

APPROVED
DECEMBER 1, 2015

Item #IV-14
December 1, 2015

MINUTES – BOARD MEETING
October 6, 2015

Submitted for: Action.

Summary: Minutes of the October 6, 2015, meeting of the Illinois Board of Higher Education held at Roosevelt University, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the October 6, 2015, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
October 6, 2015**

A meeting of the Illinois Board of Higher Education was called to order at 1:03 p.m. in Congress Lounge, Auditorium Building, at Roosevelt University, Chicago, Illinois, on October 6, 2015.

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

The following Board members were present:

Jay Bergman	Robert Ruiz
Sean Fouts-Anderson	Tyler Solorio
Jane Hays	Christine Wiseman
Alice Marie Jacobs	Addison E. Woodward, Jr.
Allan Karnes	Eric Zarnikow
Paul Langer	

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
Eric Zarnikow, Executive Director, Illinois Student Assistant Commission

Presidents and Chancellors

Douglas Baker	Elaine Maimon
Larry Dietz	Jack Thomas
Sharon Hahs	Jose Torres

Advisory Committee Chairpersons

Marie Donovan, Faculty Advisory Council
Ron Kimberling, Proprietary University Presidents
Tom Ramage, Community College Presidents
Larry Dietz, 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 President Dr. Ali Malekzadeh, Roosevelt University

President Ali Malekzadeh welcomed everyone to the Roosevelt University.

3. Welcome and remarks by Chair Lindsay Anderson

Chair Anderson thanked President Malekzadeh and Roosevelt University staff for its gracious hospitality. She also thanked President Malekzadeh and the Federation of Independent Illinois Colleges and Universities (FIICU) President Dave Tretter for hosting a reception the previous night.

Today the Community College Presidents joined as the Board's luncheon guests. As leaders of your colleges, the Board truly appreciates the time and observations that were shared with our Board on your programs, and the successes of your students. Dr. Charlotte Warren, President of Lincoln Land Community College, serves as this group's chair and Dr. Thomas Ramage, President of Parkland College, serves as this group's current vice chair. Chair Anderson thanked the group.

Today, in addition to our responsibilities to approve programs and operating authority for several colleges, and approve other business items we are responsible for reviewing on our agenda, we are also going to focus on good examples of how business and higher education can partner together in Illinois. Also, it is important that we discuss how our colleges and universities are conducting their business of educating college students without current Fiscal Year 2016 state funding for the public institutions' operating costs, and without state funding for the Monetary Award (MAP) grants, for 125,000 eligible college students currently enrolled in Illinois college classes for the fall semester. Chair Anderson encouraged all Board members to ask questions and join with her in these important conversations.

As we meet here today as members of Illinois' higher education community, we are all intimately and directly affected because Illinois does not yet have an approved 2016 budget. The Board has done a lot of listening over the past few days to students, faculty, professors, staff, the private university presidents, the public university presidents and the community college presidents, all of whom do not know where the resources will come from and when to maintain promised financial aid, needed courses, and supportive student and personnel services. These are real and decisions are being made now as a result of inaction on the budget.

On behalf of the Illinois Board of Higher Education (IBHE), Chair Anderson thanked everyone and expressed gratitude for the commitment to ensure the success of Illinois' students. We know that our efforts do serve the state's larger public good of educating our citizens. What we do not know is when and what amount of public funds will be available to ensure students and staff that the quality teaching and learning will continue for another semester. Everyone is unfortunately well aware, that for too many, next semester may not happen. Not only will there be consequences for the spring semester but these consequences are permanent.

There is hope that today's discussion of how the Illinois higher education community is trying to keep Illinois college students in class and on the path to college completion, will be heard by those who must decide on Illinois' budget and it will compel them to act quickly. Likewise, we want to be sure that students and their families supporting their educational goals will not be discouraged, but rather hear today that we do not want them to walk away from their college dreams and are doing everything possible to make sure that they do continue to work toward that degree.

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

Dr. James Applegate stated that with the budget impasse everyone is swimming as fast as they can to keep moving forward with an anchor tied around their ankles. IBHE is anxious to build on the discussion to make the most effective case to state leaders to move forward and put a budget in place. Even if a budget were to go into place tomorrow, the funds would not start flowing for a long time. Programs are being closed, vendors have stopped delivery of supplies to the classrooms because of lack of payment, and labs are being cancelled. The cascading effects are impossible to totally capture. This is not just a short term budget issue for Illinois; this impasse is having long-term impacts on students and institutions that we will not be able to recover from in any near time future even with a budget if something is not done quickly.

