

APPROVED
FEBRUARY 5, 2013

Item #IV-11
February 5, 2013

MINUTES – BOARD MEETING
December 4, 2012

Submitted for: Action.

Summary: Minutes of the December 4, 2012, meeting of the Illinois Board of Higher Education held at Adler School of Professional Psychology, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the December 4, 2012, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
December 4, 2012**

A meeting of the Illinois Board of Higher Education was called to order at 1:10 p.m. in the Community Hall at Adler School of Professional Psychology in Chicago, Illinois, on December 4, 2012.

Frances G. Carroll, Acting Chairwoman, presided.
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Randy Barnette	Santos Rivera
Kym Hubbard	Robert Ruiz
Allan Karnes	Ari Shroyer
Paul Langer	Elmer L. Washington
Justin McDermott	Addison E. Woodward, Jr.
Proshanta K. Nandi	

Also present by invitation of the Board were:

Harry J. Berman, Interim Executive Director, Illinois Board of Higher Education
Geoffrey Obrzut, President/Chief Executive Officer, Illinois Community College Board
Eric Zarnikow, Executive Director, Illinois Student Assistance Commission
Vinni Hall, Board Member, Illinois State Board of Education

Presidents and Chancellors

Paula Allen-Meares	Elaine Maimon
Al Bowman	William Perry
Rita Cheng	John Peters
Robert Easter	Jack Thomas
Sharon Hahs	Phyllis Wise

Advisory Committee Chairpersons

Marie Donovan, Faculty Advisory Council
Christine Sobek, Community College Presidents
Ron Kimberling, Proprietary University Presidents
Nicholas Bender, Student Advisory Committee
Elaine Maimon, Public University Presidents
Tom Thompson, Disabilities Advisory Committee
Dave Tretter, Private University Presidents

I. Call to Order

1. Call Meeting to Order, Dr. Frances G. Carroll

Dr. Frances Carroll called the meeting to order. A quorum was present.

The Illinois Board of Higher Education, on motion made by Dr. Elmer Washington and seconded by Kym Hubbard, unanimously approved Dr. Frances Carroll to act as chairwoman.

Dr. Frances Carroll said, “Good afternoon. As Acting Chair for the Board meeting, I want to welcome everyone to the December meeting of the Illinois Board of Higher Education (IBHE).

“It does not appear on our agenda, but there will be a brief Executive Session of the Board immediately following our regular meeting. That meeting will be held in this same room, so we would ask the cooperation of the persons attending today to leave the room at the conclusion of this meeting. After the Executive Session, the Board will reconvene in this room in Open Session. It is expected that we will take no further action in the reconvened Open Session except to adjourn. Thank you in advance for your cooperation.

“I want to thank President Crossman and his staff for hosting this meeting of the Board and for their warm hospitality. Before I move on, I want to say that our Chairwoman, Carrie Hightman, is not with us today because of a prior commitment. President Crossman, would you please step to the mike for a few remarks?”

2. Welcome by President Raymond E. Crossman, Adler School of Professional Psychology

Dr. Raymond E. Crossman welcomed everyone to Adler School of Professional Psychology.

3. Welcome and remarks by Acting Chairwoman Frances G. Carroll

Dr. Carroll said, “Thank you again, President Crossman. Let us give him a hand and the school, as well.

“I would like to acknowledge Mr. Randy Barnette, who is attending today’s meeting on behalf of Alexi Giannoulas, Chairman of the Illinois Community College Board (ICCB). Mr. Barnette, welcome.”

Mr. Randy Barnette said, “Thank you for having me.”

Dr. Carroll said, “I want to thank the Disabilities Advisory Committee (DAC) for joining us for lunch. As expected, we had an engaging conversation and we value your insight and leadership. The higher education community has benefited from the counsel of the DAC and its chairman, Mr. Tom Thompson. As many of you may know, Tom is stepping down as chair of the IBHE DAC to finally enjoy his retirement. Tom has served as the inaugural chairman since 2004 and retired from William Rainey Harper College in Palatine as the Director of Disabilities Services and ADA/504 Coordinator. Under Tom’s leadership the committee has developed a model for disability metrics in Illinois to track the progress of students with disabilities in postsecondary education. He promoted reporting about campus web accessibility, offered

statewide training and consultations to numerous colleges, and addressed issues related to how campuses utilize documentation to determine reasonable accommodation. He has promoted numerous efforts to improve the practice among disability service professionals.

“In addition to his vital responsibilities as the first chair of the IBHE DAC and his leadership in providing services to students with disabilities on his campus, Tom actively engaged at the State and national level on issues pertinent to disabilities. Tom served as a two-term board member for the Association on Higher Education and Disabilities (AHEAD), as a member of the Standing Committee on Disability for the American College Personnel Association, and as a consultant evaluator about campus accessibility and disability services, and as an adjunct faculty at Northern Illinois University (NIU) and at Northeastern Illinois University (NEIU).

“Tom, on behalf of the Board and IBHE staff, I sincerely thank you for your leadership of the committee. We appreciate the expertise and contributions of your committee members as well as your leadership in advising this Board on issues impacting students with disabilities. Furthermore, I would like to note the vision of Mr. James Kaplan, the former IBHE Chairman, and the action of his Board in creating the DAC to make a difference in the lives of students with disabilities in Illinois. Tom, you took your vision and turned it into many important action steps and successful outcomes. Thank you. Ms. Anita Moore, the next interim chairwoman of the DAC, will continue to build on the progress you and the DAC have made to create and improve needed programs and services for students with disabilities in Illinois higher education. You will be missed, Tom. We wish you all the best in your future endeavors. Tom, would you like to say a word?”

Mr. Tom Thompson said, “I just wanted to share, as we shared with many of the Board member who came to our luncheon, how much our mission is really about enhancing and continuing what has happened in Illinois and higher education for students with disabilities. I will not go into all the examples that we shared with them but there are numerous institutions in this state that have been and are leaders in providing support and in graduating significant numbers of students, parallel to students that do not have disabilities. We are hoping that DAC will continue to be a part of continuing that excellence in the State.”

Dr. Carroll said, “Tom, you are wonderful. We just spent an hour and a half with you and got an opportunity to have you share with us some of the wonderful knowledge you have stored up. Thank you again for all you have done for Illinois higher education.

