

APPROVED
JUNE 2, 2015

Item #V-10
June 2, 2015

MINUTES – BOARD MEETING
April 7, 2015

Submitted for: Action.

Summary: Minutes of the April 7, 2015, meeting of the Illinois Board of Higher Education held at Lincoln Land Community College, Springfield, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the April 7, 2015, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
April 7, 2015**

A meeting of the Illinois Board of Higher Education was called to order at 1:05 p.m. in the Trutter Center, Rooms 1105/1106, at Lincoln Land Community College, Springfield, Illinois, on April 7, 2015.

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

The following Board members were present:

Jay Bergman	Robert Ruiz
Sean Fouts-Anderson	Tyler Solorio
Jane Hays	Christine Wiseman
Karen Hunter-Anderson	Addison E. Woodward, Jr.
Paul Langer	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

Presidents and Chancellors

Randy Dunn	Sharon Hahs
Robert Easter	Elaine Maimon
Julie Furst-Bowe	Jack Thomas

Advisory Committee Chairpersons

Steven Rock, Faculty Advisory Council
Ron Kimberling, Proprietary University Presidents
Charlotte Warren, Community College Presidents
Sharon Hahs, Public 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 members Paul Langer and Santos Rivera are unable to attend today’s Board meeting in person due to employment obligations and personal reasons, but will be joining us by telephone. Is there a motion to allow Board members Paul Langer and Santos Rivera to participate in this meeting by phone?”

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

2. Welcome by President Dr. Charlotte Warren, Lincoln Land Community College

President Charlotte Warren welcomed everyone to Lincoln Land Community College.

3. Welcome and remarks by Chair Lindsay Anderson

Chair Anderson thanked President Warren and Lincoln Land Community College (LLCC) staff for its gracious hospitality. The accommodations were excellent and the Board was happy to be at the LLCC campus.

Chair Anderson also thanked the members of the Faculty Advisory Council (FAC) who were the luncheon guests stating that the commitment of the faculty leaders who invest their time and attention to the FAC was obvious during the conversation today. She acknowledged the service that Dr. Abbas Aminmansour, professor in the school of architecture at the University of Illinois at Urbana-Champaign, has given as its Chair for the past several years, as well as Dr. Marie Donovan, professor of education, at DePaul University who has been his partner and co-leader as FAC’s vice-chair. Unfortunately they were unable to be with the Board to report on behalf of the FAC. However, Mr. Steven Rock, from Western Illinois University will be briefly reporting to the Board a bit later.

Chair Anderson acknowledged Governors State University’s (GSU) recent award from the American Council on Education as the 2015 ACE/Fidelity Investments Award winner for Institutional Transformation. GSU is described as a model 21st century university implementing a business plan that increased enrollments through clear pathways from community college to university graduation through the Dual Degree Program, and admitted freshman for the first time in the fall of 2014. Congratulations to President Elaine Maimon, the GSU Trustees, and faculty and staff for this prestigious recognition.

The City Colleges of Chicago also received national attention from the Aspen Institute, which recognized the Kennedy-King College as its 2015 “Rising Star” community college. The college has successfully implemented structured pathways within the culinary, hospitality and construction fields of study, resulting in increased graduation and transfer rates for its students. City Colleges has been a leading Illinois institution engaged in putting Guided Pathways to Success (GPS) program changes into place on their campuses. The Illinois Board of Higher Education (IBHE) is proud to have served in a coordinating role with City Colleges, University of

Illinois at Chicago, and Southern Illinois University Carbondale to bring Complete College America to Illinois and implement the GPS system across the state and hopes to expand that effort to more institutions in the near future. Congratulations to Chancellor Cheryl Hyman and the Reinvention team of students and faculty at City Colleges for their success.

Chair Anderson announced that the Propriety Advisory Committee (PAC) adopted bylaws in January and in March held a meeting where the voting representatives from the private institutions elected the two officers called for in those bylaws. Dr. Ronald Kimberling, President of Argosy's campuses in Schaumburg and Chicago was nominated as Chair to serve for a two-year term of office. Jennifer Groh, Dean of Accreditation and Outreach for DeVry University, was elected to serve as Vice-Chair. Chair Anderson thanked them for accepting the leadership positions for the PAC.

