

APPROVED
AUGUST 11, 2015

Item #VII-14
August 11, 2015

MINUTES – BOARD MEETING
June 2, 2015

Submitted for: Action.

Summary: Minutes of the June 2, 2015, meeting of the Illinois Board of Higher Education held at the University of Illinois at Urbana-Champaign, Urbana, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the June 2, 2015, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
June 2, 2015**

A meeting of the Illinois Board of Higher Education was called to order at 1:06 p.m. in the Illini Union Ballroom, at the University of Illinois at Urbana-Champaign, Urbana, Illinois, on June 2, 2015.

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

The following Board members were present:

Jay Bergman	Robert Ruiz
Sean Fouts-Anderson	Tyler Solorio
Alice Marie Jacobs	Christine Wiseman
Allan Karnes	Addison E. Woodward, Jr.
Lazaro Lopez	Eric Zarnikow
Santos Rivera	

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
W. Bryan Lewis, Executive Director, State Universities Retirement System

Presidents and Chancellors

Michael Amiridis	Sharon Hahs
Douglas Baker	Timothy Killeen
Randy Dunn	Elaine Maimon
Julie Furst-Bowe	Jack Thomas
David Glassman	Phyllis Wise

Advisory Committee Chairpersons

Ron Kimberling, Proprietary University Presidents
Thomas Choice, Community College Presidents
Sharon Hahs, Public University Presidents
Dave Tretter, Private University Presidents

I. Call to Order

1. Call Meeting to Order, Chair Lindsay Anderson

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

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

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

2. Welcome by President Dr. Timothy Killeen, University of Illinois at Urbana-Champaign

President Timothy Killeen welcomed everyone to the University of Illinois at Urbana-Champaign.

3. Welcome by Chancellor, Phyllis Wise, University of Illinois at Urbana-Champaign

Chancellor Phyllis Wise welcomed everyone to the University of Illinois at Urbana-Champaign.

4. Welcome and remarks by Chair Lindsay Anderson

Chair Anderson thanked President Killeen, Chancellor Wise and the University of Illinois at Urbana-Champaign (UIUC) staff for its gracious hospitality. The accommodations were excellent and the Board was happy to be at the UIUC campus.

Chair Anderson thanked the Public University Presidents and Chancellors for joining the Board as their luncheon guests. She thanked President Hahs for their attentiveness to keeping the lines of communications and providing opportunities for partnerships between the public presidents and the Board.

Chair Anderson welcomed and thanked state legislators Senator Scott Bennett and Representative Tom Bennett for attending the meeting. Senator Scott Bennett gave brief remarks. Representative Tom Bennett gave brief remarks.

5. Remarks by Dr. Elizabeth Purvis, Secretary of Education, Office of the Governor, State of Illinois

Chair Anderson welcomed Secretary Dr. Elizabeth Purvis to the meeting.

Dr. Elizabeth Purvis thanked the Board for inviting her to the meeting. Dr. Purvis has been in her position for about 100 days and is honored and privileged to work with Governor Rauner and his office to try to create a more cohesive and coherent education experience for children from prenatal to career. The goal of Governor Rauner is to ensure that every child leaves

education in Illinois ready to be an engaged citizen and for a rewarding career, both financially and social emotionally. The Governor wants Illinois citizens to wake up and be excited about their jobs.

Dr. Purvis previously moved to Illinois to join the faculty of the University of Illinois at Chicago and she is pleased and proud of the work that is being done in Illinois in higher education.

The position of Secretary of Education is a new position to the State of Illinois and she does report directly to the Governor. The Governor's idea of this role is that there is someone sitting at the table that understands the implications of what happens across the state to our children. There are twelve state agencies that have oversight over programs that involve children in the State of Illinois.

Dr. Purvis also was thankful about how welcomed she felt coming into the job by those involved with postsecondary education. She has had numerous conversations with staff from the Illinois Community College Board (ICCB), Illinois Student Assistance Commission (ISAC) and the Illinois Board of Higher Education (IBHE). She has also had the opportunity to meet with board members. Dr. Purvis stated that Illinois has a number of high quality choices to choose for the educational needs of our children.

