

**APPROVED**  
**April 7, 2015**

Item #V-11  
April 7, 2015

**MINUTES – BOARD MEETING**  
**February 3, 2015**

**Submitted for:**

Action.

**Summary:**

Minutes of the February 3, 2015, meeting of the Illinois Board of Higher Education held at Northeastern Illinois University, Chicago, Illinois.

**Action Requested:**

That the Illinois Board of Higher Education approve the Minutes of the February 3, 2015, meeting.



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING  
February 3, 2015**

A meeting of the Illinois Board of Higher Education was called to order at 1:02 p.m. in Alumni Hall, Student Union, at Northeastern Illinois University, Chicago, Illinois, on February 3, 2015.

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

The following Board members were present:

Jocelyn Smith Carter	Paul Langer
Sean Fouts-Anderson	Santos Rivera
Teresa Garate	Robert Ruiz
Jane Hays	Tyler Solorio
Kym Hubbard	Christine Wiseman
Allan Karnes	Addison E. Woodward Jr.

Also present by invitation of the Board were:

James L. Applegate, Executive Director, Illinois Board of Higher Education  
Eric Zarnikow, Executive Director, Illinois Student Assistant Commission

**Presidents and Chancellors**

Larry Dietz	Sharon Hahs
Randy Dunn	Elaine Maimon
Robert Easter	Jose Torres

**Advisory Committee Chairpersons**

Abbas Aminmansour, Faculty Advisory Council  
Ron Kimberling, Proprietary University Presidents  
Alejandro Molina Hoyos, Student Advisory Committee  
Sharon Hahs, Public University Presidents  
Debra Watkins, Disabilities Advisory Committee

## **I. Call to Order**

### **1. Call Meeting to Order, Chair Lindsay Anderson**

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

Chair Anderson said, “Board members Jane Hays and Addison Woodward are unable to attend today’s Board meeting in person due to employment obligations and personal reasons, but will be joining us by telephone. Is there a motion to allow Board members Jane Hays and Addison Woodward to participate in this meeting by phone?”

*The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Dr. Santos Rivera, unanimously approved Board Members Jane Hays and Addison Woodward to participate via conference call.*

Chair Lindsay Anderson welcomed everyone to the meeting.

### **2. Welcome by President Dr. Sharon Hahs, Northeastern Illinois University**

President Sharon Hahs welcomed everyone to Northeastern Illinois University.

#### **Welcome by Chairman Dr. Carlos Azcoitia, Northeastern Illinois University**

Chairman Carlos Azcoitia welcomed everyone to Northeastern Illinois University.

### **3. Welcome and remarks by Chair Lindsay Anderson**

Chair Anderson thanked President Hahs and Northeastern Illinois University (NEIU) staff for its gracious hospitality. The accommodations have been excellent and the Board is happy to be back on the NEIU campus.

Chair Anderson thanked the members of the Student Advisory Committee who were the luncheon guests. She noted that the students are deeply engaged and knowledgeable about policies impacting higher education and that the Board looks forward to their impact as it continues its work to improve affordability, reduce attainment gaps and develop other strategies to advance higher education.

Chair Anderson noted that it is a bittersweet day for the Illinois Board of Higher Education (IBHE), announcing the departure of one of IBHE’s very own Dr. Alan Phillips. Dr. Phillips has announced that he will be leaving IBHE to accept an appointment to Northern Illinois University (NIU) as their Vice President for Administration and Finance. Al has been a trusted budgetary advisor to the Board for over three years guiding us through many challenging budgetary cycles. She further stated that Al will be an invaluable advocate for President Baker and the NIU community as it advances many exciting initiatives to improve NIU as well as the success of its students. The Board looks forward to working with Al in his new capacity and congratulates him on this great opportunity. The Board welcomed Al to make a few remarks.

Dr. Alan Phillips thanked the Chair for her comments. Dr. Phillips noted that his work with the Board has been interesting and challenging over the past three years. IBHE has accomplished much over that time, dealing with declining budgets and implementing performance funding. Other states look to Illinois as an example for how to implement

performance funding and Illinois should be very proud of that. Dr. Phillips is very proud of the fact that IBHE still continues to focus on students and career success. Lastly, Dr. Phillips thanked those in the room who have mentored him, guided him, and provided leadership and partnership during his time at IBHE.

