

MINUTES – BOARD MEETING
February 3, 2004

Submitted for: Action.

Summary: Minutes of the February 3, 2004 meeting of the Illinois Board of Higher Education held at College of Lake County, Grayslake, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the February 3, 2004 meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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A meeting of the Illinois Board of Higher Education was called to order at 9:15 a.m. in the Auditorium of College of Lake County, Grayslake, Illinois.

James L. Kaplan, Chairman, presided.
Linda Oseland was Secretary for the meeting.

The following Board Members were present:

Guy Alongi	Proshanta K. Nandi
J. Robert Barr	Kevin O'Kelly
Frances G. Carroll	Gilbert Rutman
Samuel K. Gove	Lucy Sloan
Thomas R. Lamont	Steven Taslitz
Cordelia Meyer	

Also present by invitation of the Board were:

Geoff Obrzut, President and CEO, Illinois Community College Board
Larry Matejka, Executive Director, Illinois Student Assistance Commission

Presidents and Chancellors

Al Bowman	Stephanie Marshall
Elnora Daniel	Mike Murphy
Stuart Fagan	Gretchen Naff
Al Goldfarb	John Peters
Gary Grace	Gayle Saunders
Louis Hencken	Salme Steinberg
Margaret Lee	James Stukel
Sylvia Manning	Walter Wendler

Advisory Committee Chairpersons

Ken Andersen, Faculty	Dave Tretter, Private
Ron Taylor, Proprietary	Jeff Twardowski, Student
Peggy Lee, Community College	

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

Chairman Kaplan called the meeting to order. A quorum was present.

2. Announcements and Remarks, Chairman James L. Kaplan

Chairman Kaplan said, “Dr. LaVista sends his regrets. He is under the weather today and will not be able to join us for today’s meeting. Dr. Layzell has agreed to help out and will share Dr. LaVista’s intended remarks with you in just a few minutes.

“Today’s agenda is an extremely important one for this Board and for the higher education community and I want to call attention to three items. We are asked to approve budget recommendations for Higher Education Operation and Grants for Fiscal 2005.

“This is a difficult year, as have been the last two years. We have attempted to grapple with a severe economic downturn nationally, which has produced unprecedented national effects on state revenues and the state budget. These budget recommendations reflect that economic and fiscal reality as we again ask our colleges and universities to tighten belts, put off new initiatives, and even defer needs. In this fiscal climate, it is even more vital than usual for us to pull together as a community to focus on our core missions and on our intrinsic values to meet the challenges ahead.

“I wish to express my gratitude to my fellow Board Members, to the higher education community, and to the Board’s staff, especially Dan Layzell, for all they have done to prepare these recommendations during an extraordinarily trying environment.

“Closely related to the budget is another item on today’s agenda: a review of *The Illinois Commitment*. We have been fortunate over the last five years to have a strategic plan that has been such a reliable guide through good times and bad. Our decision to undertake this mid-term review now looks very perceptive. If ever there was a time to remind us to focus on our core values and resources towards those activities that define us as a higher education community, this is it.

“Item 15 is an update on our activities to implement that portion of our study on access and diversity that relates to students with disabilities. This item also points us forward with steps that will help open wide the door of opportunity for students who bring special needs to the doorstep.

“The next IBHE meeting is Tuesday, April 13, 2004, at the Illinois Institute of Art in Chicago.”

3. Remarks by Gretchen Naff, President, College of Lake County

Dr. Naff said, “We are very pleased to welcome you to the College of Lake County.

“I would like to start by introducing some of our Trustees. First, the Chairperson of our Board, Barbara Oilschlager, Trustee Robert Anderson, and Trustee Patricia Jones. Patricia also serves on the University Center of Lake County Board.

“I want to talk a little bit about the county and then move into our college. Our county is a wonderfully diverse and growing community and our college is truly a reflection of the diversity and growth of this county. The College of Lake County’s district covers approximately 448 square miles, which houses over 644,000 people and over 23,000 businesses; and that’s not including small retailers, or single-owner business. In serving this county, the college enrolls

over 15,000 students each semester. Each year we serve approximately 30,000 people in our non-credit programs to explore areas of interest or to update their skills.

“The majority of students in credit-bearing classes are students working to complete their first two years in order to transfer to another college or university to earn a bachelor’s degree. They transfer from the College of Lake County to other institutions, primarily the colleges and universities in the state of Illinois. Our research shows our students, after they have transferred, tend to perform as well or better than those students who were native to the institution.

“The brochure that you received this morning lists just a few of the institutions that have accepted our graduates for further study. Also approximately thirty-seven percent of our students enroll in career programs, which positions them to enter the workforce. Many of these students are enrolled in health programs such as nursing, medical imaging, dental hygiene, or health information technology. These programs, while costly to operate, are costly because of the high cost of equipment and the low faculty-student ratio required by the credentialing agency, but they are essential to our community. Most of the graduates of these programs stay and work in Lake County once they have completed their studies. The largest of our health programs, our nursing program, recently completed its accreditation from the National League for Nursing, a visit which resulted in commendations for the quality of our facilities, the experience and quality of our faculty, the leadership of the director, and a findings of ‘No Patterns of Concern.’

“That is why CLC nursing graduates have consistently obtained a pass rate of over ninety percent, a rate that is frequently one hundred percent pass, on the National Council Licensure Exam for Nursing. It is why ninety-three to one hundred percent of our graduates have been offered jobs prior to graduation. When they leave this institution, when they graduate, they know where they will be employed. And it’s why almost seventy-five percent of the clinical sites in Lake County have our nursing graduates.

“I know that is why when we surveyed Lake County employers, they indicated that our graduates meet or exceed their peers on forty different competencies, including professional behaviors, clinical decision-making, critical thinking, and medical knowledge. This is a real tribute to our nursing program.

“In addition to our important health career programs, we assist students in developing skills in areas such as computer-aided design, drafting technologies, graphics, animation and presentation, mechanical, architectural, and civil engineering, Cisco networking, various programming areas, micro-computer applications, PC/LAN support, and other programs that prepare students for criminal justice work, jobs as library assistants, human service positions, business management, and administrative office positions.

“Today we are asking you to approve our Paraprofessional Educator Associate in Applied Science Degree Program so that we can expand our role in working with teacher’s aides, and to meet the new requirements of No Child Left Behind.

“Another important role we play is with workforce development in regards to our services to business and industry. We provide an array of services, from assistance to small business start-ups and helping businesses be competitive in securing government contracts, to work with our businesses in terms of customized training partnerships, and aligning those customized training partnerships with specific organizational needs of the business. Our business and industry training team works with corporations or businesses to conduct in-depth needs assessment, deliver training, and follow-up by providing coaching and consulting services. A true partnership is formed to assist in assuring that the company’s employees have the skills to

succeed whether those skills are computer training, workplace literacy, customer services, or skills in professional writing, presentation strategy, and team building.

“In Lake County, we have a strong immigrant population. The strongest of this immigrant population is the Latino population. That is also true at the college. In fact, with thirty-seven percent of our students representing minority groups, two-thirds, or nineteen percent are Latino. Watching this change, the College of Lake County has been a leader in the state of Illinois for taking aggressive actions to recruit and retain minority faculty. We have changed everything, from the way we structure our requirements, to the way we advertise, how we use advisory groups, and other ways to help us to identify possible employees.

“With so many new employees, we have identified a one-semester seminar to help new faculty orient to the college, our students, and the demands of teaching so that our faculty can be successful and enhance the likelihood that we will be able to retain these faculty. We have also extended this focus to our involvement with the Academic Quality Improvement Project, AQIP, which is an option for accreditation through the Higher Learning Commission of the North Central Association. Our identified projects especially assist high-risk students as they make their transition to college by increasing the possibility of successful entry and success in college level courses. These programs that we have identified include focusing on students for whom English is a second language -- helping them move from the ESL courses into college level courses. We are working to assist students who were originally placed in developmental education courses to be more successful as they move toward college courses, and then we are working on our general education assessment.

“As you can see, the College of Lake County is working on a number of fronts, trying to meet the challenges presented by *The Illinois Commitment*. We are glad that you are with us today and we hope you have a successful meeting.”

4. Remarks by Daniel Layzell (in the absence of Daniel LaVista, Executive Director)

Dr. Layzell thanked President Naff for hosting the Board meeting.

Dr. Layzell said, “There are several items for your consideration, including the FY 2005 budget recommendations. Item 7 will request the adoption of proposed personnel policies related to the recent Ethics Legislation that was passed. Item 13 is a report by Gary Grace on the status of the University Center of Lake County, which has been a long-time Board priority.

“The Board’s Committee on Capital Priorities brought forth an item in December, a draft report of that Committee. We are in the process of getting the comments from throughout the higher education community. We will be reviewing these responses and sharing them with committee members with the goal of bringing forth a final set of recommendations to the Board for its consideration at the April meeting.

“On the screen is a poster for the First Annual Collegiate Artists Exhibition and Competition. This project is well underway under the leadership of Dan LaVista, Don Severer, and Debbie Meisner-Bertauski. Call for participation in this project has gone out to all colleges and universities in Illinois. We are asking for student artists to submit their work by April 2, 2004. We have scheduled the awards ceremony for this event on May 4, 2004 at Illinois State University. We thank the higher education community as well as others throughout the state for their generous support for this very important initiative.

“I would like to bring you up to speed on the summit on faculty diversity that is being scheduled for later this spring. This is growing out of the Board’s work in faculty diversity over the past several months. The symposium is scheduled to be held at the SIU School of Medicine in Springfield. The staff has been meeting with the planning committee to prepare for a meeting in April. The committee consists of representatives from throughout the higher education community in the state, including community colleges, public universities, and private universities and organizations.

“The three goals for this conference are to promote awareness of issues involving faculty diversity, to share best practices of institutions that have been successful in improving faculty diversity on their campuses, and strategies for recruitment and retention of a diverse faculty.”

5. Advisory Committee Reports

Chairman Kaplan recognized Ken Andersen, representing the Faculty Advisory Council.

Mr. Andersen said, “I have a prepared statement from Allan Karnes and I will take the liberty of adding a couple of personal thoughts at the end. When the FAC met last Friday, we did not have available to us the budget in any detail and we did not have the material on the Ethics Statement. More formal statements may be forthcoming from the FAC on those issues at your April meeting.

“The Faculty Advisory Council welcomes Guy Alongi and Steven Taslitz as members of the Board and pledge ourselves to continue to work with you to make the system of higher education in Illinois ever more effective and efficient. Faculty representation on board established committees is an issue that the FAC would like to raise. We think it would be helpful if faculty representatives are included on various board committees where their expertise may lend value to what the committees are discussing. We would be willing to provide recommendations or nominations of members in that instance. The FAC went so far as to suggest that Ken Andersen might be an effective representative on the PPA Committee.

