

**MINUTES – BOARD MEETING**  
**June 3, 2003**

**Submitted for:** Action.

**Summary:** Minutes of the June 3, 2003 meeting of the Illinois Board of Higher Education held at John Wood Community College, Quincy, Illinois.

**Action Requested:** That the Illinois Board of Higher Education approve the Minutes of the June 3, 2003 meeting.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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**June 3, 2003**

A meeting of the Illinois Board of Higher Education was called to order at 9:07 a.m. in the Library in the Open Learning Center at John Wood Community College, Quincy, Illinois.

James L. Kaplan, Chairman, presided.  
Patricia Sexton was Secretary for the meeting.

The following Board members were present:

J. Robert Barr	Proshanta K. Nandi
Jerry D. Blakemore	Kevin O'Kelly
Frances G. Carroll	Gilbert L. Rutman
Samuel K. Gove	Lucy A. Sloan
Thomas R. Lamont	

Also present by invitation of the Board were:

Daniel J. LaVista, 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  
Robert E. Schiller, State Superintendent of Education, State Board of Education

Presidents and Chancellors

Lawrence Bryan	John Peters
Elnora Daniel	Richard Ringeisen
Mario DiCicco, OFM	Axel Steuer
Louis Hencken	James Stukel
Sylvia Manning	Walter Wendler
Stephanie Marshall	David Werner

Advisory Committee Chairpersons

Ken Andersen, Faculty	David Tretter, Private
Jerry Dill, Proprietary	Jeff Twardowski, Student
William Simpson, Community College	

1. Call Meeting to Order, Chairman James L. Kaplan

Chairman Kaplan called the meeting to order and asked the secretary to call the roll. A quorum was present.

2. Announcements and Remarks, Chairman James L. Kaplan

Chairman Kaplan said: "I want to thank Dr. Simpson and the faculty and staff of John Wood Community College for their hospitality and today's meeting accommodations. It is my pleasure to announce that Governor Blagojevich has named Tom Lamont to a six-year term on the Board. Tom, of course, is no stranger to the Board. He has served for some time as the Board's representative of the public universities. Tom was a long-time member of the University of Illinois Board of Trustees, serving several terms as Chair. He replaces Lourdes Monteagudo on the Board.

"It is also my pleasure to welcome and introduce several new Board Members. First, Frances Carroll, who has been appointed by Governor Blagojevich to the University of Illinois Board of Trustees and is the public universities' representative to the Board of Higher Education. Dr. Carroll serves as Instructional Supervisor for the School Achievement Structure Program at DePaul University. She is a retired principal with the Chicago Public Schools and a retired adjunct professor in the graduate program at Roosevelt University. She has held a variety of teaching positions with Chicago elementary schools and high schools, City Colleges of Chicago, Chicago State University, and Governors State University.

"I'd like also to introduce Gilbert Rutman, who succeeds Steve Lesnik. Dr. Rutman is an economist and emeritus professor at Southern Illinois University Edwardsville. He joined the faculty at SIU Edwardsville in 1969 after holding teaching positions at West Virginia University, the University of Arizona, and Duke University. He chaired the Department of Economics at Southern Illinois University Edwardsville until he became the Director of the University Center for Economic Education.

"Finally, I will introduce our third new Board Member, Proshanta Nandi, who is an emeritus professor at the University of Illinois at Springfield. He succeeds Lee Walker. Dr. Nandi retired as Chairperson of the Sociology and Anthropology Department. He previously taught at Ohio University and served as Research Sociologist for a Ford Foundation project in India.

"We expect yet one additional new Member of the Board, as Mark Barmak submitted a letter of resignation to Governor Blagojevich. Mark is now retired and spending more time in California and did not believe he had the time necessary to commit to the Board. I want to thank Mark Barmak, Steve Lesnik, Lourdes Monteagudo, and Lee Walker for their service to the Board. Resolutions honoring each of them will be offered later on this morning.

"This has been a tough budget season, and for all of you who have shared your time and concerns with Dr. LaVista and me, I express the thanks of the Board and that of Director LaVista. Specifically, I want to thank members of our staff – Dan LaVista, Dan Layzell, Deb Smitley – and all of the staff who contributed so much of their time and effort to the budget process.

"I want to welcome Reverend Mario DiCicco, Interim President of Quincy University, and the new President of Illinois College, Dr. Axel Steuer. Dr. Robert Schiller, State Superintendent of Education, is also in attendance this morning.

“Mike Murphy is not with us today. I understand that Mike is retiring and will be leaving the Community College Council of Presidents. He will be missed. On behalf of the Board and the higher education community, I would like to thank Dr. Murphy for his leadership and service during his tenure in Illinois.

“On today’s agenda is the initial report from the Committee on Affordability. This Committee has done an excellent job, under the leadership of Bob English and Bob Barr, in undertaking a comprehensive study of a complex issue and bringing forward for our consideration strategies to better enable students and their families to pay for college. I would like to acknowledge the outstanding staff support provided to the Committee by Dan Layzell and Sheila Pruden on this project.

“The next meeting of the Illinois Board of Higher Education will be held Tuesday, August 12, at Chicago State University. We currently have the schedule of meetings through 2003. If there are suggestions from Board Members for future meetings, I would entertain those.”

### 3. Election of Vice Chair, Illinois Board of Higher Education

Mr. Blakemore said, “I would like to move into nomination for the position of Vice Chair, Mr. Thomas Lamont. I’ve had the privilege of knowing Tom in at least two different capacities. I have known him as a fellow lawyer, and his experience speaks for itself. He is a former Assistant Attorney General and a member of a couple of major law firms. I’ve known Tom not just as a lawyer, but I’ve known him as counselor. Lawyers are often referred to as lawyers and counselors, but more often than not, they are more lawyers than they are counselors. Tom is more of a counselor and I’ve been privileged to seek his counsel. I’ve also known Tom as a fellow Board Member and fellow advocate for higher education, not only in his capacity here but in his other capacities, and he has probably more experience in higher education than any person sitting at this table outside of probably Bob Barr and Bob English.

“I offer his name into nomination for a couple of reasons. One, I asked a couple of colleagues how they would describe Tom, and there were three attributes that came to mind. One was that he was sensitive. I’ve worked with Tom and seen his sensitivity. He served with me on the Access and Diversity Committee, and he demonstrated a sensitivity to that issue that was unprecedented. He was also described as being very earnest in his deliberations, and my description of him is that he is an honest broker. Tom understands the legislative process; he understands the public policy process; and he brings honesty to both of those that I think will serve this Board well. I am pleased to move into nomination the name of our Member, Tom Lamont, for Vice Chair.” Professor Gove seconded the motion.

*The Illinois Board of Higher Education, on motion made by Mr. Blakemore and seconded by Professor Gove, unanimously elected Thomas R. Lamont as Vice Chair of the Board.*

### 4. Remarks by William M. Simpson, President, John Wood Community College

Dr. Simpson said: “On behalf of the Board of Trustees and our administration, faculty, and students, welcome to John Wood Community College. We’re pleased to host the Illinois Board of Higher Education on our campus. This is probably the first time we’ve ever done that, and I’m not sure that the Board has ever met in Quincy. Hopefully, you’ll have a chance to tour our new facilities and observe the construction underway at the north end of our campus. We are grateful to all of you in Springfield – the Illinois Board of Higher Education, the Illinois

Community College Board, the state legislature, the Governor, and the Capital Development Board – and anyone else who might have had a hand in funding our new campus.

“Attending today’s meeting are several trustees from John Wood. Ron Dedert is the Chairman of our Board, Reggie Coleman is the Vice Chair, and Mary Ellen Orr is a long-time member of the Board and a former chair. We’re pleased to have three of our trustees here. We believe the strength of the Illinois community college system derives from local control as represented by our boards of trustees. They are in touch with the communities; they understand the needs of our citizens that we serve; they provide leadership in college policy, direction, and financial oversight; and their dedicated work provides variety and vitality throughout the state system.

“John Wood was one of the last community colleges to be organized in Illinois. We date our beginning in 1974. Most of you may not realize that the formation of John Wood was met with spirited and organized resistance from taxpayers and other educational institutions. Many felt that a community college was unnecessary since several proprietary trade schools and liberal arts colleges existed throughout the area. Hence, our first board of trustees struggled to prove the college value to the community and to meet the objections of detractors. Dr. Paul Heath, the founding President, worked tirelessly to implement an innovative system of contracting for educational services with area schools and colleges which became known as the Common Market. Under the Common Market, students enrolled at John Wood but attended classes at Quincy College, Culver-Stockton College, Hannibal LaGrange College, Gem City College, Quincy Beauty Academy, or Quincy technical schools. John Wood eventually established its own agricultural program, a licensed practical nursing program, community services and adult education, and created the Open Learning Center, an innovative self-pace study program for general education and liberal arts.

“By 1990, an analysis of the Common Market costs demonstrated that John Wood could employ its own faculty for less than it was contracting for instruction at other colleges. Under the leadership of President Bob Keys, the Board of Trustees devised a process to discontinue the Common Market, and both the in-house faculty and all curricula were radically expanded. By 1993, the Common Market was, for all practical purposes, ended, and John Wood had reinvented itself to meet its mission more efficiently. The ending of the Common Market created a need for facilities, as John Wood hadn’t needed much classroom space for its limited needs. The College conducted a feasibility study to determine the extent of the need and the College’s foundation initiated a campaign to raise funds locally to match state funding. Simultaneously, the Board inaugurated a search for a suitable site and design concept for a new campus. By 1995, the Board had purchased this site and initial funding for the first building had been received through the Capital Development Board, and the Board approved a master plan for a new campus in 1997. Our first building on this campus was dedicated in 1998, the second and third buildings in 2002, and we anticipate the fourth building to be dedicated in spring 2005. The updated master site plan identifies a fifth academic building dedicated to the allied health professions, a multi-purpose student activities building, a child-care center, and a business and industry training center. Additionally, we anticipate improving outreach centers in Pittsfield and Mt. Sterling.

