

**MINUTES – BOARD MEETING
June 6, 2006**

Submitted for: Action.

Summary: Minutes of the June 6, 2006, meeting of the Illinois Board of Higher Education held at Morton College, Cicero, Illinois.

Action Requested: That the Illinois Board of Higher Education approves the Minutes of the June 6, 2006, meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
June 6, 2006

A meeting of the Illinois Board of Higher Education was called to order at 9:10 a.m., in the cafeteria, Morton College, Cicero, Illinois.

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

The following Board Members were present:

Frances G. Carroll	Robert J. Ruiz
Matt DeRosa	Gilbert L. Rutman
Alice B. Hayes	Lucy A. Sloan
Cordelia Meyer	Elmer L. Washington
John P. Minogue	Addison E. Woodward, Jr.
Proshanta K. Nandi	

Also present by invitation of the Board were:

Judy Erwin, Executive Director, Illinois Board of Higher Education
Elliot Regenstein, Director of Education Reform, Office of the Governor
Geoffrey Obrzut, President/Chief Executive Officer, Illinois Community College Board

Presidents and Chancellors

Al Bowman	John Peters
Elnora Daniel	Salme H. Steinberg
Stuart Fagan	Vaughn Vandegrift
Stephanie Marshall	Joseph White
Sylvia Manning	

Advisory Committee Chairpersons

Les Hyder, Faculty	Paul Frank, Private
Jerry Dill, Proprietary	Danielle Gaines, Student
Alice Jacobs, 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, “We welcome Representative McCarthy, Chairman of the House Higher Education Committee. Representative McCarthy has been a true friend to higher education and to students. He sponsored HSEGA amendments a year ago, and we are delighted to have him join us this morning.

“We welcome Kati Haycock, director of the Education Trust, and a national expert on P-16 issues and we welcome two new advisory committee chairs: Curtis White of ISU, new chair of the Faculty Advisory Council, who is not present today but will take over as Chair for our next meeting, and the chair of the Student Advisory Committee, Danielle Gaines of the University of Illinois at Urbana-Champaign.

“The budget increases general fund dollars for higher education by about \$48 million, or 2.3%. When funding from potential proceeds from the ISAC loan portfolio sale for increases in the MAP program and for the new MAP-Plus program are included, the total increase for higher education is \$109 million, or 5.2%. The budget also addresses key priorities of the Board of Higher Education, including a substantial increase for student financial aid, funding for faculty and staff salaries, and resources for student success grants in community colleges. This is a fair budget and we congratulate the Governor and legislature for their consideration.

“I had the opportunity to speak at a meeting in late April on disabilityworks and Higher Education, sponsored by the Chicagoland Chamber of Commerce. It was a pleasure to attend the meeting and to recount the progress we in higher education are making in acknowledging and serving the needs of students with disabilities. But I also cautioned that we cannot afford to rest on our laurels, but must continue to seek ways to broaden access and open the doors of opportunity for all students.

“I also had the opportunity to speak recently at the UIC honors convocation, an experience that was very gratifying, meaningful for me, and stimulating.

“Finally, a bittersweet note of farewell is in order – some familiar faces and stalwart champions of education have announced plans to move on: Stephanie Marshall, my friend, who was the founding President of the Illinois Math and Science Academy, and has served as its chief executive for 20 years; Salme Steinberg, my friend, president of Northeastern Illinois University for 11 years, and Stu Fagan, friend and president of Governors State University for the past 6 years. We wish to thank you for all of your contributions to students over the years, your wise counsel, and assistance to this Board and to me. Thank you. I can truly say that each of your campuses are better off for your service. We will miss you all, and we wish you the best for the future.

“The next IBHE meeting is Tuesday, August 15, 2006 at the Chicago School of Professional Psychology.”

3. Presentation by Kati Haycock, Director, Education Trust

Ms. Haycock gave a presentation entitled *Improving Achievement and Closing Gaps, Pre-K Through College*.

After her presentation, the Board had the following discussion:

Mr. DeRosa said, “When you said you spoke to educators, and one of their responses was that the students do not really care about academics and their parents do not care either, what was the response when you said one of the things that would help improve the class would be to make the class harder? If they feel that the students have already given up, and it seems from that mentality that they have given up on the students, how did they respond to that claim?”

Ms. Haycock said, “The response is different from teacher to teacher. Some teachers gravitate immediately to that idea because in their own practice they have seen that and want help in going further. Others find it a preposterous idea. It just depends.”

