vice provost for undergraduate academic affairs responsible for undergraduate education;
- vice president for research and innovation partnerships;
- vice provost for academic development and planning institutional effectiveness;
- vice provost for resource planning;
- dean of the University Libraries;
- dean of the Graduate School;
- director of the office of Institutional Research;
- associate vice provost for academic outcomes assessment;
- director of academic accreditation, assessment and evaluation;
- director of the office of Academic Analysis and Reporting decision support and analysis.

(C) Others who may be directly involved in issues concerning academic programs may assist the committee as resource personnel.

15.3.2 Chair

15.3.2.1 The executive vice president and provost shall serve as the chair of the council and shall vote when necessary to break a tie vote.

15.3.2.2 The faculty representatives on the council shall elect from among their members a faculty representative who shall serve as the assistant chair of the council. The assistant chair shall preside over council meetings in the absence of the chair, act as a liaison between the chair and council members between meetings of the council, and perform such other duties as may be assigned by either the council or the council chair. The assistant chair shall be chosen annually at the first meeting of the council each fall semester and shall serve a renewable term of one year.

15.3.3 Duties -- Working with the college curriculum committees, the Baccalaureate Council, and the Graduate Council, and reporting to the University Council, the council shall:

15.3.3.1 Prepare and periodically update the academic mission statement for Northern Illinois University.

15.3.3.2 Develop and periodically bring up-to-date plans and strategies to fulfill the university's academic mission.
15.3.3.3 Develop and implement procedures for the periodic review of academic programs in terms of their quality and their consistency with the institution's academic mission.

15.3.3.4 Advise the executive vice president and provost on academic priorities and strategies for the achievement of those priorities, including the establishment of priorities in budgeting.

15.3.3.5 Make recommendations to the curriculum committees of the respective colleges and to the Baccalaureate Council and the Graduate Council.

15.3.4 Academic Planning Council minutes and reports are to be distributed to all University Council and Faculty Senate members and deposited in the university archives.

15.3.5 All substantive policy recommendations are subject to University Council approval.
Proposed amendment to NIU Bylaws Article 15.8: University Assessment Panel

Rationale:

The University Assessment Panel (UAP) has voted to recommend changes to the composition of the Panel membership that would retain staff membership as is but would create greater representation across academic colleges on the Panel. These recommendations are aligned with the composition of faculty representation on the Academic Planning Council (APC) and better represent the integration of the UAP and the APC. Further, changes reflect title changes of individuals who serve on the Panel and the elimination of one position that no longer exists. Changes are also proposed to accurately reflect other committee and agency titles.

ARTICLE 15: ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

15.8 University Assessment Panel

15.8.1 Composition The University Assessment Panel shall consist of the following members:

15.8.1. a Chair Associate The Vice Provost for academic planning and development; Institutional Effectiveness who shall serve as the chair of the University Assessment Panel; ex-officio, nonvoting.

15.8.1. b Tenured and Tenure-Track Faculty Representation Tenured and tenure-track faculty members from each of the colleges, as follows:

Two faculty members from each of the university’s academic councils, as follows:

- Fourteen tenured and tenure-track faculty representatives shall be chosen as follows: One from the College of Law; two each from the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences and Visual and Performing Arts; and three from the College of Liberal Arts and Sciences (one each from the areas of humanities, the social sciences, and the other sciences);

- Tenured and tenure-track faculty shall be elected by the college council of the college they represent, or by the college faculty if there is no college council. They shall serve three-year staggered terms beginning in the fall semester.

15.8.1 c Staff Representation
• One staff member from the student affairs units, appointed by the chief Student Affairs officer;

• One staff member from academic support units, appointed by the Vice Provost for Undergraduate Academic Affairs.

15.8.1 d Libraries Representation

• One staff or tenured or tenure-track faculty member from the University Libraries.

15.8.1 e Student Representation

• Two students, one undergraduate and one graduate, shall be appointed annually as voting members of the panel. The appointments shall be made by the president of the Student Association from a list of nominees submitted by the college student advisory committees. Each student advisory committee shall be entitled to nominate annually one undergraduate and one graduate student, as appropriate to degrees offered in that college. Terms of office for student members shall begin at the beginning of the fall semester; no such term shall extend beyond the beginning of the succeeding fall semester. Students shall be eligible for reappointment to successive terms.