“Regarding the FY2005 budget, the FAC and the faculty of higher education in Illinois recognize the very real problems confronting the state of Illinois. We believe that it is appropriate that our resources be targeted at the highest priority efforts of the universities. It is regrettable that quality initiatives and programs like the Consortium for Accelerator Research, the State Geological Survey, and the Argonne National Laboratory could not be funded, and others like workforce development grants to community colleges, must be substantially reduced.

“The FAC applauds the decisions made about the MAP program, particularly the adoption of the tuition equalization factor which will tie the amount of tuition fees that can be included in determining need. We applaud the conversion to a credit hour system known as MAP 135, where the allocation of funds will tie more closely to the actual hours of coursework undertaken by students. We think both of these decisions will result in the allocation of state aid on a more equitable basis to those students with the highest need. That ultimately is key to the program.

“The FAC would like to suggest the need for as much transparency in our budget request as possible. Reporting that the Board’s budget recommendation for higher education are two percent in FY2004, if all sources of funds were included, it is likely to leave the public and the legislators with the idea that higher education is being fully funded, when in fact, budget recommendations call for a decrease of nearly \$80 million.

“The same is true for the presentation of general revenue funds for public universities. Although general revenue appropriations are shown as flat, \$27 million of the appropriations will not be distributed to the institutions. Those dollars are to be generated locally through the reallocation of administrative and support dollars. We think it is absolutely appropriate for the Board to ask universities to reallocate dollars. That is something that universities are constantly doing in the effort to improve the quality of their programs, but we do think it should not be seen as state appropriated dollars. Those are internal resources being reallocated to meet needs. In some instances, the reduction of general revenue is significant for some campuses. (About a five percent reduction in general revenues for Northeastern Illinois, a three percent general revenue reduction for UIS.)

“Our concern here is perception. The community colleges and public universities are struggling to deal with the massive budget reductions we have incurred in past years. It is important that we not disguise further reductions, leaving the public and legislature with the impression that we are doing better than we really are. That is a constant problem.

“The FAC is concerned about the recurring words we hear in Springfield about efforts to attack the health care costs by Central Management Services. There was a call for a \$45 million contribution for the health care costs mandated for higher education. It is unclear to us what will happen as this unfolds. Obviously, this is not an issue to be dealt with in your budget, but it is one that we all will take a look at.

“We are also concerned about the possibility of reductions to the contributions that are being made by the state to the retirement systems.

“I would like to conclude with a personal comment. We recognize the necessity of the budget recommendations that you are being presented with today. The faculty are not going to jump up and down. We are not going to say ‘This is the greatest budget that has come down in many years.’ On the other hand, I think we can get acceptance and understanding. The one thing I would urge is it is important that this budget be actually achieved. The damaging effect on morale and the possibility of accelerated faculty flight will only intensify if we have acceptance of this goal that we now see before us and then are faced at some time in the future with cuts in that. During the legislative session we all need to support the effort to achieve the budget that the Board adopts. I know the Board will be working for that, and I think the institutions of higher education will be supporting that. All of us need to really work to achieve that budget so that we do not further damage the morale and the retention of our faculty and staff.”

Chairman Kaplan recognized Jeff Twardowski, representing the Student Advisory Committee. Mr. Twardowski said, “This past weekend the Student Advisory Committee met at Eastern Illinois University, reviewed and discussed the Board’s agenda.

“The SAC supports staff and members of the Affordability Committee for addressing the issues of higher education costs over the last several years. With the implementation of MAP 135 by ISAC, we are seeing the fruition of our combined efforts to address the problem.”

Chairman Kaplan introduced Ronald Taylor, representing the Proprietary Advisory Committee. Mr. Taylor said, “The Proprietary Schools Advisory Committee is looking at the same issues of affordability and the allocation of financial aid. We had a very good meeting with the staff and with ISAC’s staff a couple of weeks ago to discuss these matters. The biggest thing that we are focused on is trying to assure that the actions taken remain consistent with some of the other activities that have occurred over the last few years, including statements and assertions

made in *The Illinois Commitment* which should guide some of the processes that are in place and the conclusions made by two IBHE affordability committees over the last number of years.

“We have tried to take the process of communicating directly with the staff and some of the senior leadership on some of the issues that arise as the current policies to modulate the amount of financial aid come up and also to involve the IBHE staff.”

Chairman Kaplan introduced Dr. Peggy Lee, representing the Council of Community College Presidents. Dr. Lee thanked Gretchen Naff and her staff for their hospitality and also thanked Joe Cipfl, for being an eloquent spokesperson and untiring advocate for the million students who annually come to Illinois community colleges to learn to make a life, as well as a living.

Dr. Lee said, “Item 9 asks for approval of six new associate degree programs at eleven different colleges. Of particular significance to all of us is the A.A.S., which will prepare paraprofessional educators for their critical role in support of the common purpose of teaching and learning not only to leave no child behind, but no adult as well.

“On Item 12, I want to commend the Board and Dan Layzell for the review of *The Illinois Commitment*. While none of us would disagree on the importance of economic development and the role of higher education in helping business and industry, many of us are heartened by the recommendation on page eighty-six that calls for consideration to be given to newly emerging priority issues in higher education, which include public engagement and civic responsibility. Concluding that, the Board and the higher education community will want to give particular priority to these issues during the next five years as efforts are made to ensure that Illinois’ higher education system remains responsive to the needs of the state and its students.

“On Item 6, I would be remiss if I did not speak to the particular pain those of us in community colleges experience as we struggle to do more with less and still meet the needs of our very different and very diverse communities. We are hopeful that our unrestricted grants base, operating equalization, and small colleges will be maintained at this point. Maintenance of unrestricted funds positions us to be responsive as individual institutions. One size definitely does not fit all. And even geographical regions, such as those designated for workforce development, are sometimes so very different that the needs of one area are completely different from the needs of the neighboring area.

“We are committed to partnerships and working together, but even that needs to allow for individual differences in order to be most responsive and effective. We collectively continue to lament the elimination of the Special Populations Grant, that is really a lynchpin in the support of the priority of access. Although many of us have reallocated dollars to support people who serve these populations within our institutions, many others have been forced to lay off those individuals who provide direct lifelines for our students and serve as guides for their academic success.

“We are concerned about the dramatic reduction in the dollars supporting technology. Ten years ago, technology was more in the category of a special capital expense on an annual basis. Today, it drives the way our institutions operate, the way teaching and learning happens, and the way we contribute to the growing economy. The original designation of restricted grants for special populations and advanced technology indicated recognition of these as priority needs by the legislature. The needs haven’t diminished -- in fact, they have increased. We are hopeful that future budget deliberations and decisions will consider the urgency of these needs.

“In the context of the reduction of these categorical dollars, the community colleges also worked towards a new funding formula with the commitment of a transition period and hold harmless funds, so that those of us adversely affected would have three years to adjust. We initially experienced a withholding of half of the approximately \$7.4 million. We are hopeful that we will be kept whole, as we have been promised.

“As the distribution of the HECA dollars is considered in this budget year, we urge the continued support of the minority transfer centers, which have enabled a critical component of the commitment of Illinois higher education to access and affordability.

“I know I speak for all of us in community colleges and for all of us in higher education who firmly believe that we are not part of the problem the state faces. We are the key to addressing the challenge to improve the lives of our citizens, as well as the efficiency and effectiveness of the workforce. Together we are the solution.”

Chairman Kaplan introduced Dave Tretter, representing the Private College and University Advisory Committee. Mr. Tretter said, “I will focus my comments on the *FY2005 Higher Education Budget Recommendations*, which has some negative effects on students who attend my institutions. It is a difficult budget year, but it is only fair to point out some of the effects that it will have. Concerning the MAP program, while we certainly endorse redirecting aid to low-income students, some of the proposed changes will actually eliminate awards for about five hundred of our students and many more will have their awards reduced. Tough fiscal times call for tough measures and I respectfully agree to disagree with Ken Andersen that the tuition equalization cap will hurt only students who choose to attend public institutions. Let me thank Mr. Barr and Mr. Matejka who bent over backwards and were extraordinary in their help and their exchange of information to the folks in the independent sector.

“The significant reductions in workforce and economic development grant programs, especially the reduction in the Health Education Grants, are painful. It is going to be tough for some of our institutions to adjust to that. The demographic data overwhelmingly point to both the immediate and future demand for graduates of these programs. Some of these programs are only offered at independent institutions. Over the long-term, the state simply cannot afford to ignore the benefits and some of the cost benefit ratios of producing these graduates at independent institutions. To replicate these programs in the public sector would be enormously expensive and in the future would draw resources away from the critical need areas that they will have. When coupled with the loss last year of the Financial Assistance Act, the cumulative effect of these reductions will have an effect on the ability of my institutions to contribute.

“We will do our best going forward. I just spent the last two days in Washington D.C., and if you are feeling bad about Illinois, take a trip to D.C. -- it lifts your spirits. On the national level, my counterparts in other states are not treated nearly as well as we are here. We appreciate what you have done for us.

“I would like to reference *The Illinois Commitment* which is an important document, and we have been involved in participating in the review of the Commitment. It seems like an appropriate time to maybe assess what higher education will face in the next five to ten years.

“In Item 12, *The Illinois Commitment* suggests that demography is destiny. None of us disagree with that. There are some statistics referenced about the exponential growth in the number of students who will be coming to colleges throughout the United States, and presumably Illinois will participate in that in a large way. It is going to be the biggest higher education boom in numbers since the baby boom. We are not talking about insignificant numbers, with one

important distinction. This wave will certainly be more racially diverse and more dependent on aid -- those are some of the decisions we are trying to address in this budget this year.

“These statistics suggest that Illinois, like many other states, will face the challenge of serving additional college students with increasingly limited funding. To get there, we will have to explore the most efficient methods of delivering our services, utilizing the strengths of the community colleges, the public universities, and the independents. *The Illinois Commitment* could serve as that vehicle, or maybe even a template to put a little more teeth into what we need to do in the next four to five years.”

Dr. Carroll asked, “Could you specify an instance where the MAP reductions would eliminate, for many students, any assistance?”

Mr. Tretter responded, “Our tuition structure is considerably above the cap of \$12,800. We are going to have students in the pipeline this year who are sophomores and get an award. They will not get it as a junior, so they will have to make some decisions on borrowing more, working more. And there will be another subset of students, maybe 1,000, who will have their awards somewhat diminished. Others could actually see a slight increase. It is the toughest for those students who are in the pipeline.”