Chair Anderson shifted the focus to the Fiscal Year (FY) 2016 operating, grant, and capital budget recommendations which the Board has strived to ensure are aligned with the *Public Agenda*. Chair Anderson offered some highlights to help frame the discussion:

- The FY2016 budget recommendations are true to the goal of aligning the state's budgeting practices with the *Public Agenda*.
- The budget recommendations remain supportive of our institutions' need for core capacity. State support is critically important to maintaining affordability; ensuring educational attainment; ensuring the quality of our higher education system so it offers graduates the training and education needed to join the Illinois workforce; and fueling research and the Illinois economy through the attraction of grants, business, and industry to Illinois.
- IBHE has eliminated the Step budgeting process that began during the FY2009 budget recommendations. Instead, it has opted to institute one comprehensive request for all institutions and agencies of higher education.
- The FY2016 budget recommendations will propose a maintenance or flat-funded budget for the agencies and institutions of higher education, with the exception of providing an additional \$50 million for MAP grants as well as IBHE priority requests.
- The FY2016 IBHE Capital budget recommendations total approximately \$1.6 billion and closely reflect the Board's FY2015 recommendation project list.
- In FY2016, the Performance Funding allocation for public universities will remain at 0.5 percent and the measures will be maintained for at least three years.

Chair Anderson noted that Dr. Phillips will offer more details later in the meeting on the FY2016 Higher Education Budget recommendations for operations, grants and capital improvements.

Turning to the *Public Agenda*, Chair Anderson stated that Illinois recognizes the urgent need to produce more college-educated workers as evidenced by the state's 60 percent by 2025 goal. However, concerted effort to increase educational attainment is being compromised by the decline in college affordability. Unfortunately, diminished funding to our institutions of higher education as well as other factors is impacting college affordability. In fact, IBHE data show that over the last five years a college education in Illinois has become less affordable faster than almost any other state causing significant gaps for many of our students including underrepresented students.

Today, the Board will hear a panel discussion from state and national leaders who will discuss the impact of college affordability on students and their families. The panel of higher education experts include: Eric Zarnikow, Executive Director, Illinois Student Assistance Commission; Dennis Jones, President, National Center for Higher Education Management

Systems; Iris Palmer, Senior Policy Analyst, Education Division, National Governors Association; Sarah Pingel, Researcher, Education Commission of the States; and Chris Rasmussen, Vice President for Policy Research and Analysis, Midwestern Higher Education Compact.

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

Dr. Applegate stated that the conversation the Board is having today is about affordability and mentioned that his blog of January 9, 2015 entitled [The Path to Progress Requires a "Both/And" Strategy](#) addressed the subject of affordability.

Dr. Applegate noted that Sir Michael Barber, who led the education reform work for Tony Blair in England once said that the path to education hell is paved with false dichotomies. Education is rife with those false dichotomies: liberal arts versus career oriented education as if we do not want everybody to learn what they need to know to succeed in life; career and technical education versus college track, as if we did not know that everybody needs a postsecondary credential. Another false dichotomy derailing discussions about college affordability pits increased efficiency and effectiveness against increased public investment in higher education as if one or the other strategy will produce the outcomes we need. Some like to point to areas where higher education needs to perform better as an excuse to not increase public investment. Others want to only talk about the need for more money to improve outcomes without having the hard conversations about remodeling our system to ensure a maximum return (ROI) on what is invested.

In fact, it is not an either/or issue. Success requires a “both/and” solution. Can higher education remodel its business and academic delivery practices to be more efficient and effective? Of course it can and the IBHE is working on several fronts to promote that kind of remodeling. Can Illinois achieve its “60x2025” goal simply by increasing efficiency? It absolutely cannot. Success requires significant new investment in higher education by the state and the nation as well as system remodeling to reach our goals. We cannot “efficient” our way to success nor is there enough money anywhere to fund success with a business as usual model. An affordable system offering quality education to millions more people requires the implementation of a “both/and” strategy. If the state and the higher education system both do their part, the ROI will be significant.

