

APPROVED
SEPTEMBER 27, 2016

Item #IX-6
September 27, 2016

MINUTES – BOARD MEETING
June 21, 2016

Submitted for: Action.

Summary: Minutes of the June 21, 2016, meeting of the Illinois Board of Higher Education held at Illinois State University, Normal, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the June 21, 2016, meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
June 21, 2016

A meeting of the Illinois Board of Higher Education was called to order at 1:05 p.m. in the Prairie Room, Bone Student Center, at Illinois State University, Normal, Illinois, on June 21, 2016.

Tom Cross, Chairman, presided.
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

John Bambenek	Alice Marie Jacobs
Jay Bergman	Paul Langer
Max Coffey	Jim Palos
Sean Fouts Anderson	Santos Rivera
Teresa Garate	Tyler Solorio
Jane Hays	Jack Thomas
Kevin Huber	Christine Wiseman

Also present by invitation of the Board were:

James L. Applegate, Executive Director, Illinois Board of Higher Education
Karen Hunter Anderson, Executive Director, Illinois Community College Board
Eric Zarnikow, Executive Director, Illinois Student Assistant Commission

Presidents and Chancellors

Thomas Calhoun	Sharon Hahs
Bradley Colwell	Stephen Hansen
Larry Dietz	Elaine Maimon
Randy Dunn	Jack Thomas
David Glassman	

Advisory Committee Chairpersons

Marie Donovan, Faculty Advisory Council
Rob Widmer, Community College Presidents
Jennifer Groh, Proprietary Advisory Committee
Larry Dietz, Public University Presidents
Dave Tretter, Private University Presidents
Daniel Hyelin, Student Advisory Committee

I. Call to Order

Call Meeting to Order, Chairman Tom Cross

Chairman Cross welcomed everyone to the meeting and thanked Illinois State University for hosting the meeting.

Chairman Tom Cross called the meeting to order. A quorum was present.

Chairman Cross said, “Board member Paul Langer is unable to attend today’s Board meeting in person due to employment obligations, but will be joining us by telephone. Is there a motion to allow Board member Paul Langer to participate in this meeting by phone?”

The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Mr. Tyler Solorio, unanimously approved Board Member Paul Langer to participate via conference call.

II. Welcome and Remarks

Welcome by President Larry Dietz, Illinois State University

President Larry Dietz welcomed everyone to Illinois State University.

Welcome and remarks by Chairman Tom Cross

Chairman Cross thanked the Faculty Advisory Council (FAC) for joining the Board as their luncheon guests. Dr. Marie Donovan serves as the FAC’s current chair and would be giving a report on the FAC later in the meeting.

Chairman Cross introduced four new board members: John Bambenek, Jim Palos, Jack Thomas and Kevin Huber. He also announced that Max Coffey and Alice Marie Jacobs were confirmed by the Senate. The Board members are active and involved, Alice Marie Jacobs represents the Board and the community college sector as a commission member of the Commission on the Future of the Workforce, Santos Rivera is serving as the board liaison to the Diversifying Faculty Initiative Board, and John Bambenek is serving as the board liaison to the Illinois State Board of Education.

Chairman Cross noted that the State is in a very difficult time but went on to say that everyone should play offense, not defense. There are excellent universities in the State of Illinois. Everyone needs to remind the citizens of Illinois that some of the best universities in the country are in Illinois. Chairman Cross and members of the higher education community will be putting together a campaign to remind people of how strong Illinois colleges and universities are.

The Board has discussed a Trustee Conference for all of the Trustees for the Boards of the public universities which is tentatively scheduled for October 27 and 28 at the McGuire Woods Chicago office. More information will be provided later depending upon the budget situation.

Remarks by Executive Director Dr. James L. Applegate

Dr. James Applegate thanked the Board for their continued service during a difficult time. The budget stress in the last year has been difficult. However, for those that want to rise above the

negativity a recommended reading is Gregg Easterbrook's new book The Progress Paradox: How Life Gets Better While People Feel Worse. Another positive book is Steven Johnson's Future Perfect: The Case for Progress in a Networked Age. Despite all the claims that everything is terrible a lot of good and upward trends are happening in both the nation and the State of Illinois.

As Easterbrook documents among a long list of positives at the national level:

- Unemployment is below where it was even in the "good ol' days" of the 1990s and job growth is strong;
- America's economy (no. 1 in the world) remains larger than China's and Japan's (nos. 2 & 3) combined; and
- Pollution, crime, and most diseases have been declining for a long time while living standards, life expectancy, and education levels have been on the rise.

