

**MINUTES – BOARD MEETING**  
April 10, 2001

**Submitted for:** Action.

**Summary:** Minutes of the April 10, 2001 meeting of the Board of Higher Education held at Triton College, River Grove, Illinois.

**Action Requested:** That the Board of Higher Education approve the Minutes of the April 10, 2001 meeting.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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**April 10, 2001**

A meeting of the Illinois Board of Higher Education was called to order at 9:05 a.m. in Rooms 203/204/210 of the College Center at Triton College, River Grove, Illinois, on April 10, 2001.

Philip J. Rock, Chairman, presided.  
Patricia Sexton was Secretary for the meeting.

The following Board members were present:

Mark E. Barmak	Thomas R. Lamont
Jerry D. Blakemore	Steven H. Lesnik
Robert J. English	Lourdes Monteagudo
Samuel K. Gove	John C. Thompson
William J. Hocter	Jane T. Williamson
James L. Kaplan	

Also present by invitation of the Board were:

Keith R. Sanders, Executive Director, Illinois Board of Higher Education  
Joseph J. Cipfl, President and CEO, Illinois Community College Board  
Larry Matejka, Executive Director, Illinois Student Assistance Commission

Presidents and Chancellors

Victor Boschini	Curtis McCray
Elnora Daniel	Michael Murphy
Stuart Fagan	John Neuhaus
Patricia Granados	John Peters
George Heider	Donald Spencer
John Jackson	Salme Steinberg
Stephanie Marshall	Carol Surles
Paul McCarthy	David Werner

Advisory Committee Chairpersons

Scott Andrews, Student	Gretchen Naff, Community College
Dorothy Beck, Faculty	Ronald Taylor, Proprietary
Donald Fouts, Independent	

1. Announcements and Remarks by Chairman Philip J. Rock

Chairman Rock called the meeting to order and said: “I would like to thank the Acting President of Triton College, Patricia Granados, for her hospitality today and for the social event last evening. I want to thank also Mark Stephens, the Chair of the Board of Trustees of Triton College, board members, and the faculty and staff who so graciously greeted us last night and this morning. I want to congratulate those trustees who were re-elected. All of us appreciate your willingness to serve and we wish you well. And, on behalf of the Board, we certainly wish President Jorndt a speedy recovery and a quick return to Triton.

“We have a lengthy agenda today and we will try to move as expeditiously as possible, but some of the subject matter lends itself to serious discussion, so we will not try to rush it along. There will be an Executive Session meeting during lunch. Item CA-6 on the Consent Agenda will be moved to the regular agenda at the request of a Member so there can be some discussion.

“I would like also to take this opportunity to personally and on behalf of the Board congratulate our Student Member, John Thompson, who was successfully re-elected to another term on this Board. Congratulations, John.”

2. Remarks by Patricia Granados, Acting President, Triton College

Ms. Granados said: “On behalf of the Board of Trustees and administration, I want to welcome all of you to Triton College today. I wish the sun were out, but as Dr. Jorndt says, ‘The sun is always shining on Triton College.’ Dr. Jorndt suffered a heart attack and underwent bypass surgery so, unfortunately, he is unable to be here with us today, but he wanted to share this day with you. He was very proud of the IBHE having selected Triton College as a site to host a meeting, because it affords us the opportunity to showcase our great institution. We’re very proud of it. Dr. Jorndt sends his regards and best wishes to all of you.

“Recognizing that you have a full agenda, I will keep my comments brief. I am fortunate to be part of one of the best, if not the best, community college systems in the nation. I am fortunate also to work for a community college that is just outstanding. I want to share with you some of the things that we do here at Triton College. The community college today plays a key role in higher education, and the facts that I’m going to share with you are characteristic of all the community colleges in the state of Illinois.

“Approximately 44,000 students are served by Triton College annually. This is an unduplicated number, and it makes Triton College the second-largest community college in Illinois. Our full-time-equivalent (FTE) enrollment ranges from 7,500 to 8,500 students per term. The average age of Triton students is reflective of many community colleges. In credit and non-credit courses combined, the average age is 31. The average class size is 21 students per class; small classes that are conducive to faculty and student interaction. Eighteen percent of our students are full-time, with the remainder of them part-time. This is indicative of our student body — working full-time and also pursuing an education. Fifty percent of our students attend during the day and 50 percent attend evening or weekend classes. Almost sixty percent of our students are female, and over 40 percent of our students are minorities.

“One out of every four public in-district high school graduates enrolls at Triton College. This is a reflection of the strong partnership that we have with our eight public in-district schools, but it is also a reflection of the variety of programs that Triton College offers. We have 94 career programs in addition to our arts and sciences transfer programs. Each year, Triton awards

approximately 1,000 degrees and certificates, 40 percent of which are in the applied sciences area and 26 percent in the transfer program. The 1999 Occupational Graduate Survey indicates that over 95 percent of the responding graduates were employed full-time in their respective fields with a minimum salary of \$33,000.

“Triton College knows the importance of partnerships, and has built strong relationships with business and industry and four-year institutions. Triton College is in partnership with Toyota, Ford, General Motors, Tech Skills, the Tool Manufacturing Association, the Cook County Sheriff’s Police Academy, and also many four-year institutions like Northern Illinois University, Northeastern Illinois University, and Southern Illinois University. One of Triton’s largest programs is the Adult Basic Education program, which serves over 8,000 students annually. In our English as a Second Language program, 54 countries are represented, and this provides a rich diversity on our campus. As a result of this tremendous service that we provide for this community, the College needed to expand its current facilities, and on May 24, we will open the doors to our new 18,000-square foot facility in the heart of the Hispanic community to better serve the needs of our local Hispanic population.

“There are so many things that I could share with you today about Triton College – so many programs – academics, support programs, facilities that support such things as child care and tutoring – but I know our time is limited. However, if you have a moment after the meeting, I would be happy to show you around the campus. Seeing it truly captures what the community college does here. Today, you will get to experience one of our many excellent programs as you have lunch provided by our Hospitality and Culinary Arts program. I hope you enjoy your day on our campus. Thank you.”

Chairman Rock thanked Acting President Granados for her remarks. A roll call was taken and the Chairman noted that a quorum was present.

3. Remarks by Keith R. Sanders, Executive Director

Dr. Sanders said: “I want to begin my remarks by acknowledging the outstanding work of Jim Kaplan, Lucy Sloan, Tom Lamont, and John Thompson as they worked on the committee to conduct an inquiry into the Master’s of Social Work program at Governors State University. This was not an easy job, and they did it with class and alacrity. I want to thank also Marcia Langsjoen and Diane Gilleland for putting in many, many hours at night and on weekends, with backup from Ross Hodel, to get this report to the General Assembly in a quality way and on schedule.

“Also, I want to say thanks to Lucy Sloan and Jim Kaplan, who spent many a long afternoon in the heart of East St. Louis as they guided the group that did the study of the educational needs of East St. Louis, another gargantuan task which has been performed so well. Lucy wanted me to say to you that she regrets that she can’t be here today, as she is in China. Ross Hodel and Terry Nunn are the staff that helped produce this report, along with some outstanding colleagues from the State Board of Education and the Illinois Community College Board. Virginia McMillan particularly deserves applause for her contribution. I think you will agree that the report also is outstanding.

“I want to say thanks also to Gretchen Naff for being such a gracious hostess at the American Association of Community Colleges meeting which I attended last week in downtown Chicago. It was a propitious meeting, because the community colleges are celebrating the 100<sup>th</sup> anniversary of the community college movement in this country, and I’m proud to say that

Illinois has the oldest continuously operating community college in the country, the third largest community college system, and perhaps the very best community college system in the nation. Some of you will be given a pin later that has '100' on it in celebration of this 100<sup>th</sup> anniversary.

"I want to pause now and ask Scott Andrews to come up to the microphone. Scott has been Chair this past year of our Student Advisory Committee. He has done outstanding work, and although I know he will be ably succeeded, we'll miss Scott. He wants to make a presentation to a member of the Board of Higher Education staff who has been working very closely with students over the past year."

Mr. Andrews said: "The Student Advisory Committee this year had a number of end-of-year awards, testaments to administrators statewide, legislators, faculty member of the year, and a number of internal awards. The award I have the opportunity to present today is for the IBHE staff member of the year. In future years, Board Members also will be eligible for this award. There were a number of nominees who have shown a true commitment to students and have promoted the goals of students by going above and beyond the parameters of their jobs within the Board of Higher Education. So I am proud to announce and to personally thank the winner of this year's IBHE Staff Member of the Year award, Debra Smitley." Those present warmly applauded.

Dr. Sanders continued, "Thank you, Scott. Deb is one of the unsung heroes of our staff. She is head of our fiscal staff and she does outstanding work day in and day out.

"I want to say a few words about the report on access and diversity that you will consider in a few minutes. More than most items that come before the Board, I have very deep and profound feelings about this report, and I admit to having taxed the patience of my colleagues in the office, and even of some members of the Board, as I have continually pushed for us to take a strong position on the truly important issues that are in that document. Some have asked, why are you doing this? Why does the Board of Higher Education need to assert its firm position here? We haven't been sued – Michigan has, Georgia has, Texas has. Why don't we just sit back and see what happens? Or, if that doesn't work, why don't we merely wait a little while and the Supreme Court will decide this issue and we will have ducked a tough one. There are three reasons why I don't want to do that. First, this Board has no history of ducking tough issues. If it wanted to duck tough issues, it would not have created in the early 1960s a community college system that is now second to none in the nation. That was done because this Board chose to exert its considerable leadership. If we were going to duck tough positions, we wouldn't have the third largest need-based student aid program in the nation that has resulted in thousands and thousands of young people going to college who could not otherwise do so. If we were duckers instead of doers, we would never have adopted the Priorities, Quality, and Productivity Initiative which, although painful for many, was very helpful to this Board and the higher education community for almost a decade. And, there would be no Illinois Century Network if this Board were in the habit of taking on small projects and thinking small and having no vision. It is in the grand tradition of this Board to not duck, but to assert its position.

"Secondly, all of these issues on access, and particularly those on diversity, are great matters of educational import. A diverse student body is a better student body, in that it creates a better climate for all – for minorities and for others. For us not to assert our strong belief in that position while people all around us, particularly in the judiciary, are telling us how to do it and what is good and what isn't on this issue would be to miss a great leadership opportunity. Thirdly, I want the word to go forth today to our burgeoning minority population that we are here to help. We know they are there; we know they need our help; and we want them to know that

we will do all we can to bring them into the mainstream of American life and provide them with the skills and the knowledge they need to succeed. It's important that we regularly send that message, and the Committee on Access and Diversity is sending that message today in a clarion call. Thank you, Mr. Chairman."

Mr. Kaplan asked if he could read a statement. He said: "Mr. Chairman, Members of the Board, Dr. Sanders. Mrs. Sandra Hamill was an employee of Triton College for approximately 25 years. She worked in the library as a maintenance person. My understanding is that she seldom, if ever, missed a day of work. On December 1 last, Mrs. Hamill was attacked and critically beaten on the streets of Bellwood. Ten days later, while in the hospital, she died from the injuries she sustained in that attack. When found, she had \$2.00 on her person. The assailant is unknown and at large.

"What makes this case most striking, apart from the senseless brutality, is that Mrs. Hamill was blind and mentally disabled. Therein lies the remarkable achievement of Mrs. Hamill's life – a perfect work record, loyalty to Triton College, and great service to higher education and the community, her disability notwithstanding. All that Mrs. Hamill needed to live a gainful, productive, and independent life was the chance that this College gave her. In so doing, Triton reaped the benefits of a hardworking employee. A career such as Mrs. Hamill's should be recognized. I can think of no more important place than in the permanent minutes of the Illinois Board of Higher Education.

"I therefore move that the Illinois Board of Higher Education adopt a proper resolution commending the life and career of this dedicated member of higher education, whose life is an inspiration and a model for us all. I further ask that a copy of this resolution be sent to her parents with the aid of Acting President Granados."