If today in Illinois we had reached our 60 percent goal. If, instead of reducing higher education’s budget by \$1 billion in inflation adjusted dollars over the last ten years, we had invested and we had reached our 60 percent goal early what would that mean? IBHE calculated several scenarios but it is obvious that it would mean at minimum at least another \$600 million in annual tax revenue for the state on an annual basis and more likely an additional \$900 million annually in additional tax revenue. Think about the budget problems we are currently experiencing and what a 60 percent educated workforce would mean in solving those problems.

We had a productive conversation with our Presidents today on these issues. We discussed: (1) how we are going to target student financial supports more effectively; (2) regulatory relief so institutions are free to be more nibble and flexible in the face of a changing environment; (3) eliminating unfunded mandates and regulations that get in the way and cost us money and keep us from being as efficient and effective as we need to be; (4) tearing down silos where we have funding streams and programs that operate in silos that is enormously inefficient and we need to tear those down; and (5) effective use of labor market and higher education data,

and securing funding from private and public sectors to achieve maximum efficiency and ensure more students have the opportunity for college.

As we talk about affordability today we need to develop a “both/and” strategy that requires the State of Illinois to make some very difficult decisions and reinvest in our system and requires all of us to create a system that is worth investing in.

## **5. Advisory Committee Report – Student Advisory Committee, Alejandro Molina Hoyos**

Mr. Alejandro Molina Hoyos briefly highlighted the activities and focus of the Student Advisory Committee (SAC). The SAC’s main goal is to advise the Board on issues impacting students.

Mr. Hoyos spoke about his personal higher education experience to give a face to the issues that everyone has heard about throughout the State of Illinois. There are a variety of students that are facing issues similar to his. SAC’s goal is to be the voice of the students.

January 30 and 31 the SAC met at Illinois State University and adopted an official agenda. The main points of the agenda are: (1) the non-academic affairs and diversity subcommittee will consider best practices and potential reforms for campus sexual assault policies across institutions and sectors; (2) the non-academic affairs and diversity subcommittee will consider additional state support for undocumented immigrant students; (3) the academic affairs subcommittee will research and express best practices for academic advising to standardize methodologies across all institutions; (4) the academic affairs subcommittee will research and express best practices for professor evaluations across all institutions; (5) the outreach committee is working to improve attendance, retention and recruitment for representatives to the SAC; (6) the outreach committee will coordinate at least one lobby day to enable students to tell their stories directly to lawmakers and have some recommendations of what can be done at the state level to help students; (7) the access and budget committee will follow the General Assembly’s directive to coordinate a discussion about textbook affordability; (8) the access and budget committee will work to convince lawmakers to protect MAP grant funding and other state funded financial aid; and (9) the access and budget committee will research and deliver best practices for institutions to improve productivity to mitigate tuition increases.

## **II. Action Team Reports**

- Advocacy for Quality Higher Education – Chair Lindsay Anderson gave a brief overview of the Action Team meeting. She thanked the institutions and sponsors who participated in the December reception noting that it was a terrific opportunity to have leaders from all sectors and all institutions in one room to talk about how everyone can work together to improve higher education in Illinois. The Board is looking forward to continuing that work as well as working with a higher education caucus in the legislature. Chair Anderson congratulated Senator Pat McGuire, Senator David Luechtefeld, Representative Kelly Burke and Representative Norine Hammond on their appointments to the higher education committees.
- Improving Affordability – Board member Ms. Christine Wiseman gave a brief overview of the Action Team meeting. The team decided that the best way to approach affordability was to do a white paper to begin a discussion that entails best

practices and the kinds of policies that are needed to support them. They will likely define affordability as a shared responsibility between government, the institutions, and students and families. The team will likely advocate a regional approach. A good example of such a regional approach is the South Metropolitan Higher Education Commission that brings together institutions like Moraine Valley Community College, St. Xavier University, Governors State, IIT, Lewis University and DeVry University to talk about the issues that everyone is facing and the kinds of students that they are educating. That regional approach addresses issues such as the economic realities students and institutions face. The team has asked the Student Advisory Committee to share what students need to know to make informed decisions either at the conclusion of high school or the beginning of college. Strategies may include creating great transparency to make it easier for the students and their families to navigate the system, remodeling student financial aid supports, educating students and families about financial plans in tandem with the academic plans so that students understand the implications of changing a major or going into a different discipline. Finally, the team expects that there will be ideas and best practices for increasing institutional efficiencies and effectiveness.