Dr. Purvis chaired the education transition committee for Governor Rauner. That committee had a strong blue print for what needs to be done to move Illinois education forward. She has spent one-third of her time trying to understand the political landscape; one-third of her time trying to better understand the role of the twelve agencies; and one-third of her time listening to constituents, from parents to a number of advocacy organizations. She has visited some schools of higher education, some early childhood programs, K-12 programs, and some afterschool providers.

Illinois is in a very difficult time right now. Dr. Purvis sees the greatest hope in the educational programs of Illinois. Her goal and her pledge is to work collaboratively with schools of higher education across the state, with the staff members, and with the boards to find out how Illinois can reach the goals of the P-20 Council; how we can ensure high quality options for children from cradle to career regardless of geography or socioeconomic status; and how we can accelerate those programs that are doing really well across the state to replicate them and make them bigger.

Chair Anderson thanked Dr. Purvis for attending.

Chair Anderson welcomed and introduced Bryan Lewis, Executive Director of the State Universities Retirement System of Illinois. Mr. Lewis gave brief remarks.

Chair Anderson also welcomed and introduced IBHE's newest board member, Dr. Alice Marie Jacobs, President of Danville Area Community College. Chair Anderson announced that student board members Sean Anderson and Tyler Solorio were recently re-elected to serve for an additional year on the IBHE. Mekenah Merrill was elected as the chair of the Student Advisory Committee and Billie Osborne was elected as the secretary.

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

Dr. James Applegate discussed the budget in the larger context consistent with the conversations the Board held with the presidents over lunch. In a *State-Journal Register* article Dr. Applegate stated that the billion dollars in inflation adjusted cuts Illinois has imposed on its higher education system since 2002 and the continued proposals for cuts are in fact a slow painful form of economic suicide for the state. It is also a direct attack of the principle of fairness which should guide public policy in Illinois.

Dr. Applegate recommended a document to Board Members by Kati Haycock of The Education Trust called Access to Success in America. Four out of five 24-year-olds in the upper income quartile have a four-year college degree. For the second income quartile which is the solid middle class, the percentage plummets to about one-third. The bottom quartile is barely one out of ten 24-year-olds with a four-year college degree. The way our current system is working, the wealth of the family into which you were born is the most powerful predictor of whether you have college opportunity. The implications of not getting that college degree are increasingly dire.

We know today that a college credential is more essential and valuable than at any time in our history. In the last 35 years however we have created policy, funding, and practice environments that support providing those credentials to primarily those who already occupy a privileged position in society. The policies prior to that period were moving in the right direction. Look at what we were doing in post World War II America through the 1970s. Most of our gap numbers were getting smaller and more college opportunities were being provided. What we need to do now is reclaim the message about higher education as a vehicle for fairness and opportunity for people as well as an economic engine. We need to get out of a peasant economy mindset that assumes the pie is a certain size and therefore we all have to fight over who gets a bigger piece to a focus on education as the primary mechanism through which we enlarge the pie so everyone benefits through economic development, better workforce and better jobs. Unfortunately experience has shown that a lot of this messaging grounded in issues of fairness and social justice and the needs of the people at the bottom of the ladder largely fall on deaf ears.

As our society is becoming increasingly stratified based on income and segregated by race it has become easier to objectify those being left out of the opportunity society. Few privileged people know any people not like them. The “others” are being blamed for their failures. We take children and put them in toxic environments characterized by racism and poverty. We deny them preschool, we put them in the least resourced K-12 schools with the most inexperienced teachers, we send them to colleges that are the most affordable and have the highest dropout rates, and then we blame them for the outcomes that we see. We can mobilize broadly around the significant policy and practice changes needed inside and outside of higher education to make the return on investment of college available to the tens of millions being left on the sidelines of the economy. This requires a different focus.

The message must clearly demonstrate the consequences of an undereducated permanent underclass. Illinois is facing a multibillion dollar budget crisis. Draconian cuts in education, social services, and almost every area of state government are being discussed. The unemployment rate while improving remains stubbornly above the national average. Difficult revenue enhancements are being discussed. At the same time a recent workforce analysis by Ready Nation showed 150,000 jobs standing open today in Illinois because employers cannot find people with the appropriate college credentials and knowledge to fill them. Workforce projections currently show that going forward two-thirds of all of the new and replacement jobs

in Illinois will require a college credential. Many believe the only way out of this crisis is to grow our way out with a thriving economy. Believing we can create that economy given the current education levels of our workforces is at best magical thinking.