Dr. English seconded the motion.

*The Board of Higher Education, on motion made by Mr. Kaplan and seconded by Dr. English, unanimously approved adoption of a resolution honoring the life and career of Mrs. Hamill.*

4. Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education

Chairman Rock said, "The General Assembly has imposed upon this Board the responsibility to report to them on an annual basis concerning underrepresented groups in Illinois higher education. I can assure you that this report is widely disseminated and widely read. I call upon David Smith to present the report."

Dr. Smith said: "I'm pleased to present the 13<sup>th</sup> annual underrepresented groups report. This year provided us a unique opportunity to take a look at the last 10 years, the decade of the nineties, and look at some trends. In terms of my report, I will highlight some ten-year trends and, in particular, look at enrollment, degrees, faculty and staff representation, briefly discuss participation, and take a quick look at where we stand.

"The good news is that enrollment for Black and Hispanic undergraduate and graduate students has steadily increased over the last 10 years. Black undergraduate enrollment has increased by six percent and Black graduate enrollment has increased by 47 percent. Hispanic enrollment has seen some impressive increases. Hispanic undergraduate enrollment has increased

by 58 percent over the last 10 years and has increased 81 percent at the graduate level. There also have been some impressive increases in the number of degrees awarded across all levels. The increases in degrees surpass the enrollment increases, which indicates that persistence and degree completion are on the rise for minority students. This is good.

“While Black undergraduate enrollment increased by six percent, the number of associate degrees increased by 15 percent over the last 10 years, and baccalaureate degrees increased by 53 percent over the same period. There was an impressive increase in Hispanic enrollment of 58 percent, but at the baccalaureate level, there has been a 111 percent increase in the number of degrees awarded. We’ve seen a major increase in graduate enrollment for both Blacks and Hispanics. Master’s degrees for Black students are up by 92 percent, and doctoral degrees have increased by 126 percent over the last 10 years. Hispanic master’s degrees increased by 155 percent, and doctoral degrees increased by 85 percent. These impressive increases in terms of enrollment and in terms of degrees provide us with a strong indication that policies to improve access and degree completion are having a positive impact.

“For some of the highlights in terms of enrollment and degrees, I refer you to Pages 11, 12, and 13 in the report. For Black, Hispanic, and female faculty and staff representation, increases over the last 10 years are not as good as the increases for students. Looking at some of the key trends in terms of public universities, community colleges, and private universities and colleges there has been little improvement over the last 10 years in Black and Hispanic faculty. Hispanics show low representation in all staffing categories, and most of the improvement that we see in terms of faculty and staff representation has been realized by women.

“I provided a handout for members of the Board (attached to these minutes as Appendix A) that includes some additional analysis. This year, we looked at participation rates for Black, Hispanic, and female students. Participation is defined as the percentage of a specified group that enrolls in a particular field of study. In the handout I have added a couple of columns as a basis of comparison. The two right-hand columns show the participation rates for white students as a whole and for white male students. One of the things that surprised me was that if you look at computer science, which is one of the high-demand fields, you see that Black and Hispanic participation has been steadily increasing and, in most cases, surpasses that of white students over the last 10 years. However, if we look at just white male students, we see that white male students still participate at a slightly higher rate than do Black and Hispanic students. What was not so surprising, if we look at engineering and mathematics and physical science for undergraduate participation, is that white males participate anywhere from two to four times the rate of other groups in these fields. However, even among the white population as a whole and white males, we also see a decline in the level of participation in these three fields. Even though white males participate at a much higher rate, participation on the part of whites and white males is decreasing, which is a similar trend for Black, Hispanic, and female students. I have done the same thing for graduate participation rates. There are similar participation rates for Blacks, Hispanics, and whites in computer science, except that white male participation at the graduate level is much higher. If you look at engineering, mathematics, and physical science, you see there is a much higher participation rate on the part of whites and white males when compared with the Black, Hispanic, and female population in general.

“If we look at both undergraduate and graduate participation in education, white males have the lowest participation rates among the groups presented, but if we look at the graduate participation rate, we can see that Blacks, Hispanics, and females comprise over 25 percent of all graduate students enrolled in the field of education. So, the one surprising thing in terms of computer science participation at the undergraduate level is that Blacks and Hispanics participate

basically at the same rate or higher than do whites and they are very comparable to white males. This participation rate confirms that Blacks, Hispanics and females participate at much lower rates in engineering, mathematics, and physical science.

“If you turn to the third page of the handout, in last year’s report we had an index of representation which compared Illinois with nine other large states that are comparable in terms of population and diversity. Last year, Illinois ranked fourth in terms of Black representation and ranked second in terms of Hispanic representation, both higher than the national average. Unfortunately, due to the lack of data, it was difficult to update this index of representation for both Blacks and Hispanics. I get my enrollment figures from the National Center for Education Statistics, and they still are presenting 1997 enrollment figures. But we now have a new 2000 census, so I used the census data with 1997 enrollment figures, and we can see that in terms of Black representation, Illinois still ranks fourth, and using the 2000 census data we are equal to the national average.

“Where we see a tremendous drop in indexes is for Hispanic representation. Illinois went from a .95 to a .77, but we still ranked third. We dropped one level in terms of ranking. The reason we dropped so much is that last year I used estimates by the Census Bureau for 1999 population, and I think across the board, the Census Bureau, using their projection techniques, underestimated the growth in the Hispanic population. But bear in mind that I’m using 1997 enrollment data, so we can assume that since we have a growth in the Hispanic student population, this index will increase a little bit, at least. In fact, if we look at the census data, last year the Census Bureau estimated the Illinois Hispanic percent of population at 9.8 percent, but if we look at the census data for 2000, it actually increased to 12.3 percent. So we have an almost three percent underestimate between 1999 and the actual figures. So, overall, I think using the 2000 census data, we are still maintaining our position compared to the other states. As soon as I get updated enrollment data, I can update this index. Thank you.”

Mr. Hocter said, “At some point, whether here or with our Committee on Access and Diversity report, I’d like to raise the issue with the Board about a discussion of minority faculty representation. We had quite a discussion on it in the Committee, but elected to focus more on students rather than faculty. But in our public hearings and focus groups, I personally came away with the impression that this is a very serious problem in this state. I would like to suggest that the Board give some consideration to some form of study or project undertaking.”

Professor Gove said, “On the index of Hispanic representation, Florida is number 1 and Ohio is number 2. Is there a reason why Ohio is number 2?” Dr. Smith responded, “I would say that the reason Ohio moved up from 3 to 2 is that the Hispanic population was grossly underestimated in Illinois for 1999, if we look at going from 9.8 to 12.3 percent, whereas if we look at Ohio, the estimates were pretty much on target. In 1999, the estimate was a 1.6 percent of the population, and the census shows it increasing to 1.9 percent, so I think that would be the reason.”

## 5. Report of the Committee on Access and Diversity

Chairman Rock said that the Chairman of the Committee, Jerry Blakemore, would present the report. Mr. Blakemore accompanied his remarks with a power point presentation. He said: "I will ask Dr. Doug Day to join me in presenting the report. One of the most important things I must do is to thank our Chair and our Executive Director. It was two years ago that Phil gave us the charge that covered both access and diversity, and those two issues are two sides of the same coin. As we went through the process of looking at these issues, it became very clear that the foresight of the Chair and the Executive Director in terms of putting these two issues together was very significant, particularly as it relates to the findings and what we are proposing be done both legislatively and in terms of policy. I want to thank Phil for encouraging me to chair this Committee. It was his leadership that made it possible for me, and it was his leadership with the Governor and members of the General Assembly that has already helped us move forward in this regard. There is not one committee of this Board since I have served on the Board that has not worked very hard, but this committee especially was a working committee. We often have reports that are staff-driven, and our staff, Doug Day and David Smith, were phenomenal, but I especially want to thank the committee members, whose names are included in the report. They really went forward with putting their mark on this report. We could not have done it without the work of the committee members. The most important part of what we do, however, really is staff-driven, so I want to thank Doug and David for their work. They have done a yeoperson's job, and this report is something I believe could very easily be published.

"We are presenting to the Board for consideration the report of the Committee on Access and Diversity. We are not yet submitting the report for approval. Yesterday, a massive mailing was done to the leadership of the higher education community and interested groups. Today, there are copies of the report available. We did this mailing because we want to have your comments. We do feel strongly and passionately about the report and the direction that we're taking, but we're not taking this direction without consulting the higher education leadership community. Therefore, we're asking for your comments as we finalize the report and the direction that we're taking.

"Let's talk a little bit about the process. The charge to the Committee was a broad charge to look at what we could do in terms of access and diversity to enhance what we already do. There were several hearings throughout the state. We used focus groups, and we also turned to outside consultants on a recommendation from one of the committee members that we get both legal and policy advice on these areas. That proved very beneficial. There were various drafts that outsiders reviewed with some objectivity and presented to the full committee in a public setting. The report actually is a three-part presentation. We deal with the dynamics of the new world. Let me put that in perspective in three points. The landscape has changed and is changing rapidly; expectations and philosophy toward higher education have changed and are changing rapidly; and social and economic needs of the state and the nation have changed and are changing rapidly.

"The landscape has changed. We just heard a report in part talking about the increase in Hispanic and other populations, particularly African-Americans, groups that traditionally have not been part of the higher education community. In California, for example, all of the net gain is either from immigrant or minority groups. Illinois statistics and demographics are changing, as well. The expectations are changing. Doug tells us the story of a survey that was done of sixth-graders, 90+ percent of whom at sixth grade level assume that they will go on to college, and college is treated with most of the population now the same way that earlier generations treated high school. It was something that was going to be done, it was something that needed to be

done, and it was something that was necessary to prepare you for life in America and for a higher quality of life. We no longer go to college in large part because we are able to pay for college; now college is something that we all need. If we look at recent data, we find that two-thirds of high school graduates now go directly to college, up from 42 percent in a little more than 10 years. Eighty percent of high school graduates take college courses at some time in their lives, and over 90 percent of today's high school students say they expect to continue their education beyond high school. Given these changes, higher education has to change, as well. The primary factor driving this change is not only the baby-boomers having children who are now going to college, but it is how our economy has changed. Social and economic needs of the state and nation have changed and we now need to have people who are educated and educable, people who have skills, and people who have the ability to continue learning and changing. We now really need to have a seamless educational system.

“The increase in the rate of participation is even more dramatic. Here are some of the actual percentages we see in terms of employment, particularly among various groups. It was these data that made the committee take a hard look at where we are and where we want to go. On the access issue, one of the issues that became clear is that we call for legislation to require that all students take a pre-collegiate curriculum, which will be a significant and revolutionary change in how we do business, but one that the Committee feels that we need to move forward. One of the issues that we talked about, even in the affordability report some years ago, was the transition from high school to college, particularly that first year. We have as a Board rearranged how we actually do financial assistance in this regard to address this issue.

“The second part of the report is diversity. We have gone back to the basic fundamental practices of higher education for the past 200 years, where diversity has been a cornerstone in how we go about educating students. I won't quote the report in detail, but suffice it to say that there is a significant analysis related to the importance of diversity. We are calling upon higher education to assist us in actually being able to support and document the benefits of diversity, particularly the status of court opinions in this regard. Let me echo what Keith has already said. The Committee believes, and I have a personal belief, that neither litigators nor courts should be establishing or setting educational policy. Policymakers and educators should set educational policy. Therefore, we should not, notwithstanding the murkiness in the law on this issue, shirk our responsibility to establish a policy based on sound rational educational reasoning that moves us forward. Diversity, in our opinion, is the foundation for that. There is a significant discussion in the report regarding disabled students and the increase in the numbers of disabled students that are coming to colleges and universities. But more significantly, there is the need for us to increase the number of minority groups and disabled groups coming to college.

