

**APPROVED
DECEMBER 2,
2014**

Item #IV-12
December 2, 2014

**MINUTES – BOARD MEETING
October 7, 2014**

Submitted for: Action.

Summary: Minutes of the October 7, 2014, meeting of the Illinois Board of Higher Education held at Loyola University, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the October 7, 2014, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
October 7, 2014**

A meeting of the Illinois Board of Higher Education was called to order at 1:02 p.m. in Regents Hall at Loyola University, Chicago, Illinois, on October 7, 2014.

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

The following Board members were present:

Jay Bergman	Proshanta Nandi
Jocelyn Smith Carter	Mary Richardson-Lowry
Sean Fouts-Anderson	Robert Ruiz
Jane Hays	Tyler Solorio
Allan Karnes	Christine Wiseman

Also present by invitation of the Board were:

James L. Applegate, Executive Director, Illinois Board of Higher Education
Karen Hunter Anderson, Executive Director, Illinois Community College Board

Presidents and Chancellors

Douglas Baker	Sharon Hahs
Larry Dietz	Elaine Maimon
Robert Easter	Paul Sarvela

Advisory Committee Chairpersons

Marie Donovan, Faculty Advisory Council
Charlotte Warren, Community College Presidents
Susan Friedberg, Proprietary University Presidents
Sharon Hahs, Public University Presidents
Debra Watkins, Disabilities Advisory Committee
Dave Tretter, Private University Presidents

I. Call to Order

1. Call Meeting to Order, Chair Lindsay Anderson

Chair Lindsay Anderson called the meeting to order. A quorum was present.

2. Welcome by John Pelissero, Provost, Loyola University

Provost John Pelissero welcomed everyone to Loyola University.

3. Welcome and remarks by Chair Lindsay Anderson

Chair Lindsay Anderson welcomed everyone to the meeting. Chair Anderson thanked Provost Pelissaro and the Loyola staff for its gracious hospitality, and thanked Provost Pelissaro and Loyola University for hosting IBHE at a reception the previous night.

Chair Anderson gave congratulations to the University of Illinois' Urbana-Champaign and Chicago campuses, Southern Illinois University's Carbondale and Edwardsville campuses, and DePaul University for being recognized by INSIGHT Into Diversity magazine for a third year in a row for commitment to diversity. Chair Anderson noted that the institutions will receive the HEED award which is the only national award honoring U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. A total of 83 institutions are being recognized and will be featured in the magazine's November issue.

Chair Anderson also expressed appreciation to the Community College Presidents for a great lunch discussion and thanked Dr. Tom Choice for his leadership to the Community College Presidents Council and his participation at our Board meetings. Illinois' community colleges and their leadership are working to initiate programs to address college success gaps, persistence, and affordability. Together we will continue identifying strategies that will lead to the success of our students.

Chair Anderson noted that there are many advantages in her role as Board Chair including, working with everyone to develop and implement strategies to strengthen Illinois' higher education system. She further noted that today she was performing one of the disadvantages of her job. Chair Anderson acknowledged retiring staff, and noted that it is still bittersweet to say goodbye, especially to someone who has been a pillar of Illinois' higher education community. She acknowledged Mr. Ocheng Jany who will be retiring from IBHE after 33 years of state service. Chair Anderson noted that Ocheng is the Associate Director for Academic Affairs at IBHE and is retiring on October 31, 2014. Ocheng was hired by former Executive Director Dr. Richard Wagner and has been a valuable asset to IBHE. Chair Anderson applauded Ocheng for his service to the IBHE and to the students of the State of Illinois. She wished him well in his much deserved retirement.

Ms. Julie Smith from the Office of Governor Pat Quinn read a resolution honoring Ocheng Jany. Mr. Jany thanked everyone for the recognition.

Chair Anderson stated that despite moderate gains in college completions for underrepresented students, the gaps for these students have grown over the last five years. Through the Reducing Attainment Gaps Action Team, the Board is identifying strategies necessary to remodel our higher education system to offer all students, especially underrepresented students, equitable opportunities to earn a college credential. She noted that

during the meeting, leadership from the Action Team will discuss existing gaps in educational performance among underrepresented students and successful strategies for eliminating these gaps. The discussion with the Board will be led by a panel describing model programs, and policies implemented by institutions of higher education. The panel members invited to the Board meeting are Dr. Layla P. Suleiman Gonzalez, Executive Director, Illinois Latino Family Commission; Dr. William Trent, Professor, University of Illinois at Urbana-Champaign; Dr. Elizabeth Roeger, Dean, Elgin Community College; and Dominique Raymond, Vice President for Alliance State Relations, Complete College America.