Dr. Woodward said, “Your data are overwhelming. There is so much there. I have just been reading Kozol’s latest book, *The Shame of the Nation*; part of your focus seems to be on system failure, but part of your focus is on individual failure. I am not sure how the system failure impacts individual failure. That is always a struggle with me. When you talk about teacher quality, that is also part system failure I think. I just keep struggling with that.”

Ms. Haycock said, “It is always hard in a short amount of time to get clear about everything. My own view is the story I just told you, a story about system failure, not a story about individual failure. Whether we are talking about teachers, principals, or leaders in higher education, they are products of our system and products of the culture that we have created. Frankly, even when we talk with students at the end of their training to become a teacher, the most common word that comes out of their mouths is ‘can’t.’ The kids ‘can’t,’ I ‘can’t.’ You wonder how does this happen that, at the moment in one’s preparation when you would think you would be at the height of your arrogance about what you can do, we are so filled with what we cannot do. I do not know that there is any other profession that is acculturated in that way. We have to make the shift from a ‘can’t do’ to a ‘can do’ profession. That is a systems issue. That is not largely an individual issue. The individual issue, if there is one at all, is we are just so used to getting by with mediocre at every level that is essentially what we do. We are so used to it, we cannot imagine anything different.”

Ms. Meyer said, “Can you talk about the schools that you highlighted, what you see as the key characteristics and how you can take that evidence to a systemic level and improve the key levers that we should be able to act on?”

Ms. Haycock said, “A lot of folks expect these unusually high performing schools to be magical places filled by unusually charismatic leaders. Rarely is that the case. Interestingly, the schools that work are those that pay attention to the simple building blocks of education. That is a good leader, who actually is rarely charismatic but cares a lot about building a sense of team and collective responsibility at a school; a set of teachers who know their stuff and are really focused on and willing to take responsibility for student success and lots and lots of support for those teachers. That means not leaving teachers on their own to figure out how to teach plate tectonics, but lots of rich curriculum units and even assignments that they can draw on.

“It is what they do in other countries. We have been reluctant to do that here. That is nuts. We should provide teachers with lots of support, mentors; strong induction during those early years makes a big difference. In addition, real monitoring of student progress. A lot of people rail at how much student testing there is, and they say we are doing so much testing. The fact of the matter is we are doing, in most cases, too little. We are assessing kids once a year in most places. Teachers need ongoing information throughout the year on how the kids are progressing towards those standards. The better schools, the higher-performing schools and districts, dip in with very unobtrusive benchmark or snapshot assessments around every six weeks. They care so much about giving the data to teachers that they get it back within

24 hours and they have routinized procedures about how to act immediately on those results. They do not wait until the kids fail the state assessment at the end of the year and pop them into summer school. When they get the data, if it suggests a student has not mastered something, they act immediately to make sure that student masters that skill. When I give that list to people outside of education they understand this process as common sense. When you give it to people inside education they argue about it. The fact of the matter is, in these schools, it is like common sense on steroids. It is about systematic attention to teaching and learning, and when you do that, the vast majority of all kids respond fabulously.”

Ms. Meyer said, “What school of education do you think has integrated that type of curriculum into its program to be able to leverage? Can you give us, you do not have to use Illinois examples, other ones that basically we can use? I think we need to move this to the highlight of our agenda in terms of being able to leverage things, and these are the critical points.”

Ms. Haycock said, “I cannot give you an answer to that. That does not mean there is not an education school that does that, it just means I have never encountered one. There is way too much separation between our schools of education and the school districts that employ the teachers they produce. One example that I will give you, on the K-12 side we are really focused on reading now. All the research tells us what common sense probably should have a long time ago, and that is, reading really is fundamental. When we really develop strong reading skills and habits, students soar. While there is a lot of attention on the K-12 side to making sure teachers are steeped in the latest research, that is not so clear to have happened on the higher education side where you would have thought it would have started first. There is a new report done by the National Council on Teacher Quality that actually looks at the way reading is taught in schools of education, and if it does not leave you chilled, then you have no ability to be chilled anymore. We really have to break down the walls between these institutions and do a better job. I would argue again that when I talk to you about how the education research establishment has been so dismissive of the need to understand the practices of the teachers in schools that are doing better, if we did that carefully, that could reshape how we prepare our teachers because it would be based then in real research on what works in today’s classrooms and what does not. Our inattention to understanding the practices and characteristics of the teachers who grow all of their kids has essentially hobbled our ability to create schools of education that are truly preparing teachers for the challenges of today. Again, I do not want to suggest there are no institutions that do a decent job of this. I do want to suggest that I do not know them.”