While it is always seems odd to talk about good things in the midst of the crisis, Dr. Applegate mentioned two opportunities to move forward in the face of the budget problems. Early childhood programs were mentioned by President Malekzadeh. IBHE is extremely active in supporting early childhood educators. Two-thirds of these college programs, private and public, across the state receive grant support from the IBHE. IBHE recently received excellent press about the program. It received additional federal funding through the Illinois State Board of Education (ISBE) due to the success of the program and it is a program that the staff works very hard to develop. High quality early childhood is essential if Illinois is going to succeed. Several recent studies show that simply putting in early childhood programs without support for teachers and their development and ensuring quality has minimal impact. It is not just about putting children in early childhood classrooms, it is about putting them in an early childhood classroom with a smart curriculum and a good teacher.

IBHE was charged with doing a comprehensive academic program productivity review and with the cooperation of the universities IBHE recently completed the first report. The discussion is going on now about programs that can be consolidated and eliminated but we are also looking at programs for the next year that can be analyzed more deeply to see if they should be continued or redesigned to make them more productive.

In more good news, based on an IBHE submission Illinois was selected by Complete College America to be one of the eleven states to be part of efforts to scale up Guided Pathways to Success work. Illinois will get additional assistance and looks forward to engaging more institutions, private and public across the state. More institutions are interested in joining in on this work. IBHE to date has been working with Southern Illinois University Carbondale, University of Illinois at Chicago, and City Colleges of Chicago. Many institutions are doing good work like this on their own. IBHE hopes to use this selection to bring more of these institutions together so proven interventions can be implemented to dramatically increase student success, especially for low-income, first generation, and students of color.

It is the hope that today's discussions will be the beginning of an effort by everyone to carry the message that the budget impasse is creating problems – adult education programs are being closed, biology labs are being cancelled. IBHE wants to do their part to make this known.

5. Advisory Committee Report

No Advisory Committee report was given.

II. Action Team Reports

Advocacy for Quality Higher Education – Ms. Jane Hays gave the report. The team has been holding weekly conference calls to monitor what is happening in Springfield and discuss how IBHE can try to, in a non-political manner, communicate to the public and to the leaders the urgency of the situation regarding the lack of a budget. The team has also been working with the staff to develop an advocacy outreach plan that will guide their efforts for the upcoming year. They are beginning to discuss what the legislative priorities should be for the spring session.

Improving Affordability – Ms. Christine Wiseman gave the report. Ms. Wiseman thanked all her colleagues who fed back information on the draft report from the Affordability Action Team on enhancing affordability in Illinois. All of the comments were distributed and considered in a series of conference calls. The team is close to a final draft of the white paper. Two amendments will be needed. One is an amendment that discusses the new direction of the IBHE and the genesis of the action teams and the second is to include an appendix, a correlation of data by which all the public institutions would have a comparator for the allocation of resources. Once those two amendments are added the final report will be distributed to the Board and then a resolution will follow.

Increasing Non-Traditional and Adult Completions Aligned with Economic Needs – Mr. Tyler Solorio and Dr. Addison Woodward gave the report. The team has been largely focusing on military issues at a state and regional level. The team will be looking at other avenues of who is not being fought for. How can parent students be better assisted who are suffering due to the lack of childcare and state subsidies. The team met with the Affordability team and a representative from Council for Adult and Experiential Learning (CAEL) about prior learning assessments. The team will also be doing a white paper.

Reducing Attainment Gaps – Dr. Arthur Sutton gave the report. The group worked on three points: (1) general discussion of data collection from institutions to look at and describe more effectively the gaps they are looking to close; (2) setting up a baseline date and report back on that information; and (3) setting up a university summit to talk about effective practices and models used throughout the state to consistently demonstrate improvement.

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

6. Panel Discussion: Best Practices for Business and Higher Education Partnerships

The Illinois Public Agenda for College and Career Success is a blueprint to guide education policy from preschool to graduate school in Illinois, looking ahead to 2018. It is a document and plan not only for students, parents, educators, and elected officials from school and college boards to the General Assembly and Governor, but also for business and industry executives, employers and employee groups. The goals promote educational attainment and affordability and access, as well as goals for addressing workforce needs and enhancing economic growth. The Board has used these goals to develop our action team agendas and priorities. The discussion with the Board

focused on partnerships and ways to make those partnerships successful between business and higher education.