“Since the early opposition to our formation, we have worked to prove our value to the community as a top-flight education leader and as a cooperative partner to other postsecondary institutions in our area. We have developed articulation agreements with Quincy University, Culver-Stockton, and Hannibal LaGrange. In fact, a student that gets an associate in applied science can go to Hannibal LaGrange. We helped form the Quincy Education Leaders Council and we helped create the Tri-State Community College Training Consortium with Moberly Area

College in Missouri and Southeastern Community College in Iowa. We work closely with all segments of the business community, with public service agencies, with local health organizations, and with the many public schools in our district as well as the major private schools. Most notably, we believe that we are the only community college in the country which has shared facilities and agreements with a land-grant university. Our Agriculture Center in Perry and the Orr Research Farm are combined in one building on shared acreage. The agreement with the University of Illinois has been in existence since the early 1980s.

“Our efforts to fulfill our multiple missions to meet community educational needs and to be accepted as a full educational partner have resulted in astounding enrollment growth, over 20 percent in the last four years. Our credibility has demonstrably improved and positive identity for the College is established. Our curriculum has been overhauled, enhanced, and updated, and our faculty has more than tripled. The recent visit of the accreditation team for the Higher Learning Commission concluded that since the last comprehensive visit in 1991, John Wood Community College has undergone tremendous change and has made remarkable progress. Further, the consultant/evaluator stated that John Wood Community College is staffed by well-qualified professionals and is doing excellent work in many, many areas. Of course, we were pleased with the evaluation and commentary, as it validated our own internal conclusions.

“We are one of the smaller community colleges in Illinois; our district population is less than 100,000 spread out over nine counties. We believe we can match our quality with that of any college in the state or nation. Our athletic teams have competed for national championships and our student academic teams have won state and national awards. Our programs have been recognized as exemplary by such organizations as the Illinois Community College Board, the Illinois Council of Community College Administrators, the National Council of Instructional Administrators, the National Council of Student Development, the University of Florida, the National Council of Occupational Education, and the National Association of Agricultural Educators. Our students are competitive when they transfer and are prepared when they go to work. Satisfaction among our alumni is high, as it is amongst our district employers. At John Wood, we strive to guarantee a superior learning experience for all who enroll, and we use all of our resources to fulfill this vision.

“We are pleased to host the IBHE today and wish you a successful meeting in these challenging times. Thank you.”

Chairman Kaplan thanked President Simpson for his remarks. He said, “This is a wonderful institution and we’re very pleased that you have given us the opportunity to visit you and accept your hospitality.”

##### 5. Resolutions Honoring Former Board Members

Chairman Kaplan said, “The next item on our agenda is to honor past Members of our Board with resolutions. I will read the resolution for Steven Lesnik, my predecessor as Chair.

“We, the Members of the Illinois Board of Higher Education, express our lasting respect and thanks to Steven H. Lesnik for his stewardship during one of the most trying periods ever faced by higher education in Illinois.

“Steve’s thoughtful, inclusive, and courageous leadership has served the Board and the higher education community well. As a Board member and as Chairman, Steve was an energetic and able advocate for higher education, with well-developed ideas and an engaging speaking

style. His keen business acumen blended with an understanding of the higher education culture and a commitment to students and their families to enrich his advocacy with credibility and authority.

‘Steve has been an interested and involved Chairman who regularly visited campuses and took an active role in building the Fiscal 2004 budget. He encouraged Board members to participate more vocally and fully in Board deliberations, and sought to involve all who wished to participate in helping to craft higher education budget recommendations. His ability to advance an agenda for the Board derived from his desire to be inclusive and his ability to forge a consensus. He has been both forceful in articulating his beliefs and sensitive in listening to the views of others.

‘He has been a champion of educational quality, and a demanding taskmaster in working toward the goals of The Illinois Commitment.

‘His leadership has been a credit to the renown of Illinois’ higher education system, and the Board congratulates Steve Lesnik for his outstanding contribution to students, to colleges and universities, and to the citizens of Illinois.’”

Chairman Kaplan asked Mrs. Sloan to read the resolution for Lee Walker, as follows:

“The Illinois Board of Higher Education expresses its appreciation to Lee H. Walker for his service to the Board and for his contributions to the higher education community in a variety of capacities over recent years.

“Lee brought a wealth of experience in public service and higher education to his relatively short tenure as a member of the Board of Higher Education. As a member of the Illinois Community College Board and the Midwestern Higher Education Commission, Lee developed a strong sense of higher education values, issues, and challenges.

“In addition, his involvement as a columnist for Crain’s Chicago Business and as president of The New Coalition for Economic and Social Change, which he founded, gave Lee forums for viewing the role of government and of higher education from an independent perspective. This mix of an outsider’s vantage point and an insider’s knowledge was an asset to the Board in its deliberations on budgetary and other issues.

“The Board thanks Lee H. Walker and applauds his sense of public service and his willingness to give his time and energy on behalf of the students and citizens of Illinois.”

Chairman Kaplan asked Mr. Blakemore to read the resolution for Mark Barmak, as follows:

“We, the members of the Illinois Board of Higher Education, express our appreciation to Mark Barmak for his service to the students, citizens, and Illinois colleges and universities.

“As the Vice President for Government Affairs at Abbott Laboratories when he joined the Board, Mark brought a useful perspective to the Board of Higher Education: a valuable blend of the corporate world and an understanding of the role of government. He also was able to inform Board deliberations on policy issues and budget priorities from the vantage point of a consumer of higher education—businesses who employ the graduates of colleges and universities.

“Mark was a vocal and involved Board member who approached Board agendas with an informed skepticism. The Board was well served by his efforts to promote greater understanding of grant programs administered by the Board.

“The Board of Higher Education salutes Mark Barmak for his service, his commitment, and his contributions to Illinois higher education.”

Chairman Kaplan asked Mr. Lamont to read the resolution for Lourdes Monteagudo, as follows:

“We, the members of the Illinois Board of Higher Education, express our gratitude to Vice Chair Lourdes Monteagudo for her commitment to the Board and our abiding esteem for the work she has done to advance the interests of students at all levels of education.

“Lourdes has demonstrated a keen interest in and knowledge of urban education, and has been tireless in her efforts to promote the sound principles and best practice of P-16—a free-flowing river of schooling from preschool to graduate school. In her work as Executive Director of the Teachers Academy for Mathematics and Science and as a member of the Board of Higher Education, Lourdes has been a strong and vocal proponent of improved teacher education programs and of bolstering standards for those who enter our classrooms. Her experience as a school principal and as the Deputy Mayor for Education in the City of Chicago has lent valuable perspective to deliberations of the Board.

“Lourdes also has been an outspoken advocate for the Latino community, informing the Board about the diversity within the community and urging measures to expand opportunities and improve participation of Latinos and other underrepresented groups in higher education.

“We are grateful to Lourdes for her willingness to accept added responsibilities as a Board member, including her service as Vice Chair, her participation in the Committee on Access and Diversity, and her involvement in budget hearings and meetings.

“We applaud Lourdes Monteagudo for her commitment to students, her advocacy for the underrepresented, and her dedication to higher education.”

*The Illinois Board of Higher Education, on motion made by Mrs. Sloan and seconded by Mr. Blakemore, unanimously approved the above resolutions.*

6. Remarks by Daniel J. LaVista, Executive Director

Dr. LaVista said: “I will begin by attempting to echo, if I may, the comments of the Chairman with respect to our new Board Members. I want to offer my best to each of you for a satisfying and rewarding experience during your tenure. I also want to join the Chairman in thanking President Simpson, the Board, and other members of the John Wood community in hosting us here today. Bill, I did want to acknowledge the elements of recognition that you referred to in your remarks. With some of my staff colleagues I have taken a look at some of the important aspects of that recognition. You mentioned the highlights, but one I think you did not mention is the Bellwether Award that you recently received, as well. These are richly deserved, and with the Board, I both acknowledge and applaud you for them. On a personal note, it was a number of years ago that I was a member of an accreditation team for North Central that came to

John Wood, and this physical plant is no comparison to the physical plant that I visited as a member of that team. Your facilities are quite handsome. Best of luck in continuing to expand this wonderful environment for students.

“I do want to highlight a couple of aspects of the agenda. When this Board packet was printed, we sent you some information labeled Legislative Report, and at the time that was current. But at your place is an updated version that Deb Smitley will address with you at the appropriate point in the agenda. Side-by-side with that, and also at your place is a summary of the final higher education budget specifics, which Dan Layzell will lead a discussion on with you.

“There are a couple of other aspects of the agenda which I hope you’ll take great pride in, not only because of the importance of the content of the items, but because of the way in which a large number of people in the higher education community has helped to bring closure to them. Specifically, for example, Item 9, a report on college and university responses to nontenure-track faculty. You may recall that the preliminary report was filed with you last year, and members of the higher education community were charged with coming back to the IBHE to make known the particular reactions on their campuses to those initial findings and recommendations. Doug Day has been responsible for analyzing those submissions and he will summarize those for you today.

“Item 10 is the result of the near conclusion of a terrific amount of work this past year by the Committee on Affordability, led so ably by Bob Barr and Bob English. Mr. Barr will talk about this this morning, and as is often customary with Illinois Board of Higher Education reports, the presentation made today will sit there for a bit. It will be available on our web site, and with Mr. Barr and Dr. English, I certainly welcome members of the higher education community to respond to the findings and recommendations that will be shared today. The final set of recommendations will be brought to you in August.

“Item 13 speaks to the customary requests for approval of new operating and/or degree-granting authority for independent institutions, and Diane Gilleland will share that with you.

“Lastly, I want to update you on and refer you to some materials also at your place that I hope you’ll find of interest. As Mr. Kaplan rose to the position of Chair, one of his first interests was to become more familiar with our grants program, so yesterday we held a grants briefing for him, and there were other Board Members present at that briefing. For those of you who were unable to attend that briefing, I’ve provided you with the materials which my staff colleagues and I talked about with Mr. Kaplan and other Board Members. I think you’ll find it of interest as at least a snapshot of our current statutory authority over grantsmanship within IBHE.

“I want also to refer you to an item that Chairman Kaplan will talk about later in this meeting, namely his interest in creating a committee to review health professions education programs. As you have a chance to scan the item, you will see that we have outlined both the summary need for this study and recommended a committee and a committee charge that would be addressed as early as the end of this month. This item is labeled Item 15.”