4. Remarks by Executive Director Dr. James L. Applegate

Dr. Applegate shared some good news with the Board, noting that Jody Hunt and Kyle Swalls completed their masters' degrees and Doug Franklin completed his Ph.D. at Illinois State University while working at the IBHE. He further noted that the agency has been able to do eight hires and promotions that realigned the staff over the last several months around the priorities that the Board has established for Illinois higher education.

Dr. Applegate noted that the staff has spent an enormous amount of time working with data, the information systems and information technology. IBHE has upgraded all their systems and servers, increasing the speed and security and improving program approval processes. He further noted that the average time in which it takes IBHE to approve a program from the public universities is four months. More data is being included in the institutional profiles. IBHE used to provide only six-year graduation rates and full-time equivalent (FTE) graduates per 100, but are now including persistence and retention rates, will soon add default rates, and eventually will tie this to workforce data so you will be able to see what happens to graduates of institutions across the state.

Dr. Applegate stated that IBHE will be reinstating fall data collection so there is up-to-date data to look at as the Board begins to develop programs and policies that will directly impact. He further stated that IBHE is in the process of developing a social media strategy to increase visibility and presence in the state. Also there will be a redesigned website

Dr. Applegate shared additional good news that IBHE will be moving locations to a new location in downtown Springfield.

Dr. Applegate noted that IBHE is also working very much with Guided Pathways to Success work. IBHE is expanding that work with the help of Complete College America to talk specifically about new kinds of math pathways for students. Conversations are being held with math faculty, and bringing in national experts in mathematics to begin to develop alternative pathways.

Dr. Applegate stated that he had the opportunity to do the opening keynote at a meeting at Princeton University co-sponsored by the National Urban League and the Education Testing Service on equity issues which is relevant to the conversation today. He noted that he had the opportunity to meet and talk with some of the best people nationally on this issue and also to begin to talk about how Illinois might engage Urban Leagues as partners in the work moving forward. Dr. Applegate further noted that he had a great opportunity to talk to about 30 foundations and non-profits in Chicago organized around the Donors Forum and he is working with philanthropic leadership in Illinois to talk about ways in which their investments can align with and support the priorities set by the Board.

Dr. Applegate finally noted that he and Chair Anderson had been meeting with public presidents and their board chairs. They have not met with them all but are scheduling them. The meetings have been a great set of conversations and it is providing great opportunities to think about how everyone can work together around advocacy and implementing the kind of programs that are necessary for Illinois to succeed.

5. Advisory Committee Report – Community College Presidents

No report was given.

II. Action Team Reports

- Advocacy for Quality Higher Education – Board member Ms. Jane Hays gave a brief overview of the Action Team meeting. The team is focused on initially working with members of the legislature and others to hopefully spark the creation of a higher education caucus in the General Assembly. October 6 a meeting was convened at Loyola and was very productive. The Action Team is hoping to participate in hosting a reception for the General Assembly members on the evening of December 2. They are working to develop talking points and a one-page brief list of priorities.
- Improving Affordability – Board member Ms. Christine Wiseman gave a brief overview of the Action Team meeting. The Action Team decided to develop a plan of action that essentially has four steps: (1) defining the problem and outlining the facts; (2) identifying the financial educational needs of students and parents; (3) how to address or resolve the various issues; and (4) identifying the outcomes of this effort. They have a number of resource people who have been contacted or will be contacted from the Illinois Student Assistance Commission, the Offices of Financial Aid, a for-profit college president, a public university chief financial officer and a community college president.
- Reducing Attainment Gaps – will be addressed during the panel discussion.
- Increasing Non-Traditional and Adult Completions – Board member Mr. Tyler Solorio gave a brief overview of the Action Team meeting. The team has established themselves as the non-traditional learners action team and have established a mission statement. They are using the National Center for Education Statistics’ definition of “non-traditional”, which is defined as working full-time while enrolled, having dependents other than a spouse, a single parent, lack a standard high school diploma, have delayed enrollment to a post-secondary education, attend part-time and are financially independent of their parents and the team is including veterans on top of this as the focus group. The team is looking at focus groups prior learning assessments to see about bringing life experience into educational experience and highlighting strategies for outreach and supports to these non-traditional students.