Panelists include: Mr. Bob Greenlee, Senior Advisor at the Illinois Science and Technology Coalition. Former state Representative and leader Tom Cross, distinguished fellow at the Institute for Collaboration at Aurora University and Dr. Chetna Patel, chair of the Physical Sciences Department at Aurora University; and Beth Doyle, vice president of marketing and communication from the Council for Adult and Experiential Learning.

Illinois Science and Technology Coalition (ISTC)

ISTC establishes public-private partnerships between industry, research universities, federal labs, and government to increase investments in research and technology, develop talent, promote awareness and policies, and drive job growth in Illinois. ISTC was formed initially under Governor James Thompson for the purpose of bringing together those in the state that are interested in research and development and moving the state forward as a leader in research and development. ISTC's job is to form a bridge between private industry, the state, and the state's research universities. They have been very fortunate to have strong partnerships throughout their history. They are working in three major areas on connections between business and higher education.

One partnership is the Smart Grid Cluster which is a U.S. Small Business Administration funded cluster around smart grid technology led by the Illinois Institute of Technology (IIT). That cluster helps to fund small businesses in the smart grid sector. IIT has used that opportunity to fund small businesses to provide business development services through its business school and engineering school to allow students to have an opportunity to work with business at its foundational commercialization stage in order to develop relationships and to hopefully develop jobs as these businesses grow.

ISTC has been fortunate to work with the technology parks across the state. Business is not a monolith, businesses have a life cycle. Technology parks play a role very early in the life cycle of business. ISTC has provided a state research and development roadmap which involved mapping all of the state's clusters from an economic sector perspective across the state's research capacities in order to understand where the best opportunities lie, both on the higher education research side and on the side of the actual business research and development.

The corporate startup challenge allows for the connection of large companies with smaller companies around areas of emerging technology. This has been a great opportunity and program that allows the larger companies to understand what kind of technology opportunities are available for smaller companies and allows the smaller companies to be found, seen and utilized by large companies.

The Board focuses a lot of its attention on getting students to and through but we need to acknowledge the role that higher education plays in driving the kind of economic activity just described. The *Public Agenda Five Years Later* Report found that Illinois was a national leader in the generation of patents and that almost all of those patents were generated by the higher education system.

Aurora STEM School

Business is heavily involved with Aurora University in helping to create a pipeline to create a workforce that is needed. Aurora is a small university with about 5,000 students, 3,000

undergraduate. A couple years ago the Dunham Fund, a philanthropic organization, issued a challenge to the community to come up with an idea that would have an impact on the Aurora community and have a long lasting significant impact in the Aurora area. The University had been talking about the idea of a science, technology, engineering and mathematics (STEM) school through the Institute for Collaboration. They entered the contest and won \$100,000. They treated it as seed money for a startup company and created the school. The University put together the concept, raised \$12.5 million, and built a building on the campus to create a STEM school for third through eighth graders on campus. The school has completed one year and is in the second year. They passed legislation that said the school needed to have an institution of higher education, community support, and school districts. Any school district contiguous to Aurora is eligible to participate in the STEM school. Four of the six districts eligible participate. It is very diverse with significant differences of Hispanic, African American, Asian and Caucasian students. There are 200 students, half boys and half girls. Student applicants enter a lottery and must be interested in math and science, but do not have to be gifted. Five-six students have some form of disability. There is a waiting list of 1,000 students to get into the school. The school districts choose the students.

The University also wanted the teachers from the perspective school districts to teach at the STEM school; however, they can only stay two to four years. The University wanted them to become conversant and experts in STEM education and then go back to their school districts and have a greater impact by replicating in other schools. Collaboration is the key to it all.

Not-for-profit companies, teachers from the school districts, and Aurora University faculty worked to build the curriculum. They talked to major corporations such as Caterpillar about being involved in the curriculum development. Every classroom has a not-for-profit partner, a corporate partner, and an Aurora University faculty member in addition to the teacher. The students are full-time every day where they are learning STEM classes and regular classes. Currently students are grades three through eight. Students are expected to come back each year through eighth grade. Only new third graders come in each year. The corporations realize this is a long term commitment. Aurora realizes there are other areas they need to be involved in such as early childhood, the high school component, and replication around the state.

