

FACULTY SENATE MEETING AMENDED AGENDA
Wednesday, January 24, 2018, 3 p.m.
Holmes Student Center Sky Room

[Original Agenda](#)

I. CALL TO ORDER

II. ADOPTION OF AGENDA

III. APPROVAL OF THE [MINUTES](#) OF THE NOVEMBER 29, 2017 FS MEETING

IV. PRESIDENT'S ANNOUNCEMENTS

V. ITEMS FOR FACULTY SENATE CONSIDERATION

- A. Using Lynda.com in the Classroom – <http://go.niu.edu/Lynda> (use Internet Explorer)
[Lynda Courses for Students](#) – Pages 3-6
Cindy Kuzumplik, Training and Testing Lead, Division of Information Technology
- B. Reinvigorating Huskie Pride
Kelly Wesener Michael, Associate Vice President for Student Affairs
- C. Program Prioritization update
Chris McCord, Acting Executive Vice President and Provost
- D. The Bob Lane Faculty Advocacy Award – [call for nominations](#) – Page 7
Submit written letters of nomination to Faculty Senate President Linda Saborío
no later than noon Wednesday, Feb. 14, 2017.

VI. CONSENT AGENDA

VII. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – no report
- B. Academic Affairs Committee – Clanitra Stewart Nejd, Chair – no report
- C. Committee on the Economic Status of the Profession – Laura Beamer, Chair – no report
- D. Rules, Governance and Elections Committee – Keith Millis, Liaison/Spokesperson
 - 1. Selection of a committee for the evaluation of the President of Faculty Senate and Executive Secretary of University Council – See Faculty Senate Bylaws, [Article 7](#) – page 8

2. Selection of a committee for the evaluation of the Faculty & SPS Personnel Advisor – See Faculty Senate Bylaws, [Article 7](#) – Page 9
- E. Resources, Space and Budget Committee – Sarah McHone-Chase, Liaison/Spokesperson – report

VIII. UNFINISHED BUSINESS

IX. NEW BUSINESS

X. REPORTS FROM ADVISORY COMMITTEES

- A. FAC to IBHE – Linda Saborío – [report](#) – Pages 10-17
[Proposed budget resolution](#)
- B. University Advisory Committee to the Board of Trustees – no report
Barbara Andree, Cathy Doederlein, Alex Gelman,
Mark Riley, Linda Saborío, Kendall Thu

XI. COMMENTS AND QUESTIONS FROM THE FLOOR

XII. 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](#)

XIII. ADJOURNMENT

Type	Name of Lynda Course	Link
Office	Office for Students – 1 hour and 14 mins	https://www.lynda.com/Office-tutorials/Office-Students/142962-2.html?srchtrk=index%3a15%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a1%0as%3arel%3a%3atrue%0aproducttypeid%3a2
Office	Office 365: Word Essentials Training – 5 hr and 44 mins	https://www.lynda.com/Word-tutorials/Word-Office-365-Essential-Training/378103-2.html?srchtrk=index%3a3%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a4%0as%3arel%3a%3atrue%0aproducttypeid%3a2
Office	Learning Office 365 – 1 hr and 42 mins	https://www.lynda.com/Office-365-tutorials/Up-Running-Office-365/378454-2.html?srchtrk=index%3a6%0alinktypeid%3a2%0aq%3aOffice+365%0apage%3a1%0as%3arelevance%0asa%3a%3atrue%0aproducttypeid%3a2
Office	Office 365: PowerPoint Essentials Training – 3 hrs and 1 m	https://www.lynda.com/PowerPoint-tutorials/PowerPoint-Office-365-Essential-Training/375927-2.html?srchtrk=index%3a4%0alinktypeid%3a2%0aq%3aOffice+365%0apage%3a1%0as%3arelevance%0asa%3a%3atrue%0aproducttypeid%3a2
Office	Office 365: Excel Essentials Training – 8 hrs and 54 mins	https://www.lynda.com/Excel-tutorials/Excel-Office-365-Essential-Training/376986-2.html?srchtrk=index%3a6%0alinktypeid%3a2%0aq%3aOffice+365%0apage%3a1%0as%3arelevance%0asa%3a%3atrue%0aproducttypeid%3a2
Skills	Educational Technology for Student Success – 1 h and 6 mins	https://www.lynda.com/Higher-Education-tutorials/Educational-Technology-Student-Success/415357-2.html?srchtrk=index%3a13%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a1%0as%3arel%3a%3atrue%0aproducttypeid%3a2
Skills	Google Docs Advanced Tips and Tricks – 59 mins	https://www.lynda.com/Google-Docs-tutorials/Google-Docs-Advanced-Tips-Tricks/504779-2.html?srchtrk=index%3a5%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a2%0as%3arel%3a%3atrue%0aproducttypeid%3a2
Skills	Marketing with Social Bookmarking – 33 mins	https://www.lynda.com/Marketing-tutorials/Marketing-Social-Bookmarking/546103-2.html?srchtrk=index%3a9%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a2%0as%3arel%3a%3atrue%0aproducttypeid%3a2
Skills	Google Apps for Students – 1 hr and 13 mins	https://www.lynda.com/Apps-Education-tutorials/Google-Apps-Students/142961-2.html?srchtrk=index%3a12%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a2%0as%3arel%3a%3atrue%0aproducttypeid%3a2