6. FY2005 Higher Education Budget Recommendations: Operations, Grants, and Capital Improvements

Chairman Kaplan said, “Perhaps the most difficult, time consuming, and important part of the Board’s job is the budget and capital improvements.”

Dr. Layzell said, “Item 6 presents the staff’s recommendations for higher education operations, grants, and capital improvements budget for FY2005. Item 6A presents the recommendations for operations and grants and Item 6B presents the recommendations for capital improvements.

“The context for budget development this year can be characterized as one with continued economic and fiscal uncertainty and difficulty. This has been with us since FY2002. The Governor’s Office of Management and Budget estimates that these difficulties will continue, with a potential budget deficit for FY2005 of \$2 billion. All areas of state government have been impacted by this contraction in state revenues. With that as the primary context, it is clear that there needs to be careful and realistic planning in developing the budget recommendation for next year. The highest priority activities and initiatives within the system must be protected to the greatest extent possible.

“In developing the recommendations for operations and grants, emphasis was placed on themes that the Board noted to us as priorities from the beginning of the budget development process last fall. This included things such as good stewardship of existing resources, enhanced accountability, directing limited financial aid resources to our neediest students, and promoting access and economic development. Given the need to be realistic during the very difficult and uncertain fiscal context many difficult decisions were required to protect core priorities. This included the reduction or elimination of funding for many important grant programs and other initiatives throughout the higher education budget.

“Focusing on the state’s general funds budget, the recommendations are \$2.4 billion. This is a decrease of almost \$80 million dollars or 3.3 percent from FY2004. When you look at just the operations and grants portions, excluding funding for the State Universities Retirement

System and group health insurance, it is a decrease of \$38.5 million or 1.8 percent, and the all-funds budget included in these recommendations, both appropriated and locally held, non-appropriated funds at community colleges and public universities, at \$7.95 billion in total. This is an increase of \$159 million or two percent over FY2004.

“In terms of the recommendations for public universities, the general funds recommendation is \$1.3 billion. This is a decrease of just \$41,500 from FY2004. This reduction reflects a negative base reduction for Chicago State University for undergraduate tuition waivers granted in excess of the three percent limit for those waivers, which is set in Board policy. The recommendations assume that public universities will reallocate internally the remaining amount required under their administrative costs reductions, which is \$27 million in total. These funds are to be reallocated to high priority areas and activities within the institutions.

“Public universities have committed to reducing administrative costs by twenty-five percent over a three-year period. That is just over a \$100 million in total. In addition, there are many steps that have been taken over the past several months by public universities to enhance fiscal accountability and transparency for their institutions. This includes line item budgeting, financial reporting requirements, and full disclosure of university budgets through the enhanced role of boards of trustees. Exhibit C provides a summary of the key items that have been implemented.

“With regard to \$74 million in administrative cost reductions that have been taken to date, public universities have provided information to the Board staff on how these funds have been used. The pie chart provides information on the reallocation of these dollars. It includes three areas -- funds that were reallocated from these amounts to personal services items, such as faculty and staff salaries and staff contractual obligations; reallocation to non-personal services items, which include the required state group health insurance contribution, Medicaid contributions, and other unavoidable costs borne by the institutions; and funds that were cut as part of the reductions in state support taken by public universities since FY2002. This latter item refers to the almost \$200 million in permanent reductions taken in general funds used by public universities in fiscal year 2002 due to the on-going fiscal difficulties that the state has faced.

“Almost one-half of the amount that was reduced is related to this reduction in state general fund support, and the reallocations were implemented to help minimize the impact that these reductions have had on academic programs and related activities. The remaining thirty-six percent went to non-personal services items and sixteen percent went to personal services.

“With regard to community colleges and adult and career education, the recommendation for community colleges is \$283 million in general funds, representing a decrease of \$8 million, or 2.8 percent, from FY2004. Although the Illinois Community College Board has not yet taken official action on its FY2005 request, maintenance of unrestricted grants is the highest system priority. The Formula Implementation Grant or the hold harmless funding was provided in 2004 to mitigate the impact of recent formula changes on districts.

“The recommendations include various grant-line reductions and reallocations to support the formula implementation grant. The recommendations also include a recommended transfer of funding source for the different maintenance grants (from general revenue funds to capital development funds) as well as a recommended transfer of the Lincoln’s Challenge Scholarship Program, which is about \$120,000, to the Illinois Student Assistance Commission. There is no change for adult and career education.

“For the Illinois Student Assistance Commission, the general funds recommendation reflects a decrease of \$9.4 million, or 2.4 percent, from FY2004 levels. This includes level funding for the Monetary Award Program, as well as the elimination of funding for the Merit Recognition Scholarship Program and the college savings bond bonus incentives grant, to protect funding for need-based aid. There is also a reallocation from the Teacher Childcare Loan Repayment Program (which will still allow funding to meet the anticipated program demand for that program) partially to go to the dependent grant program and partially to protect funding for need-based aid. All other programs are recommended for level funding.

“ISAC has adopted formula changes for the Monetary Award Program to maximize the limited program resources for the most needy students, and also to help address some priorities of the committee on affordability. These changes include moving towards a credit hour base approach to eligibility, which is known as MAP 135, and which will provide aid for up to 135 hours of study or four-and-one-half years for eligible students, and also implement a new approach to calculating the student cost of attendance. These changes will allow ISAC to serve more students in FY2005 than in FY2004 and have a positive impact on awards for lower income students across all sectors.

“In terms of grant programs and statewide initiatives for Access and Diversity Grant Programs and Initiatives, the recommendation of \$10.1 million in general fund support is a \$967,000 increase over FY2004 levels. This represents funds to open and operate the University Center of Lake County facilities that are coming online in FY2005 at Grayslake and Waukegan. All other programs within this category are recommended to be level funded. One exception would be the recommended transfer of HECA funds to the Illinois Student Assistance Commission for the Golden Apple Program. That program was transferred to ISAC this year from the State Board of Education and the staff recommendation would work to consolidate all funding for this program at ISAC.

“For workforce and economic development programs, the recommendation of \$14.3 million in general funds support reflects a general fund decrease of \$23.5 million or sixty-two percent. Within these reductions, funds are recommended to support two initiatives included in Governor Blagojevich’s regional economic plan, known as Opportunity Returns, \$476,000 for a baccalaureate degree completion program in business to be offered by Northern Illinois University in Rockford in conjunction with Rock Valley College, and \$300,000 for new faculty in order to meet enrollment demands at the Western Illinois University, Quad City Center.

“Within these recommendations there are included the elimination of funding for seven important programs and initiatives and reductions in funding for the Health Services Education Grants and State Matching Grants Program. The reduction to Health Services Grants of \$10 million reflects the proportion of overall grant funding that is estimated to be directed to student financial aid as reported by grant recipients and the prior committee to study health education programs. For State Matching Grants, there is a fifty percent reduction in funding recommended and the recommendation would be that funding in FY2005 be limited to public universities.

“For the Illinois Mathematics and Science Academy, staff is recommending a general funds increase of \$1.5 million or ten percent. IMSA received a disproportional reduction in support of almost twenty percent in FY2003, requiring several temporary emergency financial actions. This recommendation will partially restore the funding cut, but the overall general fund support for IMSA will still be less than that was received in FY2002.

“For the State University Civil Service System we are recommending flat funding when compared to FY2004. For Board office operations, there is no change from FY2004, and for the

State Universities Retirement System, the recommendation of \$41.4 million, or a thirteen percent decrease from the prior year, reflects the amount that has been certified by the Retirement System, and it also reflects a lowered requirement that is being estimated by the System for next year due to the pension bond proceeds that the System received this year.

“In Item 6B, the total recommendation for FY2005 is \$341.6 million out of a total request of just under \$1.4 billion. This recommended amount is just under what was included in the Board recommendations in FY2004.

“For regular capital projects, the recommendation total is \$301.6 million. This supports thirty projects. All but four of these thirty projects were on the Board’s FY2004 priority list. Capital renewal funding is recommended at \$40 million. This increases funding for this initiative by \$10 million, or thirty-three percent. This is the highest priority on the Board’s capital priority list. The funding for capital renewal addresses deferred maintenance and other minor infrastructure needs on campuses and the recommended increase reflects the Board’s stated priority this year on addressing deferred maintenance needs across the system.

“I would like to recognize the efforts of Board Fiscal Staff in preparing these recommendations -- Geoff Andres, Sandi Gillian, Sharon Ward, and Darice Yonker, as well as the significant assistance provided to the staff by institutional and agency budget staffs.”

Mr. Lamont said, “Our constraints this year have been severe, as they have been in the past, and I believe our budget request is probably as good as we can hope for.

“I do have one concern dealing with the workforce and economic development grant. It is also a core mission of our institutions and we are striking sixty-six percent reduction in these grants. Can you give me some general idea of the process on how we determine that is where we focus some severe cuts?”

Dr. Layzell said, “As has been true throughout state government, in looking at the programs that were within our purview, we attempted to go through a prioritization of them -- looking at those programs that were most directly related to supporting core instructional mission, student aid types of initiatives, and trying to protect funding for those initiatives. Recognizing and having those as higher priorities and then looking at the other types of programs that the Board is supporting which have significant implications and have had benefits for workforce and development, but may not be as directly related to instructional or student types of programs.”

Chairman Kaplan stated, “I have a question on the MAP. What family income level do you call middle class -- what amount of money for middle class students?”

Mr. Matejka said, “The median income of our recipients would be about \$27,000 a year for the family of four in one household. Middle income, everyone determines differently. But generally middle income is in the \$40,000-\$60,000 range.”

Chairman Kaplan said, “Having that group of people involved, what impact, if any, will the redoing of the MAP have on a student in that range?”

Mr. Matejka said, “The fact is, we are dealing with a Monetary Award Program that will really have the impact of focusing more money in that category. Under this budget and the start-up formula that we adopted yesterday to reduce the reduction amount from ten percent to seven percent, we will actually see increases in that category in their awards.”

Ms. Meyer said, “Has the Community College Board approved this?”

Dr. Layzell said, “No the Community College Board has not acted on budget requests yet.”

Ms. Meyer said, “Do we normally have their approval prior?”

Dr. Layzell said, “In past years we have, yes.”

Chairman Kaplan said, “What procedures are we going to follow then on this?”

Mr. Alongi said, “We will probably be calling a special meeting and probably adopt the budget.”

Chairman Kaplan said, “Any idea when?”

Mr. Alongi said, “Probably some time next week.”

Ms. Meyer said, “And then secondly, how have the discussions with the Governor’s office, in terms of this budget, been conducted. Are they supportive of this? Is there good coordination between both sides at this point?”