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

Dr. James Applegate indicated the central priority for the agency at this time was the higher education budget. The Board passed a budget for higher education which was basically flat with an increase to the Monetary Award Program (MAP) as a down payment on the affordability issues. The Board continues to advocate for that budget. Illinois currently stands in the bottom half of states in its support for both two- and four-year public higher education in terms of state dollars per full time equivalent student (FTE). Under the proposed cuts Illinois would drop to sixth from the bottom. IBHE has been talking with legislators around the state regarding the return on investment that maintaining a flat budget and then beginning to invest in higher education would produce for Illinois. IBHE has created scenarios showing that if Illinois had hit the goal of 60 percent of Illinois adults with a postsecondary certificate or degree today, it would mean an additional \$900 million in tax revenue for the State of Illinois. That does not include reductions in expenditures in areas like public assistance, criminal justice, and healthcare. Work is continuing along with colleagues from the Illinois Community College Board (ICCB), Illinois Student Assistance Commission (ISAC) and the higher education community at large to carry the message about the importance of supporting higher education as a way to develop the workforce that will allow Illinois to grow its way out of the current fiscal woes.

Dr. Applegate announced that IBHE has moved to a new, more functional and less costly office space located at One North Old State Capitol Plaza, Suite 333.

IBHE has been working very closely with regional networks that are made up of multi-sector partnerships, business leaders, mayors, education leaders, and others to begin to look at their data and understand what their regions need to move forward and help Illinois reach the 60 percent goal by 2025. Hopefully soon there will be a major grant to announce in partnership with the Council for Adult and Experiential Learning (CAEL) that will help IBHE work with those regions particularly around adult learner college completions. IBHE also is in the process of planning a program with ICCB and the Office of Community College Research and Leadership (OCCRL) called Finish Up Illinois. This initiative builds on work in other states that have successfully identified adult students who are very close or have actually completed degrees but do not have them. Finish Up will enable Illinois to reach out to those students get them across the finish line.

IBHE also is involved with partners in Illinois and across multiple Midwestern states in the Multistate Collaborative on Military Credit (MCMC). The MCMC is funded by a \$900,000 grant from the Lumina Foundation. Illinois will be working with multiple states to look at the

best practices to ensure that veterans have access to college and receive prior learning credit for what they already know and accelerate their progress to degrees.

On the affordability front IBHE hopes to soon announce with the Governor's office a partnership with the National Governor's Association (NGA) focused on higher education efficiency and effectiveness. This will give IBHE an opportunity to work with the Governor's office to highlight many things that are already going on in Illinois that are making Illinois' system more effective and efficient, scale up the practices that are working best, and learn from other states about productivity enhancing practices in which they are engaging.

IBHE has received substantial federal funding to improve early childhood educator preparation. It has recently received additional funding, and is applying for more funding next year. IBHE is working directly with two-thirds of the early childhood educator preparation programs across the state to help improve the early childhood workforce as we expand early childhood opportunities for children of Illinois, particularly children from low income families. In the long haul universal high quality early childhood, especially for low wealth families is essential to Illinois meeting its educational goals.

IBHE is working to expand the Guided Pathways Systems work. This is an area that faculty must be deeply involved in to help develop clear pathways for students once they get to institutions so that they complete without excess credits. This system has been employed at other institutions around the country with dramatic impacts on reducing gaps. IBHE is also working with institutions to develop multiple math pathways. Math is an enormous obstacle for many students in terms of their success in college. There are multiple, rigorous math pathways that students can take that are being employed around the country. Illinois wants to make those options available to students in Illinois to increase their success.

5. Resolution Honoring Dr. Proshanta Nandi

Board Member Dr. Addison Woodward read the Resolution honoring Dr. Proshanta Nandi for his service to the Board.