Dr. Hayes said, “We have been talking about the relationships, K-16, and have just restored the Joint Education Committee. This presentation was a powerful demonstration of the importance of those partnerships, so I thank you for it.”

Ms. Haycock said, “If it did not come across clearly, one of the things that we have learned after more than a decade of working with these issues is that no matter how hard you try to achieve change in either K-12 or higher education, it is very difficult to do that. The two systems are so intertwined in so many places that you literally cannot bring about changes in one without also bringing about changes in the way the other one does business, which is why so many states are creating vehicles to actually do that work together.”

Chairman Kaplan said, “Is there an extrapolation that can be shown between the type of teacher quality in the elementary and secondary schools and the retention rates of students in predominately minority schools and colleges in higher education? In other words, in the schools that are predominately minority in higher education, why do some schools have significantly higher graduation rates than other schools similarly situated?”

Ms. Haycock said, “We do not know all of the answers to that because people have just started during the past couple of years acknowledging that there are actually differences. The best initial study of that has been done by the Association of State Colleges and Universities, and they attributed a lot to campus leadership making a priority, infusing that priority into the whole institution, and essentially holding academic units accountable for bumps in students’ success. That kind of shift, from just letting kids in, to feeling a sense of responsibility for getting them through.

“Let me be clear about that. Most of the students who leave us are not leaving us because they are failing. Most students who leave without a degree are in fine academic standing, just one thing or another happens – too many course withdrawals, cannot get the courses for the major, frustrated with the schedule – they just disengage. Good institutions do not let students disengage. They monitor their attendance, they monitor their performance. When anything slips they go after them and get them. They also go after them and get them when they leave.

“The University of New Mexico just did a really interesting thing a couple of years ago. They noticed that the students who left without degrees were in fine academic standing – many of them only 15-20 units short of a degree. They realized they had somehow failed these students. It was not that the students had failed. So they did something simple, they paid one of these bill collectors to track down the student’s current address. It cost them \$1.75 per student. They sent them a letter that said, ‘It looks to us like you left in good standing. It must have been something we did. How about you come in and let’s talk about getting you back on track.’ They produced about 2,400 more B.A.s from that. A lot of those students have now gone on to get graduate degrees.

“How did they do that? By writing them a letter acknowledging that maybe they slipped up and by inviting them back. Some of this is not magic. It does not require a new program that costs \$400 billion. It mostly means that we care enough to make this a priority.”

Professor Nandi said, “Have you addressed the Illinois State Board of Education?”

Ms. Haycock said, “Not for a while. I did a few years ago.”

Chairman Kaplan said, “She addressed our advisory council a couple of years ago.”

President White said, “Great presentation. I think this presentation is about two things: scarcity of excellent teachers and scarcity of excellent educational leaders. My question is what advice do you have about increasing the supply of both of those things?”

Ms. Haycock said, “The first thing is to prioritize it. That sounds overly simplistic, but you would be surprised how many institutions just let the numbers be what they are without any aggressive outreach. One of the things that we know is that despite what people say – that people do not want to teach inner-city kids and they do not want to lead those schools – the facts are actually exactly the opposite. Take Chicago, for example. A few years ago, they could not recruit enough teacher applicants to cover the vacancies. Now they have about 1,700 vacancies. They have 19,000 applicants. People want now to take on this challenge.

“The same is true of leadership, but what we do not always do is align our preparation programs to the particular needs in these schools. We are also not very selective about who we let in them. One of the real needs here is to talk about preparation programs for what you might call transformational leaders. As you know, it is a very different set of skills from just managing an ongoing institution. We do not give enough thought to how to do that. Interestingly, there is probably more analyzing in the private sector in terms of corporate turnaround specialists. We really need to think about that as a way of preparing folks

for these kinds of situations. It is not out of lack of interest in doing that work, it is often out of lack of us aligning our own efforts with those particular needs.”

4. Remarks by Judy Erwin, Executive Director

Ms. Erwin said, “I think we all learned a great deal from Kati Haycock’s presentation. I take her presentation as marching orders as to what we need to do.