15.8.1 f Administration Representation

• One associate or assistant dean responsible for curriculum assessment, appointed by those persons; they shall serve a two-year term beginning in the fall semester;

• Director, Accreditation, Assessment, and Evaluation, ex-officio, nonvoting, serving as an assistant chair;

• Associate Vice Provost for Curriculum, ex-officio, nonvoting;

• Associate Director, Educator Licensure and Preparation, ex-officio, nonvoting.

• from the Academic Planning Council, one member elected by the Council and one member appointed by the Provost to achieve balance among colleges;

• from the Graduate Council, one member elected by the Council and one member appointed by the Provost to achieve balance among colleges;
One faculty member from the College of Law, appointed by the Dean of the college;
One staff member from student affairs units, appointed by the associate vice president for Student Affairs;
Two faculty or staff members from academic support units, appointed by the Vice Provost responsible for undergraduate education and the Associate Vice Provost for academic support services;
One associate or assistant dean responsible for assessment, elected by those persons;
One graduate student appointed by the Graduate Council;
One undergraduate student appointed by the Baccalaureate Council;
Associate Vice Provost for Academic Outcome Assessment, ex officio, nonvoting;
Director of Institutional Research, nonvoting.

Terms shall be one year for appointed members and two years for elected members.

15.8.2 Chair The chair shall be the Associate Vice Provost for Academic Planning and Development.

15.8.3 Duties The duties of the University Assessment Panel shall be:

1. To review the university mission statement, other statements of university objectives, and state-level policies as a context for assessment;

2. To provide advice on performance measures and benchmarks to be used in new state approval and review processes; to integrate assessment activities for undergraduate, graduate, and professional programs and academic support areas; to serve in an advisory capacity to review and provide input on activities pertaining to regional accreditation, and to support the university with preparation of assurance arguments and other initiatives conducted to fulfill accreditation mandates;

3. To work with the General Education Committee and the Committee on Initial Teacher Certification on assessment activities in the general education program and in initial teacher certification programs, respectively. To provide advice on performance measures and benchmarks to be used externally for state approval and internally for program review processes;

4. To promote campus-wide assessment activities to improve learning outcomes; to support departmental assessment activities in coordination with the academic program review schedule and advise departments preparing for program review;
To review and approve assessment plans for new programs prior to submission for IBHE review;

5. To make recommendations for funding support for expanded assessment activities of departments and colleges; To work with the General Education Committee and the Committee on Initial Educator Licensure Preparation on assessment activities in the general education program and in initial teacher licensure programs, respectively;

6. To support departments and colleges preparing for the assessment component of discipline-specific accreditation reviews; To support campus-wide assessment activities to improve learning outcomes; to support programmatic assessment activities in coordination with the academic program review schedule, advise departments preparing for program review, and provide input to the Academic Planning Council on assessment progress of student learning outcomes or programs under review;

7. To review and update the university assessment plan; to help position the university for the North Central Association reaccreditation process and assist with preparation of the self-study. To support departments and colleges preparing for the assessment component of discipline-specific accreditation reviews;

8. To review and update the university academic assessment plan to make recommendations for funding support for expanded assessment activities of departments and colleges.
Notes from FAC to IBHE meeting on December 15, 2017

1. Discussion with newly appointed Executive Director, Dr. Al Bowman: Illinois’ budget impasse created $17 billion in unpaid bills – approx. $9 billion have been paid since recent budget was passed but $7.2 billion remain unpaid for FY 2019. Higher education would like to ask for a 1.9% budget increase over FY18 + $100 million for MAP grants (currently at $400 million); also, they are asking for an increase in the line for veterans’ grants.

2. Outmigration: approximately 47% of Illinois residents enrolled out of state this year – up 1% from last year (not a huge increase); average in-state student pays less in Illinois (after MAP grants) vs. out of state public four-year institution (students are looking at the sticker price and not the actual cost after grants); students with better academic performance were more likely to enroll out of state (see “Outmigration Context” attachment). Plans for additional analysis include the following:
   a) IBHE is currently establishing a data sharing agreement with the Illinois State Board of Education
   b) The purpose of the agreement is to grant IBHE access to information on four recent cohorts of Illinois high school graduates: AY 2012-13; AY 2013-14; AY 2014-15; and AY 2015-16. The data from AY 2015-16 could provide an indication of the potential effects of the budget impasse on college enrollment patterns for high school graduates from Illinois.
   c) IBHE should be able to gain access to this data in the spring of 2017.
   d) IBHE is also in the process of developing a data dashboard specific to outmigration.