6. Advisory Committee Report – Faculty Advisory Council, Steven Rock

Mr. Steven Rock, Western Illinois University, thanked the Board for hosting members of the Faculty Advisory Council (FAC) during lunch. Mr. Rock stated that the FAC is almost 52 years old and was one of the inaugural councils formed when the IBHE was created. As a council their main stakeholders are the students that they serve. The work of the FAC is a grassroots effort focused on listening to local stakeholders. The FAC has monthly meetings to educate each other as well as the Board. When the FAC speaks you are listening to thousands of Illinoisans invested in the postsecondary enterprise. As part of their efforts this year and in anticipation of the year to come they have been discussing what they need to do next. The council's charge is to serve in an advisory capacity, yet as educators they know they cannot advise if they do not have a relationship built on meaningful, purposeful, and ongoing interactions. Through these types of interactions they grow and understand each other's perspectives and needs and inform and counsel one another in a timely and multifaceted way.

Presently the FAC meets with the Board once a year to discuss current issues. These meetings are valuable and valued. An FAC representative is sent to the six board meetings so that their members are aware of the Board's work. The FAC is grateful for the agency's support

through its administrative staff liaison, Dr. Gretchen Lohman, who shares updates on the agency's work as well as the Board's.

The council finds that to be more actively advisory in their work they need to become better connected to the work the Board is doing. The FAC hopes that they will find time and means to discuss with the Board how they can more deeply engage together, perhaps with working with an action team or collaborating to research and present on topics that will inform the Board as a whole. These are critical times in the future of higher education in Illinois and there needs to be a concerted and coordinated effort to fend off the attacks directed at faculty and the Board. The FAC hopes the Board will lead the charge and they pledge to be an active and involved partner. It is vital that Illinois continues to pursue the *Public Agenda* and the 60 percent by 2025 goal. The FAC remains firm in their commitment to be of service and trust that the Board will keep this in mind as it develops its plans for how and what is done in the future.

II. Action Team Reports

Individual action team reports would not be presented at the meeting. Chair Anderson gave a brief update on the action teams that were established a year ago at the annual retreat. The Board held its second annual retreat on April 6 and worked to move forward the progress on these action teams. The teams will report more formal goals at the June meeting. The action teams are consistent with the *Illinois Public Agenda* and are a way for the Board to set short term goals and look forward to everyone's contributions.

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

Chair Anderson stated that the Board would examine the implications of the 2015 Underrepresented Student Groups Report, an annual report on enrollment and completion rates, focused on students of color and students with disabilities at public universities. The *Illinois Public Agenda for College and Career Success* has identified college success gaps for underrepresented groups as a key impediment to achieving the goal of 60 percent of Illinois residents with a postsecondary degree or credential by 2025.

Chair Anderson welcomed the panelists who will be discussing the Report's findings led by Dr. Arthur Sutton, IBHE Deputy Director of Diversity and Outreach. The panel includes Dr. William Trent, Professor, Department of Educational Policy Studies, University of Illinois at Urbana-Champaign; Dr. Andrew Sund, President, Illinois Latino Council on Higher Education and President, St. Augustine College; Dr. Layla Suleiman Gonzalez, Executive Director, Illinois Latino Family Commission; and Mr. Michael Holmes, Executive Director, Illinois African American Family Commission.

7. Underrepresented Groups Report, Dr. Arthur Sutton

Dr. Arthur Sutton summarized the Underrepresented Groups Report (URG or the Report), noting that the URG is an annual report required by statute. ICCB and IBHE staff collect enrollment data for the Report from the public colleges. One of the strategies for reaching the 60x25 goal is encouraging and supporting all populations of Illinois students to complete their education. The 2015 Report shows colleges and universities are making some progress toward enrollment and completion goals but that growth must be more aggressive. This year IBHE included in the Report narratives provided by the public universities on the strategies they are employing to reduce gaps for underrepresented students.

Two key findings of the Report were the decline in African American enrollment and a large increase in Latino enrollment. A few causes of improved Latino enrollment include: (1) a dramatically growing Latino population; (2) the Dream Act providing new opportunities for Latinos who could not have otherwise attended college; and (3) colleges improving recruitment of and services for Latino students. This increase in Latino enrollment and completion is also the result of policies such as MAP awards, university resource centers, and diversified faculty at the institutions. However, the Latino population in Illinois is coming to higher education later than other communities.