“Let me shift quickly to the Monetary Assistance Program (MAP). As you know, during the spring of 2012 legislative session, the Illinois General Assembly passed Joint Resolution 69, which created the MAP Eligibility Taskforce. The purpose of the taskforce is to consider options or new rules for the MAP program, with the objective of improving the outcome for students who receive the grant. I have had the privilege of representing the IBHE on this taskforce. At the most recent MAP taskforce meeting on November 8, taskforce members were asked to dialogue about the potential MAP changes we felt were worth further discussion, as well as those concepts worth no further consideration. ISAC staff did a good job of summarizing these conclusions, which I will now discuss.

“While there was no unanimity of position on any change, there were several changes that were either largely liked or largely disliked. First, the community colleges and the private, not-for-profit institutions emphasized the need for increased award flexibility that could be achieved through a campus-based program.

“Second, about half the taskforce members indicated that the program should better accommodate the essential differences between dependent and independent students. The most common accommodation mentioned was different application deadline dates.

“Third, while better targeting aid to students more likely to succeed received general approval, the use of merit components, especially high school to college merit components such as high school grade point average (GPA) or American College Testing (ACT) score, were almost universally disliked with task force members believing that they would increase inequity and reduce diversity.

“Fourth, some type of additional support for MAP recipients was mentioned by several taskforce members. Information on student loans, frequent meetings with academic financial advisors, and improved connections with existing sources of information and aid were mentioned.

“Fifth, several taskforce members complained that the MAP eligibility formula is old and outdated, although it still does direct aid to the lowest income students. Substituting a payment table was offered as a simpler replacement for the existing formula.

“Sixth, several task force members mentioned institutional accountability, but most were vague on what to implement to hold schools accountable.

“In short, task force members expressed a variety of concerns with a model that would have allocated portions of the appropriation by institution for each school to distribute among the eligible students who would still have been identified by the Illinois Student Assistance Commission (ISAC). Instead, the group collectively moved towards the idea of establishing specific deadline dates and prioritizing the lowest-Expected Family Contribution (EFC) applicants within the pool of students who apply before the deadline.

“In addition, the group also asked to see models that separated dependent from independent students and returning vs. new students. Here, the idea would be that some students—independents in the first case and new students in the second case—are less likely to make final decisions about attending college by mid-March. As you know, mid-March has become the cut-off date for MAP applications based upon the estimated appropriation level for MAP and the necessary number of MAP eligible students. At present, ISAC staff is modeling a variety of permutations of those basic ideas for the group to review and it is likely that an additional meeting will be called in December.

“Eric is here. Did he leave? Would you stand up? This is the man who is leading the MAP Taskforce so whatever you like, give him the credit, and whatever you do not like, give him the blame.

“Now let us have some remarks by our Interim Executive Director, Harry Berman.”

4. Remarks by Interim Executive Director Harry J. Berman

Dr. Harry Berman said, “Thank you very much, Dr. Carroll. It is a great pleasure to be here this afternoon to address you as the Interim Executive Director of the IBHE. I am honored to have been asked to lead the IBHE during this transition period. I welcome the support and partnership of each of you Board members to join with me and the staff to keep higher education

in Illinois moving forward and in the forefront of the minds of many as a critical contributor to the improvement of Illinois citizens' lives and to the economic wellbeing of the State.

"It is a particular pleasure for me to have Dr. Carroll chairing this meeting in Chairwoman Hightman's absence. I had the honor of seeing Dr. Carroll in action, so to speak, during her years of service on the University of Illinois Board of Trustees. You also, on this Board, know her well, her conscientiousness in executing Board duties, her kind manner, her sense of humor, but, more centrally, her commitment to and persistence in raising up the life chances of all Illinois citizens by making higher education both accessible and affordable. I will always be grateful for our friendship.

"Throughout my career I have found that much of what constitutes leadership involves drawing on the talent and energy of those around me and moving forward as a team. Working at IBHE will be no exception. We have a dedicated staff that cares about advancing postsecondary educational opportunities and assuring educational quality for the citizens of Illinois. The mission is clear. Our team stands ready to work collaboratively with our institutions of higher education to accomplish the aims of the *Public Agenda* and, in particular, to reduce the existing educational attainment gap and to assure progress toward the 60/25 goal.

"Speaking of the 60/25 goal, I want to mention something that is obvious but nonetheless bears mentioning. Next fall, fall of 2013, children will be entering fourth grade who will be of an age to have graduated from college in four years by the fall of 2025. Think about that for a moment. For us in higher education to succeed in increasing Illinois's college educated population in a way that is consistent with our aspirations, our education partners in the preschool, primary, and secondary education arenas must succeed in the next decade, ensuring that ever-increasing numbers of Illinois children are college ready. IBHE staff is actively involved with the Illinois State Board of Education (ISBE) to ensure that our educational goals are aligned for college success.

"Now, needless to say, financial resources will play an enormous role in the years leading up to 2025 in creating the wherewithal to achieve our goals. We know too well that the financial constraints presently binding the State are strangling the State's ability to provide needed programs and services to its citizens. At the heart of the financial problem is the need to address the escalating pension obligation. As reported last week by the Commission on Forecasting and Government Accountability, the unfunded pension obligation of Illinois's five pension systems has grown to \$94.6 billion dollars. It is anticipated that pension reform will be the predominate policy discussion during the upcoming lame duck session and, at a recent Cabinet meeting to discuss his "Thanks in Advance" social media campaign, Governor Quinn indicated that pension reform is the State's top priority.

"Massive steps will be required to stabilize the current pension system. Many plans have surfaced for addressing this problem, including the pension cost shift to our public universities and community colleges. A cost shift would be a definite burden on all our institutions and, if enacted, would be the equivalent of a reduction in the state appropriation. I want to note, however, that our public university presidents and chancellors and the community college leadership, out of a sense of shared sacrifice that will be needed to put the state on a better financial footing, have been proactive and informed the governor of their willingness to assume the pension costs for their employees under a reasonable, phased in approach. They have put forward this recommendation out of a sense that we must collectively support strategies that will restore the state's financial stability and I applaud their leadership.