The three through eight curriculum was collaboratively developed between district teachers, faculty, industrial partners and the not-for-profit organizations. The partnership developed a novel curriculum framework which is built around four key principals: design process understanding; industrial experiences; interpersonal skills; and career awareness. The industry partners felt these four principals were very important to have in the STEM school curriculum. The curriculum is aligned to next generation science standards and common core standards. Having a STEM school has positively impacted the university faculty, the districts, the university staff, and advancement. University faculty are involved in teacher professional development engaging with teachers to develop lab activities and collaborating with industrial partners. The faculty is involved in STEM after school programs and summer science programs that allow for the dissemination of the STEM curriculum that was developed to the community schools. Teachers from high need school districts participate in leading some of this after school and summer programs. These opportunities have prepared the community kids for high school, college and lifelong learning. The university has made STEM education work a daily part of a faculty's responsibility. This has connected faculty to the community and have shared the responsibility of educating teachers and preparing the next generation.

The university worked – a faculty member, someone from the university and a previous partner – to acquire donations. The Dunham Fund, the state and the university were helpful in

supporting the school. Exelon was the first corporation to step up and the others followed. Caterpillar donated money as well as paid for the development of the curriculum. All have come in with different ways. The companies want to be involved. Corporations could help fund the rolling out of the model to other schools.

Council for Adult and Experiential Learning (CAEL)

CAEL's Business Champions program is a national effort involving very large companies in a variety of industries. It is about encouraging the support of credential completion. CAEL has learned a lot of things in terms of how partnerships can work. Talent shortage issues are huge to business. Four out of ten employers are reporting difficulty filling jobs and have no idea what to do.

Business Champions is very broad and is shining a spotlight on the issue of credential completion so the objectives are a bit different. Hilton Worldwide is doing a G.E.D. completion program for their employees. They did a very large rollout on the public relations perspective and ended up on CNN Money and other news programs. You start to get inquiries from other businesses in the same field.

CAEL has also done a lot of regional projects. Their workforce development arm will work in a specific area. In Louisville, KY, there was a project engaging employers. They created many different ways the employers could engage with higher education. A common problem is that businesses think it is a huge commitment that it cannot be done. Point out small ways to engage them now and then present tier II, tier III and so on. They were able to engage a lot of employers they never had before. It is a way to engage at different levels.

The major things the Business Champions are working on is identifying best practices and sharing lessons learned. CAEL is also helping with measuring the impact this has on business. CAEL is working on a report that will show the return on investment of credentials which will be helpful to all. It helps business build the case that it is worth them investing money or resources in education and prove that the investment pays off.

In conclusion, on the economic development side as well as on the workforce development side the Board and the state can:

- Support and facilitate expansion and growth of these kinds of partnerships;
- Providing the forum for discussing these types of partnerships at board meetings;
- Work on legislative ideas to help replicate the STEM school;
- Get everyone at the table and collaborate and partner. Have a real respectful conversation about everyone's role and actually use it. Even in difficult budget times the state is a leader and can provide vision that drives both the universities within the state and businesses to think about what kinds of shared goals the state as a unified whole can provide;
- Articulate a clear vision that everyone can get behind that provide an outsized role in bringing people together;
- Curricular flexibility – ways to be more flexible in terms of giving kids credit, allowing them to engage in shared activities with businesses in Illinois are ways that will help actualize the value for the student, for the university and for corporate partners;
- Make students aware of their financial aid options in better ways and particularly adults. Financial reasons are the number one reasons that adults do not go back to school and do not stay in school; and
- Lead the way in allowing things like prior learning assessment.

Chair Anderson thanked the panelists for their participation.

IV. Discussion/Action Item

7. Fiscal Year 2016 Budget Impasse

Chair Anderson invited Dr. Karen Hunter Anderson, Executive Director of the Illinois Community College Board (ICCB); Eric Zarnikow, Executive Director of the Illinois Student Assistance Commission (ISAC); Dave Tretter, President of the Federation of Illinois Independent Colleges and Universities (FIICU), and Dr. Larry Dietz, President of Illinois State University (ISU) to join the Board for a conversation around the budget.

The Board requested that the panelist focus on two items. First, the current impact on Illinois students and colleges without a state budget for higher education, now heading into the fourth month of the fiscal year. Second, how colleges and universities are attempting to minimize the negative conditions for students, professors and staff serving them.