## 7. Advisory Committee Reports

Chairman Kaplan called upon the chairs of the advisory committees for their reports. He recognized Ken Andersen, Faculty Advisory Committee. Dr. Andersen said: “The faculty is looking forward with a great deal of trepidation to the fall semester, because it’s then that we’re going to realize the impact of the loss of our colleagues and staff support, and we’re aware that the quality of education that we’re going to be able to provide to an increasing number of students

will almost inevitably decline. That's not to say we won't do our best as faculty to try to fill in the gaps, but there is a limit, after years of cutbacks and loss of colleagues, to what we can do to provide the quality that we feel we could and should be providing.

“Since the Faculty Advisory Council's been talking about the addition of a seventh commitment to *The Illinois Commitment*, we have had endorsements from 15 college faculties – in some cases by the senates and in other cases by the entire faculty. In many instances, the endorsement has been unanimous, but at least in one case we had two very vocal faculty members who opposed the adoption.

“The Faculty Advisory Council has begun to talk about the possibility of issuing one or more op-ed pieces in the name of the Faculty Advisory Council to try to address some of the issues that we see as so important in reaching out to the general public. We would make it very clear that this is not something done by the Illinois Board of Higher Education, but was done by a faculty group representing various institutions as a consult.

“We did provide at your place a resolution (attached to these minutes as Appendix A) that was adopted last Friday in which we salute the accomplishments and the contributions of the four Board Members who are leaving, particularly in a time of strained and limited financial ability to support programs. Nevertheless, the Board has worked very hard to provide quality, to ensure access, and to express its concern about diversity. These are very real accomplishments in the face of the financial limitations we have seen. We also have at your place a resolution (attached to these minutes as Appendix B) on assessment in which we commend the Board for adopting processes which respect the importance of faculty, establishing the assessment processes, and recognizing that faculty are in the best position to actually judge whether or not students have met their goals in their majors and thus begin to address the task of adjusting the curriculum, making those alterations necessary to improve the quality of education that we provide. We commend the Board and staff for that.

“The last item at your place is a series of five very short comments (attached to these minutes as Appendix C) originally offered by the Budget Committee of our group and then adopted by the entire faculty group. The first one has to do with the funding and the situation for the State Universities Retirement System. We fail to understand why there is such interest in modifying a structure that has served us so well. We believe that the State Universities Retirement System has demonstrated its financial responsibility in having built a very fine record in terms of rate of return, and also in the quality and the very limited amount of administrative expense necessary to produce that return. I think the faculty grow increasingly cynical in asking, why is there such a concern to take away something that is working so well and doing such an efficient job when the alternatives look to have a record of less efficiency and less return? We understand that there is a guarantee that the retirement will be paid, but if there are greater costs in getting to that point, that means that higher education will have lost.

“We have not had time to look at the affordability report in any detail. We simply would note that if there are not quality programs there for the students, it doesn't make much sense to provide the means for them to get there and have nothing for them when they arrive.

“There is an issue about reallocation of IBHE allocated funds. We would simply note that some of these funds have been long in existence. We are interested in the fact that your new Chairman asked to have a briefing on these. We think maybe it's time to take a look at this tradition and ask that, given the circumstances that we now have, is it time to phase out some of

these, is it time to rethink how they're functioning, and are there other ways in which we can put those resources to work?

“On administrative costs, we are concerned about the amount of reporting that administration at colleges and universities are required to do. We are wondering if less frequent reporting or some change in reporting might actually increase our accountability and also diminish the number of administrative staff necessary to provide all those reports. And, I guess we could include the compilation responsibilities at the IBHE level as well, as your office faces some cuts. It may be that the sheer paper and pure amount of work in putting together all those submitted reports maybe could become necessary on an every-other-year basis. We want to be as accountable as possible, but part of that accountability is being as efficient as we can be in managing that accountability. So, it's simply an item that perhaps we ought to look at – what's the best way to provide those reports and to maximize our accountability in a most efficient way, both for the institutions and for the IBHE itself? One also wonders if all the reports the legislature gets are actually read by the legislators. We want to be responsible, but to the degree we can simplify, to the degree we can make more powerful and more efficient the work we do in that area, we would urge that to be done.

“Last, it has occurred to me that there are many things the Faculty Advisory Council does that do not get reported to you, and I've been thinking about the necessity – now that I'm going to leave this position – of asking that we do a final report to you which would summarize some of the ongoing activities and give you a little better picture of some of the concerns we have that don't necessarily result in reports and statements to you. Thank you.”

Chairman Kaplan said, “The grant process is being looked at in a somewhat different light, and I welcome any input from the higher education community concerning the efficacy of the grants and the grants process. With regard to *The Illinois Commitment* and your amendment, I met with Professor Gove in Urbana and I've talked with our Executive Director. The document has been in existence almost five years and it is supposed to be a living commitment, so we will be revisiting it to see if there are changes to be made.”

Chairman Kaplan recognized Jerry Dill, Proprietary Institutions. Mr. Dill said: “The Proprietary Committee met on April 23 and had a very good and productive meeting with Board staff. Our Committee will continue to be pro-active across a range of needs and work with the Board on ways that the schools in our sector can help to address the needs of students in providing programs that meet their educational and career goals. Particularly in times of constrained resources, we recognize that the programs that our schools offer can be very valuable. We'd also like to acknowledge the work of the Committee on Affordability, for their thoughtful and very thorough review of the issues surrounding affordability and the recommendations that have been put forth in their draft report. The report is commendable in its adherence to the Board's goals of providing access and choice among higher education opportunities and in fulfilling the Board's goal of *The Illinois Commitment*. Thank you.”

Chairman Kaplan recognized Dave Tretter, Independent Institutions. Mr. Tretter said, “The Governor said in his budget address that we would all share in the pain of budget cutbacks, and that certainly is true in higher education. In spite of significant cuts to the independent colleges, we're thankful that need-based funding remained a priority with both the Governor and the General Assembly. We will continue to do our part to educate the legislature on just that point.

“The Federation full board has not met since your last Board meeting, but I would like to comment on Board Item 10, the Committee on Affordability. First, let me commend the work of the Co-Chairs and both IBHE and ISAC staff on the thorough collection and analysis of the latest national research, in addition to some excellent recommendations for streamlining and improving the delivery of financial aid. I know we’ll discuss these items shortly, but I would point out two important points that exist within the current funding constraints that we all face. The Federation strongly endorses the Committee’s recommendation to ensure that Monetary Award Program (MAP) awards are sufficient to provide choice among community colleges, public universities, and private institutions. Illinois’ public universities and private institutions have become less affordable for lower income students and their families after accounting for what the students would receive through MAP and Pell Grants, which the Committee addresses.

“The second point is recognition of the important contribution of the independent colleges in Illinois’ trifurcated system of higher education and, quoting from the report, the acknowledgement that ‘choice would seem an economically good option for Illinois.’ If I can further quote another recommendation of the Committee, ‘While public universities have experienced sharp increases in admissions applications in recent years, they’ve had to limit admissions due to resource constraints.’ Without the option to choose across sectors, some students would be left with no choice if they were upper-division students, and lower-division students would have the single option of attending community colleges. I’m obviously advocating choice here. The option is that undoubtedly some of these students would leave the state if there weren’t a viable option within Illinois. Lastly, I would pledge our support and possible participation as you look at health professions education programs. Again, I applaud the work of the Committee on Affordability, and we look forward to working with the Board. Thank you.”

Chairman Kaplan recognized William Simpson, Community Colleges. Dr. Simpson said, “Dr. Murphy regrets that he can’t be here today, but he did ask me to remind the Board that all the community colleges are looking at increased enrollments with decreased support from the state. We’re working to rearrange our budgets to try to accommodate the increased influx of students we’re anticipating. Thank you.”

Chairman Kaplan recognized Jeff Twardowski, Student Advisory Committee. Mr. Twardowski said, “The Student Advisory Committee met this past weekend at the Mendota Civic Center. The meeting was hosted by Illinois Valley Community College. The Committee reviewed the Board’s agenda and discussed other items, as well. One statement came out of the community college sector. The statement brought forth concern about campus housing for community colleges. It seems some community colleges have already found a way to offer campus housing without officially doing so. The concern of the committee is that the school cannot regulate actions of the students with the system that is in place now.

“The big news out of the Student Advisory Committee was the great progress that was made on our web site, *ibhesac.org*. There is a lot of selfless hard work put into this project, and I would like to publicly thank Joliet Junior College students Don Terry and Mike Gallo for all the hard work that they’ve done, and also Joliet Junior College for supporting them along the way. If anyone is interested in coming to our next meeting, it will be the weekend before the next Board meeting and will be at Joliet Junior College. Thank you.”

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

## 8. Legislative Report

Chairman Kaplan said that Dan Layzell and Debra Smitley would present the report. Dr. Layzell accompanied his report with a power point presentation. He said: “I will provide a brief overview of the General Assembly’s budget action and Deb will then follow up with a report on the substantive legislation that was passed. As has been said in many different ways and in many forums, this has been a very challenging budget process this year, and the staff does appreciate the ongoing assistance of the higher education community and others in responding to these challenges.

“In summary, the General Assembly’s budget actions provided \$2.4 billion in general funds support for higher education. This is a decrease of just over \$73 million, or 2.9 percent, from fiscal year 2003. When you exclude the statutorily required increase for retirement funding and the group health insurance contribution, in total, institutional operations and grants support is \$116.5 million, or 5.2 percent, below that provided in fiscal year 2003. In total, the General Assembly’s action for higher education operations and grants is \$27.6 million, more than what the Governor’s budget proposal originally included.

“With regard to public universities, the General Assembly’s action provides \$1.3 billion in general funds support, just over \$108 million less than what was provided in fiscal year 2003. The General Assembly’s action maintains the reductions proposed in the Governor’s budget for university operations of 8.2 percent, excluding direct patient-care activities at Southern Illinois University and the University of Illinois. The General Assembly’s action also includes some earmarked funding totaling \$2.1 million for Chicago State University.