- Reducing Attainment Gaps – Board member Dr. Jocelyn Carter gave a brief overview of the Action Team meeting. The reducing gaps group is talking about developing, perhaps in tandem a set of regional meetings to find out from different institutions who share a geographic location, whether they are public, private, independent or community colleges, what each of those institutions are doing well to reduce gaps; what they have to learn from each other; and what types of challenges in reducing gaps are being felt at that particular regional level. These regional groups will be able to report back to the Board about what types of programs they would like to develop to meet the needs of the students that are not being well served both in terms of recruitment to college and in completion. The Board could help identify ways of funding programs that will help Illinois reduce gaps in access and graduation rates. The group also discussed developing incentives or awards for institutions that are already innovators in how they are serving underserved students at their institutions. They discussed different ways that IBHE could help support such schools.
- Non-Traditional and Adult Learning – Board member Mr. Tyler Solorio gave a brief overview of the Action Team meeting. The meeting was a revitalization meeting for the team. They looked to expand additional members as well as a discussion of goals for what they can directly contribute to IBHE. Dennis Littky with College Unbound was a speaker at their meeting. Mr. Littky explained different partnerships that they have established working with underserved communities or disenfranchised populations and how they were trying to incorporate and develop academic programs that specifically cater to these populations and their experiences.

### **III. *The Illinois Public Agenda for College and Career Success***

#### **6. Panel Discussion on Affordability**

Dr. Applegate set the context for the discussion. Affordability is a broad and ill-defined term but is one of “the hot topics” for higher education around the country. A recent report card introduced by the Young Invincibles gave Illinois two F grades, for high tuition rates compared to other states and for the percentage of the Illinois’ budget supporting higher education. The



affordability action team was established in part to address affordability findings from a study conducted by the National Center for Higher Education Management Systems (NCHEMS) in 2014. The *Public Agenda Five Years Later* shows Illinois higher education became less affordable faster for middle and low income families than almost any other state over the last five years.

Dr. Applegate asked the panel to discuss what they are seeing nationally and where they see Illinois fitting into that conversation about making college affordable.

NCHEMS found that Illinois is losing ground on affordability faster than almost all other states in the country, a particular problem for those with the lowest income. They also found that the attainment gaps for students of color and adults are bigger now than they were five years ago. Illinois is closing the attainment gap at the high school level but is losing ground at the college level, with adult enrollment levels well below the national average. Nationally, while 37 states have goals for higher education, 25 of which are similar to Illinois' 60 percent by 2025 goal, only two states have addressed how to pay for that attainment. The biggest single issue facing the states is funding student financial aid. If Illinois cannot find a way to provide fiscal support to students, the 60 percent attainment goal is not going to be achievable.

Costs are going up dramatically, while at the same time family incomes are down. From 2002 to 2014, a family's expected contribution (after federal and state grant aid but before institutional aid or loans) has gone up 335 percent for the lowest income quintile, up 127 percent for the next quintile, and up 73 percent for the next two quintiles. At the same time, current appropriations for the Monetary Award Program (MAP) grant in Illinois are lower than they have been in the past. Ten or 12 years ago, MAP would cover 100 percent of tuition and fees at a public institution and the state was able to serve essentially 100 percent of those eligible. Today the state serves about half of those eligible and the amount of the award is one-half of tuition and fees at a community college and one-third of the cost in tuition and fees at a public university. We have dramatically lost ground in Illinois.

One thing that states and higher education can do, either at individual institutions or systemically, is to improve their students' readiness to avoid developmental education, move to a degree in a timely fashion, and reduce their costs. Last October the Education Commission of the States (ECS) published a blueprint on college readiness which identified several strategies states can use to promote college readiness and completion, like common course numbering, guaranteed transfer of coursework, and four-year degrees at community colleges.

The National Governors Association (NGA) discussed alternative pathways to an education, increasing prior learning assessment, and looking at more competency-based education as pathways for adult students who need more flexibility. Illinois has a state role to play by making sure the data is consistent and on hand, connecting student outcomes to labor market outcomes, and creating a feedback loop.

The Midwestern Higher Education Compact (MHEC) brought up various group purchasing programs they offer to their member states, including technology and property insurance programs that save Illinois more than \$20 million annually. Illinois institutions have been very active participants in those programs. MHEC also mentioned articulation and transfer agreements between and among institutions to avoid credit loss, and promoting innovation in program delivery as affordability strategies.