Low completions rates remain troublesome, with half of the public universities reporting a 20 percent gap between general and underrepresented group completions. Retention methods across the universities are inconsistent but this may be an opportunity to share successful strategies. In their narratives, some institutions discussed learning communities, grouping cohorts, and faculty advising strategies as effective strategies. Other institutions' language was very general or used terms such as "disadvantaged students" without outlining how they are assisting those students.

The decrease in African American enrollment is primarily an access issue at the kindergarten through 12th grade (K-12) level. An Illinois Education Research Council report found that only about 12 percent of African American students had access to the two highest quartiles of teacher quality. Reports from the Chicago Consortium on School Research found that the Chicago Public School system used comprehensive information, student tracking, and on-time enrollment performance monitoring to improve high school completion rates, sometimes seeing double digit improvements. Low income students and families often receive little, delayed, or unhelpful information about college. Better information flow and quality of information increases the likelihood of improved student performance. Institutions that successfully graduate underrepresented students have support mechanisms that align with student development theory. Because the URG is a higher education report, it does not focus as much on early academic outreach programs. However, early outreach programs have a tremendous impact on the transition to higher education.

Monitoring the drop in African American enrollment is important. Evaluating current strategies, such as outreach efforts and financial aid delivery may provide conclusions about why African American enrollment has declined and will help institutions develop new methods to increase African American enrollment and completion.

Adequate need-based aid is an important factor in addressing gaps, particularly as costs are escalating. Access is an issue of affordability as well as preparation for entry. Higher unemployment in African American communities affects family contributions and attendant costs of higher education. Another factor is sustainability. Families may be able to afford a year or two of college but cannot finance completion of a degree. The Latino enrollment numbers show substantial enrollment in two-year and community colleges. We must be conscious of the differences and, without privileging one group over the other, understand the implications of those different patterns.

Historically, improved access for underrepresented and high need groups, including adult learners, has occurred at two-year and community colleges. However, the research also shows that attendees of community colleges have greater difficulty in attaining a bachelor's degree, with the transfer rate varying by race, ethnicity, and income, with lower success levels for students of color and low income students. Articulation agreements between two- and four-year institutions are important but attention also needs to be paid to the race and ethnic differences and the rates of

transfer to bachelor's degree programs. However, care should be taken not to associate low transfer and completion rates with attending a community college. Instead, we must consider other factors such as the limited mobility, lack of preparation, lack of support from family, fiscal responsibilities, and job responsibilities.

The Board's Affordability Action Team has discussed the idea of integrated and ongoing academic and financial advising. Having the two focuses in the same session helps the student develop a long-term plan rather than going year to year. Surveys of students who stopped out of school indicate that some were the result of social conditions while others were financial. Students must have appropriate advice from their institutions and the resources to support their action moving forward. There has to be a goal orientation for getting to the end and completing their degree. Unfortunately, many students work year to year only.

Board member Christine Wiseman, president of St. Xavier University, which has a 42 percent minority population, predominately African American, raised the issue of cultural sensitivity and that the reasons a student might stop out are often varying and specific to them. Similarly, other groups have noted that while African American female enrollment is more stable, African American male enrollment is in decline. A report from the federal Department of Education found that disproportionate disciplinary actions follow students of color, particularly African American and Latino males, from preschool through high school. The combination of inadequate access to quality education and disciplinary actions diminishes the pool of twelfth grade students who could progress to higher education. This is an area where higher education must work more closely with K-12 education.

Another area that must be addressed is cultural responsiveness on the part of improving quality of the teaching force. This is not an issue of the teacher's race but rather of the quality of teachers. We must continue to address structural diversity, the racial composition of faculty and staff, and the relationships within schools at the K-12 and higher education levels.

Preparing students for college is an important strategy. The Chicago Consortium banded students around a set of predictors including their neighborhood, test scores, and GPA. When they tracked the students into colleges they found dramatic differences between students in the same band but at different colleges and universities. Some institutions showed a 35 percent completion rate while others graduated 80 percent of students from the same band.

At an education summit, the Illinois African American Family Commission found that students want to feel that faculty and staff are invested in their education and success. This both helps the individual students and sends the message back home that the school cares about their students. Colleges need to figure out how to care for their students and be aware of their personal, cultural, and financial impediments. One way to do this is to create spaces that encourages and supports cultural identity, particularly on campuses that are majority non-Latino or non-African American.