“For community colleges, the General Assembly’s action adds \$7.4 million back to what was proposed in the Governor’s budget. These funds are for community colleges that would be negatively impacted by funding formula changes adopted by the community colleges. The General Assembly action also includes transfers that were originally proposed in the Governor’s budget, one being the transfer of the current Workforce Training Grants to the Department of Commerce and Economic Opportunity. Also, Advanced Technology grant funding has been transferred to the Department of Central Management Services as part of the Governor’s Educational Technology Consolidation Initiative.

“For Adult Education and Postsecondary Career and Technical Education, the General Assembly’s action maintains general funds support for adult education at fiscal year 2003 levels as proposed in the Governor’s budget. The General Assembly action also passes the transfer of program administration for Postsecondary Career and Technical Education from the State Board of Education (ISBE) to the Illinois Community College Board (ICCB). As you may remember, ICCB assumed responsibility for these programs in fiscal year 2003 and had been operating under contract with ISBE this year to administer those programs.

“For the Illinois Student Assistance Commission (ISAC), the General Assembly’s action added \$12 million for reinstatement of fifth-year MAP funding to the amount that was provided in the Governor’s budget. The General Assembly also passed the \$4.1 million in additional general funds support that the Governor had included in his budget for the Illinois Future Teacher Corps Scholarships, as well as the transfer of the Illinois Scholars Program – also known as the Golden Apple – from the State Board of Education to ISAC.

“For statewide initiatives and grant programs, the General Assembly action eliminated funding for the Financial Assistance Act for private institutions, as proposed in the Governor’s

budget. This totaled \$20.6 million in fiscal year 2003. The General Assembly also added \$500,000 to HECA Access and Diversity grants for fiscal year 2004, as well as passing reductions for Engineering Grants and the State Geological Survey that had been included in the Governor's budget. The General Assembly added \$700,000 for HECA Workforce and Economic Development Grants and \$900,000 for HECA Teaching, Learning, and Quality Grants for fiscal year 2004. The action also ratified the transfer of the Illinois Century Network to the Department of Central Management Services proposed in the Governor's budget as part of the Educational Technology Consolidation.

"For the Illinois Mathematics and Science Academy (IMSA), the agencies, and the State Universities Retirement System (SURS), the General Assembly passed the \$900,000 increase, or 6.7 percent, in general funds for IMSA that had been proposed in the Governor's budget. Funding for the Board of Higher Education, ICCB, ISAC, and the Civil Service System agency operations reflects 10 percent reductions. The budget includes the \$43.2 million required to fund SURS in fiscal year 2004.

"For capital improvements, the General Assembly appropriated \$111.7 million appropriated for higher education capital projects. This included six regular capital projects at public universities totaling \$31.7 million, \$30 million for capital renewal projects at both community colleges and public universities, and \$50 million for the third year of the Community College Enhanced Construction Program. I would be pleased to answer any questions."

Debra Smitley continued the Legislative Report. She said: "This past Saturday, the General Assembly concluded its spring legislative session. There was a considerable amount of activity during the last few days that was not captured in the legislative report that was part of your package mailed several days ago. As Dr. LaVista mentioned, we have prepared a revised report. It is at the Board table today, and extra copies are available for others. The revised report does include an attachment that provides a list and a summary of all bills and their current disposition of all the legislation that we tracked this past session.

"There was perhaps more attention this past session to higher education issues than in any legislative session in recent history, particularly with respect to management issues. While attempts to grant the Governor's Office of Management and Budget the authority to reserve and to allot all institutional revenues were unsuccessful, the General Assembly did pass legislation concerning how funds to public universities should be appropriated and requiring reporting of all revenue sources and expenditures annually to the Governor and General Assembly through this Board. The General Assembly also passed Senate Bill 1360 that would recognize each of the three campuses of the University of Illinois as well as each of the University's professional schools as separate bargaining units for academic faculty. The legislature also enacted House Bill 1457 which would reduce from six to three the number of credit hours an individual would teach in order to be recognized as a member of an academic faculty bargaining unit.

"Governor Blagojevich signed on May 18 legislation requiring all public universities and community colleges to assess in-state tuition to certain undocumented immigrants. Working closely with members of the public university sector, the General Assembly passed Truth in Tuition legislation. Under the provisions of this bill, the tuition charged to first-time undergraduate students would remain at the same level for four consecutive academic years. This legislation applies to students who first enroll in fall 2004. As you know, Western Illinois University has had a similar plan for several years, and Illinois State University recently announced its intention to implement a plan this coming fall.

“Another bill addressing affordability concerns, House Bill 1119, had strong support throughout the General Assembly session. This bill increases the grant amount awarded under the Illinois Incentive for Access Program to \$1,000 for those students from families with no resources to pay college costs. For the first time, under the provisions of this bill these grants would also be made to those families who have less than \$500 to devote to educational costs. The provisions of this legislation, if signed into law, will go into effect in fiscal year 2005, assisting some of the state’s most financially needy families.

“Senate Bill 744 includes the Governor’s new Illinois Future Teacher Corps Program which will be administered by the Illinois Student Assistance Commission. The program would provide students with up to four semesters of assistance and give priority consideration to those students who pledge to teach in either a hard-to-staff school or in a teacher shortage area. Senate Bill 744 is one of several budget implementation bills that passed. It also includes provisions relating to the community college funding formula that were recommended by the community college sector following a yearlong review of the funding formula. This bill restricts deferred maintenance grants in fiscal year 2004 to the City Colleges of Chicago.

“Senate Bill 1607, which allows the state to move quickly in the development of a tenth riverboat license and provide some additional revenues thereby to address state budget issues, also changed the current statutes regarding the State Universities Athletic Capital Improvement Fund. Under the provisions of the revised bill, those resources would be dedicated to Chicago State University.

“Legislation that proposed a new professional teacher standards board, a proposal that drew considerable interest among the colleges and universities with colleges of education, remains in the House Executive Committee. Another bill that did not pass, yet one which is likely to receive additional consideration during the course of this summer, is Senate Bill 750. The text of this bill surfaced very late in the legislative session, in the last 10 days, and would create the Danville Area Community College/Lakeview Baccalaureate Nursing Degree Program.

“An ethics package approved during the final days of this session requires ethics training for state employees. It also prohibits lobbyists from serving on state boards and commissions, a provision that would affect not only this Board, but many of the other education boards, as well. The legislation also requires the Board of Higher Education to adopt ethical conduct policies for employees of public universities. Another bill of particular interest is legislation that will require all public bodies to either videotape or have audio recordings of all closed sessions. This legislation is contained in Senate Bill 1586, and also passed both houses of the General Assembly late last week.

“Legislation this Board initiated last year which would prohibit the sale and manufacture of fake academic degrees received overwhelming support in each house and is on its way to the Governor for his consideration. At the Board’s last meeting, there was a concern expressed about a proposal that would change the structure and the appointment of the Executive Director for the State Universities Retirement System. This proposal was not included in the bill that finally passed the General Assembly that consolidated some state boards and commissions, nor were any attempts that were made late in the legislative session to consolidate the state pension assets for investment purposes. I want to thank my colleagues for their assistance and cooperation during the last several months, and I would particularly like to acknowledge the work of Sharon Ward, who works diligently to track this legislation and assist me in this process. I would be happy to answer any questions.”

Chairman Kaplan asked, “Is it correct that the truth in tuition bill does not include caps, so the institutions are protected in that regard?” Ms. Smitley said that is correct. Chairman Kaplan continued, “Will you explain a little better the Danville Area Community College’s interest in the nursing program?” Ms. Smitley responded, “The Danville Area Community College/Lakeview College of Nursing Baccalaureate Nursing Act was proposed late in the session. As it’s proposed, that bill would grant Danville Area Community College baccalaureate degree-granting authority in a nursing program. The sponsor of this legislation, Representative Black in the House, has indicated that it is not his intent to extend baccalaureate degree-granting authority. He referenced this in both the committee presentation as well as the floor debate. His intention is to require an intergovernmental agreement to provide a nursing baccalaureate degree completion opportunity in the Danville area.” Chairman Kaplan asked, “Where is that bill?” Ms. Smitley responded that the bill did pass out of the House with a vote of 116 votes, has been sent to the Senate where Senator Winkel has picked up sponsorship, and has been referred to the Rules Committee. Chairman Kaplan asked if any community college has baccalaureate degree-granting authority in the state. Ms. Smitley responded, no.

Dr. LaVista said, “Deb has provided good information to you about the status of this issue to date. With the failure of this initiative to move through and out of the Senate, the next steps will involve some discussions between members of the higher education community and staff members. The Illinois Community College Board would be involved also in that discussion. One of the things that we appear to have overlooked and moved hastily through was the consideration of other institutions currently approved by this Board to offer B.S.N. degrees, so within the week we’ll be moving forward to get some conversation about how we can be more faithful to dictated missions of two- and four-year institutions, and at the same time provide what appears to be a well-documented need for nursing professionals in Vermilion County. Between now and August, I will update you on the progress of those meetings. I’m hopeful that we can work this through successfully because the important point here, of course, is that the community have access to the kinds of professionals that are required to meet their health care needs. We’re going to be attentive to that.” Chairman Kaplan said, “I hope we can give various options to Representative Black and Senator Winkel and provide some leadership on this.”

Chairman Kaplan recognized Joseph Cipfl, Chief Executive Officer, Illinois Community College Board. Dr. Cipfl said: “I want to go on public record that the Illinois Community College Board is adamantly opposed to community colleges getting into the baccalaureate degree-granting business. There is a need in the Danville area relative to health care professionals, and through cooperation and joint agreements with universities, I think the need can be addressed.”

Mr. Lamont said, “I would hate for any of us to leave this table without there being some recognition of the true impact of what some of the budget bills may do to higher education. I think this coming year will call for us and all of our institutions to show a great deal of innovation and creativity in how we will get through this coming year and maintain our basic and core concepts in education. We recognize exactly what we’re all going to be up against, and we must be diligent in protecting our future.”