“On the diversity issue, we believe that playing the numbers game is a mistake. Florida, Texas, and California have programs where they will admit to certain institutions – in one circumstance private and public and in the other two just public institutions – any student who is within a certain percentage of their graduating class. It is our belief that these initiatives are another way of playing the numbers game and they don't get behind what makes a student, irrespective of their race, ethnicity, or gender, successful in college. Our data indicate that the most significant criteria for determining success in college is whether that student has come from a high school with a challenging college curriculum and that they have taken the core courses. If they have, they have a better chance of doing well in college. That is a better predictor than SAT scores or grade point average.

“We take the position that, although goals and timetables are consistent with Bakke, we believe that Bakke, which is the law of the land, should continue to be the practice and the

guideline for colleges and universities. The most significant thing we as a higher education board can do is to make sure that we work closely and cooperatively with the primary and secondary schools to assure that students are prepared for college. If Bakke goes away tomorrow, we will still need to make sure that students are prepared for college. When you look at the data, even in Illinois, it is not a good picture when you think about the percentage of students that have access to Advanced Placement (AP) courses, what percentage of students are actually taking the core courses. Our core course curriculum is not as stringent as many other states in the midwest, but that is the key and that is where we have put a lot of focus. Along the same lines, you can be a straight A student in certain schools and still not be within the top 10 or 20 percent of the nation in terms of the SAT scores. So we are calling for all entering students to be prepared to succeed, and in order to do that, we're going to have to align classes and curriculum at the primary and secondary levels with our expectations and needs at the higher education level.

“One of the issues for us is not to just require change at the primary and secondary levels, but our view of what higher education is, the access to higher education that we provide to students, also has to change. Two years ago, we did a pilot on less-than-half-time students and how much financial assistance would help those students. We're calling for the full funding of that program. We're also calling for the funding for diversity grants that will assist the higher education community in carrying out what we believe is going to be necessary to prepare students for college. I will now ask Doug Day to present the recommendations and some of the policy issues related to this, and we will then take questions.”

Dr. Day said: “I'd like to highlight just a few of the recommendations so I can explain the Committee's rationale and provide a little more detail. One recommendation that Jerry talked about is based upon changes in the economy. It's based upon the fact that about 80 percent of our high school graduates now will go on to college at some time in their lives, and also the fact that our students are really woefully underprepared, despite the fact that they all aspire to a college degree these days. With those factors in mind, the Committee decided there was a need for change and for a strong message to go out so students are prepared for jobs not only the minute they leave high school, but in 20 years, because it is clearly the direction the economy is taking.

“There are a number of recommendations in the Committee's report that focus on transition from high school to college. I think you'll agree that if you're going to have successful change, at the very least you have to be able to measure the things that you care about. So one of the Committee's recommendations was to establish an annual report on readiness that would help this important period of transition that more and more students are going through. This report would include a variety of data. The high school side would include things like the kinds of courses that students are taking, actual results from the Prairie State Exam, and student learning. On the college side, it would look at how many students need remediation, the attrition rate, and other kinds of assessments that colleges and universities are now conducting.

“The Committee has a number of program recommendations on transitions. The Committee advocates increasing the number of schools in the state where AP programs are available. Illinois does very poorly on this and could do much better. The Committee was also concerned about going beyond this, about that next group of students who aren't ready in high school to take college courses but who plan to go to college. Would it be possible to offer college-like courses? Can we learn something from the AP? The AP is so successful because it challenges students and it challenges teachers to offer more sophisticated programming in its norm outside the high school itself. Could we create college-like courses that students would take their senior year in high school, and when they complete them, feel confident that they are ready for college?”

“I’ve talked about transition in terms of high school to college, but there is another kind of transition which is increasingly important, and that is the transition of students who have either been in for a year and left, or the transition of students who are moving from community colleges to public universities, and that is increasing at a rapid rate. Nationally, 60 percent of all students nationally now attend more than one institution. The rate of change in that is really striking, and the rate of change is even greater in the number of students who are going to three or more institutions. Those institutions, because they’re outside the system, need information, so the Committee put together a couple of recommendations that would address that. One would expand a previous Board recommendation on a web-based computer information system and the other would look to the community college as a focal point to provide information, not just about educational opportunities at the first division level, but educational opportunities at all levels.

“We’ve relied principally on community colleges and financial aid as access mechanisms. They’ve been very effective, but the Committee felt that given the percentage of students who are now going on to college, it was necessary to widen the net to look at the number of students with special needs. This report is not an end in that process, but it’s really a beginning of looking at the needs of students with disabilities and students with limited English proficiency. There are now over a million individuals in the state of Illinois who, when they get home at night, speak a language other than English. This is a real opportunity for higher education to better serve this population.

“If I were to crystallize the theme of the diversity recommendations, I would say that the Committee concluded that diversity is best achieved by being able to use race and ethnic criteria in financial aid and admissions programs. In other words, this is permitted by Bakke and the Committee believed that this is the most effective method if you want to increase diversity. The Committee concluded that other kinds of mechanisms that have been in place in a few other states, while they do have some things going for them, will not prove as effective. And, this helps explain some of the other recommendations.

“The Committee concluded that for all students there should be a broadening of admissions criteria. That’s both fair, since it looks at the totality of the student, and it’s also more effective, since students have strengths in some areas but not in others. Also, in particular, it gets at the students course-taking patterns. Higher education research shows conclusively that the thing that’s most important for student success is that students take a challenging, high-quality program in their high school years. That is even truer for minority students.

“Another recommendation is the need for outreach and the need, particularly in the long-term, to look at disadvantaged communities and the need for young people in those communities to go on to college. Higher education has been doing a lot about that in the last few years, but so have private associations such as ‘I Have a Dream’. The Committee believes there are partnerships that can be formed between the public and private sectors that will permit these private associations to operate more effectively.

“Finally, I will mention diversity grants. The Committee believes that if financial aid were strengthened, particularly for graduate students but also in fields at all levels where students are not well represented in terms of racial/ethnic minorities and students with disabilities, we would be able to show some improvement, and has therefore recommended a new program for diversity grants. I will turn this back to Jerry Blakemore.”

Mr. Blakemore said, "My final comment is actually a plea that both the Board and the leadership of higher education take a hard look at the report. We want and need your comments. We need your experience. We have, in effect, based this report in large part on what you do every day, and we support what you've done, particularly in the area of diversity and in the area of preparing students for college. The second thing we need is your advice and support as we go about convincing the general public, the legislature and other interested groups of the benefit that we have already seen from the practices in Illinois of reaching out to nontraditional students. Our community college system and our financial aid program have really made a difference in the lives of people of this state in order for us to continue to have that type of effect on people and our communities, we will have to do even more. I applaud you for what you've done, but we need you to do more. We need to expand some of the things that we're doing and we need to rethink how we look at access and diversity. Thank you."

Mr. Hocter said, "As part of the work of this Committee, we held some public hearings and some focus groups, and I came away particularly impressed by the fact that we have a major problem in this state in the lack of diversity in faculty. I do some part-time work at DePaul University, and I see this at our institution and across other schools. I would like to recommend, in whatever form or shape you would care to consider this, that this Board consider establishing a group to take a long and strategic look at the whole issue of minority faculty. We can't start shoving people into graduate programs at the last minute; this has got to be a longer-term thing where we begin to develop some way to encourage people from these minority groups to consider an advanced education career."

Dr. Hocter moved that the Board undertake a study of the lack of minority representation in terms of faculty in the higher education systems across Illinois. Professor Gove seconded the motion.

*The Board of Higher Education, on motion made by Dr. Hocter and seconded by Professor Gove, approved undertaking a study of the lack of minority representation in terms of faculty in the higher education systems across Illinois.*

Chairman Rock said, "Congratulations to the Committee on Access and Diversity. It's yeoman's work, and we look to all of you in the higher education community to get back to us prior to the June meeting. We'll indicate that the motion to receive the report, to direct the Committee to consult, and to report back to the Board in June was made by Jerry Blakemore, and I will second that motion."

*The Board of Higher Education, on motion made by Mr. Blakemore and seconded by Chairman Rock, unanimously received the Report of the Committee on Access and Diversity; directs the Committee to consult with representatives from Illinois colleges and universities, students, faculty, and other interested persons about the Committee's recommendations, and consider revisions, if appropriate; and report back to the Board at the June 2001 meeting with a final report and recommendations for the Board's approval.*

## 6. Legislative Report

Chairman Rock said that Ross Hodel would present the report. Dr. Hodel said: "The legislature has reached the mid-point of the spring session. Bills that were introduced in one chamber have received full consideration in that chamber and now move to the second chamber, where they will begin committee hearings and consideration of those bills next week when they return from their spring break.

“The appropriation hearings on the Governor’s higher education budget were held before the Senate Committee on Appropriations last Tuesday. All of the higher education institutions and agencies appeared before the Committee and we had a long day of appropriation hearings in the Senate. Appropriation hearings in the House have just begun. Keith has finished a presentation on the Board of Higher Education’s budget in the House, and other institutions and agencies will continue those hearings during the month of April.

“Item 10 on the agenda today is a report on the Governors State University social work program. The House has passed House Bill 2588 that will implement the recommendations of the Board’s committee that conducted the inquiry on Governors State University. Those recommendations relate to the Department of Professional Regulation and the State Board of Education in issuing licenses for social work and teaching certificates for school personnel in social work.

“House Bill 2395 contains the legislative changes relating to our grant programs. That bill, sponsored by Representative Judy Erwin and Representative David Wirsing, has passed the House and is now in the Senate where it will be sponsored by Senator Frank Watson and Senator Vince Demuzio. Senate Bill 406 is another item that was contained in the Board’s budget. It increases the maximum award under the Monetary Award Program, the state’s need-based student financial aid program. That has passed the Senate and is on the way to the House.

“Last week, at the Federation of Independent Illinois Colleges and Universities’ annual luncheon, the keynote speaker was a Chicago-area legislator. Speaking to the private college presidents, he indicated that in this session in Springfield there are only three major issues before the legislature. He characterized those as, one, a new legislative district map; two, a new legislative district map; and three, a new legislative district map. He said that all other issues were ranking 12, 13, and 14 on that list. This is probably true in higher education, particularly in the area of teacher education, where initially there was much activity related to this topic and we were tracking over 30 bills on the topic of teacher education and teacher shortage. Only six of those bills have passed the first chamber, and there is now discussion of hearings being held over the summer and a report by the Board of Higher Education and the State Board of Education in the fall. Of the over 200 bills related to higher education that we began tracking in January, only about 50 remain alive. I will respond to any questions.”

Dr. English asked if the bill relative to children of firemen receiving scholarships is still alive. Dr. Hodel responded, “Yes, the bill is still alive. It has been amended to greatly reduce the impact and the cost. It now applies only to volunteer firemen in municipalities under 5,000 and it only allows two scholarships per fire department and a number of other restrictions were placed on the bill before it passed the House.”

Dr. English continued, “I had a concern about that bill along with the tuition reimbursement program at the University of Illinois, where people who had worked seven or more years would receive an additional tuition reimbursement. We had established limits as to the number of waivers that we could have at institutions at the three percent level. I was wondering about the negative impact that this bill would have.” Dr. Hodel responded, “The tuition waiver bill that you mentioned affects not only the University of Illinois, but all of the public universities. Employees now receive a 50 percent tuition waiver, and this would change it to a 100 percent tuition waiver. The language in the bill exempts it from our three percent tuition waiver limit. The bill would provide an employee benefit that would cost just under \$2 million. The bill has passed the House.” Dr. English said he was concerned also about the bill where we

would ensure that the proportion of full- to part-time teachers would remain on a 75/25 percent basis. Dr. Hodel said, "That bill passed out of committee but has not passed the House and has been re-referred to the House Rules Committee, so I think the general sentiment is that they would await this Board's study on part-time faculty before acting on it."

Dr. English said, "Item 12 on today's agenda is appropriate to that one, especially in light of the facts that we have made a commitment in the salary issue to continue with '3+1+1,' the mean salary of our faculty is only 95 percent of comparable groups, and our flagship university is only at 89 percent. We need to continue our efforts in that direction before we go through a major change in the way we staff our institutions, which will have a dramatic financial impact. I would hope that we would reach those appropriate salary levels. We need to stay the course on our salary improvement program so that we at least reach the mean of comparable states."