In the midst of all of this Illinois continues to strive to reach an education goal set in 2009: 60 percent of its workforce with a quality college credential. This is a sensible goal given the two-thirds projection just mentioned. The current percent of the Illinois workforce with a two- or four-year degree stands at 43 percent. That reflects the three percent gain since 2009. That does not sound like a lot but sadly for the United States that puts Illinois among the best performing states in the country. However, to succeed we must accelerate progress.

The IBHE recently analyzed the impact of reaching Illinois' 60 percent goal. The analysis showed that were Illinois at the 60 percent college attainment level in 2015 the increase in per capita income would produce more than \$900 million additional tax revenue for the state annually. In a separate economic analysis, Dr. Walter McMahon from the University of Illinois showed that investment in Illinois higher education produced dramatically higher returns than taxpayers can earn on tax funds in any other way. If Illinois is going to grow its way out of its budgetary quagmire it must invest now in creating a college educated workforce that the recovery requires. A workforce that will also place far fewer demands on prisons, public assistance, unemployment, and Medicaid systems.

Given Illinois' demographics, similar to many states, almost all of the growth we are talking about must come from the low income, people of color, and adult learners. Our gaps are growing and our progress with adults is slow. These are the very groups that we have failed most over the years and it is why in Illinois we rank among the top ten states in the country in income inequality. We cannot afford a debate over who is college material and who is not or how we can cut the same size pie in different ways for different outcomes.

Illinois is a large state with particularly large challenges but it is not alone. Recent data showed that most states are facing similar challenges. The investment required to dramatically raise higher education levels is admittedly large. However the return on that investment is a college-educated citizenry that will produce much greater benefits than that investment. Most importantly it will benefit everyone creating a fair or more equitable state. It is equally true that the cost of a growing permanent undereducated underclass threatens us all.

II. Action Team Reports

Advocacy for Quality Higher Education – Chair Anderson gave the report. The goal is to advocate for higher education in Illinois, to communicate the value of higher education, and to support our institutions in achieving efficiency and effectiveness. With these goals the team focused on the legislative session and the challenges. They have worked closely with legislators to support the formation of a higher education caucus. The action team focused not only communicating the value of higher education and the need for resources in higher education, but on the state legislative activity. They will continue to do so as decisions are made in the near future. The team plans to communicate to a much broader audience the value and the importance of higher education and the role it plays here in this state.

Dr. Addison Woodward suggested that the Board consider a resolution supporting flat funding for the public universities. Ms. Christine Wiseman also encouraged the legislature to use its best efforts to resolve this situation and continue a level of funding that supports the public institutions in the state.

The Illinois Board of Higher Education on motion made by Dr. Addison Woodward and seconded by Ms. Christine Wiseman, approved creating a resolution supporting level funding for public universities. Dr. Lazaro Lopez opposed the motion.

Improving Affordability – Ms. Christine Wiseman gave the report. The action team has been working in groups and individually to explore the data, the realities and the best practices affecting affordability. After months of discussion it was the team’s intent to produce a draft white paper by the June meeting. The white paper is the product of a number of drafts which were discussed and presented to the group and a conference call was held. During the action team meeting this morning the group discussed eight areas for enhancement which were cited for greater specificity to produce a more robust report. The report will be discussed at the August Board meeting.

Reducing Attainment Gaps – Dr. Arthur Sutton gave the report. The action team discussed the framework for their work throughout the year, including what the team would look at as goals, metrics, and suggested strategies. The general goal is to obtain best practices from institutions increase college access and success for underrepresented groups. The team will use data to measure outcomes more effectively. They will use data from the institution to document progress. The team also developed a white paper that will be refined and discussed at their next meeting and then be presented to the Board when it is finalized. The team introduced new members: Dr. Jorge Chapa and Mr. Michael Jeffries.