Dr. Karen Hunter Anderson has been in state government for 16 years and education for 40 years and this budget crisis is a new situation that has not been dealt with in the past. The impact on the higher education system and especially the community colleges is enormous. One of the reasons is it is hitting hardest the most vulnerable students they serve. Community colleges serve many first generation students who are not prepared for college, both socially and financially. Many of them are last minute students and non-traditional in every sense of the word. Programs are being closed, students are dropping out, and last minute planning is going on. They are in crisis management situations. There are increased inefficiencies, a lot of waste, higher costs, and increased student/teacher ratios. There are extra courses that should be offered but are not offered due to the crisis.

The community college system is proud of a lot of things, including celebrating their 50th anniversary this year. This situation is a bad way to end 50 years and hopefully it will not be a bad way to start the next 50 years. They are proud of the fact that in spite of lower enrollments this year, because of demographics and a number of factors their college completions are increasing.

Community colleges are very concerned about what happens to students who are close to completing but cannot get into a class because courses are being canceled and what happens to students who lose state benefits and have to drop out of classes. These are the students that are being impacted the most.

The system is not going to be able to respond quickly to employer requests for specialized classes. They will not be able to offer classes that will allow students to get the jobs and help the employers.

Institutions are prioritizing their course offerings and not offering as many courses. They are reassigning duties and focusing on core functions. A lot of innovation that has happened in recent years is being lost. They are analyzing essential services and borrowing from other funds. The institutions have been encouraged in the past to keep fund balances for difficult times. They are using those fund balances now. Next year will be a bad budget situation and there will be no fund balances. It is rough now but will get even rougher with no budget.

Dr. Larry Dietz noted that the public university presidents and chancellors have had a lot of discussions about the impact. It is hard to give a date when the universities will be in great difficulty because they have different enrollments, different sources of funds and different issues per institution. One of the major impacts on students, parents, faculty, staff, and communities is the change of mood to one of anxiety and angst because there is no budget and no predictable budget. Recruitment is suffering and students are looking outside of Illinois. The impact the lack of a budget is having on the institutions varies in terms of extensiveness. The universities are looking at staff reductions. That has happened at all institutions and some have been very dramatic numbers. The percentage of staff who are being reduced is higher than the number of faculty being reduced. Maintenance projects are being deferred. Travel is being curtailed. Operating budgets are being reduced to the bare minimum. They are reviewing the potential to outsource some services. There is a long list of things that each institution is doing but they are all operating under the guise of uncertainty which is unhealthy. Everyone is more productive in a stable environment.

A very big concern is the branding of Illinois higher education. At one time the brand was very strong, in the top five in the country. That is not the case these days.

Mr. Eric Zarnikow reminded people that ISAC has other grants and scholarship programs that are also tied up in the budget dilemma along with the MAP grant. Those grants include the dependents grants, the Golden Apple, and minority teacher scholarships. MAP recipients go to school across the state across all sectors. In a typical year ISAC is able to fund 125,000 – 130,000 MAP recipients. They are very low income, between 55 and 60 percent have such low income that the federal government determines that there is no expected family contribution. There are no resources from the family to support their educational goals. In addition, between 55 and 60 percent of MAP students are first generation college students. The average income of a dependent MAP recipient is \$30,000 per year. Independent MAP recipient's average income is \$16,000 per year. The availability of resources to support their educational goals is very limited. Many MAP recipients struggle even with supports to go to school to come up with the financial resources and be able to complete. MAP recipients graduate at about the same rate as other students at the same school. That is a remarkable statistic.

Most but not all schools have credited MAP funds for the students' accounts for the fall. There are schools that from a policy perspective or financially have made the determination that they could not advance money for MAP. Most if not all schools will not be crediting MAP for the spring semester. It will be the minority of schools that are financially able to advance MAP dollars to students. It has already impacted enrollments. In many cases it is a struggle for students to make that decision to go to school and now with the lack of MAP funding a lack of trust and uncertainty is building. When MAP recipients are surveyed, financial barriers are their number one barrier. From research ISAC has found that low income students can overcome one financial barrier but the second one knocks them out. They do not have that set of reserves to overcome continued financial barriers.