#### 9. Public College and University Reports on Nontenure-track Faculty

Chairman Kaplan said that Doug Day would present the report. Dr. Day said, “This item provides a description and analysis of public college and university efforts to address issues pertaining to nontenure-track faculty and respond to new Board policies regarding these faculty. In April 2002, the Illinois Board of Higher Education issued a report, *All Faculty Matter!*, a study

of nontenure-track faculty at Illinois public colleges and universities that examined the characteristics, use, and compensation of nontenure-track faculty – that is, faculty that are employed part-time or full-time on a limited contractual basis. The study found that while nontenure-track faculty are well qualified and perform a valuable service, the policies and practices governing nontenure-track faculty are often inadequate, can be inequitable, and do not support the full development of the talents and abilities of nontenure-track faculty as instructional staff.

“To address nontenure-track issues, the Board approved recommendations that can be grouped into three categories: helping nontenure-track faculty be more effective teachers; integrating nontenure-track faculty into the campus community; and ensuring appropriate use and compensation of nontenure-track faculty. Finally, the Board asked public colleges and universities to formulate plans that address the Board’s recommendations and that identify goals, objectives, and strategies for making the best use of nontenure-track faculty. Given the nature of this issue, it was emphasized that long-term as well as short-term strategies would be needed. All institutions have now submitted reports on these plans, which this item examines.

“In an oral report of this kind, there is no way to do justice to the amount and variety of the material that we received. However, some themes did emerge from the institutions’ reports that I’d like to highlight. First, in the area of helping nontenure-track faculty become more effective teachers, community colleges have been especially active. Community colleges offer a variety of services and assistance to ensure that nontenure-track faculty, who in this case are part-time faculty most all of whom have outside employment, are familiar with the institution’s policies and practices, and are prepared to fulfill their teaching obligations. Many of these colleges have or are developing orientation programs and offer special development programs for part-time faculty that cover basic instructional topics such as drafting a syllabus and classroom management, as well as topics such as writing across the curriculum or differences in learning styles that familiarize part-time faculty with current instructional emphasis at the college.

“Second, a Board policy that has received substantial public university attention is providing ‘contractual commitments and assurances to nontenure-track faculty that are commensurate with their long-term roles, responsibilities, and contributions to the institution.’ The Board proposed this policy since most institutions offer nontenure-track faculty a contract of one year or less, even though a good number of nontenure-track faculty remain within a single institution for many years and are valued long-term employees. The offering of multi-year contracts to some nontenure-track faculty is in various stages of development at Illinois public universities. Nearly all institutions report that they recognize the value of such a policy. Some have already implemented it, while others are examining how this might be done.

“Third, in regard to the appropriate use and compensation of nontenure-track faculty, there have been a number of institutional initiatives to improve working conditions and pay practices. These include raising minimum pay rates, adjusting base salary amounts, increasing pay for some more experienced nontenure-track faculty, permitting the accumulation of health care benefits, and codifying practices to ensure equality of treatment across the nontenure-track faculty.

“In summary, in the past year a lot has been accomplished, yet with an issue of this magnitude a lot more remains to be done. Although the fiscal difficulties that now confront Illinois higher education will inevitably affect public colleges’ and universities’ ability to deal with this and many other issues, it is important that public colleges and universities not abandon their short-term and long-term plans for nontenure-track faculty. Board staff will monitor the use

and compensation of nontenure-track faculty through its annual results reports. In two years, we propose the Board revisit this issue and receive updates from public colleges and universities about the progress that has been achieved in implementing their plans. I'd be pleased to answer any questions."

#### 10. Report and Recommendations of the Committee on Affordability

Chairman Kaplan said that Bob Barr would present the report. Mr. Barr said, "I'm delighted this morning to present to the Board of Higher Education the report of the Board's joint Committee on Affordability. I am particularly glad to be able to bring it in ahead of schedule and under budget. My only regret is that Bob English could not be at this meeting. As you know, he served with me as Co-Chair of this Committee and his presence this morning would add greatly to this presentation.

"Ten months ago, in August of 2002, this Board, acting jointly with the Illinois Student Assistance Commission, created a joint Committee on Affordability composed of members from both this Board and from ISAC. The Committee was charged with conducting a comprehensive and objective analysis of affordability issues in Illinois, with the goals of assessing what changes have taken place in the affordability of higher education in Illinois over time, whom those changes have affected, and what actions might reasonably be taken at the state and institutional levels, as well as by students themselves and their families, to enhance the affordability of higher education in Illinois.

"Before I go any further, I want to take a moment to thank the staff and the members of the Committee. Mr. Chairman, earlier this morning you specifically recognized the lead staff members, Dan Layzell and Sheila Pruden, who worked with the Committee, and I want to second what you said, to make it clear how invaluable their help and that of other members of the staff was to the work of this Committee. I've been around a long time and I've served on a lot of committees, and this was the best committee I've served on; this Committee was particularly outstanding. One of the members from the Board of Higher Education, in addition to Co-Chair Bob English, was Jerry Blakemore, and Jerry, of course, brought to the Committee the experience that he had as Chair of the Board's Committee to Study Affordability from nine years ago. The work that Jerry and that Committee did then served as a solid foundation for the work of this Committee in 2002-2003. Tom Lamont, Eden Martin, and Jeff Twardowski were on the Committee also. From the Illinois Student Assistance Commission were Claudia Freed, Odell Hicks, Richard Neumiller, and Kevin O'Kelly. Two of those members were members of ISAC when the Committee was formed. Their terms expired and they were not reappointed by the Governor late last year, but nevertheless, they continued to serve as hard-working members of our Committee. I particularly appreciate that dedication to public service on their part.

"The work of the Committee built on the work of the Board's 1994 Committee to Study Affordability. It involved a review of the relevant research and various data analyses, and we heard testimony from national experts on trends and issues related to the affordability of higher education in the United States. The Committee also solicited input and opinions from throughout the state on issues of concern regarding affordability as well as on an initial draft set of recommendations. The public hearings which were held were excellent hearings, and a lot of credit for that goes to the staff for arranging those and to the many participants who came forward with numerous suggestions and ideas related to this important issue. The Committee took those comments, suggestions, and recommendations into account and they were very helpful to us in the formation of the recommendations that we present to you this morning.

“Illinois has a long history of promoting an affordable and accessible system of higher education for its residents. In 1994, following the work of Jerry Blakemore’s committee, the Board affirmed affordability as one of its highest priorities and said that as a society we must ensure that all students, whatever their financial resources, can afford a college education and have access to the wide variety of quality higher education programs offered in the state of Illinois. We all know that the state’s dedication to keeping college affordable has been reaffirmed again by this Board as Goal 3 of *The Illinois Commitment*, which states, ‘No Illinois citizen will be denied an opportunity for a college education by reason of financial need.’ In furtherance of this goal and the Board’s commitment to the people of the state of Illinois, your Committee now presents to you 20 recommendations which address three fundamental areas: the enhancement of academic preparation and performance; the assistance of needy students; and the need to keep college costs affordable. I will just go through these 20 recommendations briefly.

“Recommendation number one is that Illinois high school graduation requirements should be strengthened to be consistent with the Illinois Learning Standards and the ACT-recommended core curriculum. Research has shown that students who pursue a more rigorous high school curriculum and then attend a postsecondary institution are more likely to complete their education. Further, revision and strengthening of high school requirements should dramatically reduce the need and the number of remedial courses which many of our colleges are forced to offer, thereby reducing the cost of higher education in Illinois.

“Recommendation number two is that the Monetary Award Program grants administered by ISAC should provide adequate funding for the coursework required for graduation – a minimum of 135 hours to allow for remedial courses where necessary, non-transferability of certain credits between institutions, and majors that require more than the standard 120 hours requirement for graduation at most public four-year institutions. Payment for enrollment at two-year institutions should be limited to a maximum of 75 hours as part of the overall total of 135 hours. This would be a shift from awards based on years to awards based on hours, but since degrees are tied to credit hours, this change would allow students to pursue the coursework needed to graduate from most programs of study. The limitation at two-year schools would ensure that transfer students would still have at least 60 hours of eligibility left, or an amount equal to two years of study at a four-year institution, in order to complete their degree program.

“Recommendation number three is that the Illinois Virtual Campus and its current participating institutions study the feasibility of developing a single application and registration process for distance learners, and also of developing policies and procedures for institutions to deliver common courses and common degree programs statewide. The Board of Higher Education should seek the necessary operating and capital funding from the Governor and the General Assembly for effective implementation of this initiative. The Illinois Student Assistance Commission should ensure that state financial aid policies and regulations do not create disincentives for students and institutions to participate in this initiative. Staff research indicates that enrollment in Illinois higher education can be projected to increase by 50,000 to some 85,000 or more students by the year 2010. Enrollment in online courses at Illinois colleges and universities continues to grow and increased by 74 percent between the fall of 2001 and the fall of 2002 from 23,000-plus students to over 40,000 students. The continued expansion of e-learning resources in a coordinated manner will enhance Illinois higher education’s capacity to meet future demand by placebound students, in particular, while minimizing costs associated with brick and mortar, including maintenance and repair. Like the federal application for student aid used for state and institutional aid programs, a single common application will ease the administrative work for the Illinois Virtual Campus and provide increased familiarity and simplicity for the thousands of students who attend more than one institution.

“Recommendation number four deals with the four-year completion guarantee offered by some Illinois public universities. We recommend that those programs become available at all 12 public universities, with a two-year version offered at community colleges. Public universities should also provide an accelerated track whereby students in majors with several sequential courses can complete their degree in less than four years by attending school year-round and/or by utilizing such resources as the Illinois Virtual Campus.

“Recommendation number five is that the Illinois Student Assistance Commission and the Board of Higher Education should assess the extent to which MAP recipients who enroll at community colleges are progressing toward achievement of their educational goals. We’re concerned that some students seem to be mired somehow in the programs at some of the community colleges and are not making satisfactory progress. We need to find out why this is before we can determine what steps need to be taken to remedy the situation.

“Recommendation number six is that financial assistance should be provided for low-income high school students to prepare for and take assessment exams such as the AP exam, for example, and for participation in dual enrollment programs. We understand that there is a fee involved to take these exams and that some students don’t take the exam because they can’t afford to pay the fee. It would be a small expenditure for the state to provide this resource to such students and pay serious dividends to us in terms of affordability later on by permitting students who take and pass these exams to progress more rapidly to degree completion in Illinois colleges and universities.