Dr. Layzell said, “We have been working very closely with Chairman Kaplan on this, and there have been discussions with members of the Governor’s staff on this.”

Chairman Kaplan said, “We are pretty close to being on target on both sides of this issue. It has been quite an exercise, but I think we are on pretty firm ground.”

Following a roll call vote, The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Dr. Carroll, unanimously accepts and endorses the FY2005 Higher Education Budget Recommendations: Operations, Grants, and Capital Improvement.

Dr. Peters said, “Yesterday the presidents and chancellors of the Illinois public colleges and universities met and on behalf of them I want to make a statement. We are very appreciative of the efforts of the Board in putting this budget together and your efforts. We feel under the circumstances that it is the best possible budget that we could expect and we do hope it holds.”

Chairman Kaplan said, “I would like to point out that from the very beginning you were very helpful in this process. The efforts of President Stukel and interim President Bowman are very appreciated.”

7. Personnel Policies for Public Universities

Mr. Feuerer said, “The Governor recently signed into law legislation known as the State Officials and Employees Ethics Act. This is very wide-ranging, comprehensive, complex, and detailed legislation consisting of more than 100 pages. It requires action by the Board of Higher Education in two areas -- adoption of personnel policies for the public universities, and adoption of personnel policies for the Board and its staff.

“The Act creates several ethics commissions. One of these, called the Executive Ethics Commission, is appointed by the Governor and other constitutional officers. The Board is required to file these policies in both of these areas with that particular Commission once the policies have been adopted.

“There are two items on your agenda, Item 7A, which are the university personnel policies, and Item 7B, which are the higher education policies for Board Members and staff. The

policies under 7A apply to the public universities, but not to the community colleges, as required by the statute. They are required to contain work time requirements, documentation of time worked, documentation for travel reimbursement of state business, compensation policies, and earning accrual of state benefit policies. These policies were developed by the Executive Director, the Board of Ethics Officer Sharon Ward, and myself in consultation with representatives of the public university boards. They are designed to accomplish three things: assure compliance with the act, preserve the tradition and legal role that the universities have in administering their own personnel policies, and ensure that there will be access to all of those by the public and by the Executive Ethics Commission.

“It should be stressed that policies that we suggested in the recommendation for the public universities for the most part are already in place. The travel reimbursement policies are policies the universities use, which have been adopted by the Higher Education Travel Control Board as required by statute. Most of the other policies are policies that exist at each individual university. They vary from university to university, but address the same major components that are required in the statute.

“There is one key new initiative. Individual employees are now required to periodically submit timesheets, documenting the time they spend each day on official state business to the nearest quarter hour, which is a substantial new requirement.

“With that one exception, virtually everything else that you see in those policies are things that are already in place. The Board of Higher Education also has to adopt policies for itself. Item 7B contains fairly extensive policies. Virtually all those policies already exist and apply now to the Board staff. The only major new exception is that timesheets be submitted by the employees. As far as the Board of Higher Education is concerned, we contemplate handling that by having Board employees submit those electronically at the end of each week to the nearest quarter hour. We keep time records on those employees, so it will not represent a major imposition on the staff of the Board of Higher Education. After these policies are adopted, they become effective in about thirty days.”

Chairman Kaplan said, “Do the time reporting requirements apply to the Members of the Board as well?”

Mr. Feurer said, “Yes, they do. This act was adopted after a great deal of bartering back and forth between the Governor and various members of the General Assembly. When it was adopted, it was very long and complex. It was well crafted and drafted, but it also appears that there may be some unintended consequences as a result of that. One of those consequences appears to be that it applies to Board Members of the Board of Higher Education. The Governor’s Office has taken the position that it applies to members of boards and commissions under his jurisdiction. While the Board of Higher Education is an independent commission not normally under the jurisdiction of the Governor, for purposes of the Ethics Act, the Board of Higher Education is under the jurisdiction of the Governor.

“The Governor’s Office has taken the position that the time reporting requirement applies to all members of boards and commissions and it takes that position because that is what the act appears to say. The Governor’s Office is not probably incorrect in making that statement. The purpose of that is not quite clear. The way we hope to handle that, as far as members of this Board are concerned, is at each Board meeting we would pass out to Board Members the timesheet for the previous two months and ask you to fill it out, and turn it in at the end of the meeting. That would take care of compliance as far as we see it. That is what is contained in the recommendation.”

Ms. Sloan asked, "Is time traveled counted as time worked?"

Mr. Feurer said, "I would think that travel to and from should be considered. The legal significance of this does not seem to be particularly great since you are not compensated and do not receive anything. My belief is that probably not in the year 2004, but in the year 2005, there will be some amendments to fine-tune this. This could well be one of the casualties of that amendment, your time reporting requirements."

Professor Gove said, "Do I read the document correctly, that this would not apply to faculty time reporting?"

Mr. Feurer said, "I do not think you probably read that correctly, if that is the case. It appears to include all university employees. Basically, we have put the time reporting requirements in there. We have put in there the exact wording in the statute. Insofar as time reporting requirements are concerned, the statute is very specific. It goes into much more detail than it does in any of these other areas. We have conveyed that to the universities and the universities right now are wrestling with the correct interpretation of that. I think after these Ethics Commissions are formed, and involvement by the Attorney General, there will be a number of opinions and decisions handed down which will further interpret some of these things. It is not completely clear. My reading would be that it applies to faculty."

Professor Gove asked, "Would our action require that, or would the Governor's?"

Mr. Feurer said, "No, our action, in connection with the time-reporting requirements, just passes the baton on from the Act to the university boards, and the university boards will have to wrestle with that issue."

Chairman Kaplan said, "I would like to make a point that this was not the initiative of the Illinois Board of Higher Education.

"I was just handed something and I have been concerned about this as well. The University Professionals have an opinion letter from their counsel arguing the efficacy of these laws in terms of *ex post facto* when it come to collective bargaining agreements. How is this statute, if it does apply and if it does hold up, impacted by the fact that there are existing collective bargaining agreements that may run contrary to the terms of this act?"

Mr. Feurer said, "In the proposed policies that we have suggested that you adopt under Item 7A, we have indicated that our policies do not abrogate any collective bargaining agreement in any way, or any individual employment contract. That again will be up to the various university boards. If the collective bargaining agreement states that you cannot have time-reporting requirements, for example, then they would not have to file any time-reporting requirements. We also state in these personnel policies, however, that any future collective bargaining agreements would have to abide by the Ethics Law."

Chairman Kaplan said, "So, for clarification, for those collective bargaining agreements which are in force and effect at the present time, wherever the statute runs contrary to those agreements, the agreements will prevail pursuant to the terms of the statute; but in the future, this law will apply to all collective bargaining agreements. Is that your meaning?"

Mr. Feurer said, "Yes, that's what our suggested policies say."

Mr. Barr said, "One of the points in this letter deals with future contracts. As I read this letter from the counsel for the University Professionals, he is objecting to the provision of the

statute, which is carried forward in our policies, which says that, 'No public institution of higher education, of higher learning, after the effective date of these policies shall sign any collective bargaining agreement or employment contract that conflicts with the Act.' That is what the statute says and what the counsel is saying to that is an illegal provision of the statute."

Mr. Feurer said, "Let me elaborate on that. The statute does not actually say that. That is the suggested policy that we have put into our policies that we adopt for university employees under Item 7A. The statute does not speak to the issue of collective bargaining agreements whatsoever. The only thing the statute says is 'the Ethics Law shall not conflict with other existing laws and statutes.' That is very general language. It does not say what we say in the proposed policies for the universities under Item 7A."

Mr. Barr asked, "Have you seen this letter dated February 2, 2004?"

Mr. Feurer said, "It was just handed to me."

Mr. Barr said, "Then that is not fair to ask your view of it. You have not had a chance to consider it."

Chairman Kaplan said, "We will spend some time on that and review that."

Ms. Meyer asked, "In terms of ways of saving money, on the accrual of vacation provisions, is this what is currently in place across higher education, or across the Civil Service?"

Mr. Feurer said, "There is nothing new on the benefits list that we are presenting to you. Those are already the policies in place for the staff of the Illinois Board of Higher Education. Some of those are for Civil Service employees, others are for professional staff, but that is exactly what we have in place right now for the employees and staff of the Illinois Board of Higher Education. There is no change whatsoever."

Ms. Meyer asked, "Is there any discussion that this would be an area where you could prospectively change it, grandfather the people that are in and look at that accrual in two years?"

Mr. Lamont said, "I think I agree with counsel. Chances are there is going to be some further review of this, either at the Labor Relations Board or at other levels of the judicial system. Inasmuch as it has been determined that this applies to this Board, are there not training requirements we all have to undergo?"

Mr. Feurer said, "Yes there are. I did not go into those, but it does require within the first six months that there be ethics training for employees and Board Members, because the Board Members are defined as employees under the statute. The Governor's Office has contracted with a firm in California to provide such ethics training. They have been doing that with the code departments and have indicated to us that sometime within the next sixty days they will contact us about putting this in some sort of schedule for our staff and presumably also for Board Members."

Mr. Lamont said, "We will be able to obtain that training over the Internet. I would also assume that staff would prepare some uniform time-keeping schedules or sheets for this process as well as the effective date."

Mr. Feurer said, "Those timesheets are attached to the material that you have there. We have not prepared those for the Board Members yet, but we contemplate those being somewhat simpler in form than the ones that they have for the staff. The individual timesheet attached for

the staff of the Board of Higher Education is the one that the Governor's Office has suggested. As far as the staff is concerned, it is just one more form that we insert into our system and that we will fill out every Friday."

Mr. Lamont said, "Just as long as the Faculty Advisory Council recognizes this Board had nothing to do with this law that came about. We are strictly the body that is required to seek compliance."

Professor Nandi asked, "Given that we did not have enough time to discuss this, how important is it to take an action on this at this time?"

Chairman Kaplan stated, "It has got to be done because of the timing of the statute. We do not have a choice."

Mr. Feurer said, "I might add that this is not carved in stone. Everyone is struggling with this very complex legislation, trying to figure out how it affects everyone. I would not be surprised if some time in the future we are back before you because the Ethics Commission or the Governor's Office has concluded a different approach should be taken in some areas."

Chairman Kaplan said, "Board staff is working with the local universities on this issue and we are going to have more to come in the future. We will be working with the presidents and their designees on this. I am sure there is going to be litigation and issues that develop and we will deal with them as they come up."

Dr. Rutman asked, "Faculty now make out faculty activity reports on a semester basis. As I understand, that won't be detailed enough? Those reports go into you, don't they -- the statistical reports of faculty?"