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

6. Panel Discussion on Closing the Attainment Gaps

Dr. Applegate briefly provided background on the Board’s action teams in general and the reducing attainment gaps team in particular. Some success has been made in Illinois and

around the country but Illinois needs to find ways to both scale up that progress and ensure that it benefits underrepresented groups. This morning's attainment gap action team meeting featured a dynamic conversation on strategies to create a fairer higher education system in Illinois.

The panelists began the conversation by reviewing some of the policy priorities that must be addressed if eliminating gaps and providing equitable opportunity for all students is to be achieved.

They discussed Complete College America (CCA) (www.completecollege.org), a national non-profit whose mission is to help states improve college completion. CCA has been working with Illinois and other states on what they call "game changers": strategies that have had double-digit results on reducing gaps. Unfortunately, one and two percent increases in student college success will not provide the educated population we need in Illinois or the nation. CCA's list of game changers has five elements: 1) implement performance funding and use data effectively to improve outcomes; 2) move to co-requisite remediation; 3) support a 15 hour full-time course load; 4) provide structured schedules that align with student needs; and 5) develop Guided Pathways to Success (GPS).

The Board discussed performance funding in Illinois, noting that after several years Illinois has fully implemented a system. They asked the panel what states have been most successful in performance funding and why. The panel noted that Indiana, Ohio, and Tennessee have succeeded by establishing performance funding tied to base funding rather than discretionary money. These states also started quite aggressively, in some instances making performance funding as high as 25 percent of funding. Another success factor is the "keep it simple" rule, valuing straightforward models that can be understood and explained by everyone involved. Performance funding, the panel noted, is an investment strategy for the state.

The panel discussed some game changing strategies for underrepresented students, particularly Illinois' growing Latino population. Nationwide only 17 percent of Latinos have a certificate or degree, 12 percent hold bachelor's degrees, and 3.2 percent have a master's degree or above. Seventy percent of Latino high school graduates enter college but do not graduate. Today, 40 percent of Illinois' two million Latinos are under age 18. Increasing attainment in this population is vital to achieving Illinois' goal of 60 percent certificate or degree completion by 2025 (60x25). Illinois needs to focus on why so many Latinos are not completing degrees and what strategies and practices can reverse the trend, including building bridges between the kindergarten through 12th grade (K-12) system and higher education. Much has been said about fitting the students to the institutions but the conversation needs to be flipped to how the institutions can adapt to the changing demographics of our students.

The panel recognized that Illinois has a game changer in the Illinois Student Assistance Commission's (ISAC) Monetary Award Program (MAP) and its long history of need-based aid, an essential component in attainment. If we cannot restore MAP to the quality and reach it needs, Illinois risks missing out on the talented students who might have to reduce their credit hours or drop out entirely.

Turning to the fields of science, technology, engineering, and mathematics (STEM), the panel mentioned a soon to be completed study of STEM students in higher education. The study found that most institutions trying to improve STEM outcomes lacked an integrated theory of change to improve achievement through student intervention, instructor evaluation, and issues specific to black or Latino students. Isolated interventions are seldom effective.

The panel discussed the need for cultural change at institutions, particularly change in the incentives and structural drivers for creating support for academic achievement that makes sense for the populations they are trying to reach. For example, international students have typically been a good source of revenue and thus institutions have willingly made changes needed to support those students. This model can be applied to other populations as well.

The panel explored preparation and partnerships within and without the institution. The two pronged, regional approach at Elgin Community College (ECC) is an example of effective preparation. They work with all the stakeholders in their community college district (District 509) including students, families, volunteers, and the K-12 districts. In 2006 they created the Alliance for College Readiness to tackle a district-wide college readiness rate of only 25 percent. Five years ago District 509 gave partners access to national clearinghouse data. Based on the data they could now share, the high schools, ECC, and Northern Illinois University worked together to create a fourth year high school math course. Seventy-five percent of participating students were able to move up at least one level in college math. By 2014 the Alliance for College Readiness raised the success rate by 15 percentage points. On the college level a Transition Academy was created to provide a bridge from high school to college. The Academy provides academic and student supports to ensure a smooth transition to credit-bearing courses in college. After finding that minority male students in particular were not moving up as quickly as other students, the Alliance for College Readiness established an ECC-based mentoring program and tutoring from high school and college level teachers for these students.