3. Dual credit – out of state public and private institutions are offering dual credit to Illinois high school students. Between 9-11% of Illinois students who take dual credit courses enroll in the institution offering the dual credit. Some concerns with dual credit offerings: credentials of instructors who teach dual credit courses -- there was some discussion about perhaps requiring an endorsement on state educator licensure for dual credit qualification; how to monitor curriculum (nearly impossible?); should Illinois charge a fee for out of state dual credit; and should we limit dual credit hours to 9.

4. Postsecondary and Workforce Readiness Act (P.A. 99-0674): The Transitional Math component of the PWR Act aims to prepare students for college level math courses by offering an optional fourth year math course tailored to career goals. Three pathways would be offered: a) STEM (Math) Pathway; b) Technical Math Pathway and; c) Quantitative Literacy and Statistics Pathway. Students who successfully pass one of these courses would be guaranteed placement
into a community college mathematics course sequence – no math placement exam would be required. Universities must openly state if they will or will not accept the placement. Rather than viewed as ‘remedial,’ these courses are being promoted as transitional math competencies. (see attached) For additional information, visit: advanceillinois.org/pwr

5. IBHE Legislative Report (see attached): There are two items I’d like to highlight here:

a) Truth in Tuition amendment – IBHE would like to change Illinois’ current mandate (Illinois is the only state that has guaranteed tuition to all in-state residents at public four-year institutions – may be causing artificial inflation of tuition) to either an optional guaranteed rate (institutions can decide whether or not to participate in the program) or an opt-in to the program (let students/parents decide). A third option discussed was tying guaranteed tuition to a minimum number of credit hours to help ensure the student stays on the pathway to graduation.

b) Bachelor of Science in Nursing at Community Colleges – IBHE is working with community college presidents to re-introduce legislation on this issue.

The remainder of the items addressed on the Legislative Report are available on the attachment in your agenda packet.
Outmigration Context
Illinois Board of Higher Education

Number of Illinois residents enrolled as college freshmen:

- 2002: 33,134
- 2004: 30,491
- 2006: 25,618
- 2008: 29,276
- 2010: 30,978
- 2012: 33,696
- 2014: 32,455

More 4-year college-going Illinois high school graduates are enrolling out-of-state

- 2002: 29%
- 2015: 45%

Net Loss Leaders
- New Jersey -29,101
- Maryland -8,422
- Texas -8,155

Top Producers of Illinois Non-Resident Freshmen
- Outside USA: 2,738
- California: 1,298
- Missouri: 1,245
- Indiana: 1,104

Illinois Employment Rates
Illinois high school graduates and where they completed college

- 92% in Illinois
- 66% out-of-State

97% of Illinois high school graduates enrolled at a two-year college attended an Illinois community college

3% attended an out-of-state two-year college

More Illinois outmigrants are enrolling at out-of-state public universities

- 2002: 47%
- 2015: 40%

Top Out-of-State Schools for Illinois Freshmen (2014)
- University of Missouri: 1,437
- University of Iowa: 1,378
- Indiana University: 1,016
- Iowa State University: 853

Sources: IBHE Fall Enrollment Survey, National Center for Education Statistics/Integrated Postsecondary Education Data System, Illinois Education Research Council, and data provided to IBHE by the Illinois State Board of Education.
POSTSECONDARY AND WORKFORCE READINESS ACT (P.A. 99-0674)

- The Postsecondary and Workforce Readiness (PWR)Act aims to prepare more students for meaningful career opportunities by supporting postsecondary and career planning, promoting and incentivizing competency-based learning programs, reducing remedial education rates, increasing alignment between K-12 and postsecondary education systems, and implementing college and career pathway systems.

TRANSITIONAL MATH (TM)

- PWR creates the Transitional Math Statewide Panel, facilitated by IBHE, ICCB, and ISBE, which shall define transitional mathematics competencies aligned to ISBE-adopted learning standards and requirements associated with the following postsecondary institution mathematics pathways.
  - **(1) STEM (Math) Pathway Committee.** This pathway is for students with career goals involving occupations that require the application of calculus or advanced algebraic skills. Successfully attainment will guarantee placement into a community college calculus-based mathematics course sequence.
  - **(2) Technical Math Pathway Committee.** This pathway is for students with career goals involving occupations in technical fields that do not require the application of calculus, advanced algebraic, or advanced statistical skills. This pathway emphasizes the application of mathematics within career settings. Successful attainment will guarantee placement into a credit-bearing postsecondary mathematics course required for a community college CTE program.
  - **(3) Quantitative Literacy and Statistics Pathway Committee.** This pathway is for students focused on attaining competency in general statistics, data analysis, quantitative literacy, and problem solving, and is intended for students whose career goals do not involve occupations relating to either the STEM or Technical Pathway or those who have not yet selected a career goal. Successful attainment will guarantee placement into a community college GECC mathematics course (not in a calculus-based course sequence).
STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

LEGISLATIVE REPORT

This Legislative Report is an update to the Board on proposed legislative initiatives submitted to the Governor’s Office on behalf of the Illinois Board of Higher Education (IBHE).