Dr. Layzell said, "Right. For the public universities those are part of the annual costs study."

Dr. Rutman asked, "So, that is not detailed enough?"

Dr. Layzell said, "I do not believe so."

Chairman Kaplan said, "Not by half, I would say."

Professor Nandi asked, "Hypothetically, what will be the effect of us not acting on it or negatively acting on it?"

Mr. Feurer said, "The statute directs that we adopt these personnel policies, period."

Chairman Kaplan said, "This is a non-discretionary statute that is separate from our independence. This is for all state agencies that come within the scope of this law. We do not have discretion in regards to this. We have to take it over."

Mr. Feurer said, "That is correct. We have discretion if we want to change something in our suggested policies, but we do not have any discretion as to whether we are required to adopt policies. We are required to adopt these policies."

"Let me stress again, with the exception of this time-reporting requirement, this is not going to be a major change for anybody. The universities have all these things in place. IBHE has all these things in place. Even the time-reporting requirement is not going to be a major change for our Board. The greatest single problem is going to be at the university level, as the

universities struggle with how to handle this time-reporting requirement that has been put into the statute. It is a straight statutory requirement, that we adopted word-for-word and we put in these policies. I do not know that there is much we can do about that.”

Following a roll call vote The Illinois Board of Higher Education, on motion made by Mr. Lamont and seconded by Ms. Sloan, unanimously accepts and endorses the Personnel Policies for Public Universities and for the Board itself and it’s staff presented as Item 7A & 7B.

8. Independent Colleges and Universities Appointment of a Hearing Officer

Dr. Alexander said, “This item requests approval to designate Attorney Charles S. Watson as Hearing Officer for the purpose of conducting a hearing regarding the possible revocation of certificate of approval, authorization to operate, and authorization to grant degrees for the American Islamic College. This is based on serious review by staff, which finds strong evidence that the institution has failed to meet the original conditions under which it was authorized to operate. It has graduated no students since the year 2000 and has failed to submit required catalogs and related information as necessitated under the Rules to Implement the Private College Act and the Academic Degree Act.”

Dr. Carroll asked, “Have we ever had to hire an attorney before in such a case?”

Dr. Alexander said, “Yes. The procedure is the Hearing Officer holds a hearing, makes a written report, and we present the report to the Board.”

Chairman Kaplan said, “We are hiring an attorney to serve as a Hearing Officer. He will be a ‘finder of fact’ and he will discuss in his findings, propositions of law that apply. The Board will issue a Final Order of the Board and will not entertain any motion to reconsider. After the Final Order of the Board is enacted, the Administrative Rules Act of the State of Illinois Administrative Procedure Act will apply and any future proceeding will be under that Act. Both sides will be able to present their evidence to the fullest extent that they wish. The Hearing Officer will make findings of fact and conclusions of law. Those will be presented to the Board and we will make our ruling. That will be the end as far as the Board is concerned.”

Dr. Carroll said, “The hiring of a Hearing Officer offers it due process?”

Chairman Kaplan said, “Yes, it would be under a due process and it is part of our authority.”

The Illinois Board of Higher Education, on motion made by Mr. Lamont and seconded by Ms. Sloan, unanimously accepts and endorses the Independent Colleges and Universities Appointment of a Hearing Officer.

9. New Units of Instruction at Public Community College

Dr. Alexander said, “This item requests approval of fourteen new associate degree programs to be offered at thirteen community colleges. All of these programs meet the requisite requirements for accreditation and certification as are appropriate to the programs in question. They are consistent with their respective constitutional missions and meet the criteria established for evaluating new program proposals.

“Six of these programs are the A.A.S. for Paraprofessional Educator. They draw upon a model curriculum that grew out of the federal No Child Left Behind Act. I request approval of these resolutions.”

Chairman Kaplan asked, "Are there any of these suggested approvals that require any type of licensing by the state?"

Dr. Alexander said, "If they do, it is assured that they do."

Chairman Kaplan asked, "It has been considered."

Dr. Alexander said, "Yes, absolutely."

Dr. Carroll said, "My question relates to the Forensics Specialist Program. In looking at the curriculum on Page 15, it appears that this is a terminal degree. My question lies with the employment opportunities. It seems to be a terminal degree and I do not see where it could go. I know that there is a great need for forensics specialists."

Dr. Alexander said, "Not being an expert in the field, I'll be very cautious. I'm reading from Page 15, 'will be prepared for employment as crime scene technicians, forensics lab technicians or criminologists.'"

Dr. Carroll said, "I wanted to know if this is correlated with the four year institution degree. It does not indicate that."

Dr. Alexander said, "I do not think so."

Dr. Carroll said, "So, that is as far as a person could go?"

Chairman Kaplan said, "That is not correct. There are degrees in Forensic Science at four year colleges."

Dr. Alexander said, "I would assume that this is the requisite degree for these positions they are listing here. One certainly could go on to a four-year program. That would require particular articulations."

Dr. Carroll said, "My reading of it says that there is not transferability. I just want clarity."

Dr. Alexander said, "Certainly, in relation to the IAI, general education transfer, but there may be specific articulations that are not referenced here."

Dr. Naff said, "I cannot reference this particular degree program, but an A.A.S. degree is typically not intended for transfer; therefore, we do not do the immediate articulation as we would a transfer program. Many of the A.A.S. programs do transfer through articulated degrees. This may be a first step in the program and those articulated degrees would come at another time because the purpose is not initially for transfer."

Chairman Kaplan asked, "When they request these programs, do they establish a need and do we review that need?"

Dr. Naff said, "We do extensive work in establishing need to submit for approval of an A.A.S. degree program."

Chairman Kaplan asked, "Dr. Alexander, have we done this in this particular instance?"

Dr. Alexander said, "Tim Rock works directly with the community college staff on those sorts of issues and we rely upon their market analysis and their needs."

Mr. Lamont said, “The market need has been identified and established?”

Dr. Alexander said, “Yes.”

Chairman Kaplan said, “I would like to see some data on this before we approve that.”

Dr. Cipfl said, “There is a huge shortage of people in this profession. I know there are a lot of people investing money in this category to do it. We are going to hold things up just for this one issue?”

Chairman Kaplan said, “It will not be for all of them. Is there any sense from the Board that we should establish the data underlying this for need?”

Dr. Carroll said, “I know the market and need are great, but beyond that, I have a concern about us bringing a lot of people into a market that at this particular point is very lucrative and down the line they will have to take all these courses again.”

Chairman Kaplan said, “I do not understand why you think that. Why would they take the same associate’s degree?”

Dr. Carroll said, “Because it has not been articulated at this time.”

Mr. Murphy said, “It is commonly assumed that people who transfer complete an Associate of Arts degree. The reality is that almost as many students transfer out of Associate of Applied Science degrees as transfer out of Associate of Arts degrees. Many institutions, particularly institutions that have specialized programs, criminal justice for example, will work out articulation agreements. There is hardly a chance that a student coming out of this program would not have the opportunity to transfer. There may be somewhat more limited options in terms of the institutions to which he or she would go, but if your concern is about creating a ceiling, I frankly would have no concerns for that whatsoever. Entrepreneurial students will find a way to continue their education in related fields.

“College of DuPage offers a law enforcement academy, and forensics is a major part of the preparation of the typical law enforcement officer without the kind of opportunity to go into the specialization that this program proposes to offer. There is no ceiling that I am aware of. If the demand exists, there will be opportunities.

“I refer you to the experience of initial preparation of data processors. The initial thought was that most people who went into data processing had degrees in history, or English. The first degrees offered were typically two-year degrees, then they became four-year degrees, and then graduate and so on. One would expect the same type of thing could happen with this. I do not object particularly or personally to the Board’s asking for marketing information, but I would set aside the issue of mobility into higher levels of education. I do not think it will be an issue. Our students are much smarter about this than we are.”

Dr. Carroll said, “It seems to be a disclaimer in here and I am having problems with it.”

Mr. O’Kelly said, “As far as the need goes, doesn’t this have to be approved by the original Board of Trustees anyway? So they know the need. If it is approved by the Community College Board, they know there is need. I think we can put our trust in them that there is significant need and I would not want to hold off on this issue just because we are not sure of the need.”

Ms. Meyer said, "I have some concerns regarding the A.A.S. and want to ask some questions regarding the other A.A.S. degrees for the paraprofessional. Looking at the A.A.S. for the paraprofessional and the teaching core, the candidates will take these courses that will not go towards an A.A.T., which we have just spent time developing. At the end of this process, there is not an assessment similar to the Basic Skills Test. It seems like there is a capstone course or essentially a portfolio.

"While there are good and bad pieces of No Child Left Behind, part of the actual goals of No Child Left Behind is that these people would be highly qualified. The way this degree is potentially structured, you are asking people to take courses that will not count towards an A.A.T. should they want to become a teacher. There is no evidence that they will have attained the type of basic skills necessary to be the type of contributor that we would like to have in a classroom.

"What possible things could be done to ensure that the people who are taking courses, for example on the teacher prep issue of growing your own, is one that actually makes sense in one of a myriad of different options, especially in hard to staff schools in inner-city neighborhoods.

"Let's say someone is coming up, they begin a process that becomes either a true paraprofessional or a teacher. The courses that they would take would be the stair steps to get them increasingly on the rung. If you look at this A.A.S. degree, it clearly states that it is not designed for transfer into teacher education programs. That does not seem to be to the benefit of either the candidate or the district. I question the notation that people will be spending time, resources, and money, and we will not be getting the type of product that we would like to get for this type of investment."

Dr. Carroll said, "I would have to concur with these comments. In my community there will be people so anxious to move forward to help themselves, and then they do not hear the caveat that they will not be accredited. We need to really look at giving people a false hope of moving forward and moving up."

Dr. Alexander said, "Our primary concern in dealing with this particular set of programs was that we not mislead people. We worked very hard at trying to stay on top of the fact that the advertising for these programs will not mislead people when, in reality, they may not understand.

"There is another prong regarding standards. One of the things that No Child Left Behind does, is raise the standards for paraprofessionals. These programs are developed to meet those standards. They are not at the level of teacher education, but they are at least designed to meet the standards; the bar has been raised.

"We are meeting this Friday with representatives of the early childhood community and the public universities relative to the issue of a career lattice and how can we develop a curriculum that would enable people to get from early childhood into teacher certification."

Dr. Cipfl said, "The points you have raised are very valid ones. Those identical discussions and concerns were pursued and were part of all conversations. There is no doubt that No Child Left Behind is driving the development of this particular degree. For a particular school district that is receiving Title I funds, a paraprofessional must have sixty hours of credit before she or he can be approved to teach in that classroom. For individuals with any interest in teaching, we are suggesting the Associate of Art degree rather than the Associate of Applied Science degree. That recommendation is occurring.