“Recommendations number seven and eight actually go together. Recommendation number seven is that annual increases in funding requirements for the MAP program should keep pace with projected increases in tuition and fees across all sectors. Application processing should continue through mid-September with the ultimate goal of providing year-round processing. Recommendation number eight is that we continue to ensure that MAP award amounts are sufficient to provide student choice among community colleges, public universities, and private institutions, and that increases in the MAP maximum award should equal, or even exceed, average annual increases in public university tuition and fees. The purpose of the MAP maximum award is to help equalize tuition and fee charges between public and independent school options in order to bring the option of independent higher education into reach for students willing to incur more substantial expense and indebtedness. This allows low-income students to choose among options that best meet their needs and provides diversity within the higher education system. Further, at a time when expansion of the state university system is challenged by the availability of state funding, students’ ability to enroll at independent institutions at the same rate as in the past is even more critical. It’s worth noting that in the material that you have in the book it says that currently, the MAP maximum award is less than the tuition and fees of seven of the 12 state public universities, and that information was out of date before it was printed. At the present time, in fact, no student at any Illinois institution – any public institution, any private institution, or any community college – can receive a MAP award equal to the tuition and fees at that institution. It can’t happen under the funding that we have. No longer can it be said that MAP will cover tuition and fees for anybody anyplace.

“Recommendation number nine is that the Illinois Incentive for Access Program (IIA), renamed the Silas Purnell Illinois Incentive for Access Program by House Bill 1119, should be increased to provide awards of \$1,000 to freshmen with zero ability to pay for college, and that the program should also be expanded to provide grants of \$500 to freshmen who have some but very limited ability to pay for college. The Monetary Award Program addresses and pays for tuition and fees only. Of course, students face significant other costs in order to attend college,

such as room and board, transportation costs, books, supplies, and often, child care expenses. The purpose of the federal Pell Grant is to provide funds to students to address some of these costs, but funding for that program has also failed to keep pace with college cost increases. Therefore, in order to promote retention of low-income students in Illinois, the IIA Program should be expanded to supplement Pell Grant awards for entering students with serious need.

“Recommendation number 10 is that the Student Assistance Commission should study and conduct further research and make recommendations on how to ensure that any changes in MAP improve affordability for students and families whose income levels place them in Illinois’ lower three income quintiles, and to reduce the amount of borrowing needed for freshman and sophomore students in those income quintiles. We’re concerned about the level of debt that students and their families are incurring in order to secure higher education.

“Recommendation number 11 is that at least 25 percent, in terms of dollar value, of the discretionary tuition waivers provided by public universities to undergraduate students should be allocated on the basis of financial need, with a long-term goal of increasing this proportion to 50 percent. Given the current environment of increasing costs and decreased purchasing power for students, more emphasis is needed on need-based aid, including tuition waivers that are provided by the public universities. Information that the Committee had was that for fiscal year 2002, the most recent year for which we had information, only eight percent of the discretionary waivers provided to undergraduate students at Illinois public universities were indicated as having been provided on the basis of need.

“Recommendation number 12 is that the distribution of state need-based aid should continue to be focused on students, not institutions, through a centralized program administered by the Illinois Student Assistance Commission. This is in keeping with the philosophy of ISAC that our clients are students and their families and not institutions or sectors.

“Recommendation number 13 is that the Board of Higher Education and ISAC should jointly review all state student aid programs not primarily based on need to assess the efficiency and effectiveness of each. Many student aid programs were designed at a specific point in time to address worker shortages, to reward merit, or to recognize a service that has been provided. These programs need to be reviewed in order to determine whether sufficient justification exists for their continuation in light of our priority for need-based scholarship aid.

“Recommendation number 14 is that ISAC should continually seek to simplify the financial aid application process.

“Recommendation number 15 is that ISAC should coordinate at the state level outreach resources with the Board of Higher Education, with the Illinois Community College, and with the State Board of Education and others in order to simplify and streamline general outreach activities regarding college participation and financial aid, while also using more personal approaches to reach out to people historically underrepresented in higher education.

“Recommendation number 16 is that public universities should adopt tuition and fee programs that bring stability, predictability, and affordability to their tuition and fee programs. Tuition and fee costs have increased dramatically over the past two years and have varied widely among institutions. Plans such as those in effect at Western Illinois University and Southern Illinois University that improve stability help families with their personal financial planning, and the legislature has already moved ahead on this recommendation, as I understand from our legislative report this morning, with the provisions of House Bill 1118.

“Recommendation number 17 is that MAP funding should be the highest priority for new funding to improve affordability and participation of low income students in higher education. If budget decreases occur, MAP should be the highest priority for being spared from funding reductions. The Board needs to reconfirm its long-held commitment that funding needy students is a critical state priority in order to make educational and economic opportunity a realistic option for disadvantaged students. The Committee doesn’t recommend that this be the only priority, but that it be the first priority.

“Recommendation number 18 is that the Board of Higher Education and ISAC develop jointly a biennial ‘state of college affordability in Illinois’ report to be broadly distributed to the Governor, the General Assembly, to higher education institutions, to the K-12 schools, and to the public, that includes among other items an analysis of unmet student financial need for undergraduates by income quintile and sector after MAP, Pell, and institutional grant aid are subtracted. This report should cover the progress toward implementation of the recommendations of your Committee on Affordability.

“That ties in with recommendation number 19, which is that families in Illinois should be made aware of the full cost of college attendance early on. The report that is called for in recommendation 18 should include information on the full cost of education for public and private institutions that subtracts out the average state subsidy per student at each institution to yield what might be called the ‘sticker price.’ This sticker price can then be reduced by potential MAP, Pell grant, and institutional grant aid received by students at each income quintile to yield a range of net prices by family income. The maximum loan amount that may be required at each level should also be included to illustrate the personal financial resources required by a family to send its students to college in Illinois. One of the prevalent themes indicated in the testimony presented to the Committee and in the research reviewed by the Committee is the importance of providing better information to students and families on the actual cost of college attendance to assist in planning for this investment. We find that there is a lot of misinformation out there with regard to these costs.

“Finally, recommendation number 20 is that the Board of Higher Education should conduct an analysis of the impact of state statutes, rules, and reporting requirements on institutional costs and make recommendations to the Governor and the General Assembly where additional efficiencies and streamlining can be attained to reduce related administrative costs while also ensuring accountability. Over time, the General Assembly, the Governor’s office, and this Board have built up numerous requirements for reports. We’ve adopted countless regulations and rules, and it’s time to look at those to see if some of these are still necessary. They may well be redundant. This certainly is in keeping with a recommendation that our Faculty Advisory Council made to us earlier today.

“The implementation of the Committee’s recommendations would require action in some cases by the Governor and the General Assembly, action by this Board and the Student Assistance Commission, action by individual institutions of higher education – both public and private, by the State Board of Education and by the K-12 school districts, and, of course, by individual citizens. I refer Members of the Board to Pages 43 through 52 of the report where the staff has outlined the specific actions that would be required to implement each of the Committee’s recommendations and the estimated costs of those recommendations. Some of these things could be done for little or no cost and some would be quite expensive. The staff and the Committee have tried to make a best estimate of what those costs would be and what actions would be required.

“This report is presented to the Board this morning as an information item. It will be presented to the Illinois Student Assistance Commission also as an information item at ISAC’s next meeting on June 23. I might say that Bob English and I both look forward to bringing these recommendations back to this Board for action at its next meeting on August 12. In the meantime, I urge every interested person and every interested institution to review these recommendations with care and to come forward with any additional comments or suggestions they may have so that this report can be presented in final form for action, hopefully for adoption, at the August 12 meeting. At this time, I’d be glad to entertain any questions.”

Chairman Kaplan asked how close the fifth year of MAP comes to accomplishing the 135 credit hours. Mr. Barr asked Sheila Pruden to respond. She said, “When it’s done by years, potentially someone could be going to school for four years and they could get 96 hours as a full-time student. I think it’s 16 hours a term in order to finish in eight terms, so 135 hours comes close to the fifth year.”

Mrs. Sloan asked, “On recommendation 19, that families be made aware of the full cost of education at each institution, is that full cost for students of tuition and housing readily available for each institution?” Dr. LaVista responded that it is.

Chairman Kaplan said, “This was a tremendous effort. It’s obvious by just looking at the report that you and Dr. English have done a remarkable job with staff. I’ve been advised that this document will be on our web site and we can accept comments on our web site. Those comments will be reviewed and considered when the final report comes up for action on August 12. Again, thank you, sir.”

#### 11. Underrepresented Groups Report

Chairman Kaplan said that Doug Day would present the report. Dr. Day said, “I’m pleased to present the 15<sup>th</sup> annual report on underrepresented groups in Illinois higher education. The report is submitted in accordance with a provision of the state statutes that directs the Board to report annually on the progress of minority, disabled, and female students and staff. For many persons, the most interesting information and material in this report are the statistics on trends in enrollments and degrees awarded to African-American and Latino students. The reason for this interest, of course, is that African-American and Latino populations are not as well represented at Illinois colleges and universities as are other groups. Also, the pattern of the Latino and African-American participation in higher education is troublesome, with enrollment declining sharply at each successive level of higher education. For example, African-Americans represent about 15 percent of Illinois’ population, but represent 10 percent of baccalaureate degree recipients and six percent of doctoral degree recipients. Latinos represent 12 percent of Illinois’ population but represent six percent of baccalaureate degree recipients and a scant three percent of doctoral degree recipients.

“This report is filled with many different types of enrollment and degree statistics for underrepresented groups, and most tables show progress in representation, while some do not. For this presentation, I would focus on three important trends that have occurred over the past year and the past decade. These are: First, total African-American undergraduate and graduate/professional enrollment increased by about five percent during the past year. Between 1992 and 2002, African-American enrollment increased by 16 percent at the undergraduate level and 50 percent at the graduate/professional level. Second, total Latino undergraduate and graduate/professional enrollment increased by about seven percent during the past year. In the past decade, Latino enrollment increased by 64 percent at the undergraduate level and nearly

90 percent at the graduate/professional level. Third, over the past decade, the rate of growth in degrees awarded to African-American and Latino students has exceeded the rates of growth in enrollment. These trends clearly demonstrate that a greater percentage of our state's Latino and African-American population are going to college and completing their degree programs. Moreover, increases in Latino and African-American participation are occurring among all higher education sectors and at all levels of education.

