



July 10, 2017

Dr. Rachel Lindsey, Interim President
Chicago State University
9501 S. King Dr.
ADM 313
Chicago, IL 60628

Dear President Lindsey:

This letter is formal notification of action taken by the Higher Learning Commission (“HLC” or “the Commission”) Board of Trustees (“the Board”) concerning Chicago State University (“the University” or “the institution”). During its meeting on June 29, 2017, the Board voted to defer action on the University’s Notice sanction until its next regularly scheduled meeting in November 2017.

The Board asked the HLC President to schedule the University for an Advisory Visit as soon as possible to gather more information about the current leadership structure of the University and its plans for the future.

In preparation for the visit, the University should submit a brief report that provides any additional details that are available related to the University’s current governance and administration and planning as highlighted in the Staff Analysis, which was provided to the University in May 2017. The report should include an update on terminations, particularly among executive staff and senior administration. The report may also include any additional information you have about the University’s financial resources in light of the adoption by the Illinois legislature of a budget. This report should be prepared and submitted to the Commission within 30 days of this letter, or no later than August 9, 2017.

Although the Board is continuing to consider all the Core Components identified in the Staff Analysis, the following Core Components will be of particular focus in this evaluation:

- Criterion Two, Core Component 2.C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
 2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.
- Criterion Five, Core Component 5.B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
 1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
 2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
 3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.
 - Criterion Five, Core Component 5.C: The institution engages in systematic and integrated planning.
 1. The institution allocates its resources in alignment with its mission and priorities.
 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Your HLC Staff Liaison, Dr. Anthea Sweeney, is working with Commission staff to identify suitable peer reviewers to conduct the Advisory Visit. Once the team has been finalized, you will receive an Evaluation Summary Sheet with information about the visit and the peer review team members. The Advisory Visit team may also evaluate the University's compliance with any other HLC Criteria for Accreditation or Assumed Practice as it deems appropriate.

The visiting team will receive materials from HLC about the University, related to the ten most recent years of its accreditation history, including a copy of the Notice Report and Staff Analysis, and a copy of the requested report. The team chair may, however, identify other documents to which you will need to provide access during the visit. The institution must provide copies of requested materials to the team. Please note, the institution must send identical copies of any materials reviewed by the team to HLC directly.

If you have questions about any of the information in this letter, please contact Dr. Sweeney. On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley". The signature is written in a cursive style with a large initial 'B'.

Barbara Gellman-Danley
President

cc: Chair of the Board of Trustees, Chicago State University
Angela Henderson, Provost and Senior Vice President for Academic Affairs, Chicago State University
Daniel Cullen, Deputy Director, Academic Affairs, Illinois Board of Higher Education
Anthea Sweeney, Vice President for Accreditation Relations, Higher Learning Commission
Karen Peterson Solinski, Executive Vice President for Legal and Governmental Affairs, Higher Learning Commission