The panel discussed creating incentives to complete in a timely manner and decrease credits to degree. Those can come in the form of grants or requiring 30 credits for each year. There are pros and cons to different incentives but the point is to create a consistent message to students about the benefits of timely completion. West Virginia and Indiana have programs that require 30 credits a year and Texas's "Be on Time" incentive grant can convert into a loan if a student does not complete on schedule. Clearly, these incentives do not work for all students. Such programs must accommodate adult students, working students, students with disabilities, or students who are changing majors or attempting a major that might require more credits. One option is spreading 30 credits over the full calendar year instead of the traditional fall and spring semester.

Message consistency is important. Students can receive full-time financial aid at 12 credits but should really take 15 or 16 to meet the 30 hours per year goal. Studies in Hawaii, West Virginia, and other states have seen significant results when programs require 15 hours per semester or 30 hours per year.

Some affordability programs have unintended consequences. Several years ago Illinois instituted a guaranteed tuition program, which locked a student's tuition rate through their college career to their first year tuition. IBHE Faculty Fellow Jennifer Delaney of the University of Illinois at Urbana-Champaign conducted a study showing that, nationally, states with guaranteed tuition programs actually raised their tuitions more than states without such programs. Another unexpected result was found with Colorado's College Opportunity Fund. This turned all state aid into a voucher and, in effect, a scholarship program. Because it was first come, first serve, community colleges were at a disadvantage. Their students tend to apply later than other students and community college participation fell. MAP grants have run into the same problem.

A similar issue faces state loan programs that are forgiven if the student practices a profession in the state for a time. The Western Interstate Commission of Higher Education (WICHE) found that these programs systematically failed to obtain their objectives because students are allowed to buy themselves out of the obligations. Tax incentives tend also not to work.

Outcomes and graduation rates depend on transparency and well-informed consumers, that is, students who understand their college pathways. For example, if a student knows that dropping a class this semester means they will graduate in five years instead of four, with an additional year of tuition, they are able to make a better, more informed decision. Net cost calculators, though not perfect, do enhance consumer knowledge.

Prior learning assessments are increasingly important for adult learners and returning veterans. The Pennsylvania higher education system has partnered with Learning Counts, an online portfolio assessment by the Council for Adult and Experiential Learning (CAEL). Vermont and Tennessee have similar programs, particularly for state and community colleges. CAEL and others are doing great work. This is a growing arena. We need to give students credit for what they know coming in and speed them to degrees.

Adult learners pose particular challenges because they are such a diverse group with specific needs. NCHEMS and MHEC differentiate between adult learners with no prior college experience, who perhaps did not even complete high school, and those who have some credits and are returning. The former group has been mostly left out of the states' focus. Many adult students fall into multiple categories, like students of color, low income students, etc. One common thread for adults is the amplified risk of failing to complete. Some strategies to combat

that include block scheduling and offering financial aid and course advising beyond traditional work hours.

CAEL has their Adult Learning Focused Institution (ALFI) assessment, which allows institutions to assess the alignment of their practices with adult learner needs. Part of this is policy and part is practice. At the policy level NCHEMS suggests that there are a lot of things not getting done. Higher education state budgets are not enough to reach 60 percent completion. Other sources of revenue include the Workforce Investment Act from the Department of labor and employers' tuition assistance programs for working students. To achieve our goal we must integrate resources across sectors and state agencies.

Programs like Non-Traditional No More and Project Win Win found that some students who have earned degrees were never awarded them, particularly at community colleges without degree audit systems. Small things like unpaid parking tickets and library fines can keep students from receiving their earned degrees. IBHE recently received a planning grant to work with the Illinois Community College Board (ICCB) and others to create a program tentatively called Finish Up Illinois, targeting the near completers for both Associate of Arts and Bachelor of Arts degrees.

Complete College America (CCA) issued a report last year finding that the number of choices facing students can be counterproductive. Many students struggle with the smorgasbord model of curriculum and would be better served by options like block scheduling or narrowly prescribed or structured pathways. The Guided Pathways System (GPS) addresses not only the issue of course redesign but also program redesign. The IBHE is working with several Illinois colleges (i.e., City Colleges of Chicago, University of Illinois at Chicago, Southern Illinois University Carbondale) to implement GPS.