Historically higher education and the General Assembly have had a bond of trust. MAP is awarded starting January 1. They go through the process and there is a suspense date. The schools take the information ISAC provides to them and list MAP on award letters to students in the spring for the fall enrollment. They are doing all of that without a state budget. They are trusting that the budget will be there. Most of the schools set their tuition in the spring well before they know what the state appropriation is going to be. There has historically been a bond of trust that there will be a budget, that there will be a level appropriation that supports both MAP and the state appropriations to the schools. With Truth in Tuition they are actually setting tuition for four years rather than one. That bond of trust is being broken. The social contract is at risk. When bonds of

trust are broken they are very hard to put back together. Will people trust the system and trust the budget process? There is not a lot of controversy about the level of MAP funding. It is a very bipartisan supported program.

The budget impasse that we are experiencing is uncharted territory and you do not know what lies ahead. People are beginning to question whether we will have a state budget for the year. Action needs to be taken to move forward. Higher education is incredibly important to this state and to the future of this state.

From a good news perspective, operationally ISAC has continued to move forward. Schools have submitted MAP claims, the processing system is ready so as soon as there is a state budget MAP claims can be processed and moved onto the Comptroller's office for payment. ISAC has tried to be ready from an operational perspective to be able to move forward quickly once there is a state budget.

Mr. Dave Tretter of FIICU re-enforced the comments that have been made for the campuses of the not-for-profit private colleges around the state that they are facing the same challenges as the public universities in what do they do when the students come back to register for the second semester. Students are their business so it is very hard to turn them away when they come to register.

One of the difficulties is we do not know the ending time of the session. It is very difficult to sustain cohesive messages on the important thing that everyone is advocating for. The hearings that have been going on around the state have highlighted the genuine real crisis that exists. Some wonder whether the General Assembly really understands. In a senate hearing Dr. Randy Dunn described for public and private institutions the impact of what is playing out. That is what it is going to take. One of the byproducts of this situation is that everyone is now united in a common message around students. Talking about students and making sure they have the opportunity to go to the institution that is the best fit for them. Hopefully moving forward everyone can sustain and build on the momentum. As the community builds on these things they are going to have to maintain and increase the visibility. Communication should involve the sectors holding hands and sending a common message.

There is an organic movement among students to go to Springfield. They did it before in 2009 when MAP was on the blocks to be cut in half. Everyone has to be willing to do something like this and sustain it. FIICU sent a letter to all 177 members of the General Assembly detailing how every MAP recipient in their district would be affected. This is an effort to keep the pressure on. No one wants to be accused of being silent.

Proposing legislation to revoke the truth in tuition legislation would be very helpful to public universities. How popular that would be with some legislators and parents is unknown. It would give more flexibility for the universities. No business is run that way. To build in flexibility universities add into the tuition. It would certainly be wise to review this legislation. Research indicates that the truth in tuition law has actually resulted in greater increases in tuition over time in Illinois than in states without that law. The white paper that the affordability action team is producing does include a recommendation to revisit the truth in tuition law.

Mr. Sean Anderson recommended that a group of five to ten people from all types of universities and colleges get into a room or on the phone to discuss what exactly is going to be done to change this conversation or take control of the debate. This requires coordination.

Universities and colleges have to be very cautious about the kind of message that is sent because they do not want to scare away the students. They do not want to send a message to the community to be careful about enrolling. One of the only sources of funds they have right now is tuition. You cannot scare away the students in order to make sure that state funding is secured. It is a double edged sword. They want to communicate all the problems they are having because of funding but they also want to keep their doors open.

On the flip side they do not want students being told in January that they do not have MAP grant funding for the spring semester and they have to adjust their courses, not graduate or postpone their graduation. Students will wonder why they did not hear about this before. Students want to know what they can do to help with the situation and where they can apply the pressure. If an alarm is not sounded or a push to mobilize does not happen everyone will go under.

Mr. Miguel del Valle mentioned the Chicago high school students who were protesting the pending budget cuts, loss of teacher and the increases in class size. College students need to make themselves heard. With the information that comes from the colleges, the students have enough to mobilize. They have the most to lose and therefore should have the most to say. They should say it loudly and be aggressive about it. This is not a partisan issue because you are talking to the Governor and the General Assembly.

Next year will be even worse than this year. Without significant amounts of revenue right now we are going to see deeper and deeper cuts in higher education. Everyone needs to help change the mood. There are people that believe there is bloat in higher education and there is plenty of room to reduce spending even without raising tuition. That is the perception.