In Illinois recent higher education national data shows that if you start full-time at a private or public university in Illinois you have a nine out of ten chance in getting a baccalaureate degree in six years; well above the national average. Illinois is third in the nation in the number of students who leave community colleges and go onto a university degree. Illinois has the highest completion rates for students starting at public universities part-time, more than two times the national average. Illinois has the highest completion rate for adult learners, 50 percent higher than the national average. Illinois is the fourth in the nation in completion for full-time community college students. There is a lot of good going on. We have been trending upward. It is very important to know that in these difficult times. Psychological research tells us there are few more powerful human motivators than evidence of progress. A belief that what we are doing is working. If we hope to keep improving we must stay the course on the good work that has been done, sometimes over decade and return to a stable funding environment.

Easterbrook and Johnson help us see what it really takes to sustain progress on important issues. As Johnson notes we are often led astray by a focus in modern times on "heroes and miracles" as the key to progress. The effective change movements across U.S. history have not happened that way. People fail to understand that civil rights progress was the result of thousands of people finding common cause over decades. It did not spring full form when Martin Luther King had a dream. Income security for the elderly did not spring miraculously from one legislative act in the 1960s. Most recently Johnson provides the misguided notions around the famous "Miracle on the Hudson" where a heroic captain and crew saved the lives of passengers when an airplane was struck by birds forcing a "miraculous" landing in the Hudson River. Johnson argues, and aeronautics experts agree, that the most important reason the passengers survived was because years ago thousands of people in the aeronautics industry confronted the brutal facts about airplane crashes that were occurring with too great frequency. They spent thousands of person-hours identifying the causes and worked to redesign and improve: especially focused on (a) engines that were less likely to catch fire and disintegrate damaging the plane; and (b) a more stable guidance system, less likely to go out in the event of an emergency. Their multi-year effort resulted in a plane that when hit by birds over the Hudson did not suffer from engine fires and disintegration and a guidance system that remained functional making it possible for the captain to maintain a level approach for the water landing.

This is to take nothing away from the captain and crew or Martin Luther King or Lyndon Johnson but it is to worry that when we see things in terms of heroes and miracles we are more likely to, as a people, sit around and wait for a hero and a miracle to happen and to underestimate our own ability to effect positive change.

Johnson calls for a rediscovery of our pragmatic can-do spirit, as a state, as a country and as individuals. We must find motivation in many areas where we are trending upward and we have been trending upward in education. We must imbue ourselves with hope. We must seek out those people and initiatives that have produced the progress that we have documented and that have pointed to a path to progress. We must ban together knowing the work will be long and hard. We know this is possible because it has happened in specific regions and communities in Illinois and across the country where people have come together in just this way to make their places better.

Dr. Applegate just attended a convening in the Quad Cities of over 200 employers, educators and others committed to such regional work. When political ideology, deficit thinking and pessimism are put on the shelf, progress is honestly measured and responsibility for implementing these strategies shared, that pragmatic American spirit can be reclaimed as it is in the Quad Cities. Trending upward, building on real successes, motivated and confident that rather than a quagmire, we can find a path to solutions will produce a better future and a more humane society. The discussions we are having now about looking forward and believing in our system are exactly those kinds of discussions and we look forward to the IBHE being a part of a pragmatic path to progress in Illinois.

III. Resolutions and Recognition

Resolution Honoring Sean Foots Anderson

Board Member Jane Hays read the Board Resolution honoring Sean Anderson:

We, the Members of the Illinois Board of Higher Education (IBHE), extend our deep appreciation and esteem to Sean Anderson, for his dedicated service to college students in Illinois and his contributions to the Board as its student representative during the past two years.

Sean has been a valuable student voice, especially on college affordability issues. When Sean began his service on the board, he indicated that he wanted to help ensure that all students who want to go to college have an opportunity where they could pursue an education, regardless of resources. He has admirably represented on many occasions in Chicago and around the state those students with data and compelling examples. His contributions on the Board Action Teams for Increasing Affordability and Advocacy for Quality Higher Education were significant. He also brought attention to legislative efforts needed to prevent sexual assault and provide supportive services when necessary on college campuses and worked with the IBHE Student Advisory Committee to advocate for the enactment of the Preventing Sexual Violence in Higher Education Act, Public Act 99-426.