“This year's report uses a new format developed by Board staff in conjunction with representatives from public colleges and universities and leaders of organizations from underrepresented populations. Past reports usually had a section on *ad hoc* topics of interest and importance, as well as a section on the major events and activities that occurred during the previous year. While these sections have always been informative, our evaluation concluded that the report required closer examination of areas critical to improving representation. Our group identified three such areas: recruitment and preparation, academic achievement, and campus climate. These three topics will be addressed in a three-year reporting cycle starting this year with recruitment and preparation.

“When one reads this year's report on recruitment and preparation, one gets a sense of the breadth and depth of efforts that public colleges and universities expend on recruiting underrepresented students and staff as well as helping underrepresented students prepare for college while they are still in elementary and secondary school. While it is not possible to briefly summarize these activities, there are at least two salient themes that emerge from the material that should be mentioned. First, federal and state programs provide considerable support for recruitment and, especially, college readiness efforts for underrepresented, pre-collegiate students. Most campuses have one or more federal TRIO and GEAR-UP programs that offer services to disadvantaged students. Also, many campuses receive HECA funding for projects to improve the preparation and increase the enrollment of underrepresented pre-collegiate students.

“Second, campuses are making a greater and more sustained effort to evaluate the effectiveness of their programs. Many of these evaluations are quite convincing in their findings that participating students are more likely to go to college and to succeed once there. It should be noted that campuses are using these evaluations not only to make a bottom line judgment about a program's success or lack thereof, but also are identifying areas of program weakness and need and readjusting program efforts to address such needs.

“Mr. Chairman, I would like to acknowledge the good work of Rhea Santos who did the tables for this report, a task that requires considerable patience and attention to detail. Ms. Santos also has created links between the electronic files for these tables and our main database that should make generating these tables much easier in future years. I would like also to recognize the representatives at each of the public colleges and universities who submitted information for this report, and especially staff at the Illinois Community College Board who put together the summary on community college activities in the section of the report on recruitment and preparation. I would be pleased to take any questions.”

Chairman Kaplan said, “You failed to mention anything about students with disabilities, which is something I'm concerned with. I looked at Table 24 concerning students with disabilities. I'm concerned that some institutions reported students with more than one disability as two students in their population. I don't think that's an acceptable method of reporting, and I'd like that to be amended. My second concern is that I can't tell from your tables if we've improved or if we've weakened in the total number of students with disabilities that are being served in our colleges and universities from last year to this year. I want to see the difference,

please, between how the schools did last year and how the schools are doing this year with regard to students with disabilities. I'd like to see the tables corrected to show the actual numbers of students with disabilities rather than counting them twice. It doesn't make sense to me. By the August 12 meeting, I'd like a supplemental table on that to be presented to the Board and the higher education community.

"I'd like also to commend the following institutions: Northern Illinois University, Northeastern Illinois University, and Western Illinois University for their work with students with disabilities. I've read what you've been doing, and as Chair of the Board, I will do everything I can to support you in these efforts. I'd like also to thank Kishwaukee Community College and the Illinois Community College Board for their efforts in this regard. To the extent that the Board or its Chair can aid in the future with their efforts, we certainly will do so."

Dr. Day said, "One of the reasons for the difficulty here is that you will recall that the Access and Diversity Committee recommended that we have greater specificity in terms of disabilities, so this is the first year we're using these tables. Some difficulties have arisen and we'll address those." Chairman Kaplan said, "We can't tell from the tables if there has been an increase or a decrease in students serviced. I'd like to see that. Otherwise, we don't really know what we're doing, and I'd like to see that by August 12, please."

Mr. Lamont said, "How do the student trends track with minority faculty hires over the past same period? Is there any correlation at all?" Dr. Day responded, "There have been increases in Latino and African-American faculty hires. As we discussed at the last Board meeting, those have been significant in terms of growth rate, but because we start so low, the rate does need to increase. I think it's reasonable to conclude that the significant increase in graduate and professional enrollment that has occurred over the last decade has fed those faculty."

Mrs. Sloan said, "I want to thank our institutions, their presidents, and faculty for best practices that are highlighted in this document. I think our institutions are doing a great deal to try to recruit minority faculty as well as improve the student situation. I attended a minority recruitment conference sponsored by a HECA grant. I want to thank Terry Nunn for his leadership and for his excellent presentation, and Dr. Kim Armstrong from Black Hawk College, Dr. Seymour Bryson from Southern Illinois University, and Senator Paul Simon for their excellent presentations. And, I want to mention that there will be a summer institute on diverse hiring at John A. Logan College on July 21-22. This will be on our web site. I invite other institutions as you are sponsoring conferences to please see that they are posted on our web site so faculty have a clearinghouse to look for conferences. Also, I want to note that 14.6 percent of our African-American enrollment is at community colleges. I think the Latino enrollment was 15.8 percent. I would suggest that our transfer centers have information on the IMGIP/ICEOP graduate programs, so that when they're talking to students about college graduation they can include the fact that there are graduate programs in place that they would benefit from. I think we benefit if we start early in planning."

## 12. New Units of Instruction at Public Community Colleges

Chairman Kaplan said that Diane Gilleland would present Items 12 and 13. Dr. Gilleland said, "This item requests approval of three new associate degree programs to be offered at Lewis and Clark Community College and Southeastern Illinois College. At Lewis and Clark it is the A.A.S. in Paramedicine, and at Southeastern it is the A.A.S. in Customized Applied Technology and the A.A.S. in Fire Science. The staff has reviewed these requests and recommends to the Board the adoption of the resolutions on Pages 38 and 39."

Chairman Kaplan asked if any of these programs require licensure. Dr. Gilleland said, “Yes, licensure is required for the A.A.S. in Paramedicine and the A.A.S. in Fire Science. No state licensure is required, but local jurisdiction sometimes have licensure requirements.”

*The Illinois Board of Higher Education, on motion made by Professor Gove and seconded by Mr. Barr, unanimously granted authority to **Lewis and Clark Community College** to offer the Associate in Applied Science in Paramedicine.*

*And unanimously granted authority to **Southeastern Illinois College** to offer the following degrees: Associate in Applied Science in Customized Applied Technology and Associate in Applied Science in Fire Science.*

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

Dr. Gilleland said, “This item requests approval of 36 programs and operating authority for a couple of the institutions. This is for American Higher Education Development Corporation d/b/a/ Rockford Business College, a request for operating authority and reauthorization of degree-granting authority for 15 programs, 14 A.A.S. programs and authorization for one A.A.S. to be offered in the Western region. For Argosy University/Chicago West, it is authority to operate in the West Suburban region and degree-granting authority for three baccalaureate degrees, four masters’ and three doctoral programs. For Benedictine University, it is authority to offer three bachelor’s programs in the Central region on the campus of Springfield College in Illinois. For Northwestern Business College Chicago Campus, it is authority to offer the A.A.S. in Criminal Justice in West Suburban region and the A.A.S. in Massage Therapy in West Suburban Region. For Northwestern Business College Southwestern Campus, it is authority to offer the A.A.S. in Criminal Justice and the A.A.S. in Massage Therapy. For Saint Xavier University, it is authority to offer three master’s programs in the South Metropolitan region. For the University of Saint Francis, it is authority to offer the Master of Science in Nursing in West Suburban region.”

Chairman Kaplan said, “With our new requirements, are all of these requests in compliance with statutes and licensure?” Dr. Gilleland said they are. Chairman Kaplan said that the record should show that the Chair is voting ‘present’ on this item.

*The Illinois Board of Higher Education, on motion made by Professor Gove and seconded by Mrs. Sloan, granted to **American Higher Education Development Corporation d/b/a Rockford Business College** the Certificate of Approval and Authorization to Operate in Rockford, Illinois, and further grants Authorization to Grant the following degrees subject to the institution's maintenance of conditions that were presented in the applications that form the basis upon which this authorization is granted: A.A.S. in Professional Accountant, A.A.S. in Business Administration, A.A.S. in Business Administration/ Accounting, A.A.S. in Business Administration/Information Processing, A.A.S. in Business Administration/Marketing, A.A.S. in Computer Administrator, A.A.S. in Computer Specialist, A.A.S. in Executive Support Specialist, A.A.S. in Legal Office Assistant, A.A.S. in Paralegal, A.A.S. in Legal Support Specialist, A.A.S. in Medical Assistant, A.A.S. in Medical Transcriptionist, A.A.S. in Medical Office Assistant.*

*And granted to **American Higher Education Development Corporation d/b/a Rockford Business College** the Certificate of Approval and Authorization to Operate in the Western region, and further grants Authorization to Grant the A.A.S. in Medical Assistant at that location, subject to the institution's maintenance of conditions that were presented in the applications that form the basis upon which this Certificate of Approval, Authorization to Operate and Authorization to Grant Degrees are granted.*

*And granted to **Argosy University/Chicago West**, the Certificate of Approval and Authorization to Operate in the West Suburban region. The Board further grants Authorization to Grant the following degrees subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted: Bachelor of Arts in Psychology (Degree Completion), B.S. in Business Administration (Degree Completion), B.S. in Organizational Management (Degree Completion), Master of Business Administration (M.B.A.), Doctor of Business Administration (D.B.A.), Master of Arts in Education, Doctor of Education (Ed.D.), Master of Arts in Clinical Psychology (M.A.), Master of Arts in Professional Counseling (M.A.), Doctor of Psychology in Clinical Psychology (Psy.D.).*

*And granted to **Benedictine University** Authorization to Operate in Central Region, and further Grants Authorization to Grant the Bachelor of Arts in Business and Economics, the Bachelor of Arts in Psychology, and the Bachelor of Business Administration in Management and Organizational Behavior in this region, subject to the institution's maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And granted to **Northwestern Business College Chicago Campus** Authorization to Grant the A.A.S. in Criminal Justice and the A.A.S. in Massage Therapy, subject to the institution's maintenance of the conditions which were presented in its application and which form the basis upon which these authorizations are granted.*

*And granted to **Northwestern Business College Southwestern Campus** Authorization to Grant the A.A.S. in Criminal Justice and the A.A.S. in Massage Therapy, subject to the institution's maintenance of the conditions which were presented in its application and which form the basis upon which these authorizations are granted.*

*And granted to **Northwestern Business College Chicago Campus** Authorization to Grant the A.A.S. in Criminal Justice and the A.A.S. in Massage Therapy in the West Suburban region, subject to the institution's maintenance of the conditions which were presented in its application and which form the basis upon which these authorizations are granted.*

*And granted to **Saint Xavier University** Authorization to Grant the Master of Science in Health Administration, Master of Science in Public and Non-Profit Management, and the Master of Science in Service Management in South Metropolitan region, subject to the institution's maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*And granted to **University of Saint Francis** Authorization to Grant the Master of Science in Nursing in West Suburban region, subject to the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

Chairman Kaplan voted 'present' on the above resolutions.