Evidence shows that lower division courses can be taught more cheaply and effectively than they currently are. At most Illinois institutions, more than 50 percent of all lower division credits are taught in fewer than 25 courses. This is an excellent environment for articulation and transfer programs. Tennessee has a transfer general education core consisting of 41 credits that is transferable to every public institution in the state. Illinois has the Illinois Articulation Initiative (IAI) with a transferable general education core. NCHEMS recommends going even further. These programs take tremendous amounts of work for the institutions but are extremely beneficial to the students.

In closing the panel discussed what the Board could do moving forward with affordability.

- Illinois needs to work on bending the cost curve, improving outcomes and increasing transparency. Cost of education is going up faster than inflation and family incomes are declining. Over the last ten years affordability was a low income issue, it is now a middle and low income issue. Illinois is seeing the impact of these trends with the decline in enrollments and more students are going out of state to colleges and in many cases they go because it is less expensive. Illinois is losing a lot of the best and brightest because of the affordability issue.
- Over 50 percent of total expenditures in public higher education are coming from students and families. There are some states where more money is being spent on corrections than on higher education. Illinois does not want to get to that point. We must achieve some general consensus for what affordability means from a practical standpoint in order to provide some sort of a meaningful target for improvement.

How can we ensure all students have opportunity and are able to make choices in response to their dreams and at the same time provide a set of support services to ensure the maximum potential for success depending on their choices?

- ECS encourages Illinois to continue looking at auditing what is going on with the MAP program: what types of students are being served; what is being paid for in the program; is it credit completion or is it student success; and what can be done to help make sure that MAP is funding degrees that may not have been otherwise earned. ECS would be happy to support Illinois as it moves forward.
- Some of the concrete things that the board might be able to do is facilitate sharing among institutions, making sure that institutions are communicating with each other and sharing what innovation looks like and how they are actually improving affordability for their students. Keep producing data for policymakers to show not only where the issues are but to highlight how and if policy is actually affecting those issues. Improve communication to students around that data, making it more transparent what the net price even if it is not effective for all students. Facilitate clearer offer letters around student financial aid. Work to eliminate the mandates that are possibly holding back institutions from being able to be more creative about how they spend their resources.
- The Board should start with a clean definition of affordability. Legislators have a deeply held belief that students should work their way through college. Oregon found that the real acceptance of their student financial aid and investment in need-based aid came because it explicitly considered the student contribution through work as the first dollar in.

Dr. Applegate thanked the panelist for donating their time, sharing their thoughts and wisdom with the Board.

Dr. Santos Rivera introduced Representative Lisa Hernandez. Representative Hernandez thanked the Board and shared her perspective on higher education issues in Illinois.

#### **IV. Program Reviews**

##### **7. Fiscal Year 2016 Higher Education Budget Recommendations: Operations, Grants, and Capital Improvements**

Dr. Alan Phillips presented the Fiscal Year 2016 Higher Education budget recommendations.

*The Illinois Board of Higher Education on motion made by Mr. Sean Fouts-Anderson and seconded by Dr. Santos Rivera hereby unanimously approves the Fiscal Year 2016 budget recommendations for higher education operations, grants, and capital improvements in the amounts and for the purposes outlined in this Item.*

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 January 12, 2015. Since then, two additional proposals have been received and three applications have been withdrawn since the last board meeting. As of Friday, January 30, 2015, there were four new requests for program modifications in addition to the 48 reported in the memo.”

## **8. 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. Terese Garate hereby unanimously grants authority to Carl Sandburg College to offer the Associate in Applied Science in Locomotive Mechanical 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 College of DuPage to offer the Associate in Applied Science in Anesthesia Technology and the Associate in Applied Science in Digital Broadcast Journalism 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 Joliet Junior College to offer the Associate in Applied Science in Operations Engineering and the Associate in Applied Science in Operation Technician 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 Rend Lake College to offer the Associate in Applied Science in Barber and the Associate in Applied Science in Cosmetology 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 Diesel Medium/Heavy Truck Technician 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.*

## **9. 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 Mr. Robert Ruiz and seconded by Mr. Tyler Solorio hereby unanimously grants to Adler University Authorization to Grant the Master of Arts in Media and Communications for Social Change 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.*