“The IBHE staff is beginning a strategic planning process that we hope will include all of you. We have had the opportunity to have Dwayne Matthews from the Lumina Foundation come and help kick it off with the senior staff. We are using Jim Collins’ *Good to Great and the Social Sectors* as sort of the plan. This will take a while, so for those of you on campuses or with associations, I ask for your advice, counsel, and your patience. In strategic planning with institutions or other organizations it takes a while to align things so that, for instance, grants cycles and budget cycles go together, but we want to make sure that we include all of the stakeholders. If there is anyone that you think we are not talking to, or should talk to, please do not hesitate to let us know.

“The Governor and the General Assembly did increase higher education funding. I thank our partners in that – Representative McCarthy, Senator Ed Maloney, Representative Dave Miller, Senator Mattie Hunter, in particular, the legislative leaders on higher education, were just terrific. You should all know that they worked very hard on your behalf and on behalf of all students.

“There were a few resolutions. Ms. Haycock mentioned integrating data systems, and as luck would have it, the legislature passed a resolution telling us to do a better job. It actually exists in the statute as one of our responsibilities, but it is something that we are working on. Charlie Evans from the University of Illinois is chairing a committee from the shared enrollment group. We are aggressively working on that. There was also a resolution on textbook costs which Mike Baumgartner is working on, as is a team of people. So we will be contacting campuses and institutions about that. There are a number of legislators who are very concerned about the increased cost of textbooks.

“The Governor’s Office and legislators asked us to take a look at transfer centers, which have been programs in community colleges to assist with minority students or disadvantaged students, low-achieving students, and trying to help them transfer to four-year institutions. We are working under Dr. Gary Alexander’s leadership along with Dr. Elaine Johnson from the Illinois Community College Board. They are looking at what some of the characteristics of the best models in the country are. We are really encouraged about trying to design the best mousetrap to do this. You will all be hearing more about that.

“I wanted to thank everyone for your cooperation and assistance with the 2006 Annual Collegiate Artists Competition. It was a huge success and many of your campuses had entries. Robert Morris College was a gracious host of not only the awards reception, but also – if any of you are in the Loop and on State Street in their art gallery that is just across the street from the Harold Washington Library – there is an exhibit of the artwork which is really spectacular. It is there through June 16, so there is still time.

“I wish for the Board and everyone in our audience to know that our distinguished Chairman Jim Kaplan will be honored later this week by the Illinois Community College Trustees Association. The Chairman will receive the Association’s 2006 Meritorious Service Award for his efforts to increase funding for higher education and to advance the cause of students during particularly difficult budget times. So, Mr. Chairman, congratulations. It is well-deserved.”

5. Advisory Committee Reports

Les Hyder, representing the Faculty Advisory Council, presented his report to the Board (see attached). There was no discussion following his report.

Danielle Gaines, representing the Student Advisory Committee, presented her report to the Board (see attached). There was no discussion following her report.

Jerry Dill, representing the Proprietary Advisory Committee, presented his report to the Board. There was no discussion following his report.

Alice Jacobs, representing the Council of Community College Presidents, presented her report to the Board (see attached). There was no discussion following her report.

Paul Frank, representing the Private College and University Advisory Committee, presented his report to the Board (see attached). There was no discussion following his report.

6. New Units of Instruction at Public Community Colleges

Dr. Alexander briefly outlined the contents of this item. After his presentation, the Board had the following discussion:

Chairman Kaplan said, "Have steps been taken to assure that professional accreditation needed for licensure to enter into the profession have been met?"

Dr. Alexander said, "Yes."

*The Illinois Board of Higher Education, on motion made by Dr. Rutman and seconded by Dr. Carroll, unanimously granted authority to **College of Lake County** to offer the Associate of Applied Science in Medical Assisting.*

*And granted authority to **Kennedy-King College** to offer the Associate of Applied Science in Baking and Pastry Arts.*

*And granted authority to **Lincoln Land Community College** to offer the Associate of Arts in Teaching Early Childhood Education.*

And granted authority to the following institutions to offer the Associate of Arts in Teaching Special Education:

Lincoln Land Community College
Oakton Community College

*And granted authority to **Rock Valley College** to offer the Associate of Applied Science in Industrial Computer Systems.*

*And granted authority to **Sauk Valley Community College** to offer the Associate of Arts in Teaching Secondary Mathematics.*

*And granted authority to **Waubensee Community College** to offer the Associate of Applied Science in Health Care Interpreting.*

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

Dr. Alexander briefly outlined the contents of this item. After his presentation, the Board had the following discussion:

Dr. Alexander said, “St. Augustine College has requested we withdraw the Bachelor of Arts in Psychology for consideration at a later time.”