We applaud Sean's impressive roster of accomplishments and experiences throughout his college career. Sean graduated from Roosevelt University with a degree in Business Management. He was an inaugural Four Freedoms Fellow at Roosevelt which allowed him to take a leadership role in advocacy efforts at the university. While pursuing his degree, he has had many professional experiences, including public affairs and marketing positions at Kivvit and Vander Weele Group in Chicago.

We will miss Sean's dedicated presence and his spirit of public service in representing Illinois students at the IBHE board table. However, Illinois will continue to be served by Sean as he is currently a Communications Associate at World Business Chicago, a public-private partnership that drives regional economic development to put Chicago at the forefront of the global economy. We wish him well in his future endeavors.

The Illinois Board of Higher Education
June 21, 2016

Mr. Sean Anderson thanked the Board for the acknowledgments. Mr. Anderson is committed to continue to work with higher education in Illinois.

Resolution Honoring Tyler Solorio

Board Member Christine Wiseman read the Board Resolution honoring Tyler Solorio:

We, the Members of the Illinois Board of Higher Education (IBHE), extend our deep appreciation and esteem to Tyler Solorio, for his dedicated service to college students in Illinois and his contributions to the Board as its nontraditional student representative during the past two years.

While serving on the IBHE Board, Tyler has been an exemplary advocate for students on several current issues. He provided leadership as the Convener for the Action Team on Increasing Nontraditional and Adult Completion Aligned with State Economic Development and Workforce Needs. He has been an effective voice for all students, including support for MAP financial assistance, preventing sexual assault on college campuses, and improving the opportunity for military credit toward completion from veterans and members of the Armed Services. He served as an invited panelist to discuss the student's perspective on higher education issues before the Illinois House of Representatives.

We express our sincere gratitude to Tyler for his service in the United States Army National Guard. He enlisted in the Army National Guard in 2009 and was deployed to Afghanistan serving in the Military Police as a member of the Quick Reaction Force. Tyler was awarded the Army Commendation Medal and Combat Action Badge for actions during Operation Enduring Freedom. Tyler graduated from DePaul University with a degree in Urban Studies and a minor in Organizational Communication. Before attending DePaul, Tyler was enrolled at Butte Community College in California and then came to Illinois and attended Oakton Community College. Tyler plans to enroll in graduate school. We hope he will continue his academic pursuits in Illinois.

We thank Tyler for his commitment and excellent service to Illinois' college students, and spirit of public service in representing Illinois' nontraditional students who persevere to college completion and contribute to our state's economic and social vitality.

The Illinois Board of Higher Education
June 21, 2016

Mr. Tyler Solorio thanked the Board for the honor of serving.

IV. Reports and Updates

Advisory Committee Report – Dr. Marie Donovan, Faculty Advisory Council

Dr. Marie Donovan presented the report on the Faculty Advisory Council (FAC) to the Board. The FAC passed a resolution during lunch honoring John Bennett, Lakeland College for

his long service to higher education as he is retiring. Dr. Donovan recognized all the FAC members in attendance.

For over 50 years, the FAC has reliably and faithfully served in an advisory capacity to the IBHE. The FAC's advisory role was shaped and designated by the founding members of the Board as a way to ensure their thinking would be consistently and dispassionately informed by those who work most closely with postsecondary students of all kinds in Illinois institutions – that is, full-time, tenure-track faculty. The FAC members represent two- and four-year, public as well as private and proprietary institutions and from all disciplines. FAC meets monthly, from September through June, around the state.

Since 2009, the FAC has been focused primarily on providing the necessary research and experience to the Board for advancing the *Illinois Public Agenda for College and Career Success*. In recent years this focus has been on the higher education budget, dual credit standards, prior learning credit, K-12 assessment, and pension reform. The FAC engaged with the senior administrators and local state legislators at hosting sites to learn and deliberate the role of higher education institutions in their areas and throughout the state, as a way to deepen expertise in looking systematically at what must be done to support students in gaining the knowledge and skills needed for today and tomorrow. This year, FAC members served on various task forces and work groups around the state, including those hosted by the Council for Adult and Experiential Learning (CAEL), on prior learning assessment as well as military prior learning credit. An FAC member was elected to serve as a trustee of SURS.

The FAC collaborated this year with students in advocating for the restoration of MAP funding and in researching the costs related to textbooks and other instructional materials. The focus of one of their first meetings of the new academic year will be a dialogue on instructional delivery mechanisms and materials with publishing executives, campus bookstore managers, librarians, students, and the executive director of the Association of American Publishers' higher-education division.