Truth in Tuition Change

Recent studies have shown that the current Truth in Tuition law in Illinois is artificially inflating tuition to incoming freshmen and pricing higher education in Illinois out of competition. Illinois is the only state that has guaranteed tuition to all in-state residents at public four-year institutions. Oklahoma and Texas have laws requiring institutions offer students the option of a guaranteed rate.

IBHE would like to introduce legislation to change Illinois’ current mandate to make it optional, similar to Oklahoma and Texas. We believe this will initiate a conversation with the public universities to see if they would support this type of change or if they would prefer an opt-in for each university. Meaning the university can decide whether or not to participate in the guaranteed tuition program versus allowing the students/parents to opt-in to the program. During our recent fall budget meetings with the universities, another option was mentioned. The third option would be tying the guaranteed tuition to a minimum number of credit hours (ex: 24 or 30 per year). This would help ensure the student stays on the pathway to graduation.

Follow up information regarding additional states with guaranteed tuition policies: In addition to Oklahoma and Texas, four other states have enacted legislation on this topic, Colorado, Minnesota, North Carolina, and Ohio.

- Colorado requires each state-supported institution of higher education to offer a fixed tuition rate to any student who is willing to enter into a contract with the institutions for the fixed rate. In effect since 2004.
- Minnesota encourages governing boards to create a program that guarantees a stable tuition for up to four academic years at state colleges and universities. In effect since 2011.
- North Carolina guarantees a fixed tuition to any resident freshman or transfer undergraduate student who is admitted any constituent institution of the University of North Carolina for four or five years dependent upon the degree. In effect since 2016.
- Ohio permits the board of trustees of a state university to establish an undergraduate tuition guarantee program for four years. In effect since 2013.
Diversifying Higher Education Faculty in Illinois Act Change (110 ILCS 930/3)

IBHE is looking to reduce the number of members on the Program Board from 21 to 11. During the budget impasse, the program received no funding thereby negating a need to meet. Since the Fiscal Year 2018 budget included funding for the program, the Board has had to be reconstituted. However, with 21 members, attaining a quorum is proving difficult. Therefore, IBHE is requesting to reduce the membership to 11.

Grant Language Changes

IBHE is looking to change some language regarding grants that we administer.

- **110 ILCS 48/** - With the budget impasse, some of the grantees that IBHE previously awarded grants to ceased operations. Therefore, when the budget was passed for Fiscal Year 2018, with some funding provided for Fiscal Year 2017, finding recipients for the grants under current restrictions has proven difficult. IBHE wishes to fulfill the intent of the General Assembly when the grants were created, but make it easier to grant awards. An example that we are looking at is widening the scope of the Grow Your Own program grants. There are only two existing entities for the grant money and the proposals that each have submitted are far short of the appropriated amount. Further, this program has been under General Assembly scrutiny for a number of years due to a lack of positive outcomes for the investment. To help provide some direction as to how this program should go in the future, IBHE is looking into awarding some planning grants. We have also begun meeting with interested parties to get their support in order to present a united front moving forward.

- **110 ILCS 205/9.28** – The Graduation incentive grant program has not been funded for a number of years, but IBHE still receives audit findings for not submitting a budgetary recommendation. Therefore, we would like to remove subsection (d), which states: The Board of Higher Education shall annually submit to the Governor and the General Assembly a budgetary recommendation for grants under this Section and shall notify applicants for grant assistance that the award of grants under this Section is contingent upon the availability of appropriated funds.