14. Consent Agenda

Mr. O'Kelly said, "On Item CA-3, Public University Noninstructional Project Approval, referring to the Student Health Programs Facility Construction at Southern Illinois University Carbondale, the students have a concern about funding a capital project with student fees indirectly. I worry that we will set a precedent of approving capital projects with student fees when MAP awards, which are state funds, are going to fund capital projects. Legislative Audit

Commission guidelines say that we cannot use state funds for capital projects. I wonder how this differs if MAP funds, which are state funds, are being spent on capital projects. How does the Board differentiate direct state funds from indirect state funds going to capital projects?" Dr. LaVista responded, "We did have some discussion with Chancellor Wendler on the second piece, and I think you're assured that the funding in that respect is coming directly from different sources and that the Legislative Audit Commission guidelines you referred to are being addressed. MAP awards follow the student, don't forget. Those are funds that go through the process that help students. I think the two funding sources that you're bringing up here are addressed separately and fairly and legally."

Mr. O'Kelly continued, "We always stress that MAP funds are for the students, but if it's a mandatory fee it has to be paid for eventually, and MAP grants do cover mandatory fees. It's not like the student can say, I don't want to pay that fee." Dr. LaVista said, "I think again it's a question of why it is so important for student groups to be involved in these decisions, as they have been fully and well at undergraduate and graduate committees. Does that address your concern?" Mr. O'Kelly responded, "Yes. I had heard that there was great student involvement in the original project. Student groups developed the project and they wanted the project." Dr. LaVista said, "In the short time I've been with the Board, it certainly has been made clear to me that this Board has that as a very important value. With these kinds of projects the Board consistently looks for documentation from the proposing university on student involvement. Hopefully, this will be a continuing way to do that and will do the same with future projects." Mr. O'Kelly said the Student Advisory Committee plans on looking into the Legislative Audit Commission guidelines to see if there is a differentiation.

*The Illinois Board of Higher Education, on motion made by Mr. O'Kelly and seconded by Mr. Lamont, unanimously approved the following items:*

- CA-1. Board Meeting Minutes – April 1, 2003  
Board Meeting Minutes – Called Teleconference Board Meeting – March 10, 2003

*The Illinois Board of Higher Education unanimously approved the minutes of the April 4, 2003 and March 10, 2003 meetings.*

- CA-2. Financial Report

*The Illinois Board of Higher Education unanimously approved the financial report dated April 30, 2003.*

- CA-3. Public University Noninstructional Project Approval

*The Illinois Board of Higher Education unanimously approved the noninstructional capital improvement projects included in Item CA-3 dated June 3, 2003.*

- CA-4. Illinois Consortium for Educational Opportunity Program  
Fiscal Year 2004 Allocation of Financial Awards

*The Illinois Board of Higher Education unanimously authorized the Executive Director to allocate up to the amount of appropriated fiscal year 2004 funds for grants authorized by the Illinois Consortium for Educational Opportunity Act and recommended by the Consortium Board. The allocation shall be to Illinois institutions of higher education that enroll fiscal year 2004 award recipients designated by the Illinois Consortium for Educational Opportunity Board.*

Chairman Kaplan said, "In the future and today, we are going to propose that we have public presentations by people who wish to address the Board. Those people who do wish to address the Board will give us reasonable notice before a Board meeting that they wish to make a public presentation, and those presentations will be limited in time to five minutes."

15. Establishment of Committee to Review Health Professions Education Programs

Chairman Kaplan said, "This committee is being formed to study the Health Services Education Grants Act. I've been advised that it really hasn't been reviewed since 1992, and perhaps it's time that we do so. We're going to do this on an expedited manner. The Committee will meet and try to get its work done before the end of the year. I will chair the Committee and among the members will be Thomas Lamont, Lucy Sloan, Jerry Blakemore, Frances Carroll, and Gilbert Rutman. We will make a presentation to the Board as our work progresses. We will be glad to hear from the institutions with regard to this issue."

*The Illinois Board of Higher Education, on motion made by Professor Gove and seconded by Mr. Blakemore, unanimously authorized the Chairman to appoint a committee of the Board to carry out the work outlined in this item.*

Chairman Kaplan said, "I've been advised that I have the authority to appoint a member to serve on the Midwestern Higher Education Commission. Jerry Blakemore has been our representative in the past, and with the authority of the Board I will accept a motion to reappoint Jerry Blakemore to that position. I will also ask the Speaker to fill the appointment that he previously had made for a retiring member of the House. Also, Keith Sanders was a member of the Commission as well, and since his retirement, we will ask the Governor to replace Keith Sanders."

*The Illinois Board of Higher Education, on motion made by Mrs. Sloan and seconded by Dr. Carroll, unanimously approved the appointment by Chairman Kaplan of Jerry Blakemore to serve on the Midwest Higher Education Commission.*

There being no further business to come before the Board, Chairman Kaplan adjourned the meeting at 11:30 a.m.

Respectfully submitted by Patricia Sexton, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, report, etc.) are on file with the official minutes of the June 3, 2003 meeting.



**Adopted by the FAC to the IBHE  
May 2, 2003**

**The IBHE's Assessment Efforts**

The Faculty Advisory Council endorses the IBHE's approach to assessment outlined in the (undated) document called, "*The Illinois Commitment Goal 5 Requirement: Assessment of Student Learning and Improving Program Quality.*" This document builds on earlier position papers on assessment offered to the IBHE by the FAC, along with research on best practices from the American Association for Higher Education and various accrediting agencies. By bringing together the views of people directly involved with teaching students and evaluating programs, the IBHE has developed a plan that honors the diversity of institutions in the state and the complexity of our students' experiences.

Goal 5 of *The Illinois Commitment* states, "Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning." In order to guarantee this accountability, Goal 5 stipulates that, "By 2004, all academic programs will systematically assess student learning and use assessment results to improve programs."

IBHE has responded to this directive with intelligence and foresight. It defines the *Commitment's* requirement for assessment as "the systematic (at different points throughout the program including end-of-program evaluation) determination of what students know and are able to do as a result of completing a unique program of study." It asserts, "This assessment should include multiple qualitative and quantitative measures of student learning." Throughout, the document emphasizes the concern that "these [assessment] measures not be reduced to a single instrument such as a standardized text" and that "meaningful assessment of student learning requires multiple measures."

Most importantly, the IBHE has recognized the need for specific assessment plans and processes to originate locally, and has set out the following guidelines:

1. Assessment plans and quality processes should be faculty, program, and campus driven.
2. Assessment plans and program approval and review processes should build on existing activities, i.e. integrate and expand on existing assessment activities.
3. Assessment activities should focus on the measurement and improvement of student learning outcomes, including multiple qualitative and quantitative assessments, as appropriate to the discipline.
4. Assessment of mastery and quality should not be a one-time event, but rather, a continuing process that monitors and self-regulates the educational enterprise to ensure that quality is continually enhanced. (quoted from the IBHE document)

The FAC fully supports these guidelines and would only reassert that assessment plans and quality processes should reflect the mission of each institution.

Finally, the FAC commends the IBHE for sponsoring workshops to help teams of faculty and administrators from colleges and universities across the state come together and learn some best practices for conducting meaningful assessment of both majors and general education.

In sum, the FAC applauds the IBHE's approach to assessment and appreciates the extent to which it has incorporated views expressed in earlier FAC documents. Faculty and administrators throughout the state will benefit from the IBHE's guidance; students, in turn, will benefit from improvements that unique adaptations of this process will bring about at each institution.

Adopted by the FAC to the IBHE  
May 30, 2003

### **Five Statements Related to Budgetary and Legislative Issues**

**SURS:** We strongly oppose change in the current structure of SURS. The arguments SURS presents in opposition to inclusion in the State Board of Investments are strong and valid. SURS runs a successful investment program. If it isn't broke, don't fix it.

**Affordability and academic programs:** Institutions need to respond to changes in the academic environment including financial pressures. Significantly reduced state support for higher education means higher tuition or weaker and fewer academic programs and faculty. Support for ISAC is important to the entire higher education program in Illinois. But affordability is a growing issue in a broader context. There is a catch 22 here. Do we want simply to improve affordability and increase the number of poor programs or recognize the need for state support of both academic programs, student support of those programs in part through their tuition and appropriate state support of student financial needs?

**Reallocation of BHE allocated funds:** We recommend that the Board undertake a detailed study of the use of funds appropriated to the Board by the legislature for reallocation by the Board (e.g. HECA, Quern, Internet 2, etc.) with the understanding that other academic needs may be more significant at this time in view of the reduced resources available today.

**Administrative costs:** We are concerned about the report that the BHE is preparing on administrative numbers and administrative costs. Many of these costs and personnel are directly related to and essential for academic programs. We would like the BHE to share with us this report as it is developed and before it is submitted to the legislature and governor.

**Mandated reports:** The BHE and the state require many reports from colleges and universities. Some of these may no longer be essential or need as frequent submission. We noted for example the change in program review from 5 to 8 years. We urge the BHE to examine the scope and number of reports that institutions are expected to submit and consider reduction in their number and length as a way of reducing administrative paperwork.