“Even if an individual does not listen and chooses the wrong path, there is significant consistency between the Applied Science degree and the Associate of Art degree, so that many of those hours would be transferable. In discussions among the three agencies -- the State Board, the Illinois Board of Higher Education, and the Illinois Community College Board -- we have talked about the possible creation of a capstone program. In this instance, that Associate of Applied Science degree would be fully transferable.

“There are particular experiences that the Associate of Arts degree is having relative to clinical experiences and particular preparations that degree is void of. We are trying to prepare the paraprofessional rather than the professional teacher. This degree is for those individuals who do want that role. We felt it was important to properly prepare the paraprofessional rather than assuming that he or she necessarily someday is going to be a teacher.”

Ms. Meyer said, “How about having them take the Basic Skills Test at the end -- is that unfair? If the Basic Skills Tests are minimum, is that not an unfair request -- ensuring that these folks have the basic skills to teach?”

Dr. Cipfl said, “I am of the opinion that for any degree we provide in our colleges we should administer some type of basic skills test. What we do not want to do is, in our criteria established for the Associate of Art in Teaching degree, use that Basic Skills Test as the criteria there. If we choose to put it over in the applied science we do not want to compromise our efforts in the initial endeavor, or confuse the issue.”

Chairman Kaplan said, “I share Ms. Meyer’s concern about them taking this course and then cannot pass the Basic Skills.”

Dr. Cipfl said, “If we give them any degree in our colleges, and they cannot pass a basic skills test, there is an issue and problem. If you would like to have that added, I am sure consideration can occur.”

Chairman Kaplan said, “Ms. Meyer, would you move to amend?”

Ms. Meyer said, “I know that there has been a lot of thought and process gone through, but what can we do to ensure that this has appropriate quality and that these people are investing their time effectively? I am sympathetic to the notion of people trying to deal with No Child Left Behind, but having people who are not qualified to be in the classroom is an issue.”

Dr. Cipfl said, “If our colleges award the degree, they are qualified. If they are not, then shame on us.”

Ms. Meyer said, “Could we work on some sort of recognition on the issue of assessment?”

Chairman Kaplan said, “Do you want to hold off on this recommendation until our next Board meeting?”

Ms. Meyer said, “What are the implications if we hold off?”

Ms. Sloan said, “On Page 29, it says that these objectives -- by using competencies -- were identified by one of the national teacher’s organizations. Who did you work with or who recommended these? Did that come from IBHE?”

Dr. Alexander said, "I believe we worked with the State Board. The three agencies worked together."

Chairman Kaplan said, "Any Board Member can ask that an item not go forward, and so Dr. Carroll or Mr. Barr, if any of these approvals are something that you would like to see more information on, we will hold it off to the next Board meeting."

Mr. Barr said, "I would be willing to make that request. I would like to hear the answer to Ms. Meyer's question first. What are the ramifications if we put this off until April?"

Dr. Cipfl said, "The issue is the inability to implement for the fall term. We need to get this information out and available to counselors and in our catalogs. Obviously, if that is the choice of the Board, that is your decision. It does put a delay into the process -- a process that has been carefully reviewed."

Dr. Alexander said, "One obvious distinction is these students are not being prepared to be teachers at this point. These are standards for a paraprofessional."

Chairman Kaplan said, "We understand that, but some of these folks may want to climb up that career ladder, and this is not going to serve them well. Does any Board Member want any item to be withdrawn and considered at a future time?"

Mr. Barr said, "I will make that request for the A.A.S in Paraprofessional Educator, and the consideration of all seven degrees be put off until April or the next meeting of the Board."

Chairman Kaplan said, "So ordered."

Dr. Cipfl said, "The consequence of that is that people will not get jobs and schools could be subject to the loss of qualified employees."

Chairman Kaplan said, "I cannot ask a Board Member who has legitimate concern to vote on something or to let it be considered until we feel sufficiently satisfied that this program meets the criteria of this Board. Otherwise, we would not be doing our job. If there are some consequences, then the Board has to take responsibility for that, and we shall. In the meanwhile, if a Board Member feels strongly enough that a matter like this should be pulled off the agenda and deferred to a future time, that will happen."

Ms. Meyer said, "Could we let them proceed with offering it for next year with the recognition that the assessment at the end of it be up for discussion? The goal of it is to ensure that the folks have the necessary basic skills to be able to be qualified to teach in these classrooms."

Chairman Kaplan said, "I thought you meant that it did not have a significant enough impact on the career ladder. Wasn't that a part of it as well?"

Ms. Meyer said, "It is a concern."

Chairman Kaplan said, "Are you asking that it be pulled off or not?"

Ms. Meyer said, "Mr. Barr is."

Chairman Kaplan said, "So ordered."

Dr. Alexander said, "I point out there is a state test in existence that paraprofessionals can pass. If they pass that test, they are not required to take the sixty hours."

Mr. Alongi said, "When we see this recommendation, do we ever get the background information -- the number of students, what those students are paying, what it is going to cost to administer the program, space issues -- so we can see whether this compounds our budget problems? Does this program help us because we are going to be able to have immediate payback based upon students taking this and the cost to administer, or it might make our budget deficits even less? Where and when do we see the economics?"

Chairman Kaplan said, "When it comes to us, the Community College Board has already done those activities and done the initial screening. When it gets to us, it is only for the concerns that have been raised here today. The data that you are requesting should be available if any Board Member wants it. I would suggest that if we are differing these two provisions that we then ask the Community College Board to come forth with the data that you are suggesting we need. So, that will be a part of it as well."

*The Illinois Board of Higher Education, on motion made by Mr. Alongi and seconded by Dr. Carroll, unanimously granted authority to **William Rainey Harper College** to offer the Associate in Applied Science in Maintenance Technology.*

*And granted authority to **Kankakee Community College** to offer the Associate in Applied Science in Medical Assistant.*

*And granted authority to **Lake Land College** to offer the Associate in Applied Science in Horticulture/Production and Landscape.*

*And granted authority to **Olney Central College** to offer the Associate in Applied Science in Network Support Specialist.*

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

Dr. Alexander said, "Item 10 requests approval for one new program at Benedictine University, that is a Master of Science in Management and Organizational Behavior, and two programs at Dominican University -- the Bachelor of Arts in Early Childhood Education and Master of Science in Early Childhood Education. In each case, this is an existing on-campus program that is being extended into a new region. They are consistent with the universities' missions and meet the criteria established for evaluating programs. I request approval of these resolutions."

Dr. Carroll said, "On Page 37, on the 'Facilities: space, equipment, instructional materials' there is a statement that the students will be sent by United Parcel or Federal Express any materials from the Lisle campus. That is very expensive."

Dr. Alexander said, "That is how they plan to do it."

Dr. Carroll said, "So, it's coming out of their money?"

Dr. Alexander said, "Yes."

Dr. Carroll said, "Under 'Faculty and Staff,' there is a comment that fifty percent of the courses in the program will be taught and that adjunct faculty would possess a doctorate of relevant field. I think that is very good."

“On Page 39, under the Bachelor of Arts in Early Childhood Education, I did not see any reference to cultural differences included in the curriculum. For instance, to look at the importance of cultural differences and to have an appreciation for those ideas and values. I know that it can be handled under ‘multicultural,’ but I am thinking of a more specific appreciation for the students that they will be serving in the Early Childhood program.

“I want to convey to the institution that as they prepare the teachers for Early Childhood Education, that there is a great difference within the culture, and that they would address that.”

Sister Colleen McNicholas said, “I am the Dean of the School of Education from Dominican University. Dr. Kirchen, Director of the Special Education and Early Childhood -- part of our Early Childhood program, is with me.

“Our enrollment on campus has a significant minority statistic. We expect that we will continue that type of recruitment and the respect for the cultural materials and the culture of each -- particularly Latino and African American constituency -- that we serve on campus. We are doing that not only through multicultural courses, but also through our conceptual framework from NCATE, which indicates that for service, every one of our students, undergraduate and graduate, has to have a certain percentage of experience in diverse schools, both in our specific area, which though River Forest is not as diverse, we have a significant amount of suburbs around us that are diverse. We work closely with the city of Chicago and the Chicago Public Schools through cohort work with them, as well as west of us, through Franklin Park and Schiller Park with the Latino community.”

*The Illinois Board of Higher Education, in motion made by Dr. Carroll and seconded by Ms. Sloan hereby grant to **Benedictine University**, Authorization to Grant the Master’s of Science in Management and Organizational Behavior in the Central region, subject to the institution’s maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And granted to **Dominican University**, Authorization to Grant the Bachelor of Arts in Early Childhood Education in Chicago, North Suburban, South Metropolitan, and West Suburban Regions, subject to the institution’s maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

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

Dr. Alexander said, “This item requests approval to extend the B.S. in Nursing from Northern Illinois University to the North Suburban Region and to establish the Ph.D. in Earth and Environmental Sciences and the Doctor of Education in Urban Education Leadership at the University of Illinois at Chicago. The Northern Illinois Nursing Program is the extension of an existing program into a new region. The Earth and Environmental Sciences Program is a reflection of a planned shift going back to 1997, relative to their projection of the changes that would occur in the discipline. The program is being changed to integrate those two.

“The Doctor of Education in Urban Education Leadership reflects a serious need for well-trained school administrators, and by extension, a need for programs of a high quality, that go beyond merely providing credentials and offer a rigorous curriculum tied directly to the needs of school districts. This program focuses specifically upon urban education. It entails and has been developed with direct collaboration with urban school districts and the Chicago Public Schools. It is specifically aimed at school personnel in low-performing schools. It also has a

component in which the school districts will nominate candidates for the program. It has been developed in close cooperation with the Chicago Public Schools.”

The Illinois Board of Higher Education, on motion made by Professor Gove and seconded by Professor Nandi, unanimously granted authority to Northern Illinois University to establish the new administrative unit and degree programs identified below

Northern Illinois University

B.S. in Nursing, Off-Campus in the North Suburban Region

And granted to University of Illinois at Chicago approval to establish the new administrative unit and degree programs identified below

University of Illinois at Chicago

Ph.D. in Earth and Environmental Sciences

Doctor of Education in Urban Education Leadership (Ed.D.)

12. Mid-Term Review of *The Illinois Commitment*: Environmental Analysis and Implications for the Future

Dr. Layzell said, “Item 12 presents the midterm review of *The Illinois Commitment*, adopted in October of 2003. The intent of this item was to lay out for you some of the trends and issues that we see relevant to your consideration of this midterm review of *The Illinois Commitment*.