Increasing Non-Traditional and Adult Completions Aligned with Economic Needs – Mr. Tyler Solorio gave the report. The team had focused on three areas of strategies to tackle the non-traditional student issue: (1) prior learning assessment (PLA) as a way to tap into the non-traditional students and their success rates; (2) veteran college completion efforts; and (3) workforce development initiatives. They discussed updates on student veteran’s projects and military PLA efforts, multistate collaborative on military credit, and Finish Up Illinois. The team would like bring in student veterans in the future to talk about their experiences with the processes to get a better idea of not only the difficulties they face, but what has been helpful for them. This will help better shape the team’s ideas to tailor to the entire non-traditional students.

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

Prior Learning Assessment: Accelerating Adults to College Degree

Chair Anderson welcomed the panelists who would be discussing prior learning assessment. The panel included Ms. Gabi Zolla, Chief Operating Officer, The Council for Adult and Experiential Learning (CAEL); Ms. Lisa Schumacher, Director, Education Strategies, McDonald’s Corporation; Dr. Maria Coons, Vice President, Workforce Strategy Alliances, Harper Community College; and Dr. Daniel Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education

In 2014, the National Center for Higher Education Management Systems (NCHEMS) completed a five year analysis of Illinois higher education. One area showing little progress is growth in college success for the large adult learner population required to reach the goal of 60 percent degree or certificate completion by 2025. Fifty-seven percent of the workforce has no college degree and 22 percent are college “stop outs.” Prior Learning Assessment (PLA) has emerged as a powerful strategy to accelerating adult progress to degree.

Adult learners pose challenges that traditional students do not. For forty years, CAEL's mission has been to reduce barriers to education for working adults. Some positive changes have been made, like online and weekend courses becoming common, but barriers of time and money are still real. It is a luxury to go directly from high school to a four-year institution, to live on campus, to not have to support oneself, and to graduate on time. Today's reality is that people dip in and out, earning credits from multiple institutions, juggling debt, and sometimes not realizing that their credits could add up to a credential. This is even more acute at community colleges, where the average student age is 28. One solution implemented at Harper Colleges is the Adult Fast Track Program, designed to streamline coursework and prevent duplication.

McDonald's employs about 750,000 people in the United States, many of them non-traditional students. They run the gambit from those who do not speak English, those who did not graduate from high school, and those who have some college but no degree. They are working adults with families and are often first generation college students who may not have a cultural understanding of the value of higher education. Part of the challenge is to make sure they understand the benefits of higher education credentials.

Addressing the issue of adult learners clearly requires multi-sector partnerships. The traditional market for higher education is shrinking and we must explore new markets. Employers have to be part of this conversation. McDonald's and other large employers believe education is a shared value proposition. Higher education needs to understand the competencies being taught by businesses. Community colleges have been phenomenal partners but we must find other partners as well.

Prior Learning Assessment is one of the most powerful strategies available. Last legislative session saw creation of the Military Prior Credit Taskforce. PLA is key for veterans returning from service and must be efficiently and broadly available to reach the most veterans and other adult learners. McDonald's is working with CAEL to help employees make informed decisions about their higher education. PLA, advising services, and other methods can help.

CAEL was an early advocate for earning credit for experiential learning outside of the traditional classroom. Recently, with funding from the Lumina Foundation, CAEL conducted the Fueling the Race to Postsecondary Success study of 48 institutions across the country and compared students who did some kind of PLA with those who did not. They found that PLA students saved time and money and were two and a half times more likely to complete. Latino PLA students were seven times more likely to complete. CAEL then launched their own PLA service, Learning Counts, which recently completed the pilot phase and has about 42 member institutions. Anyone can use the CAEL course and can use financial aid to pay for it. Partner schools have agreed to directly transcribe Learning Counts credits to their home school transcript. One of those partners is Harper College and their pilot will launch this fall. Harper College's online portal is a so-called "all you can eat" model. For six months and \$1,250, students can earn as many competencies as they are able.