Type	Name of Lynda Course	Link
Skills	Writing a Research Paper – 1 hr and 56 mins	https://www.lynda.com/Education-Student-Tools-tutorials/Writing-Research-Papers/158319-2.html?srchtrk=index%3a12%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a2%0as%3arel%3atrue%0aproducttypeid%3a2
Skills	Video: Tips for Citations – 2 mins	https://www.lynda.com/Educational-Technology-tutorials/Tips-citations/487942/499416-4.html
Skills	College Prep: Writing a Strong Essay – 1 hr and 56 mins	https://www.lynda.com/Education-Elearning-tutorials/College-Prep-Writing-Strong-Essay/383571-2.html?srchtrk=index%3a13%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a4%0as%3arel%3atrue%0aproducttypeid%3a2
Skills	Creative Thinking – 47 mins	https://www.lynda.com/Business-Skills-tutorials/Creative-Thinking/548712-2.html?srchtrk=index%3a15%0alinktypeid%3a2%0aq%3astudent+researching+tips%0apage%3a4%0as%3arel%3atrue%0aproducttypeid%3a2
Skills	Creating and Giving Business Presentation – 1 hr and 31 mins	https://www.lynda.com/Business-Skills-tutorials/Presentation-Fundamentals/151544-2.html
Skills	Designing a Presentation	https://www.lynda.com/Keynote-tutorials/Designing-Presentation/124082-2.html
Skills	Public Speaking Foundations – 1 hr and 3 mins	https://www.lynda.com/Business-Skills-tutorials/Public-Speaking-Fundamentals/102701-2.html
Skills	Writing: The Craft of Story – 1 hr and 59 mins	https://www.lynda.com/Business-Skills-tutorials/Writing-Fundamentals-Craft-Story/89962-2.html
Skills	Writing in Plain English – 1 hr and 51 mins	https://www.lynda.com/Business-Skills-tutorials/Writing-Plain-English/373555-2.html
Skills	Writing a Resume – 2 hrs and 39 mins	https://www.lynda.com/Business-Skills-tutorials/Writing-Resume/429634-2.html

Type	Name of Lynda Course	Link
Soft Skills	Learning from failure – 29 mins	https://www.lynda.com/Business-Skills-tutorials/Learning-from-Failure/363225-2.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aLearning+from+failure%0apage%3a1%0as%3arelevantrtrue%0aproducttypeid%3a2
Soft Skills	Achieving your goals – 25 mins	https://www.lynda.com/Business-Skills-tutorials/Achieving-Your-Goals/96757-2.html
Soft Skills	Building Trust – 1 hr	https://www.lynda.com/Business-Skills-tutorials/Building-Trust/156547-2.html?srchtrk=index%3a3%0alinktypeid%3a2%0aq%3aBuilding+Trust%0apage%3a1%0as%3arelevance%0as0aproducttypeid%3a2
Soft Skills	Mindfulness – 1 hr and 16 mins	https://www.lynda.com/Business-Skills-tutorials/Mindfulness/418268-2.html
Soft Skills	Effective Listening – 1 hr and 8 mins	https://www.lynda.com/Business-Skills-tutorials/Effective-Listening/176760-2.html
Soft Skills	Having Difficult Conversations – 2 hr and 17 mins	https://www.lynda.com/Leadership-Management-tutorials/Having-Difficult-Conversations/124085-2.html
Soft Skills	Projecting Intelligence – 29 mins	https://www.lynda.com/Business-Skills-tutorials/Projecting-Intelligence/373784-2.html
Soft Skills	Communicating with Confidence – 1 hr and 28 mins	https://www.lynda.com/Business-Skills-tutorials/Communicating-Confidence/359601-2.html
Soft Skills	Building Self-Confidence – 21 mins	https://www.lynda.com/Business-Skills-tutorials/Building-Self-Confidence/148342-2.html
Soft Skills	Managing Stress – 21 mins	https://www.lynda.com/Business-Skills-tutorials/Managing-Stress/165497-2.html
Soft Skills	Making Decisions – 11 mins	https://www.lynda.com/Business-Skills-tutorials/Making-Decisions/144201-2.html
Soft Skills	Building Resilience – 41 mins	https://www.lynda.com/Business-Skills-tutorials/Building-Resilience/170777-2.html