“I would like to say a word about our host institution, an institution that takes its mission from the teachings of one of the twentieth century’s great figures in the field of death psychology, Alfred Adler. Adler had a profound influence on some of my intellectual heroes, the founders of humanistic psychology, people such as Abraham Maslow, Carl Rogers, Rollo May, and the great existentialist thinker Viktor Frankl. Among Adler’s central ideas, ideas which animate this institution, is the idea that health in general and mental health in particular does not only reside inside the individual, in particular in terms of his or her actions or his or her deficiencies, but is also the product of societal forces. This institution takes seriously the idea that educating and training practitioners involves instilling a sense of responsibility for community well-being as well as the highest standards of practice. Thank you, Dr. Crossman, for hosting us today.

“We should take special note of the recent announcements from two of our esteemed presidents. Dr. John Peters, president of Northern Illinois University (NIU), announced to his board and the campus earlier this fall that he would be retiring at the end of the school year after closing the book on 13 years of leadership as the university’s eleventh chief executive officer. Just this week, President Al Bowman of Illinois State University (ISU) sent a message to his board, staff, and students of his plans to retire upon completion of the successful search for ISU’s eighteenth president. Dr. Bowman is stepping down after 34 years at that university, the last nine years as president. Our very best wishes go to both President Peters and President Bowman.

“We in the Board office appreciate the service of all our institutions of higher education that are providing Illinois’s citizens pursuing a college education the opportunity. I look forward to a productive partnership with the Board, with Illinois colleges and universities, with the Governor, and with the General Assembly to advance our work over the next several months. Thank you all very much.”

Dr. Carroll said, “Thank you and welcome. Yes, Proshanta?”

Dr. Proshanta Nandi said, “My name is Proshanta Nandi. I could not stop thinking about Dr. Adler when I was a student, along with Harry, who is a profound scholar of Dr. Adler. I was so impressed with Dr. Adler that whenever I think of a top-notch psychoanalyst, Dr. Adler comes to mind more than Sigmund Freud. On another front, I am a member of the Professional Regulations Board of Clinical Psychology of the State of Illinois. Whenever a student comes in for permission to approach the exam and be declared a successful candidate, we have to sign off on that. I will tell you that I have been so impressed with the students of Adler School of Professional Psychology, more than any other institution in the whole state. Kudos to you, for doing fantastic work. Thank you.”

5. Resolution Honoring John P. Minogue

Dr. Elmer Washington read the following resolution:

We, the Members of the Illinois Board of Higher Education (IBHE), extend our deep appreciation and esteem to John P. Minogue for his dedicated service to postsecondary students in Illinois and to the citizens of Illinois.

John was as an active and valued Member since August 2005, serving as a steadfast proponent for addressing student needs with strong conviction and frank insights that were gained from his leadership experiences in academic settings.

In particular, we commend John's consistent work on the Public Agenda Task Force which resulted in the Illinois Public Agenda for College and Career Success, as well as his contribution to the Higher Education Finance Commission's deliberations. His steadfast participation during this process resulted in the recommendation of performance funding proposals linking financing higher education more closely with the successful implementation of the State's Public Agenda goals.

We applaud John's remarkable roster of accomplishments having served as President of DePaul University from 1993 to 2004, where he was also a professor of religious studies. Currently, he is an adjunct professor in the Department of Obstetrics and Gynecology at Northwestern University Feinberg School of Medicine. In addition, he is a graduate of St. Mary's Seminary, DeAndreis Institute of Theology, and DePaul University conducting his doctoral studies at Catholic University of America in Washington, D.C., and receiving his Doctor of Ministry from St. Mary of the Lake Seminary in Mundelein. His leadership and dedication earned him the Polish Cross of Merit and the Doctor Honoris Causa da Unisul, Universidade do Sul de Santa Catarina.

The Board will miss John's unflinching advocacy, spirit of public service and his passion for the interests of Illinois students. We wish him well in his future endeavors.

II. The Illinois Public Agenda for College and Career Success

6. Public Agenda Update

Dr. Carroll said, "Now, we will move into the *Public Agenda Update*. Dr. Alan Phillips, would you bring us the Update first and then we will do the Showcase."

Dr. Alan Phillips said, "The purpose of my comments is to provide you with an updated status of efforts to pursue the *Public Agenda for College and Career Success* and to discuss some of the challenges to these efforts. Over the past few weeks we have conducted budget reviews with the public universities as well as with other higher education agencies and will be conducting our final budget reviews with ISU tomorrow and with Western Illinois University (WIU) on Thursday. During these reviews we heard about all of the impressive work taking place to further the goals and implementation of the *Public Agenda*. We have also had the opportunity to discuss some of the great challenges they face in light of continuing declines in higher education funding. The IBHE fiscal staff has provided you with a report that sets the context for the Fiscal Year 2014 budget development and I would like to touch on a couple of the highlights of that report.

"Looking back over fifteen years, excluding pensions and adult education and career technical education, funding for community colleges, public universities, need-based financial aid, and institutional grant programs has decreased a total of \$731 million, or 27.5 percent over that time. Between Fiscal Years 2012 and 2013, from last year to this year, operations and grants funding decreased an additional \$128 million, or 6.1 percent, when retirement funding is excluded. This reduction is attributable primarily to a \$79.6 million reduction for public universities, \$20.9 million reduction for community colleges, and a \$15.4 million reduction to the MAP grants. When you consider that over \$33 million was added back into the MAP grants for last year, the change in funding for MAP from last year to this year is approximately \$52.9 million less.

“Additionally, the Fiscal Year 2013 budget reduced funding for higher education agency operations and for a number of institutional grant programs. Regarding capital spending in Fiscal Year 2010, the Governor and General Assembly approved the \$31 billion “Illinois Jobs Now!” capital program that included more than \$1.6 billion for over 120 higher education capital projects and renovation projects. While appropriations were approved for these projects, the actual release of funding was not immediately forthcoming due to the lack of available bond proceeds and the limited amount of bonding authority authorized for Fiscal Year 2010. Additional, the General Assembly did not approve any new funds for capital in Fiscal Year 2011, Fiscal Year 2012, or Fiscal Year 2013, which brings us to the budget outlook for Fiscal Year 2014.