“The trends that we see taking place are ones that we have talked about in other venues. We are seeing increasing diversity among our student population, both at the K-12 and at the higher education level. Concerns, or at least indications in terms of concerns, about educational performance gaps among different student groups, seeing increasing public scrutiny of higher education throughout government and the public at large, and continued fiscal uncertainty and difficulty.

“As we looked across the literature and popular press that we were able to review, several priority issues have been identified. There is also very good linkage between the issues that remain important, for now and into the future, as well as the six goals of *The Illinois Commitment*. Economic growth and development in the role of higher education and fostering is one of the issues. Public engagement of higher education with society at large refers to the important role that higher education can play, both in terms of the economy as well as addressing social issues of concern. This is a not a new issue for higher education, but one that is getting increasing attention. The educational pipeline refers to the interest in fostering a more seamless transition among education levels. P-16 is the term that is often applied here.

“Affordability concerns are very familiar to you, given the work that you did over the past several months through the work of the Committee on Affordability and the recommendations that you put forth. Those are concerns not just in Illinois, but on-going concerns that we see nationally.

“The issue of access has different components to it. Not just access to higher education, but also preparation to access into higher education -- the information provided to potential students to inform them of their choices for higher education enrollment, the capacity of our system to meet these needs, and mobility and transfer among levels once you are in the system.

“Quality and assessment are issues of continued concern. One of the original goals of *The Illinois Commitment* was that by 2004 all programs would have a student assessment or assessment of student learning component in place across the state. We are working toward that.

“Accountability relates significantly to the increased public scrutiny and interest in higher education’s outcomes and use of public resources.

“A final issue, and one that has been talked about by the Faculty Advisory Council, is the role of higher education from a civic responsibility standpoint. That is focusing on what the role of higher education is in terms of fostering an educated and an informed citizenry, as well as improving the quality of life.

“As we looked through these various issues, we are seeing good linkage between these issues, as well as some emerging issues in terms of civic responsibility and public engagement. The implication is that it does confirm the importance of the original six goals, although as we are looking forward through this midterm review, there may be a need to look at the particular priorities that are placed on any one of these goals. Affordability, access, and accountability, are going to be continued areas of interest that the Board may want to give particular priority to. Other issues, such as civic responsibility and public engagement, are things that you may want to consider as well as you are thinking about the next five years or so of *The Illinois Commitment*.

“In terms of the steps, we are currently in the process of gathering input from stakeholder interviews as well as an on-going web-based survey regarding *The Illinois Commitment*. We will report the results of both of these activities in April, as well as give a progress report on how well we as a system have done in addressing the original goals and actions steps that were set forth in 1999.”

Professor Gove said, “You mention the three recent developments. I would have put a fourth one in there, the Michigan affirmative action case on diversity.”

Mr. Taslitz said, “I would also add the significant trends in the last five years. One is private money funneling into the education space. How is the supply of new products, whether it is bricks and mortar, campuses, or online education, going to affect the products and services that public schools are offering our students, and how are our allocations affected by competitive forces that are out there?”

Mr. Lamont said, “In your first slide regarding priority issues, I noticed goal number one was economic development, and I note with some irony we just knocked sixty-six percent of the business and economic grant funds out of our budget. You might want to revisit that at some point.

“I would like to compliment the Faculty Advisory Council for originally suggesting a lot of this. I would also like to point out that civic responsibility includes interpersonal ethics as well as dealing with those who propose situational ethics. I think all of that fits into higher education and I ask that you incorporate those features as well.”

13. University Center of Lake County

Dr. Gary Grace said, “The University Center of Lake County has been a high priority of this Board since the mid-90’s and it continues today, as witnessed by the generous support that you gave us in the operating budget recommendation. We recognize that the original vision and leadership for the Illinois Board initiative known as University Center, came right from you. But, we also know that it has been met with lots of support and cooperation from a number of sectors.

“I would be remiss if I didn’t acknowledge the wonderful collaboration with the College of Lake County that we have experienced from the very beginning. The Lake County Board was also very generous in offering \$3 million for the capital campaign, which is a part of the building that is going up on the College of Lake County campus, as well as a lot of other support, both federal and state.

“We have always enjoyed bipartisan support. The Lake County delegation has been very active in their advocacy of the University Center in meeting the needs for higher education access in this particular region. The colleges and universities, both public and private, have come forward, offering programs from the very beginning, and those programs have grown throughout the last six years. The school districts have also been very active in our being successful and trying to cooperate in a variety of ways, including grant writing activity. The community itself has been very responsive to the University Center growing and developing in a healthy way. That community involves both the not-for-profit and the businesses and corporations that are located in this region.

“We made a decision very early that there would not be a long period of planning, other than the significant planning that the Board staff and their consultants did, to determine whether there was an unmet need, but to really start offering programs in line with that initial needs assessment that was done by the Board staff and MGT of America. That decision to grow, plan, and offer programs and services simultaneously was very helpful in the capturing and understanding of who our clients are, understanding their needs, and then responding in a programmatic way, both curricularly and the physical planning of the structure that is going up on this campus.

“We are in Building C, to the north and to the east of where we are sitting right now is the site for the University Center. The building architect working on the project is a team from Legat Architects out of Waukegan, and design an architect from HOK in St. Louis. They have designed a very useful building that will not only meet the needs of the students that we have presently, but will continue to meet those needs into the foreseeable future.

“The building itself has three floors. It has 91,146 square feet of space. Two stories in three quarters of the building and one wing that is only one story. All of the design was the result of working with faculty and students and gathering their expectations, interest, and needs for a collaborative learning space. What you see is three different academic houses, traffic space, and experiential learning space. All of the formal classrooms have breakout spaces so that small teams of people can come together, work on a project, and then go back into a classroom setting.

“Most of our courses are evening taught. Many of our students take two courses a night, so they are sitting there for six hours. Being able to move about and being able to go into a comfortable environment that supports very active learning was very important to us as this space was designed.

“The green space is student support space that will help with the pre-admission advising and so forth. The orange area came out of work with business and industry where we determined that there was an unmet need for corporate training, community meetings, and for non-credit programming to take place. Midway in the planning process we added this additional space. All of the other floors are very much like the first floor, with student service or administrative space, primary academic space, and the collaborative space in yellow. The exception to that would be the third floor, where we have a faculty development area and an electronic library.

“In terms of the facilities at a glance, we have twenty-seven classrooms. They are all technology oriented so that there is an instructor station that commands the entire technology bank that they have available to them. LCD projection, satellite, and TV can be beamed into every one of the classrooms simultaneously.

“The library is something rather interesting. We have space for about 200 books. I doubt whether we will have 200 books. It is intended as an electronic database library to support graduate education.

“We have a 100-seat lecture hall, tiered classrooms, and executive seminar space. There are computer labs, multi-purpose space, and specialized curricular space for science, nursing, clinical evaluations, and elementary education. There will be a Grab and Go Café, that came out very high on the priorities of working students, to be able to have their food service needs supported while they are moving from their work to a formal classroom setting.

“While working on the Grayslake facility, we have been working with the College of Lake County on another partnership in Waukegan. We have always planned a response in Waukegan. The collaboration that is going on with the College of Lake County also involves the Illinois Education and Training Center and an alternative Hispanic-Latino high school -- St. Martin Deporres. We are going to occupy a 36,000 square foot facility in downtown Waukegan, and will be on the third floor with the high school on the second floor. The IETC center is going to be on the first floor. All of us are educational partners and are interested in trying to find ways that we can service the citizens in ways that support their education development and economic growth. That is anticipated to open this spring. The Grayslake’s facility is anticipated to open next spring.

“Waukegan is similar to the Grayslake facility in that we use technology a great deal. The only unique facet of Waukegan is that we have put in a K-12 Professional Development Center to work with all of the school districts, particularly the Waukegan, North Chicago, and Zion school districts, in trying to find ways to collaborate and support the continued education of staff and teachers in our local schools.

“The decision to grow, plan, and program at the same time was made and we started in the spring of 1997, with 87 students in 11 classes. This past year we served almost 4,000 students in 622 classes. We have experienced about a twelve percent growth every year in the last six years. We currently offer forty-seven degrees and thirteen degree programs.

“In the past year, we have welcomed two new partners, up to sixteen -- eight public and eight private. I encourage you to view the CD in the back of the annual report. It contains a very enlightening program on the University Center and you will see representatives from the region in terms of business and industry, as well as some of the founding faculty talking about their vision for the University Center. We have added new programs at the baccalaureate completion level as well the graduate level in the last year. We just finished a comprehensive needs assessment that was done both with prospective students and with 600 employers in the area. Our intent is to do a calculus where the interests are of the prospective students, but also where the employment and where the economy is going so that there is a match.

“An annual academic review process was developed this year which we will be implementing this spring. We launched the Educator Center and we were also successfully partnered with a number of our member institutions in getting \$2 million worth of federal grants.

“We very much are a partnership, a collaborative. We see ourselves not just in those two buildings that you saw at the beginning, but a process, a facilitation. We are advocating for the needs of the region and for the needs of the member institutions. We are trying to present a way for people to come together to prioritize the needs and to stretch the resources. In this limited economy, if we are not working together to share what precious resources that we have, we will not be able to meet the needs of the citizens of the future. We see ourselves as that nexus -- that place where all of these needs come together. We are providing increased access to Lake County and the greater region and we see ourselves working hand-in-hand with business and industry.”

14. Illinois State Teacher Quality Enhancement Grant

Ms. Meisner-Bertauski said, “In October 2000, a \$4.3 million federal-state grant entitled, “A Common Vision” was awarded to the fellowship alliance of the Board of Higher Education, the Community College Board, the State Board of Education, and the Office of the Governor. Of all the state grants, it was the only one to focus on reforming middle-level education through improvement of teacher preparation and recruitment.

“State grants are one of three different types of federal Teacher Quality Enhancement grants. They seek to improve teacher quality by raising the bar on qualifications of certification, by developing standards-based curriculum and assessment, by developing delivery avenues for place-and-time-bound students, and by recruiting teachers for high-need urban and rural districts, thereby providing exemplary teachers for some of our neediest students. This grant also aligns with *The Illinois Commitment* to Goal 2, developing relationships with elementary and secondary schools, to Goal 4, increasing the number and diversity of students completing education programs, and to Goal 5, providing accountability for the quality of academic programs and assessment.

“Adolescence is a unique period of developmental growth. Except for birth-to-three years, there is no time of faster growth. Along with physical growth, it is during this period that the prefrontal cortex, which controls abstract and moral reasoning, develops. With all of this going on in their lives, it is vital that these students have teachers that understand and teach to their developmental needs.