Chairman Kaplan said, “I have some questions about the Biomedical Engineering requirements for students to enter into the program. I am familiar with that. DeVry’s requirement that students have a G.E.D. or a high school diploma, with no evidence that they establish some strength in mathematics like calculus, linear algebra, chemistry, physics, some scores on an A.C.T., this is a very popular program today, but the students who go into this program must have some chance at success. In order to have that chance at success they must demonstrate some proclivity along the lines that I have just described. What evidence do we have that the students who only have to have a G.E.D. or a high school diploma can pass into the area of Biomedical Engineering and do the type of work in algorithms, calculus, physics, and electrical engineering that these students are going to be required to do?”

Mr. Jerry Dill, Vice President, DeVry University-Illinois said, “The point is well taken. The Biomedical Engineering Technology is the newest family of Engineering Technology programs that we have had. We have been offering our Electronics Engineering Technology program in the state for over 30 years. More recently we have added Computer Engineering Technology and now Biomedical Engineering Technology. All three of them will have the same entrance criteria which is a higher algebra score than we would normally require for admission into our other programs at the university. We recognize the same concern that you have put forth, to make sure the students have the capability of being successful. So besides the G.E.D. or high school diploma for basis for admission, the entrance requirements in algebra are more stringent for this family of programs.”

Chairman Kaplan said, “I need to see more specific criteria. I do not want a student to be set up for failure. I need to see more specific criteria before I can vote to support approval of this particular item. I know what students go through firsthand in this. I need to see more criteria that will demonstrate that your requirements of the student ensure a reasonable chance of success, and this does not give it to us.”

Mr. Dill said, “We will be glad to provide additional information to the staff on this.”

Chairman Kaplan said, “You will withdraw this request today?”

Mr. Dill said, “We will withdraw the request today then.”

Chairman Kaplan said, “I also have some questions about Shimer College in regards to the financial ability of Shimer College to move to the IIT campus. I recall a couple of years ago Senator Geo-Karis obtained a grant for this. I also recall that the city of Waukegan made some concessions to them as well. Evidently, they have not been able to be a financial success at their location in Lake County. How can we assure a student who is going to enter into their program that they are going to be there four years hence and be able to grant a degree? What reassurance do we have?”

Dr. Alexander said, “President Rice and David Glover, Chief Financial Officer, are here to speak to the issue.”

Chairman Kaplan said, "I have visited the campus in Mt. Carroll. I am quite concerned about the financial wherewithal to continue on."

President Rice said, "Thank you for your concern. I would like to emphasize first that this invitation from the Illinois Institute of Technology is one that we studied in great depth, with highly conservative financial assumptions, anticipating enrollment decreases, and other potential instabilities. Even on the basis of a standard case, an optimistic case, and a pessimistic case scenario, it was our judgment, in fact, we had then and have now, the wherewithal to bring this expansion of our work to a successful conclusion. The conservative projections involve enrollment, contributions, and donated income as well as a slow pace of sale of assets of such properties in Waukegan that we would no longer need. I am happy to report that our pessimistic and conservative assumptions were proved wrong quite dramatically. The college has seen historically high, record-breaking contributions from long-time donors, lapsed donors, new donors, and alumni such that we were readily able to finance the filled-out construction of specially designed space on the IIT campus, meet a long-term lease requirement of down payment, and put ourselves into a much stronger position from the point of view of fundraising."

Chairman Kaplan said, "Are you going into your endowment then to be able to do this?"

President Rice said, "The college's endowment is very small, but is not being used for this purpose. Additionally, our enrollment projections were quite conservative. We have anticipated decline. In fact, it looks like we will not have a decline. The students we were concerned might leave are staying. Inquiries based on the new attractions of the campus and the expanded facilities have been going up. We have considerably greater application rates, looking ahead.

"Further, another source of conservative projections on which we based our decision to do this had to do with our sale of various properties in Waukegan which have been greatly accelerated from the very beginning of the sales program. We anticipated two to three years. It looks like everything might be done as early as the end of this summer.

"All of the factors that we were looking at are actually looking considerably better than we anticipated. But, even with those negative or conservative assumptions, we felt that this was a great opportunity to put the college up into a much stronger position *vis-à-vis* our strategic plan to grow enrollment."