In late 2005, the Board's composition was amended to include a designated seat for a faculty member from an Illinois public university. The Board and the FAC were tasked in 2010 with establishing the mechanism for researching and vetting candidates for gubernatorial approval to this seat. In 2011, the first faculty member, Allan Karnes of Southern Illinois University Carbondale, assumed the role. Upon his retirement in 2015, the FAC fulfilled its responsibility to the Board and sent forth for the Governor's consideration two tenured faculty from public universities. The Governor did not recommend either candidate; nor did he provide any rationale for his recommendation to replace Mr. Karnes. The Governor's recommendation was Mr. John Bambanek, who has worked as an adjunct instructor at the University of Illinois at Urbana-Champaign.

There has been much reported regarding this appointment. The FAC was designated and constituted so that the Board could rely upon a dedicated group of faculty who would consistently and dispassionately inform the Board's work. Mr. Bambanek, Dr. Shawn Schumacher, the Vice Chair of the FAC, and Dr. Donovan met informally in person at Mr. Bambanek's suggestion to share concerns and thoughts surrounding what has become a controversy. The FAC's focus of concern is on the need for a missing, critical stakeholder group to be part of the voting membership of the IBHE, namely, those faculty whose full-time job it is to be developing high-quality, relevant curricula; teaching, advising, and assessing students against 21st century learning standards; and conducting the research that Illinois institutions, employers, and other citizens have counted upon for over 100 years.

The FAC suggested to Mr. Bambenek that he share with the Governor a solution to the problem that the Governor shift Mr. Bambenek into the vacant public seat on the Board, and then recommend to the Senate a full-time, tenured faculty member from a public institution, one whom the FAC researches and vets as part of its longtime responsibilities, for this designated faculty seat. Mr. Bambenek followed through on forwarding the recommendation to the Governor. The FAC thanks him again, now more publicly, for doing so. The FAC has yet to hear anything from the Governor.

There is much work to do in educating each other as well as our fellow citizens about what higher education institutions and higher education's people do, and why. As movements continue in closing and/or consolidating programs, the FAC urges the Board, to step forth and critique these proposals, and to ask the tough question: Are we streamlining a system or are we rationing education? As the Board members ask themselves and each other that tough question, the FAC trusts that the Board will seek their counsel. The FAC is here for the Board, ready to be working on solutions and not on defense, to continue Chairman Cross's metaphor.

Action Team Reports

Advocacy for Quality Higher Education – Ms. Jane Hays gave the report. The action team focused their discussion on the portion of the IBHE Advocacy Action Plan that deals with employer engagement. The Commission on the Future of the Workforce's goal is to gather data regionally and show where the shortages in educated workers are in Illinois today and will be into the future. Once the report is finalized the data will be provided back to the Illinois higher education community to help inform their planning into the future. The team talked about what IBHE might do to supplement that effort to increase employer engagement in the Board's work and come up with a plan based on input from businesses and employers as to what they need and then show employers ways that they can help directly to education workers through tuition assistance programs, partnerships with colleges, etc.

Improving Affordability – Ms. Christine Wiseman gave the report. The action team completed their white paper that was circulated in December 2015. This meeting was focused on implementation or what implementation might mean for such a report. A number of questions were discussed: (1) is it possible to set interim goals for a period between 2018 and 2022; (2) is it possible to define metrics to monitor progress on goals that are consistent with the *Public Agenda* to identify what was working or not working; and (3) to recommend policy changes based upon those findings such as the Truth In Tuition or procurement reform. As the action team met and discussed those items it was determined that before goals could be identified it is important to gather and share data. The IBHE staff have nearly completed an effectiveness and efficiency report based on the recommendations of the white paper and the self-reported data from all of the public institutions who supply that data. That data will be shared with the institutions before any implementation is done. Shortly the Fiscal Year 2015 Academic Discipline Cost Study and the Fiscal Year 2015 Annual Report on Academic programs will be shared with the institutions. The other focus of the meeting was to acknowledge the importance of MAP to affordability for all students in the State of Illinois. The action team decided it would convene again in August to determine next steps after everyone has had an opportunity to review the reports. They also thought it would be a good idea to share data, circulate data or share reactions to data based particular regional areas not so much on designation as type of institution. Many times the programmatic issues, the demographic issues, are more common to the regional areas than they are institutions by classification. The action team will have a further report after they meet in August.