## 7. Governor Ryan's Fiscal Year 2002 Budget

Chairman Rock said: "In your packet there is a copy of the Governor's letter addressed to me as a member of this Board, indicating a higher education budget of close to \$2.7 billion and calling for an increase of \$157 million over the last fiscal year, with some indicated priorities that the Governor has asked us to adopt. Debra Smitley will present Items 7 and 8."

Ms. Smitley accompanied her remarks with a power point presentation. She said: "Item 7 presents the allocation of the Governor's budget for fiscal year 2002. The budget presented by the Governor includes \$2.7 billion for higher education operations and grants and nearly \$446 million for higher education capital improvement projects. The budget for operations and grants includes \$157 million in new state general funds for higher education, a 6.3 percent increase over the current fiscal year.

"The Governor's budget for higher education is a good one, particularly when considered in the context of the total state budget for all of state government, which is projected to grow by just a little over three percent. For the first time, the Governor earmarked within the higher education budget \$23 million for costs related to group health insurance benefits for higher education employees. When these \$23 million are excluded, the effective increase in higher education operations and grants for this coming fiscal year as proposed by the Governor is \$134 million, or 5.3 percent, just \$9.8 million shy of the budget recommendations adopted by this Board last December.

"The Governor asked the Board to prepare the allocation of his budget, and that allocation is presented in Item 7. The Board's budget recommendations served as the basis for developing the allocation. The strong budget advanced by the Governor permitted the allocation to preserve funding for all of the major initiatives that were included in the Board's budget recommendations. I will briefly run through these as they relate to advancing the goals of *The Illinois Commitment*. The Governor's allocation will support \$5.1 million in new funds to sustain strong economic growth. Funds are included to expand information technology programs at six public universities. Some of these are Internet-enhanced programs that will bring degree completion opportunities to community college students. Funding is provided for the second year of the Arthur Quern Information Technology Scholarship Program that provides grants of up to \$2,500 per year to persons who choose to be trained in careers in information technology. Over 1,000 people will receive these grants for the first year in fiscal year 2001. Other funds are targeted for business development initiatives and to address other high-demand fields such as nursing.

“Funding is included to improve teaching and learning at all levels at a level of \$4.7 million. Funds are included for four alternative teacher certification programs, including two new programs. New funding of over \$1 million is allocated for the DeBolt Teacher Shortage Scholarship Program that will provide assistance to nearly 600 students in fiscal year 2002. The recommendation assumes that funding for these programs will be expended to students who are enrolled in alternative certification programs. Funds are also allocated to match the federal teacher quality grant that will support enhancements to middle school teacher preparation programs, and additional funds are made available to support accelerated college enrollment grants for community colleges so that Illinois high school students can take advantage of advanced coursework.

“Over \$13 million are allocated in the budget for affordability measures. Funds totaling \$228 million are provided to increase the maximum award under the Monetary Award Program (MAP). An estimated 141,000 students will receive MAP grants at this funding level in fiscal year 2002. The Monetary Award Program recommendation in the allocation is \$2.5 million shy of that which was included in the Board’s recommendations. This is made possible through an increase in federal Pell grants that was approved in late December following the Board’s action. Thus, the funding level included in the Governor’s allocation for the Monetary Award Program will support all of the same program enhancements included in the budget recommendations approved in December.

“A total of \$10.7 million is included in the allocation for increasing access and diversity, of which \$9 million will be targeted for adult education programs which will transfer to the Illinois Community College Board this July. These new funds were specifically identified by the Governor as a priority in his budget message, and he asked us to include this level of funding in the allocation. The \$9 million will pay for an eight percent increase in enrollments in fiscal year 2002 in these programs, as well as address a 40 percent shortfall in the funding for these programs. The allocation also supports new funds for the East St. Louis Center, the University Center of Lake County, additional Minority Educational Achievement grants, and the Consortium for Educational Opportunity Program.

“For quality, over \$65 million are targeted in the budget for base support for our state’s colleges and universities. These funds will provide an average three percent salary increase as well as funding for community college equalization grants. Dr. English mentioned earlier the retaining and recruiting critical faculty and staff initiative, and the allocation preserves the initiative at the ‘3+2+1’ level that the Board endorsed in December. These state monies of approximately \$30 million will be matched with institutional resources. Other funds are included under quality to improve technologies and for two campus-wide assessment programs at Chicago State University and Eastern Illinois University.

“The allocation includes nearly \$16 million for initiatives to increase productivity, cost effectiveness, and accountability, including funds for the second year of a 10-year program to reduce deferred maintenance on college and university campuses, and \$9 million for the State Universities Retirement System. This has provided a very brief overview of a very complicated budget and allocation. I would be happy to answer any questions.” There were none.

*The Board of Higher Education, on motion made by Mr. Blakemore and seconded by Dr. English, as requested by Governor Ryan, unanimously allocated the Governor’s fiscal year 2002 budget for higher education operations and grants as presented in Tables 1 through 19 and institutional budget tables in Appendix B of Item 7 dated April 10, 2001.*

## 8. Setting a Context for Fiscal Year 2003 Budget Development

Ms. Smitley continued: “Item 8 marks the beginning of budget development for fiscal year 2003. It sets forth broad parameters for the development of the operating and capital budget recommendations for the next fiscal year, thus communicating state-level budget priorities to higher education institutions and agencies prior to their submission of budget requests to us this coming July and September. The budget priorities that are outlined in the context paper before you are centered on the six goals of *The Illinois Commitment*. They respond to the statewide needs and priorities identified in the statewide results report considered by the Board last December, and also those items that were identified in the National Report Card item that was considered by the Board at its meeting in February. The budget context paper also builds upon those activities and initiatives that are included in the Governor’s budget allocation for fiscal year 2002. The schedule for budget development requires us to consider the fiscal year 2003 budget context and priorities before the Governor and the General Assembly finalize appropriations for fiscal year 2002 and well in advance of when fiscal year 2003 will actually begin, thus making a prediction of available revenue somewhat difficult.

“This year, the budget context paper is also being considered before the Board receives final recommendations from four major committees that will be doing work over the course of the summer. The Committee on Access and Diversity, the Committee on Statewide Capital Policies and Priorities, the Commission on Persistence and Degree Completion, and the steering committee preparing the report on higher education finance will each submit recommendations to the Board between now and the time we develop fiscal year 2003 budget recommendations, and the recommendations are likely to have an effect on our resource requirements for fiscal year 2003.

“In February, we extended an invitation to the higher education community to submit recommendations for the budget context paper. Continued input is important to ensure broad-based support and that the budget recommendations present a consensus of the higher education community. The Board’s Student Advisory Committee was the only entity to provide recommendations to us prior to the development of the report that was included in the Board packet. We have since received suggestions from the Faculty Advisory Committee, and I will attempt to incorporate those here as I go through the remainder of the budget context paper. I believe that Dorothy Beck will do so as well during her presentation.

“The budget context paper indicates that in fiscal year 2003, we will help business and industry sustain strong economic growth in the fiscal year 2003 by placing a priority on expanding programs in high-demand fields, by encouraging university/business partnerships, by initiatives that address workforce training, and through initiatives that support business and economic development. The Board’s grant program realignment project calls for the creation of a new Critical Worker Shortage program, which is just one of the mechanisms that will be used to target new resources to help business and industry in fiscal year 2003.

“To improve teaching and learning at all levels, priority will be given in fiscal year 2003 to programs and initiatives that improve teacher recruitment, teacher preparation, teacher training, and professional development. Activities designed to increase the number and quality of teacher education graduates will be encouraged, as will initiatives to improve continuing education for teachers and additional enhancements for alternative teacher certification programs.

“To assure that no Illinois citizen is denied an opportunity for a college education because of financial need, the fiscal year 2003 budget context proposes that we continue to place

priority on need-based financial aid programs. Priority also will be given to reducing the share of family income needed to pay college expenses, increasing resources for part-time student assistance, and incentives to improve college preparation. The Student Advisory Committee has suggested that we focus additional resources on enabling more students to receive assistance in meeting college costs.

“To increase the number and diversity of citizens completing training and educational programs, the context paper proposes that priority be placed on the expansion of adult education programs, services for students with disabilities, and initiatives designed to bring higher education programs to students traditionally less able to access them, such as the Baccalaureate Strategic Incentives that we supported in fiscal year 2002. Of course, the budget will include monies to advance the recommendations of the Committee on Access and Diversity.

“To enhance quality, priority consideration will be given to programs that strengthen the quality of academic programs and proposals that improve and expand upon assessment. The retaining critical faculty and staff initiative will again receive priority in fiscal year 2003, which will be the fourth year of this five-year initiative designed to bring faculty salaries up to the average of their peers in other states. Both the Student Advisory Committee and the Faculty Advisory Committee have identified this as an important priority for us in fiscal year 2003.

“To improve productivity, cost-effectiveness, and accountability, the budget context suggests that we place priority on providing resources required to fund employee benefits through the State Universities Retirement System and group insurance for community college retirees. Both of these are statutory requirements. The assets of the State Universities Retirement System are based on market value and, as a consequence, the recent market trends may require us to devote even greater resources in state monies in fiscal year 2003 for the Retirement System, absent any drastic change in the market by June 30.

“We will implement many of the recommendations for the grant programs realignment project in the coming year. And, fiscal year 2003 will be the third year of our 10-year plan to reduce deferred maintenance on college and university campuses throughout the state.

“The resources available from the state, local taxpayers, and students will likely not be sufficient to accommodate all budget requests from higher education in fiscal year 2003. Thus, it will continue to be important for institutions and agencies to reallocate resources from low priority areas to high priorities in the coming year. I would be happy to answer questions.”

Chairman Rock said, “I think it appropriate that we move to approve the 2003 budget priorities as set forth, recognizing that some of the parameters may change. We don’t really know yet what Mr. Lamont and Mr. Duffy’s committee will recommend to us, and there are a number of other committees that are pending, including Mr. Blakemore’s committee’s final recommendations. I think that if we set these goals, we have something within which to structure our request.”

*The Board of Higher Education, on motion made by Dr. English and seconded by Ms. Monteagudo, unanimously approved the fiscal year 2003 budget priorities set forth in Item 8 dated April 10, 2001.*

## 9. Study of the Educational Needs of East St. Louis – Summary and Recommendations

Chairman Rock asked Mr. Kaplan to present the report. Mr. Kaplan said: “Thank you for the opportunity of serving on this commission. I worked with Ross Hodel, Terry Nunn, and Keith Sanders from our staff, and also Joe Cipfl and Virginia McMillan from the Community College Board. Their efforts in this regard are notable. I think people get sick of us patting ourselves on the back, but one thing struck me. At one of our meetings, Keith Sanders had a meeting in Chicago, flew from Springfield to Chicago, and then made sure that he was at our commission meeting in East St. Louis to give emphasis to the support that the Board of Higher Education was giving this project.

“The problems of East St. Louis, educational or otherwise, are pervasive and well-known to the field. In April 1999, the Illinois House of Representatives adopted House Resolution 728 sponsored by Representative Wyvetter Younge, directing the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education to study the educational needs of the East St. Louis Metropolitan Area. The three boards provided grant funding to the Southwestern Illinois Higher Education Consortium to hire a project director to assist staff in completion of the study. The 13-member steering committee that included members of the three state education boards guided the study, which addressed the following questions. How well academically prepared are students in the Metro East St. Louis region? How effective are current educational programs? And, how are community resources used, and what additional resources are needed to improve education?