Chairman Kaplan said, "Can you assure the Board that the funds that you have presently on hand will carry you through four years so that an entering freshman will know that at the end of his or her hard work that they will have a diploma?"

President Rice said, "Absolutely. I would add as well that when the Higher Learning Commission sent in its site visitation team last month, they recommended a five-year renewal of our accreditation and saw this expansion as a resounding positive for the college's future."

Chairman Kaplan said, "How much data do we have on the financials of this institution?"

Dr. Alexander said, "I would have to defer to Lynn Murphy, but she indicates we have a substantial amount of data."

Chairman Kaplan said, "And are you satisfied that the school can carry through for four years?"

Dr. Murphy said, "Yes."

Dr. Hayes said, “For the National-Louis University program, the Master of Health Services Administration, they have no facilities for that program, although they assure us that they will acquire them. I wonder, what is the process for following up on that? If the facilities are not there, they have a wonderful track record of acquiring facilities, but what do we do then to make sure that these are located near hospitals and have the equipment and so on?”

Dr. Alexander said, “We lack a formal process at the moment. Obviously, in the ongoing process of program review when the school chooses to report to us. We do not have a systematic follow-up procedure.”

Robert Benway, Chair of the Health Studies Department, National-Louis University said, “The MHA program currently is offered on campuses as well as off-site locations at hospitals. The hospitals we have worked with, have partnered with, have loaned us their facilities where we can teach the entire curriculum. In return, we have worked with those hospitals in providing opportunities for their students and also for students in the communities that do not work at those hospitals.”

Dr. Hayes said, “What about these new areas that you are seeking permission for, Fox Valley, Western, and Central Regions?”

Dr. Benway said, “We currently offer the healthcare leadership program, which is our undergraduate program, in those areas, and we have an established relationship with those hospitals.”

Dr. Woodward said, “Is there not an accreditation available to be sought for health administration?”

Dr. Benway said, “There is an accreditation available.”

Dr. Woodward said, “There is no required program accreditation in the proposal but there is one available that many health administration programs seek.”

Chairman Kaplan said, “Are you seeking that accreditation?”

Dr. Benway said, “At this time we are aligning our curriculum and ensuring that we meet all of the accreditation requirements. At some time in the future we will confer with the leadership of the college and the leadership of the university and decide whether we want to pursue accreditation.”

Chairman Kaplan said, “What type of a timeline are you considering for that?”

Dr. Benway said, “We just did a program review a few weeks ago with our MHA program. The leadership of the university’s faculty had asked us to return within two years to provide a progress report on the development of our program and a part of that includes the strategy for becoming accredited.”

Chairman Kaplan said, “What are the feelings of the Board if there is an accreditation possible, and how we should make these approvals? Should we make them conditional? What should we be doing on this?”

Dr. Hayes said, “I do not think that we should establish that as a condition. It certainly would strengthen the program and be evidence of its quality. We look for high quality in programs. So the accreditation by the appropriate body certainly adds to the quality of the program. It should be sought, and I think it would be encouraging. I do not know that as long as this is accredited by North Central, that it meets the accreditation requirements of the Board to have the institution accredited.”

Dr. Murphy said, “With regard to accreditation, in many cases for specialized accreditation, the program often has to be in existence prior to it even being able to seek accreditation. In anticipation of that, or at least to leave the option open, most of the proposals we see coming through are aligning their curriculum in the event they seek accreditation. Most of them intend to. In a lot of cases they cannot have it coming in because it is not eligible.”

Chairman Kaplan said, “Should the Board, in protecting consumers, be looking to see that they are making progress towards candidate status towards accreditation? Should we be looking for that? I do not mean to single out National-Louis on this.”

Dr. Murphy said, “Yes. I think we should look for it and encourage it. I hate to go to a conditional form of approval for somebody who already has regional accreditation because then what happens to the student if we say they did not cut it? Then the student is out of luck. I think we should encourage it whenever possible and staff is looking for it, especially when these specialized programs come through.”

Chairman Kaplan said, “You have heard our concern.”

Dr. Minogue said, “I think not all accreditations are created equal. I am thinking particularly of AACSB, a noble thing in the business schools that basically brings a set of requirements that does not necessarily guarantee better business education. It does guarantee good faculty salaries. Not all accreditations are created equal. More is not better in my opinion. I am not up on accreditation of these types of programs, so I could not say yes or no. It seems to me if you are advertising the program you either say you are accredited, not only by North Central, but by other people, or you do not say it and do not pretend like you are.”