While these initiatives are geared at underrepresented students they actually help all students, creating interrelated and interdependent strategies from which everyone benefits. For example, because almost two-thirds of underrepresented students were not completing remedial programs, one of Illinois' institutions worked with CCA to eliminate zero credit mathematics through reallocation. While the new co-requisite supplemental instruction was implemented to address a specific need, all students needing remedial education will benefit from the program whether or not they are part of an underrepresented group.

The Board asked about structural changes and their impact. Structural changes force attention on collaboration between K-12 and postsecondary systems. The panel mentioned a classic article by Harold Hodgkinson that frames education as one large system, despite the common view of secondary and postsecondary education as separate pieces. The panel recognized that some structural factors may be beyond the reach of IBHE. Illinois is extremely segregated in terms of housing and schools. This is in part due to existing policies in housing and school allocation, areas in which IBHE has limited impact.

The panel discussed a recent financial aid analysis at the University of Illinois. The university wanted to evaluate its President's Award Program to increase its effectiveness by focusing on access and incentivizing faster time to degree and overall completion. The university also considered making the program need sensitive and turned to the Gates Millennium Scholarship fund as a case study. This analysis will be applied to future decision making for the President's Award Program and could also be applied to other programs like MAP.

The panel made several recommendations to the Board regarding accessibility, affordability, adaptability, and analysis. Accessibility addresses the question of who is being reached by higher education and who cannot get in the door. In terms of affordability, the panel mentioned that Latino students in particular are targeted by non-accredited, for-profit institutions that often require large student loans. Mainstream institutions must reach out to Latino students to warn them of predatory schools' practices and provide them with better options. For

adaptability, institutions must ask themselves how they institution adjust to new demographics and work with K-12 systems, families, and the community. Analysis is somewhat hampered by the limited data available to institutions. While most have institutional research units, they still need to partner with other institutions, advocates, and experts to move progress forward. These four areas are all interconnected and vital.

Adult learners, the panel explained, are a very diverse population with disparate needs. The panel discussed the two-generational approach by working with parents who are getting certificates, beginning an associate's degree, or completing their bachelor's degree. Because they are pursuing their education they are more likely to encourage or support their children to do so as well.

One recommendation that came out of the first MAP report, the panel said, was a recommendation that in addition to the financial award students should get counseling and advising. Many students are under-informed about the college process and need help to become more sophisticated about it. The report recommends that ISAC partner with agencies like the Trio Program and others to expand services for first generation college students. Funding for programs like this is available through, for example, the Title V Hispanic Serving Institution program. There are 17 similar programs in Illinois.

The Board asked the panel about the regional approach as opposed to an institution-specific or state approach. The panel said that the deciding factor is goal setting and that you cannot choose one or the other. Regional, state, and institutional systems must work together simultaneously to ensure that everyone has a stake in this important investment. The panel compared it to strategic planning with a multi-layer, multi-sector structure.

Illinois has overcome a major hurdle by setting a vision, the panel said, but it is unclear how each of the higher educational sectors contributes to meeting that goal. Knowing what to expect from different actors could impact resource allocation, it could inform and provide evidence for MAP, and it could help establish data use and monitoring. Illinois and all states and territories have an opportunity to make this happen.

The Board commented about having a role in the MAP grant, a topic of discussion at the affordability action team. There is so much complexity, they and the panel noted, about financial aid. For example, while many colleges have freshmen work with advisors to establish a four-year academic plan, most do not do a similar four-year financial plan. Students are often financially vulnerable and at risk of leaving postsecondary institutions with depleted aid, no credentials, and high debt. Colleges could offer financial advising so students can make maximum use of MAP and Pell grants. ISAC conducted a survey of colleges and campuses and has an index of campuses that do provide financial aid advising and counseling. Such counseling, the panel said, should be clear and assertive, providing students with everything needed to make informed choices. For example, MRDC, a social policy research group, found that students ran through their Pell money after just three weeks, leaving them with nothing later. In response, they created Aid Like a Paycheck, a program in which aid money is dispersed every two weeks like a regular paycheck. The program is currently testing in a couple states.