Politically, students are the strongest voice. No one will disagree that there should be a strong message and that students are an effective deliverer of that message. Students are terrific advocates because they have individual stories to tell. The message is complex, it cannot be partisan and the institutions are all different. Universities are in the process of registering students for the spring semester. That is going to happen even with the students who are receiving MAP because it is well beyond the financial issues, it is about being a partner with the state.

The partnership may be a little strained right now but the universities feel an ethical obligation to help students continue their education. Most students move to be where they are to pursue a full academic year. Universities do not work on a daily basis they work on a semester basis or an academic year basis. They are carrying the MAP students on their budgets right now and letting them know that they are still going to owe the money but the institutions do not want to interrupt the registration for the spring semester. Things will get tough in the spring semester if there is no budget. The concern overall about the budget and the message is that we are focusing on MAP but it is only part of a much larger issue. If the focus is just on MAP you are essentially only looking at the first issue in a list of issues that need to be considered. We must not lose touch with the idea that there needs to be a budget and MAP needs to be a part of it. MAP funding without a full budget is like giving someone a saddle but denying them a horse. The most important thing is that everyone continues to work together and continues the conversation.

Chair Anderson thanked the panelists and all of the institutions for working to continue to manage to serve students and to serve the public good despite the challenges. The Board will continue to provide support in any way it can. The Board will also continue to focus on its priorities even as it gets harder, whether it is growing partnerships with business and higher education or continuing to stay focused on the teams, the *Public Agenda* and the priorities despite all of the

challenges. It is helpful to understand the consequences to better communicate and seek a better outcome and a resolution soon with the budget.

7a. Budget Recommendation

The Illinois Board of Higher Education on motion made Dr. Addison Woodward and seconded by Ms. Jane Hays, unanimously hereby approved the budget resolution that follows:

**Illinois Board of Higher Education Board Resolution
Encouraging Resolution to the Fiscal Year 2016 Budget Impasse**

WHEREAS, the *Illinois Public Agenda for College and Career Success* requires increased academic achievement, college affordability, and college completions by more Illinoisans in order for Illinois to achieve economic growth and vitality; and

WHEREAS, effective and quality college education requires state funding for the operations of our public institutions of higher education and financial assistance for low income students to achieve college degrees if Illinois is to increase the number of citizens with a postsecondary degree to 60 percent by 2025 to meet workforce demands; and

WHEREAS, the Illinois Board of Higher Education is keenly aware of the uncertainty the lack of a Fiscal Year 2016 budget is creating for Illinois college students, professors and staff at Illinois' 48 community colleges and twelve public universities some of whose very existence is being threatened; and

WHEREAS, the Board is sincerely concerned that the 125,000 Illinois college students that are eligible for the Monetary Award Program have not received state MAP funding; and

WHEREAS, the budget uncertainty is threatening the quality and talent in our colleges and universities by encouraging students, faculty, and staff to seek careers outside of the state imposing long term damage on our capacity to serve the state; therefore be it

RESOLVED that the Illinois Board of Higher Education strongly urges an immediate adoption of a state budget that will provide security for students dependent on state financial aid, ensure financial stability to community colleges and public universities, and deliver to Illinois public higher education the resources needed to accelerate and sustain the state's economic health; and be it further

RESOLVED that this Resolution shall be forwarded to the Governor, the Leaders of the General Assembly and the leadership of the higher education community.

Approved by the Illinois Board of Higher Education
October 6, 2015

Mr. Anderson shared a resolution that the Student Advisory Committee passed calling upon the Governor and the leadership of the General Assembly to quickly adopt at least continued funding of the MAP grant.

V. 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 14, 2015. Since then, no additional proposals have been received and three application has been withdrawn since the last board meeting. As of September 29, 2015, there were no new requests for program modification in addition to the 30 reported in the memo.”

8. New Units of Instruction at Public Community Colleges

Dr. Cullen briefly outlined the contents of this item. No discussion was held.

The Illinois Board of Higher Education on motion made Dr. Alice Marie Jacobs and seconded by Ms. Christine Wiseman, unanimously hereby grants authority to College of DuPage to offer the Associate in Applied Science in Interactive Media 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 grants authority to Highland Community College to offer the Associate in Applied Science in Criminal Justice 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 grants authority to Triton College to offer the Associate in Applied Science in Cybersecurity and Information Assurance 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 grants authority to Waubensee Community College to offer the Associate in Applied Science in Automotive Transportation Service Technology and the Associate in Applied Science in Construction Technology Professional 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. Discussion was held on Missouri Baptist University and Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential.