“From this Board, Lucy Sloan and I served on the commission. The work of the study committee included community focus groups, focus groups with education leaders, review of previous studies, interviews with key leaders, a review of after school and recreational programs, assessment of community human service agencies, and a survey of recent graduates from East St. Louis High School. Additionally, there was a survey of current high school juniors and seniors and administrators, faculty, and students at the East St. Louis Community College Center. In addition, in order to obtain information ‘outside the box,’ we developed an *ad hoc* committee of area residents. In that regard, I’d like to thank especially Judge Milton Wharton, a long-time judge in St. Clair County, who had been the judge in the juvenile courts there. Judge Wharton helped us form this group, and they gave us great insights. It’s my hope that this *ad hoc* group will continue in its efforts. They have opinions outside of those of the accepted leaders in the town, and their input was terrific.

“We invited area political leaders, the administrators of the school system, and others to our meetings. Only Representative Wyvetter Younge ever took the time to meet with us. The mayors of the local communities of East St. Louis and Brooklyn could not attend our meetings. That set a tone, to me at least, for what we’re up against in trying to do something for the students of East St. Louis. The area is depressed financially and educationally, and it’s not going to change. The town is not going to move along until its schools are updated.

“We made the following findings in that regard. The East St. Louis area has a significantly higher rate of residents living below the poverty level than other areas of the state. Only 45 percent of the population over age 21 has a high school diploma. The area has lost 25 percent of its population in the last 10 years. A survey of recent graduates from East St. Louis High School found, among other things, that students did not rate their education experience at a high level. Those that responded also consider their friends, classes, and teachers as most valuable in their high school lives. A survey of high school juniors and seniors found that, in general, they desired improved instruction, which was consistent with their predecessors. They

were also critical of facilities and laboratories. In that regard, five or six years ago, the Board of Education imposed on the East St. Louis school system a financial authority. All contracts and the like have to be reviewed by them. They are making progress in improving the facilities of the district. The problem is that there is a rub between the elected school board members and the oversight committee. I believe that until more authority is given to the oversight committee than they presently have, that rub will continue.

“The East St. Louis area is served by over 30 higher education institutions, including the member institutions of the Southwestern Illinois Higher Education Consortium and 21 higher education institutions across the river on the Missouri side. New construction is slated for the district. Five elementary schools and three middle schools will be built at a cost of \$82 million. Twenty-five million dollars are being appropriated for the new Southern Illinois University Community College Center renovation to create a higher education center. You will recall that the community college district appropriately and with substantial factual findings was dissolved by the Community College Board, and that was affirmed by the courts. Until the leadership in the community takes a more affirmative role, we can only hope that some improvements will occur. I will ask Ross Hodel to share with the Board and audience the recommendations resulting from the study.”

Dr. Hodel said: “I should note that Jim Kaplan organized and helped us run three focus groups in East St. Louis, and at one point traveled to East St. Louis in an ice storm only to find out that the meeting was canceled. He then had to spend two days there because he couldn’t get back to Chicago. Thank you, Jim, for your good work.

“The East St. Louis district has often been studied, and there is some good news there. The test scores in the public schools are going up. Enrollment at the Community College Center has increased dramatically. The new construction has added a certain vitality that has not existed there before. We tried to keep the recommendations from the committee very narrow and focused. We hope that we can make some small steps that are positive and that the study will not just end up on a shelf.

“So, we had only four recommendations. One of them was based on the school construction, a recommendation that they use the new construction of schools to redesign the schools in terms of programming to develop thematic schools where one school would have a math-science emphasis, one could emphasize the performing arts, and another could emphasize the Knowledge and Power program that received national attention on *60 Minutes* in recent weeks. A second recommendation was to follow through with the East St. Louis School District’s highest priority, to create an assessment program in the district. They have a lot of studies, a lot of test scores, and a lot of information on the system, but not a staff to put the results in place to improve the program and have student improvement and instructional improvement through assessment.

“In the area of higher education, there are 30 institutions already serving the area. A significant part of the population does not have a high school diploma, but we did find a strong need for certificate and associate degree programs. So, we’re recommending increasing the programming at the Community College Center, bringing in new programs in construction, transportation, hospitality, and allied health. Southern Illinois University at Edwardsville has a very strong school administrator training program in the East St. Louis area, and we believe they should expand that. Also, their professional schools do teacher development in the high schools, and we want them to expand that into the elementary schools. Eastern Illinois University, in cooperation with Southwestern Illinois College, runs a teacher aide training program that helps

teacher aides transition to be teachers. That has been a successful program, and we'd like to see that expanded. Then, hopefully, we can begin a new program there much like the program at Governors State University and Prairie State College that is funded by a Higher Education Cooperation Act (HECA) grant that provides mentoring and tutoring and free college tuition to middle school students who succeed and get through high school, living up to certain stipulations. That is the 'I Have a Dream' program that was mentioned earlier.

"Finally, the fourth recommendation was that we need to do more to strengthen the links between the community and the schools. SIU at Edwardsville has an Institute for Urban Research, and we'd like to see them be more active in studying problems and issues related to East St. Louis. Also, we saw a real need for increasing collaboration between the human service agencies in the area and the local school districts. I want to thank Jim, Lucy, Virginia McMillan, and Terry Nunn, who did a very good job on this study."

Chairman Rock asked if there is a price tag on the recommendations. Mr. Kaplan said there was not.

Chairman Rock recognized Scott Andrews, Student Advisory Committee. Mr. Andrews said, "The Student Advisory Committee supports these four recommendations. The revitalization of East St. Louis should, indeed, be a high priority statewide. We believe education can serve as a shining light for this community. To achieve the fourth recommendation of this report, which is to strengthen links between communities and schools, we believe that manufacturing jobs, in particular, will be the fuel that keeps the educational torch burning in this area."

Ms. Monteagudo said, "Two years ago, the Teachers' Academy for Mathematics and Science was asked to offer our services to the East St. Louis school district, and we have been working for two years in the elementary schools, sending staff members to work with the teachers, offering them professional development in math, science, and technology. As much as we recognize all of the issues presented by the Committee, we also would like to indicate for the record that our work in East St. Louis has been extremely rewarding. The attitude of the teachers and the principals in the elementary district and all the key people that we have come in contact with at the central office, has been extremely positive. The heart is in the place where it should be, trying to do the best for children. They are vastly underprepared to do the work and they need a lot of resources. Through our intervention, we've been able to offer somewhat over \$500,000 worth of hands-on materials to the children in the classrooms and about \$2 million worth of training to the elementary teachers, but that's a grain of salt compared to what is needed there. I encourage everyone not to be discouraged by some of the other things that need to be done there, because the children are well and happy, and they want to do well, and the teachers are really willing to help them. I give you this as a sign of hope that East St. Louis can overcome."

Mr. Kaplan said, "Lourdes, forgive me for not acknowledging your work down there. Your work is well received and they think the world of your efforts. I don't confuse the teachers with the leadership. That's another problem that has to be dealt with."

Chairman Rock recognized Joseph Cipfl, Illinois Community College Board. Dr. Cipfl said, "I would just mention that the enrollment at the East St. Louis Community College Center is increasing. Looking at on-campus and off-campus activities, we're now exceeding 2,000 students. When we dissolved the operation in 1998, we were less than 500 students. I think it's also important to mention the partnership and relationship that the Community College Center has with Southern Illinois University. It's extraordinary, and I want to acknowledge the folks at SIU. Through the Southern Illinois Collegiate Common Market, we've brought together

Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, Rend Lake College, John A. Logan College, Southeastern Illinois College, and Shawnee Community College. The local colleges, Southwestern Illinois College and Kaskaskia College, also are involved. This is truly higher education working together.”

Dr. Hodel said, “In regard to your question on finance, the three boards have committed to examining our grant programs to see where and how we can assist in implementing these four recommendations.”

*The Board of Higher Education, on motion made by Mr. Kaplan and seconded by Mr. Lamont, unanimously approved the following report recommendations:*

*The East St. Louis School District should seize the opportunity created by the construction of five new elementary schools and three new middle schools to improve student achievement. The district should designate thematic schools that emphasize mathematics and science, the performing arts and other special programs. The district should also use distance learning to offer advanced placement courses and work with the Regional Superintendent to begin an Academic Talent Search program.*

*The East St. Louis School District should work with institutional research officers of the higher education institutions in the area to increase student achievement through research and assessment. An assessment department in the East St. Louis District should be created and can provide services to other districts in the area.*

*Higher education institutions in the area should strengthen postsecondary opportunities for area students. New programs should be installed at the Community College Center, and Southern Illinois University at Edwardsville should expand their professional school offerings and services to the area. Institutions should work cooperatively to improve teacher professional development, expand programs for teacher aides and offer students incentives to attend college in a manner similar to the “Learning in Context” program offered by Governors State University and Prairie State College in Ford Heights, Illinois.*

*Links between the area schools and the community should be strengthened. Southern Illinois University at Edwardsville should expand the work of their Institute for Urban Research and local businesses should provide mentoring and work study opportunities. The districts should define opportunities to collaborate with local social and human service organizations.*

10. Report to the General Assembly in Response to House Resolution 19

Chairman Rock said that Jim Kaplan would present the item. Mr. Kaplan said: “At our last meeting on February 6, we had learned that the Illinois House of Representatives was poised to pass a resolution that would direct the Board to make inquiry into issues surrounding the failure of Governors State University to achieve accreditation for a Master’s in Social Work (MSW) program. The program had been denied accreditation for the second time in late November of last year, creating a variety of problems for enrolled students who had completed coursework with the expectation of becoming licensed social workers. It was our understanding that the House resolution would require the Board to report back to the General Assembly by March 15 with a full report and recommendations for avoiding a similar situation in the future. To accommodate the March 15 deadline, the Board authorized Chairman Rock to appoint a committee to conduct the inquiry.

“House Resolution 19 and its Senate counterparts were, indeed, passed on February 8, 2001. A committee of inquiry was appointed, consisting of Lucy Sloan, John Thompson, Tom Lamont, and myself. The committee’s first task was to hold a public hearing, in addition to reviewing all of the documents that were furnished to us by staff. With the University’s assistance, we were able to conduct the hearing at the GSU campus. We heard testimony from students and others, including the legal representative for some of the students, the current and former program directors, President Stuart Fagan, and even the parent of one of the students. The hearing was attended by Chairman Rock and several legislators, including the sponsor, Representative Kevin McCarthy. I believe I speak for the committee in saying that we were moved by many of the stories told by the students. Some students had lost their jobs and some had been denied promotions when their employers learned that the program had been denied accreditation. Many expressed concern over time taken away from family and other obligations to pursue a degree that did not qualify them to practice in their chosen field.

“Unfortunately, there is no magic bullet to make the problem go away. Everyone wishes that accreditation had been received – students, parents, the University, and certainly the committee. Nevertheless, we believe the recommendations we developed work to lessen inconvenience to these Governors State University students and will help to avoid similar situations in the future. We believe that the recommendations also strike a balance in assuring that the state standards designed to assure the competence of practicing social workers will not be compromised. Our recommendations were directed to Governors State University, to this Board, and to the General Assembly.

“With respect to the University, the committee acknowledged and endorsed efforts made by the University to alleviate the students’ inconvenience. I wish to commend President Stuart Fagan for his efforts — they have been Herculean. The responsibility for what went wrong did not rest on his shoulders. He walked into the problem and has dealt with it most effectively. To assist students who are affected by the program’s failure to obtain accreditation, Governors State University has offered students who had enrolled in the program a full refund of tuition and fees for courses taken at Governors State leading to the master’s in social work program; offered as an alternative for some students a tuition and fee waiver for eight consecutive trimesters in any Governors State master’s degree program; agreed to pay for a licensing review for students taking the licensing examination for a temporary license under the exception provided by the General Assembly; and agreed to provide special courses to students who have completed the unaccredited degree program so they may re-graduate from the program when it receives the Council of Social Work Education accreditation and they meet all requirements of that accredited program. These courses also will be provided at no charge to the students.