“In spite of increased revenue to the state over the last year, these revenue increases have not offset the continued increase in pension and Medicaid costs. As a result, we have concerns that there will be continued pressure to reduce higher education funding in Fiscal Year 2014. Dr. Berman has already touched on the pension issue and the potential impacts on higher education funding. To put that issue in a little better context, in 2013, state funding for the public colleges and universities was reduced from \$2.1 billion to \$1.99 billion in Fiscal Year 2013, which was a reduction of \$128 million or 6.1 percent. However, from Fiscal Year 2012 to Fiscal Year 2013 the state payments to the State University Retirement System (SURS) increased from \$980 million to \$1.4 billion, an increase of 42 percent. We expect the required payment to SURS for Fiscal Year 2014 to be \$1.5 billion.

“It is our belief that education is an economic benefit and is the key to the economic future of Illinois. In our Fiscal Year 2014 budget recommendations we will advocate for increased funding for performance funding, deferred maintenance, MAP, adult education, career and technical education, and veterans grants. However, our biggest concern is that, in addition to the likely transfer of pension costs to the colleges and universities in Fiscal Year 2014, there may also be other reductions in higher education funding. If that takes place it will make it increasingly more difficult for the public colleges and universities to continue to carry out their mission and, correspondingly, to implement the *Illinois Public Agenda for College and Career Success*.

“As with last year, our Fiscal Year 2014 budget recommendation will include a performance funding component. Over the last few months the performance funding refinement committee has met a number of times and we are working to improve the model by adding measures such as cost per completion, cost per credit hour, credit hour accumulation, and time to completion. We continue to look at the scaling issue to determine if there is a better way to normalize the data and we are looking at ways to address high-cost entities such as hospitals, medical schools, dental schools, etc. We are planning to have a performance funding steering committee meeting sometime in early January, where we will present the revised performance funding model to the committee in preparation for the IBHE Board meeting in February, where we will make a budget recommendation for Fiscal Year 2014.

“While pensions will be the centerpiece of the upcoming legislative session, there are a couple of other legislative initiatives impacting the *Public Agenda* that I would like to mention. The first is the Illinois College Choice Reports Act. This act ‘requires ICCB, IBHE, an organization representing the public policy interests of the State’s private, non-profit colleges, and universities, and the Illinois Higher Education Consortium (IHEC) to form a committee to develop the Illinois College Choice Reports. The reports will provide information about Illinois colleges and universities, including costs, student demographics, student progress and attainment, application and admission data, areas of study, and certificate or degree completion.’ This is not

a new proposal. It has not made it through the legislature but we expect it will be discussed in the upcoming session.

“The second is the Grants Recovery Act, which indefinitely suspends grant-making authority by a ‘grantor agency on June 30, 2013, and on July 1st of every 5th year thereafter, unless the General Assembly, by law, authorizes that grantor agency to make grants or lifts the suspension of the authorization of that grantor agency to make grants.’ This could potentially impact over \$5.5 million of IBHE grants and applies to all state agencies.

“We do not know the outcome of these two pieces of legislation but we will be keeping track of both of them as they both have significant higher education implications.

“Regarding the Illinois Longitudinal Data System (ILDS), over the past few months, many of us have been involved in discussions regarding the establishment of a governing body to oversee the management and sharing of the State’s early childhood, education, and workforce data and we continue to move that effort forward. IHEC has had considerable success in development of a governance structure to manage the relationships between the various higher education sectors in support of ILDS. As a result, we are looking to use their experience and draw from that model in development of a governance structure for ILDS. At the P-20 Council meeting on October 24, a resolution was passed that supports the development of a governance structure for ILDS and we are working together to develop a governance framework based on the IHEC model that we can propose to the Governor’s office, state agency leadership, the P-20 Council, and interested outside stakeholders. We hope to have that accomplished in the very near future.

“With regard to academic affairs, the work that ISBE and IBHE have undertaken the redesign of principal preparation programs has so far resulted in 12 programs reapplying for approval of their newly designed programs that are aligned with the new state standards and requirements. As of September 1, 2012, no new candidates can be admitted to former general administration programs and by June 1, 2014, all programs for the preparation of principals must be approved under new program rules or cease operating. IBHE is working with ISBE and the P-20 Council Teacher and Leader Effectiveness Committee on the restructure of the education licensure structure and the subsequent redesign of teacher preparation programs. Rules for teacher education programs are expected to advance in the spring of 2013.

“This concludes my update.”

Dr. Carroll said, “Thank you.”

7. Public Agenda Showcase

Dr. Carroll said, “Although Illinois has a robust system of associate-degree-granting and baccalaureate-degree-granting institutions, many students face challenges in achieving a seamless transition from one educational sector to the other, which is vital in producing a well-educated workforce and a strong economy. One of the recommendations under Goal 3 of the *Illinois Public Agenda* is to “*Improve transitions all along the education pipeline,*” and consider strategies to remove obstacles to transfer.

“Today, we have the privilege of hearing from public community college, public university, and private university experts on the need to support transfer success through

u.select for degree completion. U.select is a nationwide, web-based transfer information system that provides students with quick and accurate course and transfer information on colleges and universities. Our guests today will be Lois Bishop, Director of Community College Partnerships from DePaul University, Dena Lawrence, u.select Illinois Project Coordinator, Marilyn Marshall, Assistant Vice-President for Academic Affairs at the University of Illinois, and Agnes Szemborski, Transfer Information Specialist at Harper College. Would those individuals please come forth?”

Dr. Marilyn Marshall said, “Thank you, very much for letting us present to IBHE today. I am Marilyn Marshall, Academic Affairs and one of the first principal investigators (PI) for the u.select grant in Illinois. Our presentation today is based on one these people gave to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) at their transfer conference under the “Best Practices” showcase for technology transfers. Our presenters are, as you heard, Lois Bishop, who is also a member of our advisory committee for u.select and the past chair of the Transfer Coordinators; Agnes Szemborski, who is at Harper College, has been there for 16 years, and was previously at the University of Illinois at Chicago (UIC); and Dena Lawrence, who is the coordinator of u.select in Illinois. She has been with us for three years and was previously in Oregon higher education. I should note at this point that our first u.select coordinator was none other than IBHE’s Dan Cullen. That was ten years ago. Again, thank you for allowing us to present today.

“As you know, transfer plays a critically important role in higher education in Illinois and we think that u.select is part of that fabric. Who are we? We are Harper College, which is a public community college in Illinois; DePaul University, a private university; and the University of Illinois, which supports and directs the u.select Illinois Project. We all work together to make this project work.