Type	Name of Lynda Course	Link
Soft Skills	Communicating with Empathy – 1 hr and 14 mins	https://www.lynda.com/Business-Skills-tutorials/Communicating-Empathy/534584-2.html
Soft Skills	Managing your time – 11 mins	https://www.lynda.com/Business-Skills-tutorials/Managing-Your-Time/143455-2.html
Soft Skills	Body Language for Leaders – 51 mins	https://www.lynda.com/Business-Skills-tutorials/Body-Language-Leaders/184804-2.html

Bob Lane Faculty Advocacy Award

The Bob Lane Faculty Advocacy Award recognizes an NIU faculty member for special service to the faculty.

Submit written letters of nomination, identifying the reasons why the nominee should receive the award, to Faculty Senate President Linda Saborio no later than noon Wednesday, February 14, 2018. Those letters will be included in the February 21, 2018 meeting agenda packet, and the Faculty Senate will vote on the recipient at that meeting. The recipient will be honored at the March 28, 2018 meeting.

Award recipients are commemorated on a permanent plaque displayed in the Holmes Student Center, which includes the names of all recipients.

Bob Lane Award Recipients

Dave Ripley – 1995-1996

Ken Bowden – 1996-1997

Lorys Oddi – 1997-1998

Sherman Stanage – 1998-1999

Herbert Rubin – 1999-2000

Robert Suchner – 2000-2001

James King – 2001-2002

David Wagner – 2002-2003

Elizabeth Miller – 2003-2004

Joseph “Buck” Stephen – 2004-2005

Rosemary Feurer – 2009-2010

Charles Cappell – 2011-2012

George Slotsve – 2015-2016

Therese A. Clarke Arado – 2016-2017

Donna Munroe – 2017-2018

ARTICLE 7: PERSONNEL REVIEW RESPONSIBILITIES

The Faculty Senate under the provisions of University Bylaws 14.6.3.10 has the responsibility for annual reviews of the Executive Secretary of the University Council and the Faculty Personnel Advisor. In the case of the Executive Secretary the Senate evaluation shall constitute the total personnel rating for that portion of the year the position is held. In the case of the Faculty Personnel Advisor the Senate evaluation shall constitute one-half of the personnel rating for that portion of the year the position is held. These evaluations shall be forwarded to the executive vice president and provost who shall determine the annual salary increment for the Executive Secretary and who shall determine the salary increment for the Faculty Personnel Advisor after receiving the evaluation given for other professional activities by the Faculty Personnel Advisor's academic department.

7.1 The annual evaluation of the services of the Faculty and SPS Personnel Advisor shall be conducted by a committee composed of three members of the Faculty Senate chosen by lot and one member of the SPS Council. The annual evaluation of the services of the President of the Faculty Senate and Executive Secretary of the University Council in performance of that role shall be conducted by a joint committee composed of seven (7) members of the Faculty Senate and University Council chosen by lot; two (2) will be faculty members from the Faculty Senate who are not members of the University Council, two (2) faculty members from the University Council, one (1) SPS member, one (1) operating staff member and one (1) student member from the University Council. The committee is empowered to seek and receive individual recommendations from the members of the Senate and University Council, and to seek such other information as it may find necessary in order to complete its task. The completed evaluation shall be presented to the Faculty Senate for its endorsement, and then it shall be forwarded to the executive vice president and provost of the university for appropriate action as provided in the University Bylaws Section 14.6.3.10.