To ensure that accreditation is received, Governors State University has given top priority to achieving accreditation of its program. One of the issues that the Council raised was that they lacked a full faculty. As of this week, all of the faculty has been hired. The six full-time people are in place. To avoid similar problems in the future, Governors State has implemented academic quality assurance and oversight mechanisms at the department, college, administration, and the operating board of trustee levels, and has implemented a board of trustees requirement that in the future, no program requiring accreditation and licensure will accept students until the program has been accepted for candidacy for accreditation.

“The committee believes that these are important steps, although we regret that many of them were not taken earlier. The report of the General Assembly also recommended that the General Assembly ask the Board of Higher Education to change its own policies and practices to review within three years of approval new programs that require accreditation for licensure to

determine whether the program is making satisfactory progress toward accreditation. Finally, the report recommended that the General Assembly enact legislation granting a provisional social work license to graduates of the Governors State University master's in social work program who were enrolled as of November 27, 2000 and had passed the state licensure examination. It recommended that graduation from an accredited master's in social work program be required for a permanent license. So these students would be required to complete additional coursework at GSU to maintain that license once Governors State has received appropriate accreditation, or through another program accredited by the Council on Social Work Education.

“The House has acted swiftly and passed House Amendment 1 to House Bill 2588 as of April 6, 2001 by a vote of 112 in favor, none opposed, and one abstention. This bill amends the Clinical Social Work and Social Work Practices Act in a manner consistent with the recommendations of our committee. It would permit graduates of the Governors State program who had passed the state licensing examination to be temporarily licensed as a social worker. This temporary license will expire on December 31, 2004, allowing students ample time to take the additional coursework provided by Governors State University so they can re-graduate from an accredited program once Governors State has obtained the necessary accreditation. Several representatives believe that the committee's recommendations have not gone far enough and encouraged the Board of Higher Education to work with the Illinois State Board of Education to provide additional relief to a group of students within the master's in social work program who had enrolled in a separate course as a school social worker and practica, only to learn that Governors State did not have the necessary endorsements from the State Board of Education to allow these students to complete such internships or to practice in Illinois public schools. Consequently, House Bill 2588 also amends the School Code to permit the State Superintendent to issue a school social work certificate upon verification that such student's coursework is substantially similar to that required in approved social work programs. I have distributed copies of the amendment (attached to these minutes as Appendix B) to Members of the Board and additional copies are available for distribution to others who might be interested in reviewing this language. Diane Gilleland, Marcia Langsjoen, and I are here and we will be happy to respond to any questions concerning this matter.

“In sum, I would like to point out the following. On January 24, 2001, House Resolution 19 was introduced in the House of Representatives. On February 6, the Board authorized the Chairman to appoint the committee of inquiry in anticipation of the passage of House Resolution 19. Two days later, on February 8, the resolution passed. On February 20, 2001, President Stuart Fagan, the provost, and the program director met with the Council of Social Work Education in Washington, DC, and made substantial progress toward candidacy status. On February 26, six days later, the hearing at Governors State University took place. We heard testimony from approximately 30 witnesses. On March 15, 2001, 52 days after the resolution was introduced, the report of the IBHE with its recommendations was filed with the legislature. This could not have taken place without the focused work of Diane Gilleland, Marcia Langsjoen, and Keith Sanders. I thank the Chairman for giving me the opportunity of serving on this committee. I would point out that I had one major concern with the provisional granting of licensure as it might set a dangerous precedent for the future. This report indicates in footnotes 4 and 5 on Pages 76 and 77 that there did exist prior to the troubles at Governors State, statutes and regulations which gave the Department of Professional Regulation the right to so issue temporary licenses, so this does not open new ground. I'd also like to commend the help of Director Leonard Sherman from the Department of Professional Regulation who worked with us consistently and was as helpful as anyone could be. I thank the committee for their efforts. I think the report sets forth all of our concerns and our findings, and I commend the staff.”

Chairman Rock said, "Thank you, Jim, well done. Also, our Board's congratulations to the staff for a Herculean task accomplished in a short period of time. The fact is that if we had not worked under that time frame, there is a good chance that nothing would have passed this session and these young people would have been out even further. Dr. Fagan, would you like to comment?"

Dr. Fagan said, "The University supports and appreciates the efforts of IBHE, especially the committee chaired by Jim Kaplan, to work toward solutions for the affected students. The best long-term solution is for the program to achieve accreditation as soon as possible. We are working in close collaboration with the Council of Social Work Education to develop a fast-track timeline to apply for candidacy this June, to achieve candidacy this November, and full accreditation by 2003. Legislation recommended by you will allow students to qualify for temporary licenses until accreditation, and that will help students to advance their goals of having long-term successful careers. It's very important to come back and take whatever courses are required to get an accredited degree, because that will really remove any stigma they might have. I want to thank all of you for your hard work."

Mr. Lamont said, "We do need to commend Jim Kaplan for his yeoman's efforts in this regard. He has been most busy in the last year with a variety of activities on our behalf, and he has done a wonderful job. Without his leadership, I don't think this would have been achieved in quite the exemplary fashion that it has. I do have one concern with regard to the recommendation regarding the Board of Higher Education, in that we have a three-year review of new programs. Is that soon enough? Would that have appreciably aided in this situation, given the fact that the program was initiated in 1997? Should that review be sooner?" Dr. Sanders responded, "That is a good question, and I believe the precise language is that we would have up to three years to review a new program which has the characteristic that accreditation is required for licensure in order to practice one's profession. Notice that the three-year review would be limited to those kinds of programs. So, we could do it sooner."

Mr. Kaplan said, "I would point out that it should be a stock question any time a new program is being suggested, to inquire as to whether or not a separate license will have to be obtained as well as the degree. That would trigger additional scrutiny of the program."

Dr. Fagan said, "Just to clarify that, the real pivotal decision that was made at Governors State University, which created the difficulty, was to accept students before candidacy was granted. Had students not been accepted prior to candidacy, this whole issue would not have developed. So I think that recommendation of a review up to three years, along with a policy not to accept students into a program prior to candidacy when licensure and accreditation are required, is a good one."

Mr. Lesnik asked if it is current policy of all of the institutions of higher education that they will not accept students before accreditation. Chairman Rock responded, "I'm not sure that we know. Governors State has made it quite clear that they're not going to do it. The human equation is that if you accept students, you get funding, and everyone is a little reluctant to turn down the money and turn down the students. It is a policy that should be adopted, and it is one that I think the Board of Higher Education will keep much closer tabs on. We will find that out." Mr. Lesnik continued, "In response to your answer to Tom's question, if an institution were to accept students before being accredited, then they have an obligation to inform the Board of Higher Education so that the Board then has the right to look into it, even if it is not within the three-year period. Can we require them to notify the Board if that is the case?"

Dr. Sanders responded, “We will put that in the instructions that we send to institutions who are going to bring forth program approval requests to us. Having learned from this experience, we absolutely will not under any conditions approve at the Board of Higher Education a program that is going to admit students prior to candidacy. Students do need to be admitted with candidacy for accreditation, because the accreditors want to look at the experiences of students in the program and their impressions of it before they grant accreditation. But the error here, as President Fagan so clearly points out, was that students were admitted even before candidacy was granted. That was a major error.”

Mr. Barmak asked, “What are we doing with respect to advising students? If they’re going to admit students when they’ve been accepted for candidacy, I assume that in some cases accreditation doesn’t follow. Shouldn’t students be properly advised that that is the status when they’re admitted so that they can make choices? Frankly, I’m not sure why we wouldn’t accept a student who is fully advised that the program has not been accepted for candidacy, knowing that’s a risk they take, and yet they may have other reasons for wanting to go into the program.” Dr. Sanders responded, “Governors State has acknowledged that there were inconsistent communications to students about the status of the program, its likelihood of achieving candidacy, and its likelihood of getting accredited. You’re absolutely right in the thrust of your question. Students need to know exactly what they’re buying into, and it’s quite clear in this case that, owing to somebody’s error, they didn’t. They must. We will look at that in future program approvals.”

Chairman Rock said, “I think that’s the key. If there are new programs coming on board, they have to receive this Board’s approval. And as a condition precedent to this Board’s approval, I would suggest that we could exercise all these caveats, that you may not do it, but if you are going to do it, the student has to be notified. There was some confusion. Of the 20 or so student witnesses we heard from, some seemed to know that the program had not received candidacy yet, but everyone was optimistic that it would happen.” Mr. Kaplan said, “They knew initially that the program wasn’t accredited. Where the misleading took place was in raising their expectations that it would achieve accreditation before they graduated.”

Dr. English said, “Just as a focus and context in this issue, we’re talking about new programs that require candidacy within an accrediting agency that are going to be licensed within the state of Illinois. There are approximately 110 occupations and professions that are licensed in the state of Illinois, and only about 55 of those require some form of testing. So we’re only talking about those programs that require licensure and a candidacy for accreditation is attached to it. So, quite often, the National League of Nursing will approve all of the nursing programs at all of our community colleges, and it must be an accredited program before they can sit for the national test to become a nurse. It’s not all programs. So, if we have a brand new program, a Ph.D. in Music at Northwestern, for example, they may look from accreditation from some national association, but it isn’t required for licensure. That will be the key. The Department of Professional Regulation is the main licensing agency in the state of Illinois.”

Dr. Gilleland said, “One other thing that has come up is that we have a heightened awareness as an academic affairs staff about what could happen to students based on programs that we have approved. Therefore, we’re bringing programs to you today that have undergone a tougher scrub than maybe they have had in the past, particularly with the element of public disclosure. So, we are looking at this not only with an educated eye on licensure and accreditation, but also accreditation as it impacts federal or state financial aid, disclosing when students are not going to be eligible for financial aid, and also asking institutions to disclose that they are not choosing to get accreditation. For instance, the International Association for

Management Education (AACSB) that accredits business programs says that institutions must publicly disclose to their undergraduate students that they would probably have to do significant makeup work for their hours to be considered at a graduate program that is accredited by AACSB. So, we've sort of opened the lens to a full public disclosure for students that is not just necessarily restricted to licensure and accreditation, but to federal and state financial aid eligibility and further implications of a lack of accreditation for graduate work."

Mr. Thompson said, "The only real source of hope for these students seems to be this piece of legislation. What are the prospects of this being signed into law?" Chairman Rock said: "The bill has passed the House unanimously and my understanding is that it will receive favorable treatment in the Senate. But that's not the only ray of hope. The University has made some serious efforts to remediate the situation. There were 77 students originally, and I think virtually all will be accommodated as best as we can reconstruct things."

Mr. Hocter asked if there are any ongoing lawsuits that might impede the progress of this remedial program. Chairman Rock said, "No. Some of the students have retained the services of an attorney, who was present at the hearing. My understanding is that nothing yet has been filed, and I'm not sure that anything will be filed. This pretty much limits what the grounds of a lawsuit would be."