“This presentation will start with the context of transfer, some of the numbers and a little bit about transfer in Illinois. We will go to an overview of the actual tool and the project and then how it works at the institutions in Illinois, the creation of the partnership between Harper and DePaul and how they used u.select in that partnership.

“As Frances Carroll said, articulation is part of the *Public Agenda* Goal 3 and u.select helps support that. We agree that we are part of strengthening articulation in Illinois through u.select. You will see in this graph that *US News & World Report* ranked the top 100 transfer institutions by the number of new enrollments. Illinois is represented by six institutions in that top 100 institutions. The very top one, DeVry University, is not even on the graph because the numbers are so large, 18,000 across the whole of the United States. The other Illinois institutions you can see are NIU, Southern Illinois University-Carbondale (SIUC), ISU, DePaul, and UIC. Illinois institutions represent a very large number of transfers, particularly when you see that these are predominately freshmen-oriented institutions.

“Here is a little bit about transfers that you may or may not know. Transfer in Illinois is huge. About 60,000 students transfer every fall to Illinois institutions. That is a very large number, obviously, and of those, about 16,000 transfer to public universities; about 17,000 transfer to community colleges; about 14,000 transfer to a private institution; and about 12,000, give or take a year, transfer to proprietary institutions. Those are students coming to an Illinois institution at those numbers. I think what is remarkable in that is that we think of the linear transfer, from a community college to a public university or a private four-year institution, but as

you can see in the numbers, there are just as many transferring to a community college as to a public university.

“This graph shows the source of the 60,000 transfers. Where are they coming from? Primarily community colleges, but taken with respect to the other graph they are going back and forth. There is a lot of transferring around in Illinois. You probably also see that the out of state, foreign, and unknown category is very high. We know that of the roughly 25,000 students who transfer from out of state, foreign, and unknown institutions, about 18,000 are from out of state and out of the country. Illinois is one of the largest net exporters of students. They go out of Illinois and we know that many of the students that are transferring from out of state are originally Illinois students. We like to say that they “saw the light” and came back home.

“One of the people in our presentation group said this was a very confusing diagram. I would like to say that, yes, it is confusing because there are a lot of lines and arrows going around but it shows the interconnectedness, the interwovenness of transfer in Illinois, what has to work for students. We have to have institutions working together. We have to have students working with those institutions. We have to have the IBHE with policy that supports them and there has to be information out there that students can get that is accessible and meaningful. That is how we think u.select plays into this.

“Our next presenter is Dena Lawrence.”

Ms. Dena Lawrence said, “Thank you, ladies and gentlemen. I just want to start by making a differentiation between the u.select Illinois Project and the u.select tool. U.select Illinois, as Marilyn mentioned, was launched in 2002. U.select used to be called Course Applicability Systems (CAS), so those of you who have been around a while may know it by that name. Licensed at the time that this grant came about were the 12 public universities, the 48 community colleges, and seven independent institutions. Those institutions are implemented at various levels. As we have said, the u.select Illinois Project is funded by a grant from IBHE. It is also supported by ICCB and participating institutions as well as iTransfer and the Illinois Articulation Institute (IAI). We work very closely with iTransfer and IAI. We are pleased to have a wonderful advisory committee from a great cross-section of Illinois higher education and we also serve as best we can to help facilitate the articulation process as put in place by ICCB and IBHE.

“The actual project staff consists of me and one colleague, our technical coordinator who is not with us today, and then the support of Dr. Marshall through the University of Illinois. Our role at the u.select Illinois Project is to support the institutions in their implementation, their use, and their marketing of u.select to students and to advisors, because it is also a tool for advisors.

“U.select the tool is an online, publicly available tool that is free to all users. The licensing for it is paid for by the institutions or, in this case, by the IBHE grant. It is something that allows students a window into their institutions’ systems to provide up-to-date, live information on degree requirements. They can load their course history and create a personalized planning guide that they can use to monitor toward degree completion at their intended transfer institution. It also provides a common source of information for that complex array of people that interface with the student that Marilyn showed you, counselors, advisors, faculty, students, and parents. And it allows a common point of information between the two-year and the four-year advisor who are helping the students ultimately achieve their educational goals.

“So, one of the things that is, I think, an excellent point about u.select is that it is a nationwide tool. As you can see from the map, primarily the heaviest concentration is in the Midwest. Illinois, Indiana, Ohio, Wisconsin and Minnesota are all u.select states. It is the state system for online advising. But, as you can see, it is used throughout the country. Every blue dot is an actual institution. In Illinois, I am very proud to say, while the licensing of u.select has remained at a stable level, partially due to funding constraints, the actual use of u.select has continued to grow in every aspect. This chart shows the 2009, 2010, and 2011 data and charts not only overall visitors but also unique visitors. Below there you can also see the average page views per visit, which essentially means the number of functions they are performing, and the average visit duration, which, again, is reflective of what they are doing on the site. They are not just coming there and bouncing out. This has also continued to increase a great deal as we have worked with the Illinois institutions.

“At this time I am going to turn the presentation over to my colleague, Lois Bishop, from DePaul.”

Ms. Lois Bishop said, “Thank you, Dena. Madam Chairwoman and Board, thank you so much for inviting us to talk about transfer. I love transfer students and it took me a long time to realize, in looking back over my life, that I was a transfer student, back when I had dinosaurs as pets.

“In the slides you have seen so far, you have seen how many students we have transferring in Illinois and Dena talked to you about the tools that we have to enhance transfer. We also have a very strong academic transfer program that is led by faculty committees and the IAI, so all in all Illinois has a very strong transfer environment in the state. However, all those pieces will not do any good if there is not some way of coordinating them. When we talk about successful transfer we tend to think in terms of a student begins their career at a community college, they move onto a four-year university, they have kept the same major, they have used tools like u.select, and everything just works smoothly. Well, it can happen, but for the most part that is not what our students are doing today.

“Our goal of transfer is to help the students transfer as many credits as possible that are applicable to their bachelor’s degree that they want and that they can complete that degree in the shortest period of time at the lowest cost possible. That is how we have designed transfer programs in Illinois and the use of u.select allows us to be able to provide the students with real-time information that is up-to-date, accurate information that they can count on when they are transferring or when they are taking courses at one institution, preparing to transfer to another. We know that as soon as a paper transfer guide is created you hardly get it off the printer and it is out-of-date.