Reducing Attainment Gaps – Dr. Teresa Garate gave the report. The work of the action teams is “regional”. The team had a discussion about working together across the state more in regions than in independent communities or independent types of institutions. This is a critical action team and was on a path to producing a white paper. The team focused on the need to bring all institutions and think about what everyone needs to do as a state around the paradigm shift and trying to assess and meet the needs of the residence including workforce needs. It is not just about closing the gaps but about understanding why the gap keeps getting bigger when it is known there is a greater need to employee people and to contribute to the workforce. The action team decided to continue the initial recommendation to convene a group in the fall to hear from the public universities to understand the data that is shared annually in the Underrepresented Groups Report. The Report talks about the gaps but also asks the universities to provide best practices, initiatives, and things they are doing that they believe is helping close the gaps. The IBHE staff is currently under resourced and will need the help of the action team members. The team is interested in looking at accessing all of the initiatives happening in the public institutions to see if they are really effective, how are they effective and how is the work regionalized so it has a greater impact across the state?

Increasing Non-Traditional and Adult Completions Aligned with Economic Needs – Mr. Tyler Solorio gave the report. The action team is finalizing the rough draft of their white paper. The white paper is looking at the status quo of what it is to be a non-traditional learner or an adult learner within the State of Illinois. The team has come across some good data. How really when looking at comparative educational statistics Illinois is in top spots in the nation even though there is still room for improvement. The white paper seeks to address that. It is a broad field and it would be better to wait for the white paper to be published. They are also looking at solutions.

V. *Illinois Public Agenda for College and Career Success*

Illinois Community College System’s 50th Anniversary Celebration

Dr. Karen Hunter Anderson made a brief presentation on the history of the Illinois Community College System. Dr. Anderson thanked the Board for the honor of making the presentation.

Board Member Jay Bergman read the Board Resolution honoring the Illinois Community College System:

WHEREAS, on July 15, 1965, the Illinois Public Community College Act was enacted; and

WHEREAS, the Illinois Community College System has expanded during the last 50 years to include 48 colleges within 39 community college districts; and

WHEREAS, nearly 1 million students are enrolled annually in credit, non-credit, and community education courses; and

WHEREAS, Illinois community colleges have educated citizens who have graduated with postsecondary certificates, credentials and associate’s degrees, preparing them for successful careers in the workforce, and transfers to four year colleges and universities; and

WHEREAS, Illinois community colleges also provide adult education, literacy and continuing education courses; and

WHEREAS, Illinois community colleges in partnership with school districts offer dual credit courses to high school students; and

WHEREAS, these graduates have contributed to Illinois' economy, providing Illinois' employers with highly trained employees with skills for industry, manufacturing, health care, information technology and other essential workforce talents; and

WHEREAS, the state has benefited from the leadership and guidance provided to the community college system by the Illinois Community College Board, the Illinois Community College Trustees Association, the Illinois Council of Community College Presidents the ICCB Student Advisory Committee, and the Illinois Community College Faculty Association; therefore be it

RESOLVED, the Illinois Board of Higher Education offers its sincere respect to one of the largest and highest quality community college systems in the world providing accessible and cost-effective postsecondary education opportunities; and be it further

RESOLVED, the Illinois Board of Higher Education expresses its deep gratitude to Illinois community colleges for the important contributions over the past 50 years fulfilling their mission to raise the level of education and training for millions of Illinois citizens living and working in Illinois communities.

*Illinois Board of Higher Education
June 21, 2016*

Finding a Way Forward: Navigating the Budget Crisis

Panelist: Randy Dunn, President, Southern Illinois University System; Rob Widmer, President, Heartland Community College; Duane Bonifer, Executive Director, Marketing and Communications, Monmouth College; Eric Zarnikow, Executive Director, Illinois Student Assistance Commission; and Brad Cole, Executive Director, Illinois Municipal League.

Dr. James Applegate introduced the panelists and gave a brief description of the panel discussion focused on the impact of the budget crisis and paths forward. The initial focus was on the MAP program.

The Monetary Award Program (MAP) grant is the state's need-based grant program to help low income students go to college and one of the largest programs of its kind in the country. Family income for dependent MAP recipients is, on average, \$30,000 per year. For an independent student it is about \$15,000 per year. Almost 60 percent of MAP recipients are determined by the federal government to have no expected family contribution. The Illinois Student Assistance Commission (ISAC) has received MAP funding for the Fiscal Year 2016 fall term and paid those claims. There has been no funding for Fiscal Year 2016 spring term to date, creating an environment of uncertainty for students and schools.