The Illinois Latino Council on Higher Education (ILACHE) recommends specific and simple strategies including increasing financial aid packages, to address affordability; supporting and promoting successful programs such as Latino resource centers; and involving faculty in programs such as Diversifying Higher Education Faculty in Illinois (DFI).

Organizations like the Gates Millennium Scholars Program and the Chicago Consortium are studying how to prepare underrepresented students for success in higher education. They have found that infrastructure and institutional support and engagement have a huge effect on

student completion. Colleges and universities are communities and having systems in place that work with different cultures and types of students is key. Faculty have a huge impact on this engagement, though this kind of work is unfortunately not often factored into evaluations and tenure considerations.

In conclusion the panel advised the Board on ways to help create a system providing what is necessary so the gaps in the Report start to shrink:

- See how the dollars received for this population are better used to develop strategies targeting in on why kids are not being successful and particularly why they are not even going to college. If there are resources that could be applied to strategies, the Illinois African American Family Commission would like to work with the Board to help develop the right types of strategies.
- Figure out programs to incentivize those that are doing well, and lift their practices up with more detail than what is in the Report so other institutions can learn. Get the institutions together to share the learning, what is working and what is best practices. Figure out how to enhance the culture of the organization so it is more open to the diversity of perspectives bringing people together and highlighting what works especially from a policy perspective, not just a practice perspective.
- ILACHE recommends the Board continue to advocate for the programs that we have and do not get distracted with anything else. Make sure to work to sustain some of the programs that have worked in the past such as the MAP program which is the progressive thing in Illinois in terms of accessibility to college. Support DFI and all other programs that have existed.
- Develop the infrastructure that supports students in all the colleges and universities. Support the student's transition into college, support the student's success in college through mentoring programs; provide resources that enable students to have access to learning materials that they need; and provide spaces on campus that facilitate their access to the opportunity to learn. Affordability is fundamental. Need-based aid is extremely important to try to sustain and grow.

Dr. Sutton thanked the panelists for appearing and their help and support throughout the year in the work that IBHE does. Dr. Applegate also thanked the panelists for donating their time, 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 January 12, 2015. Since then, two additional proposals have been received and three applications have been withdrawn since the last board meeting. As of Friday, January 30, 2015, there were four new requests for program modifications in addition to the 48 reported in the memo.”

8. New Units of Instruction at Public Community Colleges

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

The Illinois Board of Higher Education on motion made by Mr. Jay Bergman and seconded by Mr. Tyler Solorio, unanimously hereby grants authority to Carl Sandburg College to

offer the Associate in Applied Science in IT LAN and Security Specialist and the Associate in Applied Science in Locomotive Electrical 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 College of DuPage to offer the Associate in Applied Science in American Sign Language Interpreter subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Joliet Junior College to offer the Associate in Applied Science in Environmental Horticulture, Production and Design and the Associate in Applied Science in Graphic Design subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Lake Land College to offer the Associate in Applied Science in Law Enforcement 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 McHenry County College to offer the Associate in Applied Science in Physical Therapy Assistant subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Morton College to offer the Associate in Applied Science in Music Production Recording 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 Olney Central College to offer the Associate in Applied Science in Culinary Arts 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 Collision Repair Technology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Triton College to offer the Associate in Applied Science in Facilities Engineering subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

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

The Illinois Board of Higher Education on motion made by Mr. Tyler Solorio and seconded by Mr. Robert Ruiz, with Ms. Lindsay Anderson and Mr. Sean Fouts-Anderson abstaining, hereby grants to A. T. Still University 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 Instituto College 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 Lindenwood University- Belleville Authorization to Grant the Bachelor of Arts in History in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Rush University Authorization to Grant the PhD in Integrated Biomedical Sciences in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to University of Notre Dame Authorization to Grant the Master of Science in Business Analytics and the Master of Science in Finance 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 the American Academy of Art Authorization to Grant the Bachelor of Fine Arts in Art Direction and the Bachelor of Fine Arts in Digital Illustration 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 J'Renee College 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 Northwestern College- Chicago Authorization to Grant the Associates in Applied Science in Magnetic Resonance Imaging Technology 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 Northwestern College- Southwest Authorization to Grant the Associates in Applied Science in Magnetic Resonance Imaging Technology 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.