The Illinois Board of Higher Education on motion made by Mr. Allan Karnes and seconded by Mr. Jay Bergman, unanimously tabled for further review the Missouri Baptist University Authorization to Grant the Bachelor of Science in Management in the Southern Region.

The Illinois Board of Higher Education on motion made by Ms. Jane Hays and seconded by Mr. Tyler Solorio, unanimously hereby grants to Rush University Authorization to Grant the Master of Science in Integrated Biomedical 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.

The Illinois Board of Higher Education on motion made by Mr. Jay Bergman and seconded by Mr. Allan Karnes, to deny Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential Authorization to Operate in the Chicago Region, failed in a roll call vote five to seven as follows: Yes deny – Bergman, Fouts-Anderson, Hays, Karnes, and Woodward; No do not deny – Anderson, Garate, Jacobs, Langer, Solorio, Wiseman and Zarnikow.

The Illinois Board of Higher Education on motion made by Mr. Allan Karnes and seconded by Ms. Jane Hays, unanimously tabled for further review the Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential Authorization to Operate in the Chicago Region.

The Illinois Board of Higher Education on motion made by Mr. Allan Karnes and seconded by Ms. Christine Wiseman, unanimously hereby grants to Madison Media Institute DBA Rockford Career College Authorization to Grant the Associate in Applied Science in Business Administration, Associate in Applied Science in Business Administration/Accounting, Associate in Applied Science in Information Technology, Associate in Applied Science in Medical Billing and Coding Specialist, Associate in Applied Science in Medical Office Assistant ,Associate in Applied Science in Paralegal Studies, Associate in Applied Science in Pharmacy Technician, and Associate in Applied Science in Veterinary Technician 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.

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

Dr. Cullen briefly outlined the contents of this item. No discussion was held.

The Illinois Board of Higher Education on motion made by Ms. Christine Wiseman and seconded by Ms. Jane Hays, unanimously hereby grants to University of Illinois at Chicago authorization to establish the Master of Science in Marketing and the Doctor of Philosophy in Biomedical and Health Informatics in the Chicago 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 this authorization is granted.

And grants to University of Illinois at Urbana-Champaign authorization to establish the Master of Engineering in Electrical and Computer Engineering 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.

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 Mr. Allan Karnes and seconded by Ms. Christine Wiseman, unanimously approved Item Nos. 11, 12, 13, 14, 15, and 16.

11. Board Meeting Minutes – August 11, 2015

The Illinois Board of Higher Education unanimously approves the Minutes of the August 11, 2015, meeting.

12. Fiscal Year 2015 Final Financial Report

The Illinois Board of Higher Education unanimously approves the Fiscal Year 2015 Final Financial Report.

13. Fiscal Year 2016 Financial Report as of August 31, 2015

The Illinois Board of Higher Education unanimously approves the Fiscal Year 2016 Financial Report as of August 31, 2015.

14. Executive Session Minutes

The Illinois Board of Higher Education unanimously 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, April 2, 2013, December 10, 2013, April 6, 2015, June 2, 2015, and August 11, 2015, and that such minutes shall continue to remain confidential.

15. Amendment to Internal Rules: Public Information, Rulemaking and Organization

The Illinois Board of Higher Education unanimously adopts the amendments for Public Information, Rulemaking, and Organization (23 Ill. Adm. Code 5050) as detailed in the document provided.

16. Adopted Rules: Dual Credit Courses

The Illinois Board of Higher Education unanimously adopts the rules for Dual Credit Courses (23 Ill. Adm. Code 1009) as detailed in the document provided.

VII. Information Items

17. Illinois Transfer and Articulation Initiatives Annual Report 2015-2016 (written report)

18. Legislative Report (written report)

VIII. Public Comment

IX. Other Matters

The next Board meeting will be December 1 at DePaul University in Chicago. The featured lunch guests will be the Disability Advisory Committee.

X. 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. Mr. Allan Karnes seconded the motion.

The roll call vote on the motion was as follows: Yes – Anderson, Bergman, Fouts-Anderson, Garate, Hays, Jacobs, Karnes, Solorio, Wiseman, Woodward, and Zarnikow. 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 4:54 p.m. on Tuesday, October 6, 2015 and Ms. Jane Hays seconded the motion.

XI. Adjournment

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 4:57 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 6, 2015, meeting.