Last year IBHE helped work on a PLA taskforce that did not progress. This year, Representative Linda Chapa LaVia successfully revised that taskforce to focus on military credits. Military training and/or experience as academic credit is an excellent entry to the broader discussion of how all adults can benefit from such assessment. Dr. Daniel Cullen worked with Lumina to launch the multi-state Collaborative on Military Credit (MCMC). That group is 13 states who are part of the Midwestern Higher Education Compact (MHEC) plus Kentucky. They are working together on shared interests, including how military training translates into coursework. A good example of this collaboration is the University of Illinois' iTransfer program

working with College Source on creating an online information access tool. College source opened up the program for free for any institution to load military credits.

CAEL is involved with Jump Start and the Gates Foundation-funded Competency-Based Education Network (C-BEN) that are providing front end and technical assistance to institutions and are focused on standardization, transferability, and translatability. One way to help adult learners is to set milestones and levels of success. This can help break down fear barriers and engage them.

Different institutions will find different ways to go about this that fits into their culture. The Association of American Colleges and Universities (AACU), a faculty-driven organization, will be working with Complete College America (CCA) to think about those competencies. They are working on competencies that prepare students for non-routine job. These are skills like critical thinking, changeability, working with diverse colleagues, and understanding cultural differences.

The Illinois Community College Board (ICCB) is conducting a pilot program with IBHE, the Illinois Department of Veterans Affairs, the Illinois Department of Financial and Professional Regulation, and other licensing boards to determine what qualifies or nearly qualifies for credit. A good example is military medics who want to move into civilian medicine. Community colleges can develop short-term bridge courses that helps move them into licensure and practice. Illinois is a national leader in developing this system.

IBHE and CAEL received a small grant to look at Illinois institutions' current PLA for veterans. Hopefully the findings of this can will feed the larger study.

In addition we should be thinking about a statewide systemic approach as well, including supporting tools like MyCreditsTransfer, a transferology product allowing students to see how their coursework transfers, traditionally from a community college to a university or from one university to another. Institutions can input information about how other credits can be applied to degree programs. The tools supported by the state build up those systems so that before the student gets to an institution they can do a lot of homework on their own and institutions who are talking to perspective students can direct them to these tools.

CAEL found that Latino students were seven times more likely to graduate if they took some sort of PLA, yet they did so in much smaller numbers. With the support of the TG Fund they conducted a small national study of Latino students at ten institutions. They found students were unaware of PLA. One successful method was to develop workshops for specific communities like women of color.

The Board should focus on the following from a policy and/or scaling up perspective:

- Begin to think about all the work that is being done in higher education through the lens of the adult learner: financial aid policy; completion strategies; academic progress policy; performance funding policy; etc. Do not think of adults as an add-on but as an important part of the student learners we serve.
- Focus on prior learning assessment and prior learning credit. Create more consistency in how those prior learning credits, whether is it military or work are coming in, are evaluated and accepted at colleges. A consistent approach to that would be extremely helpful to the adult population.

- Convene and bring together employers who understand the issue and connect the employer voice with the Board’s work more effectively.
- Adults are scattered so be the voice for the importance of the adult students to come to higher education to meet workforce needs.

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

IV. Program Reviews

Dr. Daniel Cullen reviewed the pending academic programs and authorization proposals, stating “we have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through May 11, 2015. Since then, six additional proposals have been received and no applications have been withdrawn since the last board meeting. As of Thursday, May 28, 2015, there were no new requests for program modifications in addition to the 28 reported in the memo.”

7. New Units of Instruction at Public Community Colleges

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

The Illinois Board of Higher Education on motion made by Mr. Allan Karnes and seconded by Dr. Addison Woodward, unanimously hereby grants authority to College of Lake County to offer the Associate in General 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 Richland Community College to offer the Associate in Applied Science in American Sign Language Interpreting subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