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

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

The Illinois Board of Higher Education on motion made by Ms. Christine Wiseman and seconded by Mr. Tyler Solorio, unanimously hereby grants to Eastern Illinois University authorization to establish the Master of Science in Health Promotion and Leadership 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 Southern Illinois University Carbondale authorization to establish the Neuroscience Institute 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 University of Illinois at Urbana-Champaign authorization to establish the Master of Engineering in Mechanical Engineering in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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 Ms. Jane Hays and seconded by Mr. Tyler Solorio, unanimously approved Item Nos. 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 23.

11. Board Meeting Minutes – February 3, 2015

The Illinois Board of Higher Education unanimously approves the Minutes of the February 3, 2015, meeting.

12. Fiscal Year 2015 Financial Report as of February 28, 2015

The Illinois Board of Higher Education unanimously approves the Fiscal Year 2015 Financial Report as of February 28, 2015.

13. Illinois Cooperative Work Study 2015 Grant Allocation

The Illinois Board of Higher Education unanimously approves Fiscal Year 2015 awards totaling \$1,114,500 for Illinois Cooperative Work Study grants as detailed in Table 1. 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.

14. No Child Left Behind Act: Improving Teach Quality State Grant Program

The Illinois Board of Higher Education unanimously allocates Fiscal Year 2015 federal grants totaling \$2,468,186 for the federal No Child Left Behind – Improving Teacher Quality State Grant Program. Individual partnership amounts are shown in Table 1. The remainder of the federal appropriation, \$142,769 is used for a required external evaluator contract, a contract for program administration, and other operational costs cost. If funds are reduced by the Federal Government through sequestration or other means, the Executive Director has the authority to

reduce grant amounts accordingly. In the event that funds are not requested by a partnership in their entirety or additional funds become available, the Executive Director shall have the authority to re-allocate funds to other partnerships.

15. Public University Non-Instructional Capital Project Approval

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

16. Proposed Rules: Higher Education Distance Learning and Interstate Reciprocity

The Illinois Board of Higher Education unanimously approves the proposed rules for the Higher Education Distance Learning and Interstate Reciprocity (23 Ill. Adm. Code 1033) as detailed in the document for publication in the Illinois Register, pending authorization to file emergency rules by the Joint Committee on Administrative Rules.

17. Proposed Rules: Dual Credit Courses

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

18. Appropriation Transfers for Fiscal Year 2015

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

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

The Illinois Board of Higher Education unanimously amends Item # IV-9, New Operating and/or Degree-Granting Authority for Independent Institutions as adopted on the Board meeting of February 3, 2015, as follows:

The Illinois Board of Higher Education hereby grants to Resurrection University Authorization to Grant the Bachelor of Science in Imaging Technology in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

20. Executive Session Minutes and Verbatim Recordings

The Illinois Board of Higher Education unanimously resolves:

Resolved, that the Illinois Board of Higher Education finds that the need for confidentiality exists for the minutes of the IBHE Executive Sessions of June 2, 2009, July 28, 2009, August 10, 2010, December 7, 2010, April 12, 2011, December 6, 2011, April 10, 2012, June 5, 2012, September 25, 2012, December 4, 2012, February 5, 2013 and April 2, 2013, and that such minutes shall continue to remain confidential.

23. Appropriation Transfers for Fiscal Year 2015: Illinois Mathematics and Science Academy

The Illinois Board of Higher Education unanimously approves the appropriation transfers as requested by the Board of Trustees of the Illinois Mathematics and Science Academy for Fiscal Year 2015.

VI. Information Items

21. Fiscal Year 2016 Governor's Higher Education Budget Operations, Grants, And Capital Improvements

22. Legislative Report

VII. Public Comment

VIII. Other Matters

IX. Executive Session

No Executive Session was held.

X. Adjournment

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 2:50 p.m.

Respectfully submitted by Cindy Deitsch, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the February 3, 2015, meeting.