Illinois filings of the Free Application for Federal Student Aid (FAFSA) are down nine percent overall and down 12 percent for MAP recipients. Among the students not filing FAFSA are more affluent and therefore more mobile students, who may go out of Illinois for college. The federal government has accelerated by three months the starting date for FAFSA completion (from January 1 to October 1). Beginning in Fiscal Year 2018 ISAC will start awarding MAP on October 1. However, early start dates mean financial aid runs out early as well. Community college students

are late pursuers of financial aid and late enrollees. Timeline changes mean there is the potential to have three years of MAP funding in play at once: the unknown remainder of Fiscal Year 2016; the budget uncertainty of Fiscal Year 2017; and Fiscal Year 2018. All these things combined could have a detrimental long term effect on students.

In addition to MAP, ISAC programs that have faced funding issues include the Golden Apple scholars, helping teachers in high need school districts; Minority Teachers of Illinois; and Dependent Grants for dependents of police, correctional, and firefighting personnel killed or disabled in the line of duty.

ISAC is conducting a survey of MAP recipients who have received Fiscal Year 2016 fall funding. Early data indicates many cannot return to school without stable MAP funds. These students also have lost trust in the state.

Students leaving the state, draining talent across the border, is unfortunate but the greater tragedy is that without funding many students will simply not be able to go to school. One common theme this year is the impact of uncertainty. No one thrives in an uncertain environment, particularly one that undermines the work institutions have accomplished on completion and persistence and early alert, monitoring, and intervention systems.

Many students face immense challenges to achieving higher education and questions like MAP uncertainty of program sustainability can derail an education.

Some institutions advanced money for MAP students. The schools that did not faced logistical concerns regarding unpaid balances, enrollment, graduation, or transfers. Because the institutions faced different financial situations, no uniform solution emerged, creating confusion for students. About 40 percent of Monmouth College students are Pell recipients and first generation college students for example, and Monmouth pledged to cover the MAP shortfall during academic years 2015-16 and 2016-17. However, this affects the College's ability to expand academic programs, hire faculty, develop the campus, and more.

In the short term, some schools, like Monmouth College and all the public universities, have been able to self-fund MAP students, but that capacity is going to end at some point. MAP grants range from \$300 to \$4,720 (for the full academic year), with the average around \$2,900. The Southern Illinois University (SIU) system, for example, has about 6,500 MAP students. Fronting such a large amount of money is not sustainable.

In addition to budget uncertainty, MAP's purchasing power has faced significant erosion. Twelve years ago the MAP grant award was enough to cover tuition and fees at a public university or community college. Today it covers approximately one-third of tuition and fees at a public university and less than one-half at a community college. The program also serves a much smaller proportion of eligible recipients. The legislature and Governor support MAP; for some it is a social justice/equality issue and for others it is an economic strategy. Despite the broad bipartisan support, however, Illinois has faced a significant defunding of MAP.

The *Public Agenda for College and Career Success* midpoint report noted that achievement gaps in Illinois have widened. MAP is one of the main tools available to reduce gaps through higher education.

Community colleges and Illinois Community College Board (ICCB) have long argued that community colleges students are usually disadvantaged regarding MAP. ICCB has worked with

ISAC to make budget neutral changes and to increase community college student participation. MAP is first come, first serve. ISAC data show that community college students apply for MAP proportionately with other Illinois students, so roughly the same percentage of community college students receive the awards. The difference, however, is claim rates. Public universities and private institutions' claim rate is about 80 percent. Community colleges' claim rate is closer to 55 percent. ISAC does not have good data exploring the difference but anecdotes suggest the economy plays a role. Fewer adults pursue higher education when the job market is robust.

Studies have shown that about half of minority students decide where to apply to or attend around June. By then MAP funds are long gone. The reasons for late decisions are unclear, though the students may not be receiving adequate support and counseling from their high schools or others.

The University of Illinois reported an increase in the number of tenured faculty losses during the budget impasse over normal conditions. All institutions are facing high quality faculty member loss, as the outstanding faculty are offered opportunities elsewhere. In the past institutions could keep faculty by making counteroffers or providing other opportunities; without a full budget, they cannot retain faculty. SIU, for example, may not be able to fill vacancies in specialty areas such as energy, engineering, and medicine because so few qualified individuals are available.