*The Board of Higher Education, on motion made by Mr. Kaplan and seconded by Mr. Barmak, unanimously approved the following recommendations:*

#### ***The Illinois General Assembly***

*The General Assembly should enact legislation granting a provisional social work license to graduates of the Governors State University Master's in Social Work program who were enrolled as of November 27, 2000, and who pass the state licensure examination. This provisional license should carry all rights and privileges of state licensure but should expire as of November 30, 2005. To acquire a non-provisional license, GSU MSW graduates will be required to meet all ordinary requirements for licensure, including graduation from an accredited MSW program. These students may attain full licensure by returning to Governors State University to complete courses or portions of courses GSU has added to meet Council on Social Work Education standards and re-graduating when the program is CSWE accredited.*

*The General Assembly should ask the Board of Higher Education to review within three years of approval, new programs that require accreditation for licensure to determine whether the program is making satisfactory progress toward accreditation.*

#### ***Governors State University***

*Governors State University has adopted and implemented the following policies, which IBHE endorses. GSU has:*

*Given top priority to achieving accreditation of the MSW program.*

*Agreed to provide additional CSWE-required curriculum to students in Cohorts I and II at no cost to students.*

*Ceased enrolling new students in the MSW program until CSWE grants it candidacy status.*

*Implemented academic quality assurance and oversight mechanisms at the department, college, administrative, and Board of Trustees levels.*

*Implemented a Board of Trustees requirement that in the future no program requiring accreditation and licensure will accept students until the program has been accepted for candidacy for accreditation.*

*Agreed to pay for a licensing review course (a customary post-graduation preparation for the licensing exam) from a reputable provider for those students taking the social work license exam under the exception provided by the General Assembly. This assistance will be available on a one-time basis.*

### ***The Illinois Board of Higher Education***

*The Board recommends changes in its own policies, practices and communications to minimize the likelihood of similar consequences to students in the future. The Board of Higher Education should for any program in fields needing specialized accreditation for licensure (or where accreditation provides a preferred path to licensing):*

*Review within three years of approval, new programs that require accreditation for licensure to determine whether the program is making satisfactory progress toward accreditation.*

*Require institutions to publicly and completely disclose in their catalogs information concerning program accreditation status, progress toward achieving accreditation (if applicable), and the consequences of the failure to achieve, delay or maintain accreditation.*

Mr. Lesnik said, “I’d like to offer a resolution, if that’s appropriate. In reading this earlier this week, it occurred to me that often the public sector is compared unfavorably to the private sector in terms of solving problems like this. I would like to have our Board commend by name all the staff members, Chairman Kaplan, and his committee members for a job extraordinarily well done on an issue that had become both publicized and politicized, because when the General Assembly gets into something, it has become highly politicized by that point. And, to resolve this in 51 days with the thought, intelligence, fairness, and astuteness that this was resolved with, I think is worthy of commending the staff and perhaps also the current administration of Governors State. It’s really a job well done that anyone in the private sector would be proud to have accomplished.” Dr. Sanders seconded the recommendation. Chairman Rock said it would be done.

#### **11. Commission on Persistence and Degree Completion: Appointment of Members and Study Plan**

Chairman Rock said, “At the last meeting, we called for the appointment of a commission on persistence and degree completion. I would ask Keith Sanders to report on the progress and the appointments.”

Dr. Sanders said, “You have in front of you the appointments we’re recommending for the Commission on Persistence and Degree Completion. I can report that the group met informally yesterday and got off to a very promising start on this sticky wicket. Mr. Chairman,

we hope the Board will approve the names listed on Page 93, five from each of the sectors of education – public universities, private and proprietary institutions, and community colleges.”

*The Board of Higher Education, on motion made by Professor Gove and seconded by Ms. Monteagudo, unanimously appointed the following presidents and chancellors of Illinois colleges and universities to serve as members of the Commission on Persistence and Degree Completion. The Commission is charged to describe and explain the issues related to persistence and degree completion, formulate specific objectives for improving persistence and degree completion, identify and assess strategies for attaining those objectives, and recommend a plan of action, new or revised statewide policies, and budget priorities for 2003.*

Representing Public Universities:

*Victor Boschini – Illinois State University*

*Elnora Daniel – Chicago State University*

*Sylvia Manning – University of Illinois at Chicago (Convener and Co-Chair)*

*Donald Spencer – Western Illinois University*

*Carol Surlis – Eastern Illinois University*

Representing Private and Proprietary Colleges and Universities:

*James Dennis – McKendree College*

*Thomas Flynn – Millikin University*

*Curtis McCray – National-Louis University (Co-Chair)*

*William Shields – Rockford College*

*Ron Taylor – DeVry Institute*

Representing Community Colleges:

*Zeleva Harris – Parkland College*

*Phoebe Helm – Harry S Truman College*

*Dan LaVista – McHenry County College (Co-Chair)*

*Mary Jo Oldham – Southeastern Illinois College*

*William Simpson – John Wood Community College*

12. Establishment and Appointment of a Committee to Study Part-Time and Nontenure-Track Faculty at Public Institutions

Chairman Rock said, “Item 12 is another effort by the General Assembly to involve us in a matter of public policy. It establishes a Board committee to work with colleges and universities and faculty organizations to gather information and report back.”

Dr. Sanders said, “On Page 98 of your materials, you will find the names that have been advanced to serve as the Board committee to work with the staff and with colleges and universities on this matter. I hope the Board will approve those names.”

*The Board of Higher Education, on motion made by Dr. English and seconded by Mr. Barmak, unanimously established the Committee to Study Part-Time and Nontenure-Track Faculty. The Committee will coordinate and assist efforts of public colleges and universities to provide to the General Assembly a report on the use and compensation of part-time and nontenure-track faculty. The Committee will consult with Illinois colleges and universities and faculty organizations to develop higher education policies on the use and compensation of part-time and nontenure-track faculty and make recommendations to the legislature on methods for compensating these faculty.*

*And unanimously approved the following appointments to the Committee to Study Part-Time and Nontenure-Track Faculty: Edward Duffy and Thomas Lamont (Co-Chairs), Samuel Gove, Steven Lesnik, and Jane Williamson.*

Dr. English said, “Some people were trying to figure out where I was coming from on that proposed legislation on full- and part-time faculty. It relates to this issue, that we have a major initiative where we’re spending tens of millions of dollars to bring our salary levels up to competitive levels at our universities and community colleges. This task force group is going to be studying changing pay scales for part-time faculty. Right now we have a significant number of part-time faculty in higher education, and if we are forced into ratios, the cost of such a program could be hundreds of millions of dollars, which will come from our general revenue fund and, therefore, could endanger our parity program in salaries. That was the context of my comments. This is an expensive proposition”

13. Committee on Statewide Capital Policies and Priorities: Charge and Appointment of Members

Dr. Sanders said, “The Members that we are recommending, and with their consent, appear on Page 106 of the item. We hope the Board will approve the resolution.”

*The Board of Higher Education, on motion made by Mr. Lesnik and seconded by Professor Gove, unanimously appointed the following to serve on the Committee on Statewide Capital Policies and Priorities: Robert English, Chair; Mark Barmak, Jerry Blakemore, Edward Duffy, Thomas Lamont, and Cordelia Meyer. The Committee is charged to evaluate current statewide facilities policies and recommend revisions, where necessary; evaluate current and future capital facilities needs of community colleges, public universities, and the Illinois Mathematics and Science Academy, and make recommendations regarding financing mechanisms for addressing such needs; and review current practices for prioritizing capital budget recommendations, and make recommendations concerning the policies and practices for prioritizing projects in the future.*

Dr. English said, “I’m going to meet with staff on the afternoon of May 2 in Springfield and then ask that the Community College Board staff and any university that would like to come in and explain their process join us on May 3. I would welcome any committee member who would like to join me in the morning of May 3 at the Board of Higher Education offices to do so, so that we can get this off to a fast start.”

14. Consent and Information Agenda

CA-6. New Operating and/or Degree-Granting Authority for Independent Institutions

Chairman Rock said: “At the request of one of our Members, Item CA-6 was taken off the Consent Agenda. Diane Gilleland will present the item. I understand that a representative from Franklin University is available to respond to questions.”

Dr. Gilleland said, “The staff brings forward a recommendation for five baccalaureate completion programs for Franklin University. Two of the programs are configured just a little bit differently from the others, but the staff has analyzed the curriculum in each one of the programs. We have done an analysis of the minimum standards based on common practice in Illinois public universities. We’ve looked at everything in terms of mission and objectives and academic control

of each one of these courses, the curriculum, the assessment, and the staffing and teaching of these courses. We have added an element on public disclosure and looked at the support services and the financial soundness of Franklin University. This is a new model, and a new model puts us as staff maybe outside our comfort zone. And, we were looking at our experience with Governors State University, so we did a thorough analysis on Franklin University and this new model that they are presenting, that not only is a model for the state of Illinois, but for the nation. We are recommending it to you. Franklin University meets and exceeds the minimum standards based on common practice in Illinois public universities, which are the criteria that we must use. For us to deny a recommendation when an institution meets or exceeds these criteria would be an interference with interstate commerce or an arbitrary and capricious practice. We have brought this to you confident that these programs meet the minimum standards based on common practice. I know that Professor Gove has some questions.”

Professor Gove said: “You will recall that I voted ‘present’ the first time Franklin University presented their program. I have three concerns. One, this is moving toward making a community college a four-year institution. On Page 16 in our diversity report, we say that as policy, this Board is against it. I realize there is a distinction. I’m also very concerned that there is no direct personal contact with faculty in these 12 community colleges. There is no representative of Franklin University there directing the programs. I am concerned also about the degrees being given on the Internet. Therefore, I want to be recorded as voting ‘present.’

Chairman Rock said, “I will move the adoption of the resolution contained in Item CA-6.” Mrs. Williamson seconded the motion.

*The Board of Higher Education, on motion made by Chairman Rock and seconded by Mrs. Williamson, granted to Franklin University the Authorization to Grant Bachelor of Science degrees in Health Care Management, Public Safety Management, Technical Management, Computer Science, and Management Information Systems, statewide, subject to the conditions which were presented in its application and which form the basis upon which these authorizations are granted.*

The roll call vote on Item CA-6 was as follows: Yes – Barmak, Blakemore, Hocter, Montegudo, Williamson, Rock. Present – Gove, Kaplan, Lamont, Lesnik, Thompson. Pass – English.

Mr. Thompson said, “I have a quick question on Item CA-10. I’m not going to vote against it, so I don’t see any reason to pull the item off the Consent Agenda, but I have had discussions with students from Carbondale who have told me a little bit about this softball complex and about how a Title IX suit was filed. I’m trying to put this into perspective of how it fits within the student fee issue. In 1995, this Board issued some type of a statement or policy directing institutions not to use state money to fund athletics. Since then, I would presume that one of the major contributors to funding for athletics has been student fees. I was sent some facts and figures on SIU’s athletic budget, and I believe that 60 percent of that athletic budget is financed by student fees. It’s unfortunate that their athletic department has been running something of a deficit.

“I bring this up for a couple reasons. We issued a statement in 1995 that says we do not want state dollars to fund athletics. However, at the same time, Monetary Award Program grants that we give to students to fund things such as tuition and fees get turned back around and go right into athletics through the student fee process. Exactly what happened in 1995? What did we say? I have read the student newspaper at SIU and have seen stories about the problems in the

athletic department are because the IBHE issued this policy that they can't use state money to fund athletics. Then I get an e-mail from a student saying that it's the Board's fault that the athletic department can't pay for something and student fees just keep going up. Student fees have gone up to fund athletics 85 percent over the past five years. So, you understand why students are upset about the increase in student fees. My alternate, Ben Syfert, who is on the board at SIU, has asked me about the directive. Is it academics or is it peripheral services such as athletics that we fund with student fees?

"I'm not upset about this facility at SIU, nor am I trying to embarrass SIU or put them on the spot, but I'm trying to bring up the bigger picture. In 1995, the Board issued a statement that set the tone that higher education is all about academics, yet through this MAP program, schools and universities are still getting state dollars to fund athletic departments on the backs of the students. Keep in mind that not all students receive MAP grants. I'm trying to put out there that the student fee issue is why students are really concerned and why we've been paying a lot of attention to student fees going up faster than tuition increases." Chairman Rock responded, "I think the point is well taken, but today I don't have an answer. I think that prior to the June meeting we can pull the 1995 policy statement and the minutes that surround it and try to get to the bottom of it."

Mr. Kaplan asked about the program in dental hygiene recommended at Rock Valley College. Dr. Gilleland responded, "The program does require state licensure. These programs have been reviewed by the Community College Board and by our staff and are recommended to you based on the same criteria that I presented earlier. The students will be notified when they are enrolled and given periodic written progress reports and information will be posted on the web site. We will have up to three years for reviewing the program. Most of the time, it takes two years for a program to achieve candidacy."