*And hereby grants to Resurrection University Authorization to Grant the Bachelor of Science in Imaging Technology and the Doctor of Nursing Practice 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.*

*And hereby grants to St. Augustine College Authorization to Grant the Bachelor of Arts in Hospitality Management and the Bachelor of Arts in Psychology 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.*

**10. 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 hereby unanimously grants to Northeastern Illinois University authorization to establish the Master in Social Work 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.*

*And hereby grants to Southern Illinois University-Carbondale authorization to establish the Master of Science in Supply Chain Management and Engineering 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 University of Illinois at Urbana-Champaign authorization to establish the Bachelor of Arts in Dance in the Prairie 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.*

**V. 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 Mr. Robert Ruiz and seconded by Dr. Santos Rivera, unanimously approved Item Nos. 11, 12, and 13.*

**11. Board Meeting Minutes – December 2, 2014**

*The Illinois Board of Higher Education unanimously approves the Minutes of the December 2, 2014, meeting.*

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

*The Illinois Board of Higher Education unanimously approves the Fiscal Year 2015 Financial Report as of December 31, 2014.*

**13. Proposed Amendments to Personnel Policy**

*The Illinois Board of Higher Education unanimously hereby:*

*(1) Adopts the amendments to the Compensation section of the Personnel Policies for the Illinois Board of Higher Education and its Staff as detailed in Appendix A; and*

*(2) Directs the IBHE staff to incorporate this amendment into the Personnel Policies for the Illinois Board of Higher Education.*

## **VI. Information Items**

### **14. Private Colleges and Universities Capital Distribution Formula**

Dr. Addison Woodward asked questions regarding distributions to Benedictine University. Ms. Karen Helland clarified that Benedictine University would receive their distributions as indicated on Table 1.

## **VII. Public Comment**

## **VIII. Other Matters**

Chair Anderson announced that the next Board meeting will be April 7, at Lincoln Land Community College and the featured guests will be the Faculty Advisory Council.

## **IX. Executive Session**

Chair Anderson asked that the Board go into Executive Session. She noted that under the Open Meetings Act, there must be a motion in open session to authorize this executive session. A quorum must be present and a motion must be approved by a majority of the quorum with a recorded vote. The Chair observed that a quorum was present.

*Ms. Christine Wiseman made the motion to move the Illinois Board of Higher Education into executive session for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act. Dr. Santos Rivera seconded the motion.*

The roll call vote on the motion was as follows: Yes – Anderson, Carter, Fouts-Anderson, Garate, Hays, Hubbard, Langer, Rivera, Ruiz, Solorio, Wiseman, Woodward. No – none.

The Board moved into executive session.

### **Reconvene in Open Session**

The Board reconvened in open session to amend the purpose of the executive session.

Chair Anderson asked for a motion and second to come out of executive session.

*Ms. Christine Wiseman moved that the Board of Higher Education come out of executive session in order to amend the purpose of the executive session. Ms. Kym Hubbard seconded the motion.*

### **Reconvene in Executive Session**

Chair Anderson asked that the Board go back into Executive Session. She noted that under the Open Meetings Act, there must be a motion in open session to authorize this executive session. A quorum must be present and a motion must be approved by a majority of the quorum with a recorded vote. The Chair observed that a quorum was present.

*Ms. Christine Wiseman made the motion to move the Illinois Board of Higher Education into executive session for the purpose of discussing employment and/or litigation issues, pursuant to Section 2(c)(1) of the Open Meetings Act. Mr. Sean Fouts-Anderson seconded the motion.*

The roll call vote on the motion was as follows: Yes – Anderson, Carter, Fouts-Anderson, Garate, Hays, Hubbard, Langer, Rivera, Ruiz, Solorio, Wiseman, Woodward. No – none.

The Board moved into executive session.

### **Reconvene in Open Session**

The Board reconvened in open session.

Chair Anderson asked for a motion and second to come out of executive session.

*Ms. Christine Wiseman moved that the Board of Higher Education come out of executive session at 4:11 p.m. on Tuesday, February 3, 2015 and Dr. Rivera seconded the motion.*

### **X. Adjournment**

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 4:15 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 February 3, 2015, meeting.