Most students, even high achievers, face hurdles to secure financial aid. Board member Sean Anderson is an independent student. His mother worked in admissions, recruitment, and financial aid for several Chicago institutions and taught him how to apply for financial aid. Without her knowledge, he would not have known, for example, a particular year's MAP grant suspension date. One of ISAC's challenges with MAP is to make assumptions about how much money the General Assembly will provide and estimate each year's claim rates. Because they must award money before they get the money, ISAC must use the past to predict the future. ISAC has also found that when they announce that applications will be closed on a certain date (usually two or three days in advance), they get a rush of applications that quickly exhausts the funds likely to be appropriated. Each year they push the same message: file early and do not wait. Federal Pell grants are awarded as late as summer or the beginning of the semester but Illinois' MAP grants close in February or March. Students who miss that deadline question if they should wait a year, attend part time, or work instead. Many students are lost through this completion slow down.

Many dots need to be connected. The regional impact of the budget crisis is sometimes overlooked. Are students staying in the area after graduation or following better opportunities elsewhere? What is the effect of long-term deferred maintenance on the local economy? Communities rely on students for part of their census count. When student enrollment drops, so does census-based funding for infrastructure and the local income tax. With the budget impasse comes unpaid bills and its effect on local businesses. Illinois' 1,297 municipalities are served and affected by a community college, a public university, and/or a private institution. Secondary education is also affected by higher education. Faculty and staff are worried about their children's education as well as their own careers and this can hamper recruitment.

Moving forward we must be proactive to get things back on track. The MAP crisis has rightly garnered much attention but operational funds are needed as well. The Bloomington-Normal area is a unique community with a major state university, a strong community college, a strong private university, and a branch of another small private institution. Education is a key aspect of the community and all sectors are impacted by the absence of state funding. When funding does come institutions must have the flexibility to respond to their specific needs without

outside intervention. Colleges have tried to insulate students from the dramatic effects of the budget impasse but they might not be able to do so if it continues.

The issue institutions face is not just which programs to cut or keep but rather what opportunities for students are available, particularly the number of course sections offered. Community colleges have had to reduce programs or eliminate them all together. Underrepresented group support programs like counseling, disability services, and others are often the first things to go, leaving struggling students with even less support.

This can be represented as concentric rings with academic programs at the core and student, academic, regional, and outreach services in outer rings. The universities have reduced costs by working from the outer rings in. Many of the lost support and outreach programs are powerful tools for their schools' regions. This infrastructure is being dismantled right now and will be difficult to rebuild later. The IBHE Board has a role to play in preserving the academic core.

Our advocacy role is important but we are in a crisis of confidence that exists around Illinois public universities in applications, MAP, and retention. For example, one Kentucky university has seen a 40 percent increase in applications from Illinois residents this year. We need to discuss how we advocate for Illinois higher education. The core is staying strong but all the other work is getting dismantled. And as the crisis continues the core is more and more in danger.

The middle and upper classes will find a way to get into and through college because they have the social capital. The students on the margins must be the focus going forward, getting them prepared for college, getting them into college, and making sure the colleges take care of them. They are the future of the State.

When faced with a budget situation like this institutions must have the flexibility to react immediately. A lack of funding almost causes a form of paralysis in which everyone is afraid to move or act and everyone goes into survival mode.

Danville Area Community College (DACC), for example, made the decision to suspend two programs because of low enrollment and high costs. One of the programs was their work with the Danville Correctional Center. When incarcerated individuals have access to higher education their rates of recidivism drops. However, DACC was forced to suspend this program when funding was not available.

Now that we have a sense of the breadth of the impact on communities, students, and institutions, hopefully everyone can begin to think about the messaging and moving forward in parallel with advocating for a budget. One lesson of this budget impasse is that when these dysfunctions occur the most vulnerable are hurt the most. This happens at every level. Hopefully we can get back to a place where we can again serve those who need us the most.

Dr. Applegate thanked the panel for their participation. IBHE will continue to focus on securing a budget but it also will develop a plan to move forward once things are righted. Chair Cross also thanked the panel.

VI. 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 authorization proposals submitted to the Board through June 2, 2016. Since then, 16 additional proposals have been received. As of June 15, 2016, there were nine new requests for program modifications in addition to the 22 reported in the memo and one application has been withdrawn since the last board meeting.”