“If you think back on that diagram that had the students in the middle and all the pieces around it with all the lines going in different directions, the goal of u.select is to put order to all of that so that those lines take meaning and the various relationships make sense so that the students can be well served.

“The ideal situation that we talked about is that a student starts at a community college, they use u.select as a tool to help them transfer, they enter the four-year university, they are able to complete their degree very seamlessly, and we use u.select in order to help achieve that. What we are going to do to describe how u.select is used is to create a case study where a four-year private university worked with a two-year public community college to create a program that would benefit the students in terms of transfer smoothly.

“Let me start by giving you a little bit of information about DePaul University. DePaul University was founded in 1898 and for a long time it was known as ‘the little school under the L.’ It is now the largest Catholic university in the nation and ranks among the top ten private institutions in the nation. Sixty-five percent of our 25,000 students are undergraduates. Thirty-six percent of our freshman students are first-generation college attendees. Thirty-two percent of our students are students of color. We have approximately 2,500 students who transfer to DePaul on an annual basis and, in 2010 and 2011, that number equaled our new freshman students. DePaul really values and appreciates transfer students, so it is from that perspective that we say thank you to the Board for including DePaul in the u.select system.

“Let me tell you a little bit about how we have gone about to create a successful transfer program. DePaul took a look at our transfer students, found out their needs, interviewed a number of community college partners, and identified the things that they said were important to them. Then we created the DePaul Admission Partnership Program (DAPP). DAPP works for students who start at a community college and know that they want to transfer to DePaul. Basically, they are treated the same way a freshman who started at DePaul would be treated, because their degree requirements start while they are at the community college and through the technology of having our dynamic transfer guides, which are connected to our degree progress report, which gets uploaded into u.select. So, when you take a look at u.select, you are seeing exactly what our students see as their degree requirements. It is really great that u.select can do that, so the world can see what it takes to get a degree at DePaul or any of the other u.select schools.

“U.select then provides a central source of information for all the people who are dealing with that transfer student. They know exactly what the students need to take and also the course articulations are built into that, so a student can say, ‘How is this course going to transfer and how will it meet my degree requirements?’ They can find all that through the u.select system.

“At this time I am going to ask my colleague, Agnes Szemborski, to talk to you about how it works from the community college side.”

Ms. Agnes Szemborski said, “Just to give you a little bit of overview about Harper College, we are a large suburban community college. We offer various associate degrees and many different certificates. Our most popular associates degrees would be the associates in arts and the associates in science. Amongst our many students, nearly 50 percent of our students intend to transfer, so we deal with a lot of transfer. We also receive a lot of transfers. That is surprising to some, to see that a lot of students transfer into the community college. We see students from other community colleges joining us. We also see students who initially went away, as Marilyn said, maybe they went out of state, saw the light, and are coming back to Illinois and picking up some more credits with us before they transfer on to the baccalaureate university. We see a lot of transfer within our college.

“U.select has been a great tool for us because, as Lois mentioned, it helps us to see exactly what the requirements are for the students. We have a tendency to want to have that paper transfer guide, almost as a security blanket, but as Lois mentioned, as soon as we print it things change inevitably, so the transfer guide is out-of-date very quickly. We need to move more in the direction of electronics and tools like u.select are perfect and fit the niche exactly how we need it. It provides us with the most up-to-date information. It is exactly what the student will be taking at the institution. Our students can upload the courses they have taken at Harper right into u.select and that way they can pull up a degree plan at DePaul and see exactly how their

courses will fall. It takes the guesswork out of trying to determine what is the best plan for the student. Students can use it. We cross train our counselors and faculty to use it, so it is a partnership with all the interested parties in using this tool to help students and ultimately get them to their bachelor's degree.

"We at Harper incorporate u.select right onto our website. On our homepage we have a transfer section and we have a link. I just wanted to show you what that looks like on the slide there. We put a link right to u.select as part of the transfer resources that students can use and, again, our faculty and counselors have access to it as well as our students and parents.

"To show you what a sample plan would look like I am going to turn it back over to Dena so she can talk a little about this planning guide."

Ms. Lawrence said, "I apologize that this is a little small. It might be a bit difficult to see from some of the seats but this is basically a screenshot of a portion of a planning guide. As Lois mentioned, this is going to put the transfer student on equal footing with the student who is already enrolled in DePaul because, even though they are not there yet and are still at Harper, they will be able to actually watch the classes that they take fill those degree requirements and chart their progress toward degree completion. What you are seeing on the screen is the DePaul course number. This particular snippet is for the liberal studies core, but this is a long document that takes the degree requirements one by one in order. They will see the DePaul course number, the equivalent Harper course number, and if they have taken the course they will see that it is a completed requirement. It will show them what is remaining to be completed and, of those, if there is indeed an equivalent course at Harper, give them the equivalent course number. So, they can not only chart their progress but also know exactly which courses to take at Harper so they can maximize their time, money, and effort while they are at the two year level. This is, of course, given tuition rates and funding considerations, very important.

"One other quick screenshot that we wanted to show you was the way that we also incorporate the IAI into u.select for those students who maybe do not know where they want to transfer. In a case like the example we have given you between Harper and DePaul, that is very straightforward but there are many students who are not sure where they are going to go. They know that if they transfer prior to their associates degree completion, they need to be able to meet the IAI general education core. So, we have what is similar to the degree audit you saw for Harper. We have an audit of the Illinois general education track (IGET) built into u.select, so no matter how many institutions in Illinois a student has attended, they can load their courses in and run their coursework against the IGET audit and see how their courses meet completion of the general education core. In the example I have shown you there, the student has completed three of the five areas required by the general education core. When it is not completed it will tell you. Again, this is a snippet of a document. If you scroll down it will tell you, if you are deficient, exactly what you need. So, it does help to incorporate the other state initiatives like IAI and iTransfer.

"Going back to that slide again with the confusing diagram, I think that u.select does a good job of trying to bring all those components together to serve a student. At this time I will turn it back over to Marilyn."

Dr. Marshall said, "I just want to thank IBHE staff for their support of u.select. It has been ten years for you, members of the Board, funding our initiative. Transfer in Illinois is large and complex. It is vital and we think Illinois is getting it right. Thank you."