The Board asked if the panelists have seen any positive results from performance funding. CCA has seen some success, primarily from places that kept it simple. However, other cases have not worked, especially when performance money was tied more to enrollment than completion. The key with performance funding or any of these game changers, the panel said, is making informed decisions based on evaluations and monitoring. The Board asked what

percentage is performance funding compared to overall higher education spending. Exact numbers were not available to the panel but they said it is usually a double digit number. CCA is not aware of any state going over 25 percent but some states use hard dollar amounts instead of percentages. CCA will provide the Board with the specific information on effective practices in performance funding.

The panel also discussed GPS and how education is delivered, particularly to students who do not have a built-in support structure. GPS is very important because it honors faculty, it shows a sample course of study, and it ensures that there is no wasted credits. Most institutions give students a thick course catalog but no guidance, resulting in students taking unnecessary courses. GPS can help prevent this but does not have to cost the institution a lot of money. With GPS, milestone courses and intrusive advising can keep students on track in their program. The IBHE is working intensely with three institutions (City Colleges of Chicago, University of Illinois Chicago, and Southern Illinois University Carbondale) to implement the GPS system and other game changers. That will work be expanded to other institutions. Some have already begun that work.

In closing the panel discussed what the Board could do to implement game changing policies and practices that will start closing the gaps. All these components, the panel said, must work together – the financial, the advising, and the academic – to incentivize student success.

- Communication throughout the student’s educational career with all the different players within an Illinois education, from preschool through higher education, with the system working as a whole. Secondly, a strategic plan and goals to organize this collaborative work. Third is to understand these students. Information cannot just be given to a student; many of them need more. An understanding of the needs of the student population to understand how they think and what they need.
- There is a difference between advocacy and adoption. Adoption makes things stick and it ensures the institutions benefit from whatever programs the Board chooses to support. Support something that will show double digit gains, backed by support data, and that will help the majority of students at the majority of campuses.
- The Board should exploit the research talent it has in Illinois so it can inform itself about its progress towards its goals and activities. When a strategic plan is designed to get the state from where it is now to where it wants to be, you have the talent that can give the Board good projections on how it can target those activities to impact those populations that will be needed to get to those goals. That can be driven by a good data system that asks the questions that need answers, that allows the Board to inform the state about the progress that is being made in educating the citizens and getting them their credentials.
- Illinois needs to pay attention to who is getting what credentials. Illinois has the capability to create an education system that creates mobility for the community. Having many students get the same credential at the same level does not impact the intergenerational change as much as it could. Knowing where resources are going and who is consuming the credentials in the state is going to be important. A system needs to be in place that articulates what the aspirations are, how to get the plan there, and then inspect for what is expected.

- Advocate more for MAP. If progress can be made to get MAP back to serve the way it once served, it will make a substantial difference to meet needs for students to have successful college experiences.
- The Board is in a unique position to communicate differently about the need for an investment in education than what has been done in the past. What is the cost to the state of inadequate funding or doing nothing? If the state stayed at the status quo what does it cost us? Many students are paying a lot of money and are leaving with no credentials. That is a tremendous hit to our asset base. The state needs to start talking about an investment in education from that perspective.
- The Board needs to facilitate the process to gain ownership of the 60x25 goal by multiple sectors in education and outside of education. Who owns it? What part does IBHE own? What part do the institutions own? What must employers and policy makers do? Lift up the effective practices. Create a recognition program for the institutions that are making a difference.

Dr. Applegate thanked the panel.

IV. Program Reviews

Dr. Daniel Cullen reviewed the pending academic programs and authorization proposals, stating “we have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through September 19, 2014. Since then, no additional proposals have been received and twenty-seven applications have been withdrawn since the last board meeting. As of Friday, October 3, 2014, no new requests for program modifications have been received.”

7. New Units of Instruction at Public Community Colleges

Dr. Cullen briefly outlined the contents of this item. There was no discussion following his presentation.