1. 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 by Ms. Christine Wiseman and seconded by Dr. Teresa Garate, unanimously hereby grants authority to Blackhawk College to offer the Associate in Applied Science in Surgical Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Carl Sandburg College to offer the Associate in Applied Science in Process Maintenance Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to College of DuPage to offer the Associate in Applied Science in Landscape Contracting and Management and the Associate in Applied Science in Sustainable Urban Agriculture 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 Frontier Community College to offer the Associate in Applied Science in Graphic Arts and Design subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Harold Washington College to offer the Associate in Applied Science in Paralegal Studies subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Harper College to offer the Associate in Applied Science in Physical Therapy Assistant 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 Mechatronics 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 Joliet Junior College to offer the Associate in Applied Science in Human Services Generalist 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 Lake Land College to offer the Associate of Applied Science in IT: Computer Applications, the Associate of Applied Science in IT: Programming, and the Associate of Applied Science in IT: Web Technology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Rend Lake College to offer the Associate in Applied Science in Computer Programming, the Associate of Applied Science in Office Systems Technology Specialist, and the Associate of Applied Science in Welding Technology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Triton College to offer the Associate in Applied Science in Biotechnology Laboratory 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.

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

Dr. Cullen briefly outlined the contents of this item. A brief discussion was held.

The Illinois Board of Higher Education on motion made by Mr. John Bambenek and seconded by Dr. Teresa Garate, unanimously hereby grants to Lake Forest Graduate School of Management Authorization to Grant the Master of Science in Management in the North Suburban 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 grants to Rush University authorization to Grant the Doctorate in Occupational Therapy 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 grants to Webster University Authorization to Grant the Master of Science in Cybersecurity in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Chamberlain College of Nursing Authorization to Grant the Master of Public Health in the West Suburban 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 grants to Madison Media Institute DBA Rockford Career College Authorization to Grant the Associate of Applied Science in Allied Health, Associate of Applied Science in Construction Management, Associate of Applied Science in Diagnostic Cardiovascular

Sonography, Associate of Applied Science in Medical Laboratory Technician, and the Associate of Applied Science in Surgical Technology in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

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

Dr. Cullen briefly outlined the contents of this item. A brief discussion was held.

The Illinois Board of Higher Education hereby grants to University of Illinois at Chicago authorization to establish the Bachelor of Science in Liberal Arts and Sciences in Integrated Health Studies and a Master of Science in Comparative Effectiveness Research 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 hereby grants to the University of Illinois at Springfield authorization to establish a Bachelor of Science in Biochemistry, Bachelor of Science in Exercise Science, and a Master of Science in Data Analytics in the Central 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.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the Bachelor of Arts in Liberal Arts and Sciences in Asian American Studies 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.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Urbana-Champaign authorization to establish the University of Illinois Deloitte Foundation Center for Business Analytics 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.

VII. Consent Agenda

Chairman Cross next moved to the consent agenda.

4. Board Meeting Minutes – March 1, 2016

The Illinois Board of Higher Education on motion made by Mr. Tyler Solorio and seconded by Dr. Alice Marie Jacobs, unanimously approves the Minutes of the March 1, 2016, meeting.

5. Fiscal Year 2016 Financial Report as of May 31, 2016

The Illinois Board of Higher Education on motion made by Mr. Sean Anderson and seconded by Mr. Tyler Solorio, unanimously approves the Fiscal Year 2016 Financial Report as of May 31, 2016.

6. Appropriation Transfers for Fiscal Year 2016

The Illinois Board of Higher Education on motion made by Mr. Tyler Solorio and seconded by Mr. Sean Anderson, unanimously authorizes the Executive Director to transfer funds among Fiscal Year 2016 appropriated operating lines, as needed. A report of exact transfer amounts is to be given to the Board.

7. Executive Session Minutes

The Illinois Board of Higher Education on motion by Vice Chair Jane Hays and seconded by Mr. Tyler Solorio, unanimously substitutes the resolution as follows:

Resolved, that the Illinois Board of Higher Education finds that (1) the need for confidentiality exists for the minutes of the Executive Sessions of June 2, 2015 and February 5, 2016 and further resolved that such minutes shall continue to remain confidential; and (2) the minutes of the 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, February 5, 2015, April 6, 2015, August 11, 2015, October 6, 2015, and December 1, 2015 shall be open and made available to the public.

VIII. Information Items

8. Spring Enrollment Survey (Written Report)

9. Fiscal year 2017 Appropriations for Higher Education General Assembly Action

10. Legislative Update

IX. Public Comment

X. Other Matters

The next Board meeting will be September 27 at St. Xavier University in Chicago. The featured lunch guests will be the Independent College Presidents and the Proprietary Advisory Council.

IX. Adjournment

There being no further business to come before the Board, Chairman Cross adjourned the meeting at 3:45 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 June 21, 2016, meeting.