Dr. Carroll said, “Thank you. Excellent information. Thank you again.

“Just before we move into the action items, I would like to welcome Dr. Harry Berman. Harry, you did not get your proper welcome. I want to take this opportunity to welcome Dr. Harry Berman to his first IBHE Board meeting as the Interim Executive Director. We are pleased to have Dr. Berman’s leadership here at IBHE and please indulge me for a few minutes to tell you more about him. Most recently, Dr. Berman served as Interim Vice President and Chancellor of the University of Illinois at Springfield, where he oversaw all campus operations. Previously, Dr. Berman served the school as Provost and Vice Chancellor for Academic Affairs leading development of the UIS Strategic Plan and as Associate Chancellor, where he chaired the development planning committee following Sangamon State University’s merger with the University of Illinois. Dr. Berman holds a Ph.D. in Psychology from Washington University, and his field of research is in the field of gerontology and human development where he is widely-published.

“He is a seasoned higher education professional whose 35 year career in Illinois higher education will be welcomed as we continue our work toward implementation of the *Public Agenda*, and helping the state reach the goal of 60 percent of Illinoisans with college degrees or marketable postsecondary certificates by 2025. Welcome to the Board and thank you so much for giving us your expertise.”

Dr. Berman said, “I feel properly welcomed now.”

III. Action Items

Dr. Carroll said, “We will now move into the action items, beginning with the new units of instruction by Dr. Dan Cullen.”

8. New Units of Instruction at Public Community Colleges

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

The Illinois Board of Higher Education, on motion from Dr. Allan Karnes and seconded by Dr. Elmer Washington, hereby unanimously grants to College of DuPage to offer the Associate in Applied Science (A.A.S.) in Biomedical Engineering 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 Danville Area Community College to offer the Associate in Applied Science (A.A.S.) in Fire Science and the Associate in Applied Science (A.A.S) in Wind Energy Technician subject to the institution’s implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

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

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

The Illinois Board of Higher Education, on motion from Dr. Elmer Washington and seconded by Dr. Allan Karnes, hereby unanimously grants to Adler School of Professional Psychology Authorization to Grant the Master of Arts in Emergency Management Leadership, the Master of Arts in Psychology: Military Psychology Specialization, the Master of Arts in Public Policy and Administration: Human Rights Concentration, and the Master of Arts in Public Policy and Administration: Urban Mental Health Concentration 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 these authorizations are granted.

And grants authority to Benedictine University to Grant the Bachelor of Science in Nursing in the Prairie Region and the Master of Public Health 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.

And grants authority to Mid-America Baptist Theological Seminary to Grant the Master of Divinity in the Central 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 authority to Resurrection University the Certificate of Approval and to Operate and to Grant the Bachelor of Science in Nursing and Master of Science in Nursing in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants authority to Saint Xavier University to Grant the Bachelor of Arts in Human Services in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Argosy University – Chicago Campus to Grant the Education Specialist in Higher and Postsecondary Education and the Doctor of Education in Higher and Postsecondary Education 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 these authorizations are granted.

And grants authority to Argosy University – Schaumburg Campus to Grant the Education Specialist in Higher and Postsecondary Education and the Doctor of Education in Higher and Postsecondary Education in the North Suburban Regions 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.

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

Dr. Cullen briefly outlined the contents of this item. The Board then had the following discussion.

Dr. Carroll said, "Addison, I asked if you had any questions."

Dr. Addison Woodward said, “I am always concerned when I see so many program change requests. I am not sure how much work each request requires of the Board staff. Is it a time-consuming venture or not?”

Dr. Cullen said, “The program change requests vary dramatically but essentially, the program changes are for reasonable and moderate extensions of program approvals, so what we are looking for is whether the institution is updating a program to keep it current with what is happening in the field, in which case we would support the change, or if they are requesting fundamental changes to the program, in which case we would ask for a new program application. They range anything from a change in title or a change in admission requirements. Often they are things like a change of address, so it can vary quite a bit. Often they are quick turnaround items and sometimes we do have questions for the institutions and there is quite a bit of back and forth, so it varies a fair bit.”

Dr. Woodward said, “I am looking and there are 93, now 94 requests. Approximately 80 of them are probably proprietary institutions. I just wonder why the change. I mean, we sign off on a lot of new programs. I would think that those programs would be well thought out and if there are major changes on a recently approved program, I think I would have some difficulty. If it is an address change or something else, obviously, it is okay.”

Dr. Cullen said, “Well, I can say that we do not allow program changes within the first year after an approval. We inform institutions and, in fact, I believe it is in our rule that programs cannot be changed in the first year, but after that institutions need the flexibility to keep current with what is going on. I know, for example, just glancing down the list, Kendall College has a large number on this period. That is because they have a new Dean of Academics that is doing some housecleaning and updating some things, so often it is that sort of situation where someone new comes in and they are removing programs from the books that they have not been offering and updating and keeping records up-to-date.”

Dr. Berman said, “Dan, I think we could maybe take this as an example and give the Board members some sense of what is inside of these requests for reasonable and moderate extensions. Just sort of tally them in one way or another.”

Dr. Woodward said, “I do not want to make more work.”

Dr. Berman said, “Well, I think it is reasonable to be informed about reasonable and moderate extensions.”

Dr. Carroll said, “Dr. Woodward, any other questions? Thank you very much.”

The Illinois Board of Higher Education, on motion from Dr. Allan Karnes and seconded by Dr. Addison E. Woodard, hereby unanimously grants to Eastern Illinois University authorization to establish the Master of Science in Sustainable Energy 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.

And grants authority to Illinois State University to establish the Bachelor of Arts and Bachelor of Science in Legal Studies in the Central 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 authority to Illinois State University to establish the Bachelor of Science in Engineering Technology in the Central 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.

IV. Consent Agenda

Dr. Carroll said, "Board members, we are going to move into the Consent Agenda, which starts on page 75 with the minutes. Do you have any questions? We are going to look at all the consent agenda items at the same time. Does anyone have any questions or are we ready to vote on that?"

The Illinois Board of Higher Education, on motion made by Dr. Allan Karnes and seconded by Dr. Elmer Washington, unanimously approved Item Nos. 11, 12, 13, 14, 15, and 16.