ARTICLE 7: PERSONNEL REVIEW RESPONSIBILITIES

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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

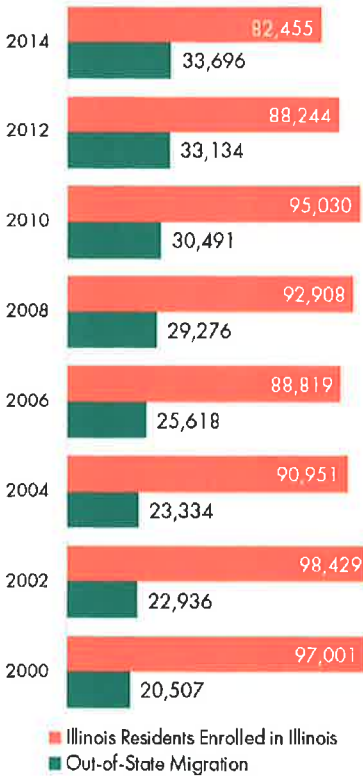
into a community college mathematics course sequence – no math placement exam would be required. Universities must openly state if they will or will not accept the placement. Rather than viewed as ‘remedial,’ these courses are being promoted as transitional math competencies. (see attached) For additional 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.

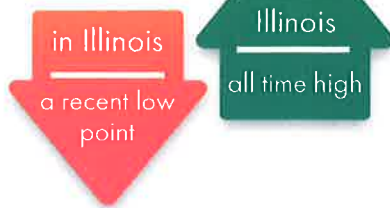
The remainder of the items addressed on the Legislative Report are available on the attachment in your agenda packet.

OUTMIGRATION CONTEXT

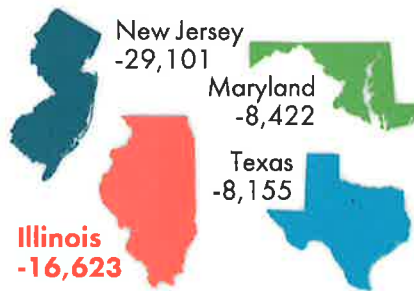
ILLINOIS BOARD OF HIGHER EDUCATION



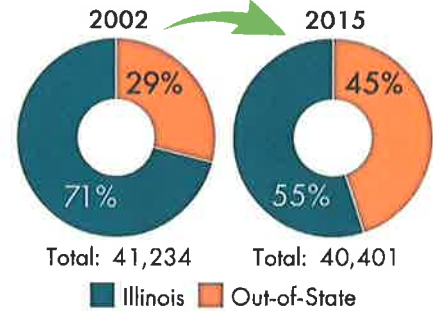
Number of Illinois residents enrolled as college freshmen:



Net Loss Leaders

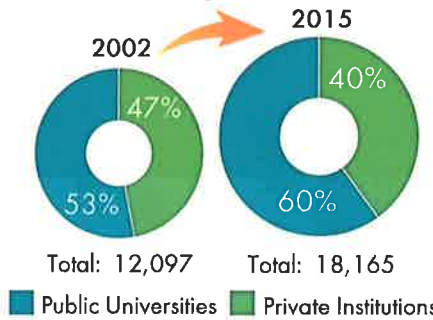


More 4-year college-going Illinois high school graduates are enrolling out-of-state



+55% increase in the rate of out-of-state enrollment
+50% increase in the number of outmigrants

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



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



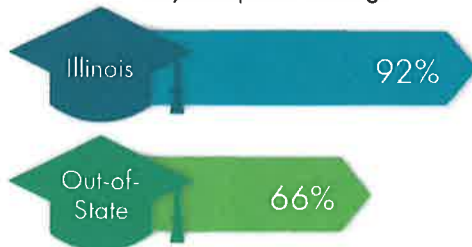
3% attended an out-of-state two-year college

Top Producers of Illinois Non-Resident Freshmen

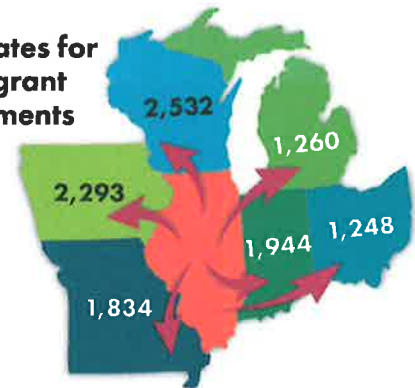
Outside USA	2,738
California	1,298
Missouri	1,245
Indiana	1,104

Illinois Employment Rates

Illinois high school graduates and where they completed college



Top states for outmigrant enrollments



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	

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.
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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. Successful 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://www.aascu.org/policy/publications/policymatters/2010/communitycollegebaccalaureate.pdf>
<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.