“The basis of the grant stemmed from the 1989 Carnegie Report, *Turning Points*, that focused on middle level education. This report recognized the characteristics and needs of adolescent learners and the challenges the schools face in providing quality education. It also recognized the need for the educational system as a whole to work together to upgrade education to meet the needs of adolescent development.

“Why was this grant written for middle-level reform? The black hole of the Illinois Education System is middle level education. A recent Board report, *The Condition of Public Education*, shows that 8th grade reading and writing scores have declined. As for teacher preparation, there is no separate certificate for middle level. Our current endorsement for middle level, which is added onto either an elementary or secondary certificate, requires eighteen hours in subject matter and only six hours in middle-level curriculum, philosophy, and psychology of adolescent learners. No clinical experience is required. This means that a teacher could be hired for a middle-level position without ever setting foot in a middle-grades classroom. We need teachers with an age-appropriate training and expertise to meet the needs of one-third of our Illinois students. At the time this grant was written, there were only two public universities, Illinois State and Eastern, that offered teacher preparation programs in the middle level.

“The grant has three goals. The State Board of Education is lead agency in goal one. To date, the middle-level pedagogy standards have been approved by the Teacher Certification Board and the State Board.

“Numerous studies show that student achievement directly correlates with teacher quality, which is the focus of goal two. To address this goal, four universities were selected by virtue of their diverse demographics to create curricular design teams. The members of these design teams were initially oriented in middle-level curricular design and technology. They then asked essential questions such as what is a highly qualified middle-level teacher, what skills do they need to have, what do they need to know about adolescent learners? After researching answers to these questions, they set out to design and develop middle level teacher preparation programs, professional development opportunities, and recruitment strategies.

“Goal 3 addresses the recruitment of teachers to high-need areas. The Center for the Application of Information Technology at Western Illinois University has been working with us on a recruitment campaign. A recruitment DVD has been developed and is currently being field-tested.

“Collaboration both within and among institutions in developing grant outcomes has been an important part of this project. Perhaps the most enduring outcome of this grant will be the relationship and newfound respect that has been established as part of this collaborative process. Educators who have participated in this process will never go back to siloed ways of thinking. The trust and collaborative processes that have been established will expand and continue beyond the scope of this grant period.

“These are the major partners in the grant. The Board of Higher Education serves as the fiscal and administrative agency. The Community College Board has been developing a basic skills preparation workshop for teacher candidates, as well as developing a standards-based A.A.T. that will provide a smooth transfer through the teacher preparation program. The State Board of Education is the lead agency in the approval of the pedagogy and content standards, as well as middle-level certification.

“Four universities have developed and led design teams that have collaboratively designed standards-based teacher preparation program, professional development opportunities and recruitment strategies. Colleges of Education are not alone in preparing teacher candidates; it takes an entire institution. The design teams are comprised of arts, science, and education faculty from universities and their partner community colleges, as well as middle-level educators. The middle-grade educators have been an essential part of the overall planning, as they have served as experts in the field. A particularly important piece in this process has been the middle-level teacher-in-residence at each site. Agreements with middle schools were made to hire an outstanding teacher to assist in curriculum design and teacher prep activities. These experts have proven to be invaluable in this grant process.

“These are just some of the outcomes of the grant and are just the tip of the iceberg. One unique component of the grant is the Middle-Grades Leadership Academy. Education is every-changing and higher education needs to remain fresh and be able to meet the needs of today’s students. Typically professional development experiences involve higher education providing opportunities for practicing teachers; however, the MGLA’s provide an inverse professional development model. Higher education faculty studied best middle level practices, visited middle grades classrooms to learn from people in the field, and then asked the essential questions to find out what a truly qualified middle-level teacher needs to know. They utilized this knowledge and insight in developing effective teacher prep programs.

“Each site involved in the TQE project has similar goals and objectives; however, they arrived at these outcomes through different processes in different manners. That was part of the beauty of the grant.

“I wish to take this time to commend the people who have been working at our various universities. The project leaders have been absolutely outstanding in pulling together their teams and leading them. It has not always been easy and there have been a few sticky points, but they have persevered, and they are extremely dedicated to their work.

“I would like to name one unique outcome that each site has developed. Chicago State has developed a middle-level recruitment cohort that they have started at three of their partner community colleges. These students will complete their studies at the community colleges and then transfer into the middle of a program at Chicago State.

“Southern Illinois University at Carbondale has created a state-of-the-art technology classroom called The Smart Classroom. Here both students and faculty have received training. SIUC faculty and their partner community college’s faculty have been trained in Marco Polo, in Live Techs and notes, videographing, and many more programs.

“SIUE has developed a middle school technology institute called MiSTI to train their design team members in web-design and other technology programs. They have since rolled this out to a large audience of university and community college faculty.

“Northeastern University is modeling the middle school concept in its middle level teacher program. Higher education at Northeastern and the community colleges have established a learning community in which they are team teaching linked interdisciplinary courses.

“We have accomplished a great deal in a short period of time and we have a few miles yet to go before the grant ends.”

Dr. Carroll said, “You reviewed teacher outcome quite well. Has there been any data collected on student outcome?”

Ms. Meisner-Bertauski said, “We have not had any teachers who have completely gone through, but yes, there are plans to follow the teacher candidates into their jobs and to follow up with student achievement because there is an absolute correlation between the two.”

15. Establishment and Appointment of a Committee to Study and Implement Policies Affecting Student With Disabilities

Dr. Murphy said, “This item is a charge that we have been given by you to work with some experts in the field of disabilities to establish a committee to help implement some real policy and some real actionable items that can make a difference for these students. As a follow-up to the recommendations in the 2000 report, *Gateway to Success*, and recent developments concerning students with disabilities, the staff has been asked to convene this advisory committee to examine issues related to the development and implementation of more effective information systems and the improvement of the transition from high school to post-secondary institutions for students with disabilities, as well as review the budgetary structures and support for students with disabilities in higher education.

“Some recent developments that have emphasized the critical need for this committee are the changes in the funding levels that are placing constraints on our institutions in their ability to serve students. One example is the elimination of the Special Population Grants Program, which

impacted the community colleges, many of whom use that money to help their students with disabilities. There is also concern from the higher education institutions about the implementation of a new funding model for students receiving disabilities through the office of rehabilitation services.

“There has been a call by the National Council on Disability for Congress to support the development of a post-secondary technical assistance network and longitudinal research to identify and disseminate best practice information for assisting our institutions as they help students with disabilities.

“There is a recommendation contained in an Interagency Coordinating Council report. Stating the status of transition services for secondary students with disabilities in Illinois reads, ‘ICCB, IBHE, and ISBE must develop a mechanism to ensure that all high schools make a concerted effort to ensure that all high school graduates who have disabilities meet the specifications that colleges and universities need to provide complete and full services during the student’s post secondary experience.’

“We have found in our initial discussions with potential committee members that there are great differences and variances in what students with disabilities experience in high school compared to post-secondary institutions -- students are surprised at what they find and the lack of information about that transition. This will be one of the major cases that the Committee works on.

“Additional information is being asked of the institutions this year in their response to the 2004 *Report on Underrepresented Groups*. We will be incorporating that information into the Committee’s work.

“The Committee is in the process of being pulled together right now. We hope to have an initial meeting sometime mid-February. The emphasis is going to be on things that can actually be done, as opposed to just reading and writing about the issue. We want some actionable items that are doable -- especially in this very trying fiscal time.”

Chairman Kaplan said, “One of the issues is the proper protocol or the universal protocol for computer access for persons with disabilities. I understand the University of Illinois is working on that and the other schools could possibly sign on to that without too great of an expense.”

Dr. Murphy said, “There are things going on that the Committee can build on. I know Northern had a conference on assistive technology and web accessibility. We hope these experts will bring these to the table to share and help speed up implementation, as opposed to having to reinvent the wheel.”

Chairman Kaplan said, “I have met with some of those folks and they have some terrific ideas. The emphasis is on things that can be done, not should be done.”

Ms. Sloan said, “I suggest that this information be available on our website now. Instead of having to create a whole new website, couldn’t that be available at IBHE and ICCB websites?”

Dr. Murphy said, “The plan is to link it all together via our respective websites. As the work unfolds, it will be available that way. An ultimate goal is to have a jam-packed data resource for people looking for information about services for students with disabilities.”

Dr. Carroll said, "I want to know if you have a high level of parental involvement? There are so many knowledgeable parents out there and still so many questions that are unanswered. Could we make sure that we have on the website that parents can participate, or you can get questions or responses from them?"

Dr. Murphy said, "The Interagency Council has representatives from the public sector who are parents of students with disabilities. We will be asking our Committee to figure out how we can get them more involved. I would like to see the website have an 'are you a student, are you a parent, click here, go there' because the questions would be different depending on the audience."

Chairman Kaplan said, "Dr. Carroll, the Illinois State Advisory Council on Education of Children of Disabilities wants to participate. The majority of the members of that Council are parents to people with disabilities, so you are going to get that input."

Dr. Carroll said, "Having been the national president of the Illinois Council for Exceptional Children, I certainly would like to have more input."

16. Consent Agenda

Mr. O'Kelly said, "I would like to thank whoever wrote up CA-3 for changing the legislative audit commission guidelines to prohibit the use of student fees, general funds, which includes the MAP grants. Regarding the parking structure at Northeastern of the 1,050 parking spots, how many of those are designated for students as opposed to faculty and staff?"

Dr. Steinberg stated, "First come, first serve."

The Illinois Board of Higher Education, on motion made by Professor Nandi and seconded by Mr. Barr, unanimously approved the following items:

CA-1. Board Minutes - December 9, 2003

The Illinois Board of Higher Education unanimously approved the minutes of the December 9, 2003 meeting.

CA-2. Financial Report

The Illinois Board of Higher Education unanimously approved the financial report dated December 31, 2003.

CA-3. Public University Noninstructional Project Approval

The Illinois Board of Higher Education unanimously approved the Public University Noninstructional Projects.

CA-4. The Illinois Articulation Initiative: Endorsement of Physics Articulation

The Illinois Board of Higher Education unanimously approved The Illinois Articulation Initiative: Endorsement of Physics Articulation.

17. Other Matters/Public Comment Period

Mr. Lamont said, "There has been some behind the scenes discussions about future meeting sites. Over the coming weeks, those Members who have some concerns about how we

set the schedule for future meeting sites please address them to the Executive Director. We may want to make some changes to that.”

There being no further business to come before the Board, Chairman Kaplan adjourned the meeting at 12:30 p.m.

Respectfully submitted by Linda Oseland, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the February 3, 2004 meeting.