11. Board Meeting Minutes – September 25, 2012

The Illinois Board of Higher Education unanimously approved the Minutes of the September 25, 2012, meeting.

12. Fiscal Year 2013 Financial Report as of October 31, 2012

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2013 Financial Report as of October 31, 2012

13. Fiscal Year 2013 Nurse Educator Fellowship Awards

The Illinois Board of Higher Education unanimously approved the Nurse Educator Fellowship awards for Fiscal Year 2013 as detailed in the document provided.

14. IBHE Administrative Rules: January 2013 Regulatory Agenda

The Illinois Board of Higher Education hereby adopts the proposed 2013 Regulatory Agenda as contained in the document provided to be published in the Illinois Register.

15. Adopted Rules: Grow Your Own Teachers Grants

The Illinois Board of Higher Education hereby adopts the rules for the Grow Your Own Teacher Grants (23 Ill. Adm. Code 1085) as detailed in the document provided.

V. Information Items

Dr. Carroll said, "We will now move into the information items and the written reports."

17. IBHE 2013 Meeting Calendar

Dr. Karnes said, "Madam Chairwoman, I would like to make one more comment and it goes back to the calendar. I would like to see the Board do some traveling outside of Chicago. I notice that next year we will get all the way south to Governors State University (GSU) but there

are several school officials who have to travel a long way to get to Chicago and I would like to see the Board visit the campuses of the universities that are part of Illinois higher education.”

Dr. Carroll said, “Thank you. We will make sure that the Chairwoman hears your concern.”

18. Setting a Context for Fiscal Year 2014 Budget Development

Dr. Woodward said, “I would comment on that.”

Dr. Carroll said, “Yes?”

Dr. Woodward said, “That is very sobering and when you look at the declines in funding from 2002 to 2012, the actual dollars declined and then you look at last year and the decline. It is a very, very sobering context. There is almost a sense that the problem is the pension issue and that is not the problem. Even if they fix the pension issue it is not likely to free up the kind of money that higher education and preschool through twelfth grade and human services that this state will need in the coming years. I just want to make that statement.”

Dr. Carroll said, “It will be recorded.”

Dr. Elmer Washington said, “Let me just add to that. Clearly, based on the data that we have seen, obviously there is a shift in terms of getting resources by way of tuition. Therefore, we tie that in with the trend in terms of international students and people who can afford to pay the tuition full cost and therefore we are excluding a lot of the people that we would expect to benefit most from higher education. That is a double or triple whammy, in terms of the impact of decrease in state appropriated funds.”

Dr. Allan Karnes said, “I agree totally with what Dr. Washington said. The number of students who have been denied access, really, is growing every year and it is going to get worse and worse. If we look at one of our goals of the *Public Agenda*, to increase the access and make Illinois a low-cost state, we are failing miserably with that.”

Dr. Carroll said, “Any other comments? We will ask the Secretary to make sure our Chairwoman gets these comments.”

VI. Public Comment

Dr. Carroll said, “At this time we are going to move into the public comment. We understand that we have several individuals that have requested to speak to the Board during the public comment portion of the meeting. Would those interested, Candace Cain, Terry Russell, and Ray Jones, please line up here on the wall? Is Terry not here?”

“Let me remind you that you will get three minutes each. We have a timekeeper, so I hope that you will be able to keep your comments to the time limit.”

Candace Cain, food service worker at Chicago State University (CSU) and UNITE HERE Local 1 member, made comments to the Board regarding a financial dispute between CSU and campus food service provider Thompson Hospitality.

Ray Jones, food service worker at Chicago State University (CSU) and UNITE HERE Local 1 member, made comments to the Board regarding a financial dispute between CSU and campus food service provider Thompson Hospitality.

Dr. Washington said, "I sympathize with your concerns. Obviously there is a problem but the first stage of this process, essentially the only stage, is to deal with the management board and I wonder if you presented your case to the CSU Board of Trustees. This is something that they should be concerned about."

Ms. Cain said, "Yes, sir, we both left out one important detail. Due to the matter of bringing us to the university and the company and trying to negotiate a bargaining unit contract, they dodged our negotiations dozens of times. The only way we feel that we can deal with this resolution because they are not coming to the table is that we will be going on strike on Thursday. We will. Not we might. We will."

Ms. Kym Hubbard said, "Do we have any jurisdiction over contract matters with individual schools?"

Dr. Carroll said, "I would look to our attorney. We have a legal question. Do we have jurisdiction over the institutions between contract matters?"

Ms. Hubbard said, "Between vendors and individual universities."

Mr. Bill Feurer said, "Basically, public universities are under private governing boards and are subject to their own jurisdiction. We have no jurisdiction over that. We cannot say what to do in a contract or what not to do in a contract. They are independent corporate bodies. They are freestanding institutions and they are very conscious of that and we are, too."

Ms. Cain said, "Thank you. It just will break my heart to know that the students we feed in 2012 we may not feed in 2013. Come Thursday, they will be looking to be fed and we will strike. Thank you all."

Dr. Carroll said, "Thank you, very much. The Board thanks you for your public comment and we appreciate your attendance here today."

VII. Other Matters

Dr. Carroll said, "A quick note about the next Board meeting. It will be held on February 5, 2013, at Kendall College in Chicago."

VIII. Executive Session

Dr. Carroll said, "I am asking the Board to go into Executive Session. Under the Open Meetings Act, there must be a motion in Open Session to authorize this Executive Session."

Dr. Washington said, "I move that the IBHE move into executive session for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act."

Dr. Carroll said, "Is there a second?"

Dr. Santos Rivera said, "I second."

Dr. Carroll said, “We are going to have a roll call.”

Secretary Deitsch calls roll and a quorum is present. Motion carried. The Board moved into executive session.

At approximately 3:30 p.m. the Board moved out of execution session.

Upon return to open session, Dr. Carroll said, “We need a motion to approve the closed session minutes from September 25, 2012, and to keep the minutes closed.”

The Illinois Board of Higher Education, on motion made by Dr. Allan Karnes and seconded by Dr. Addison Woodward, unanimously approved the minutes of the September 25, 2012, Executive Session and that such minutes shall remain confidential.

IX. Adjournment

There being no further business to come before the Board, Acting Chairwoman Carroll adjourned the meeting at 3:40 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 December 4, 2012, meeting.