The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Ms. Mary Richardson-Lowry, unanimously hereby grants authority to College of DuPage to offer the Associate in Applied Science in Game Animation and Design subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Harry S Truman College to offer the Associate in Applied Science in Human Development and Family Studies subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Kankakee Community College to offer the Associate in Applied Science in Computer Graphics Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Kennedy-King College to offer the Associate in Applied Science in Advanced Social Services-Addictions Studies subject to the institution’s

implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Malcolm X College to offer the Associate in Applied Science in Physical Therapy Assistant and the Associate in Applied Science in Web Development subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Olive-Harvey College to offer the Associate in Applied Science in Web Development subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Prairie State College to offer the Associate in Applied Science in Industrial Mechanic subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And hereby grants authority to Richard J. Daley College to offer the Associate in Applied Science in Web Development subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Richland Community College to offer the Associate in Applied Science in Healthcare Documentation subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Triton College to offer the Associate in Applied Science in Environmental Science subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants authority to Wilbur Wright College to offer the Associate in Applied Science in Networking Systems and Technologies and the Associate in Applied Science in Web Development subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

Dr. Cullen briefly outlined the contents of this item. There was no discussion following his presentation.

The Illinois Board of Higher Education, on motion made by Dr. Proshanta Nandi and seconded by Mr. Robert Ruiz, unanimously hereby grants to Benedictine University authorization to grant the Bachelor of Science in Nursing in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

9. New Units of Instruction for Public Service, and Research at Public Universities

Dr. Cullen briefly outlined the contents of this item. There was no discussion following his presentation.

The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Mr. Tyler Solorio, unanimously hereby grants to Governors State University authorization to establish the Bachelor of Arts in Manufacturing Management in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants to Northern Illinois University authorization to establish the Institute for NanoScience, Engineering, and Technology in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants to Southern Illinois University- Carbondale authorization to establish the Bachelor of Science in Behavior Analysis and Therapy and the Master of Science in Radiologic Sciences in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants to Southern Illinois University-Edwardsville authorization to establish the Bachelor of Art or Bachelor of Science in Integrative Studies in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And hereby grants to the University of Illinois at Chicago authorization to establish the Bachelor of Arts in Human Development and Learning, the Bachelor of Arts in Public Policy, the Bachelor of Science in Rehabilitation Sciences, the Master of Science in Business Analytics and the PhD in Rehabilitation Sciences in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

VI. Consent Agenda

Chair Anderson next moved to the consent agenda. There were no discussions on consent agenda items.

The Illinois Board of Higher Education, on motion made by Dr. Proshanta Nandi and seconded by Ms. Jane Hays, unanimously approved Item Nos. 10, 11, 12, 13, 14, and 17.

10. Board Meeting Minutes – August 5, 2014

The Illinois Board of Higher Education unanimously approved the Minutes of the August 5, 2014, meeting.

11. Fiscal Year 2014 Final Financial Report

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2014 Final Financial Report.

12. Fiscal Year 2015 Financial Report as of August 31, 2014

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

13. Public University Non-Instructional Capital Project Approval

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

14. Appropriation Transfers for Fiscal Year 2015

The Illinois Board of Higher Education unanimously approved the Appropriation Transfer for Fiscal Year 2015 as detailed in the document provided.

15. Proposed Amendments to Personnel Policies

The Illinois Board of Higher Education, on motion made by Ms. Jane Hays and seconded by Ms. Mary Richardson-Lowry, unanimously adopted the amendments to the sections of the Personnel Policies for the Illinois Board of Higher Education and its Staff as detailed in the document provided and amended by Chair Anderson.

16. Expectations for and Review Process of Executive Director

Item was pulled from the Agenda

17. Executive Session Minutes

The Illinois Board of Higher Education hereby resolves:

Resolved, that the Illinois Board of Higher Education finds that the need for confidentiality exists for the minutes of the IBHE Executive Sessions of June 2, 2009, July 28, 2009, August 10, 2010, December 7, 2010, April 12, 2011, December 6, 2011, April 10, 2012, June 5, 2012, September 25, 2012, December 4, 2012, February 5, 2013 and April 2, 2013, and that such minutes shall continue to remain confidential.

VI. Information Items

**18. Illinois Transfer and Articulation Initiatives Annual Report 2014-2015
(Written Report)**

VII. Public Comment

VIII. Other Matters

Chair Anderson announced that the next Board meeting will be December 2, at the University of Illinois at Springfield and the featured guests will be the Disabilities Advisory Committee.

IX. Adjournment

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 3:00 p.m.

Respectfully submitted by Cindy Deitsch, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the October 7, 2014, meeting.