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

The Illinois Board of Higher Education on motion made by Dr. Lazaro Lopez and seconded by Dr. Santos Rivera, unanimously hereby grants to the Council on Postsecondary Education DBA American Academy of Art Authorization to Operate and Grant the Bachelor of Fine Arts in 3D Modeling and Animation, Bachelor of Fine Arts in Art Direction, Bachelor of Fine Arts in Digital Illustration, Bachelor of Fine Arts in Graphic Design, Bachelor of Fine Arts in Illustration, Bachelor of Fine Arts in Life Drawing, Bachelor of Fine Arts in Multimedia Design, Bachelor of Fine Arts in Painting, and the Bachelor of Fine Arts in Photography 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 Quiroga Institute Authorization to Operate 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 Robert Morris University – Illinois Authorization to Grant the Bachelor of Science in Psychology in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And, grants to Madison Media Institute DBA Rockford Career College Authorization to Operate in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And, grants to Tribeca Flashpoint College Authorization to Grant the Bachelor of Art in Film, Bachelor of Art in Graphic Design and Interactive Media, and Bachelor of Art in Post-Production 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.

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

Dr. Cullen briefly outlined the contents of this item. A discussion was held following his presentation.

The Illinois Board of Higher Education on motion made by Mr. Allan Karnes and seconded by Ms. Christine Wiseman, unanimously hereby grants to Southern Illinois University Carbondale authorization to establish the Department of Population Health Science 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 to Southern Illinois University Edwardsville authorization to establish the Master of Arts and Master of Science of Integrative Studies in the Southwestern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

V. Consent Agenda

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

The Illinois Board of Higher Education, on motion made by Mr. Tyler Solorio and seconded by Mr. Sean Fouts-Anderson, unanimously approved Item Nos. 10, 11, 12, 13, 14, 15, and 16.

10. Board Meeting Minutes – April 7, 2015

The Illinois Board of Higher Education unanimously approves the Minutes of the April 7, 2015, meeting.

11. Fiscal Year 2015 Financial Report as of April 30, 2015

The Illinois Board of Higher Education unanimously approves the Fiscal Year 2015 Financial Report as of April 30, 2015.

12. Diversify Higher Education Faculty in Illinois Program Fiscal Year 2016 Grant Allocation

The Illinois Board of Higher Education unanimously authorizes the Executive Director to allocate the Fiscal Year 2016 appropriation for the DFI institutional grant awards (see Table 1) as specified by the statute and recommended by the DFI Program Board. The Board authorizes the Executive Director to withhold payment or adjust a grant allocation, if necessary, to conform to existing statute, rule, or available funding or to assure compliance with any previous grant agreements.

13. Public University Non-Instructional Capital Project Approval

The Illinois Board of Higher Education unanimously approves the noninstructional capital project included in this item.

14. Appropriation Transfers for Fiscal Year 2015

The Illinois Board of Higher Education unanimously approves the Appropriation Transfers for Fiscal Year 2015.

15. Technical Corrections: New Operating And/Or Degree-Granting Authority for Independent Institutions

The Illinois Board of Higher Education hereby amends Item #IV-9, New Operating and/or Degree-Granting Authority for Independent Institutions as adopted on the Board meeting of April 7, 2015, as follows:

The Illinois Board of Higher Education hereby grants to J'Renee College Authorization to Operate in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

16. Technical Corrections: New Units of Instruction, Public Service, and Research at Public Universities

The Illinois Board of Higher Education hereby amends Item #IV-10, New Units of Instruction, Public Service, and Research at Public Universities as adopted on the Board meeting of April 7, 2015, as follows:

The Illinois Board of Higher Education hereby grants to Eastern Illinois University Authorization to establish the Master of Science in Health Promotion and Leadership in the Prairie Region subject to the institution's implementation and maintenance of the conditions that

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

VI. Information Items

17. Legislative Report

18. Fiscal Year 2016 Appropriations for Higher Education General Assembly Action

VII. Public Comment

VIII. Other Matters

IX. Executive Session

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

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

The roll call vote on the motion was as follows: Yes – Anderson, Bergman, Fouts-Anderson, Jacobs, Karnes, Lopez, Rivera, Ruiz, Solorio, Wiseman, and Woodward. No – none.

The Board moved into executive session.

Reconvene in Open Session

The Board reconvened in open session.

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

Ms. Christine Wiseman moved that the Board of Higher Education come out of executive session at 5:35 p.m. on Tuesday, February 3, 2015 and Dr. Woodward seconded the motion.

X. Adjournment

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 5:37 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 2, 2015, meeting.