*The Board of Higher Education, on motion made by Chairman Rock and seconded by Dr. English, unanimously approved the following items:*

CA-1. Board Meeting Minutes – February 6, 2001

*The Board of Higher Education unanimously approved the minutes of the February 6, 2001 meeting.*

CA-2. Financial Report

*The Board of Higher Education unanimously approved the financial report dated February 28, 2001.*

CA-3. Illinois Cooperative Work Study Program Fiscal Year 2001 Grant Allocations

*The Board of Higher Education unanimously allocated the fiscal year 2001 appropriation of \$2,050,000 under the Illinois Cooperative Work Study Program for the projects and the amounts designated in Item CA-3 dated April 10, 2001. The Board authorizes the Executive Director to withhold payment or to adjust a grant allocation, if necessary, to conform to the existing statute or the rules implementing the statute.*

CA-4. Health Services Education Grants Act – Fiscal Year 2001 Grant Allocation

*The Board of Higher Education unanimously approved the allocation of fiscal year 2001 grants authorized by the Health Services Education Grants Act as specified on Pages 23-34 of Item CA-4 dated April 10, 2001.*

CA-5. New Units of Instruction, Public Service and Research at Public Universities

*The Board of Higher Education unanimously granted the following universities approval to establish the following degree programs: **Chicago State University**, Master of Fine Arts in Creative Writing; **University of Illinois at Chicago**, Master of Public Health in Central Region #5..*

CA-7. New Units of Instruction at Public Community Colleges

*The Board of Higher Education unanimously granted authority for **Kaskaskia College** to offer the Associate in Applied Science in Computer Application Support Specialist;*

*And unanimously granted authority for **Richland Community College** to offer the Associate in Applied Science in Agri-Business;*

*And unanimously granted to **Rock Valley College** the authority to offer the Associate in Applied Science in Dental Hygiene and Associate in Applied Science in Graphic Arts Technology.*

CA-8. Appropriation Transfers for Fiscal Year 2001

*The Board of Higher Education unanimously approved the appropriation transfers contained in Item CA-8 dated April 10, 2001.*

CA-9. Illinois Century Network Regional Technology Center Fiscal Year 2001 Grant Addendum

*The Board of Higher Education unanimously authorized the Executive Director to amend the original grant agreement, and to distribute fiscal year 2001 funds for the grant identified in Item CA-9 dated April 10, 2001.*

CA-10. Public University Noninstructional Project Approval

*The Board of Higher Education unanimously approved the noninstructional capital improvement projects included in Item CA-10 dated April 10, 2001.*

II-1. Board of Higher Education Meeting Calendar 2001-2002

There was no discussion on this information item.

15. Advisory Committee Reports

Chairman Rock called upon the chairs of the advisory committees for their reports. He recognized Scott Andrews, Student Advisory Committee. Mr. Andrews said: “I want to personally thank President John Peters and Northern Illinois University for hosting the Student Advisory Committee this past weekend. The Student Advisory Committee strongly commends

all schools statewide to offer degrees such as the three associate in applied science degrees that you approved today. Institutions that provide up-to-date instruction, resources, equipment, and facilities for technical and vocational courses are serving as a backbone for local communities to bring revenue to those areas and provide better educated citizens that are benefiting from these degrees.

“I do have a challenge for those in the audience. With time-to-degree being such an intimate student issue, on behalf of the Student Advisory Committee, I respectfully request – and even challenge – that the presidents and chancellors on the Commission on Persistence and Degree Completion find a way to send delegates to one of the Student Advisory Committee meetings, perhaps to have a hearing at the conclusion of one of our meetings to hear testimony and collect feedback. Our Committee is really representative of students statewide.

“Our year actually starts winding down at this point, so on that note, with much pride, faith, and confidence, I’d like to recognize a few students that will serve as the leadership of the Student Advisory Committee for the next 12 months. In the audience is Ryan Purdy, a student at Lake Land College, who will serve as the Alternate Student Board Member. Katie Cox, a student at Eastern Illinois University, will serve as my successor as Chair of the Student Advisory Committee. And, John Thompson has been re-elected as Student Board Member for another year.

“My following remarks are of a personal nature. This is my final meeting as the Chair of the Student Advisory Committee. In the immediate future, with a little help from the Illinois Student Assistance Commission and the Monetary Award Program, I will be continuing my education at either Illinois State University or Northern Illinois University. Over the years, I have served as student body president at two schools in Illinois and Michigan. I’ve also dabbled as a higher education lobbyist in both Springfield and Washington, DC. But I can say that no position has brought me more exciting challenges and more personal pride than working with the Board of Higher Education. No group has treated students and myself with more appreciation and respect than the Members of the Board of Higher Education. Chairman Rock and Dr. Sanders, on behalf of the students of Illinois, thank you for your kindness and your ever-listening ear.”

Chairman Rock recognized Dorothy Beck, Faculty Advisory Committee. Professor Beck said, “The Faculty Advisory Committee is delighted to have the Access and Diversity Committee report. We’re looking forward to a lengthy discussion of this report, of which I am sure we in general approve heartily. There are some issues that we will be bringing to your attention as a result of that discussion that we hope to have in May.

“You received this morning the Faculty Advisory Committee’s statement on the budget (attached to these minutes as Appendix C). I would like to highlight three points. First, the Faculty Advisory Committee does remain concerned about the relatively low salaries and benefits of faculty at Illinois universities in comparison with the rest of their peer group. It does support the ‘3+2+1’ quite heartily, although it recognizes also that the ‘+1’ institutional commitment may become more and more difficult for certain institutions to meet if this continues on year after year. Second, the Faculty Advisory Committee is on record supporting improved salary and benefits and participation in governance for adjunct faculty. In fact, you have our statement on that attached to agenda Item 12. However, we do believe that such increased salary and support must not come from existing programs, that there must be a way to fund what has become a serious inequity beyond reallocating within institutions. Third, we would like the Board and the legislature to look at the way it distributes funds for facilities. Specifically, we’re asking that each institution receive funds each year so that each institution can then do some systematic long-

range planning for campus facilities, rather than the way it is now where all institutions compete every year for all the dollars, and it's kind of a free-for-all. We urge that the priorities acknowledge that health and safety facilities issues receive at least as much attention and be regarded as at least as important as involvement of private monies in these initiatives. I hope that you will take the time to read at least the Executive Summary on the budget. Those are some of the concerns that we have about the way we do budget.

“The Faculty Advisory Committee has, in the last three or four months, been concerned with addressing the increasing phenomenon of dual credit. At our last meeting, we approved a position paper on dual credit, which is the increasingly common practice of offering college credit courses to high school students who simultaneously are earning high school credit for the same course. The Faculty Advisory Committee recognizes that there are some potential pitfalls in this practice, but we do want to go on record – and you will receive this at your next meeting – as recognizing the value that such practices have for helping to remediate deficiencies that can be identified before students graduate from high school, and also the value of offering a head start to students who are academically well prepared. That concludes my report.”

Chairman Rock recognized Gretchen Naff, Community Colleges. President Naff said: “From the Presidents’ Council, we want to thank you for moving forward with the persistence and degree completion study and the inclusion on the committee of several community college presidents. It is important that all sectors of higher education be included in this study so as to thoroughly address our unique characteristics. In addition, we applaud your efforts in addressing the critical issues that are in the access and diversity report. We look forward to participating in the discussions and eventual implementation. We support the Board’s studies of part-time and nontenure-track faculty and the capital policies and priorities. However, because of the potential budget implications, we ask that the part-time and nontenure-track faculty study move as fast as possible so that we can include any implications from that study in our budgeting process for the next year.

“As Dr. Sanders mentioned earlier, this past week we held the annual American Association of Community Colleges conference in Chicago. We were delighted that Dr. Sanders joined us and participated on a panel presentation. This year’s conference was very special in that it was part of our celebration of our 100<sup>th</sup> anniversary. Some individuals in the audience have lapel pins for you that I would ask that you wear and join us in our celebration. Thank you.”

Chairman Rock recognized Ronald Taylor, Proprietary Schools and Colleges. Mr. Taylor said, “One of the strengths of the higher education system in Illinois is the diversity of institutions and institutional missions in the state. Given the breadth of student interests and needs, this institutional diversity helps to achieve the access and diversity goals articulated by the Board and by the committee chaired by Mr. Blakemore. So we would like to encourage the committee to continue to explore inclusive alternatives that recognize institutional differences and encourage all sectors to help achieve our common goals in this area.”

Chairman Rock recognized Donald Fouts, Independent Institutions. Dr. Fouts said: “I would just note briefly that the Federation is working with IBHE staff on developing some new ideas for allocating Financial Assistance Act funds pursuant to legislation mentioned briefly at our last meeting. We’re really looking at a performance-based system focused on promoting persistence and completion that might well be of interest to the presidential commission as it pursues its work. The Federation hopes to have some communication with the commission through our representatives thereon. Thank you.”

Chairman Rock thanked the chairs of the advisory committees for their reports.

16. Executive Session

Chairman Rock said: “The Board will meet in Executive Session today. Under the Open Meetings Act, there must be a motion adopted in open session to authorize an Executive Session. A quorum must be present, and the motion must be approved by a majority of the quorum with a recorded vote. A quorum is present. I would now ask if we could have a motion and a second to authorize an Executive Session, as follows:

“I move that the Board of Higher Education go into closed Executive Session at 12:30 p.m., Tuesday, April 10, 2001, for the purpose of discussing the employment of staff of the Illinois Board of Higher Education pursuant to Section 2(B)(1) of the Open Meetings Act.”

Mr. Barmak made the motion and it was seconded by Mr. Kaplan.

*The Board of Higher Education, on motion made by Mr. Barmak and seconded by Mr. Kaplan, unanimously approved the above resolution.*

The roll call vote on Item 16 was as follows: Yes – Barmak, Blakemore, English, Gove, Hocter, Kaplan, Lamont, Lesnik, Monteagudo, Rock, Thompson, Williamson. No – None.

Chairman Rock said the Board would stand in recess for approximately one hour while the Board meets in Executive Session. He said the Board would reconvene in open session to ratify any action taken during Executive Session.

17. Other Matters

Chairman Rock reconvened the open meeting at 1:45 p.m. He said, “We have two additional items to deal with, and then we will adjourn until June 5 at Heartland Community College in Normal.”

Dr. Sanders said, “I ask that the Board approve the contract of Neil Matkin as the Director of the Illinois Century Network. The contract provides for a three-year appointment.”

*The Board of Higher Education, on motion made by Dr. English and seconded by Mr. Hocter, unanimously approved the employment contract of Neil Matkin as Director of the Illinois Century Network.*

Dr. Sanders continued, “I would appreciate it if you would add a classification to the already existing classification list into which all of our employees fit. I ask that you add the category of Director of the Illinois Century Network with a pay range of \$100,000 to \$125,000.”

*The Board of Higher Education, on motion made by Mr. Blakemore and seconded by Mr. Hocter, unanimously approved the salary ranges listed below for Board professional staff. The Executive Director of the Board of Higher Education, with the concurrence of the Chairman, is authorized to employ and fix the compensation of such professional, clerical, and other staff (including consultants) as deemed necessary within the respective classifications and salary ranges herein set forth on a full or part-time basis and within the constraints of the appropriations and grants available. Salary ranges to be utilized for civil service personnel are those approved by the Universities Civil Service System.*

*The Executive Director of the Board of Higher Education, with the concurrence of the Chairman and in consultation with the Illinois Century Network Policy Board, is authorized to employ and fix the compensation for the Director of the Illinois Century Network.*

<u>Classification</u>	<u>Proposed Salary Ranges</u>
Executive Director	Set by the Board
Executive Deputy Director	\$100,000 - \$125,000
Director, Illinois Century Network	\$100,000 - \$125,000
Deputy Director	\$ 90,000 - \$120,000
Senior Associate Director	\$ 75,000 - \$100,000
Associate Director	\$ 63,000 - \$ 85,000
Assistant Director	\$ 38,000 - \$ 70,000
Research Associate	\$ 28,000 - \$ 43,000
Research Assistant	\$ 16,000 - \$ 29,000

There being no further business to come before the Board, Chairman Rock adjourned the meeting at 1:50 p.m.

Respectfully submitted by Patricia Sexton, 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 April 10, 2001 meeting.