Fees for Administering Grants

IBHE would like to look into the possibility of keeping a small portion of appropriations to help offset the costs of administering certain grants. Other state agencies have this ability and we would like to pursue it. Specifically for the following funds, we believe changing the “to supplement support” language would allow us this flexibility:

- **Academic Quality Assurance Fund.** “All fees collected for the administration and enforcement of this Act must be deposited into this Fund. All money in the fund must be used, subject to appropriation, by the Board to supplement support for the ordinary and contingent expenses of the Board for the administration and enforcement of this Act and must not be used for any other purpose.” **Academic Degree Act (110 ILCS 1010/10.10)**
- **Private College Academic Quality Assurance Fund.** "All fees collected for the administration and enforcement of this Act must be deposited into this Fund. All money in the fund must be used, subject to appropriation, by the Board to supplement support for the ordinary and contingent expenses of the Board for the administration and enforcement of this Act and must not be used for any other purpose." **Private College Act (110 ILCS 1005/14.10)**

- **Business and Vocational Schools Quality Assurance Fund.** "All fees collected for the administration and enforcement of this Act must be deposited into this Fund. All money in the fund must be used, subject to appropriation, by the Board to supplement support for the ordinary and contingent expenses of the Board for the administration and enforcement of this Act and must not be used for any other purpose." **Private Business and Vocational Schools Act of 2012 (105 ILCS 426/80)**

- **Distance Learning Fund.** "All fees collected for the administration and enforcement of this Act must be deposited into this Fund. All money in the fund must be used, subject to appropriation, by the Board to supplement support for the ordinary and contingent expenses of the Board for the administration and enforcement of this Act and must not be used for any other purpose." **Higher Education Distance Learning Act (110 ILCS 145/40)**

**Bachelor of Science in Nursing Degree at Community Colleges**

The Illinois Community College Board (ICCB) is working cooperatively with the community college presidents to re-introduce legislation that would allow community colleges to confer bachelor degrees in nursing. This creates an obvious conflict with the four-year institutions in the State that currently offer such a degree. IBHE has been and will continue to work with the public universities, as well as the private schools, to encourage action that is in the best interest of the students and not the entities involved.

Senator Manar amended Senate Bill 888 with the following allowances. Senate Amendment #1 amends the Public Community College Act to allow a board of trustees of a community college district to establish and offer a baccalaureate-level nursing education program and confer a bachelor of science degree in nursing upon the meeting of specified conditions. It requires approval of both the Illinois Community College Board and Board of Higher Education and limits the number of programs that may be approved to 20 until August 31, 2022. The amendment also requires the Illinois Community College Board to conduct a statewide evaluation of nursing programs established under the provisions and report on the results of the evaluation by July 1, 2022.

IBHE shared its strong opposition to the amendment during its initial committee hearing in the Senate. The proposed legislation allows community colleges to propose establishing new academic programs for bachelor's degrees in nursing and bringing them forward to ICCB and IBHE for program approval. This would establish a new mission for community colleges: providing baccalaureate level college degrees. Currently four year colleges and universities, both public and private, offer this degree already. There is also a steady increase in the number of strong and effective partnerships between Illinois community colleges and four year colleges in dual enrollment programs from associates in nursing and RN degrees at community colleges into bachelors of nursing degrees at four year colleges (2 + 2 programs). Given the extreme
budgetary limits on operations at public colleges and universities, starting unnecessary or
duplicative bachelors of nursing degrees is not only unnecessary but also untimely.

Follow up information regarding BSN’s at community colleges: In 2009, Illinois adopted
an alternative approach that favors collaboration between two- and four-year institutions. Senate
Bill 1883 required the Board of Higher Education to implement a Collaborative Baccalaureate
Degree Development Grant Program "to help deliver upper-division courses and bachelor’s
degree programs offered by bachelor’s degree-granting colleges and universities at a location
geographically convenient to student populations currently being served by existing public
community colleges." This law never received grant funding, however, community colleges and
public and private colleges and universities have proceeded since then in establishing
partnerships for seamless pathways from associate’s degrees to bachelor’s degrees in many
disciplines, including the health field and nursing programs.

Please click on these links for a thorough overview of the history of baccalaureate degree
offerings at the community college level across the country:
http://files.eric.ed.gov/fulltext/ED556034.pdf/

There were three other amendments filed, but all failed to be adopted. ICCB has
indicated to IBHE that it intends to run this legislation again next spring.

House Bill 4103/Senate Bill 2234

Senator Rose and Representative Brady have introduced legislation which will
significantly change IBHE mission. The bills change IBHE from having an oversight role to one
of administration. This change would require significant changes to our current operational
structure as well as fiscal resources. The bill does not provide any additional appropriations, nor
are the provisions subject to such appropriations. IBHE will have an analysis finalized on the
Illinois Legislative Tracking System very soon.