Chairman Kaplan said, “We should have some of that information on our website in the consumer part of our website. That if the program does not advertise itself as accredited, and those types of things, so the buyer is able to beware.”

Dr. Alexander said, “Obviously, our staff are not experts in all of the disciplines they bring to you. We rely on standards within accrediting bodies, comparable programs, our knowledge of the institution itself, and so on. Clearly from the conversations we are having today, we are going to be looking more strongly at entrance requirements, the nature of accreditation, and the nature of standards that are out there in the various disciplines. It is, as Dr. Minogue said, all accreditations are not created equal, and there are a range of issues that we look at on individual programs and institutions.”

Dr. Woodward said, “I think a forward-looking statement and a statement about aligning curriculum are important, And when I saw the fact that there was no accreditation, I know that there happens to be. I appreciate the forward-looking statement.”

Dr. Alexander said, “We will work on being more precise and providing more information in the write-ups.”

*The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Woodward, unanimously granted to **Computer Systems Institute**, the Certificate of Approval and Authorization to Operate in the North Suburban Region and further grants Authorization to Grant the Associate of Applied Science in Network Systems Administration, subject to the institution’s maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*And granted to **National-Louis University** Authorization to Grant the Master of Health Services Administration in the Fox Valley, Western, and Central Regions, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*And granted to **Northwestern Business College** Authorization to Grant the Associate of Applied Science in Information Management on campus and in the West Suburban 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 **Rockford Business College**, Authorization to Grant the Associate of Applied Science in Pharmacy Technician, 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 **St. Xavier University**, Authorization to Grant the Master of Arts in Education, Educational Administration and Supervision, off campus, in the North Suburban and Fox Valley Regions, subject to the maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And granted to **Shimer College**, the Certificate of Approval and Authorization to Operate in the Chicago Region and further grants Authorization to Grant the following degrees, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted:*

- *Bachelor of Arts in Liberal Studies*
- *Bachelor of Arts in Humanities*
- *Bachelor of Science in Humanities*
- *Bachelor of Arts in Natural Sciences*
- *Bachelor of Science in Natural Sciences*
- *Bachelor of Arts in Social Sciences*
- *Bachelor of Science in Social Sciences*

*And granted to **Upper Iowa University**, the Certificate of Approval and Authorization to Operate in the Fox Valley Region and further grants Authorization to Grant the following degrees, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted:*

- *Bachelor of Science in Accounting*
- *Bachelor of Science in Emergency and Disaster Management*
- *Bachelor of Science in Public Administration*

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

Dr. Alexander said, "Before turning to this item, I need to read a formal correction into the agenda, a correction to April Agenda Item 10. It was a clerical error. In both instances, the Chicago State University College of Pharmacy and Doctor of Pharmacy and the Eastern Illinois University Nursing program reference was made to the wrong statute in stating the staff conclusion. The staff conclusion in each instance should read as follows: 'Staff conclusion: The staff concludes that the proposed degree program meets the criteria to implement the Board of Higher Education (110ILCS205/et.se et.seq.) as set

forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education Policies pertaining to assessment and accreditation for licensure.’ I thank you and apologize for the error.”

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

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Hayes, unanimously granted the following public university approval to establish the new center and degree programs identified below, 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:

University of Illinois at Chicago

- *Bachelor of Arts in Urban and Public Affairs*
- *Master of Science in Finance*
- *National Center for Rural Health Professions, off campus in the Fox Valley Region*

9. Fiscal Year 2007 Appropriations for Higher Education, General Assembly Action

Dr. Baumgartner gave a brief report on this item. After his presentation, the Board had the following discussion:

Chairman Kaplan said, “Where is deferred maintenance? Has there been any money set aside, or are we going to go into the veto session on deferred maintenance?”

Dr. Baumgartner said, “There is not any new money appropriated for that.”

Chairman Kaplan said, “We are heading into a real nightmare.”

Dr. Baumgartner said, “As it stands, we are going into the veto session and next legislative session without any capital.”

Ms. Meyer said, “Where do we stand on the ISAC sale?”

Chairman Kaplan said, “The specific facts are known only to their consultant and to Don McNeil at ISAC. We will have a presentation, but I do not think anything has been disclosed publicly.”

Mr. Randy Erford, Director of the *College Illinois!* Program and State Relations Director, Illinois Student Assistance Commission, said, “What you have stated is correct. Chairman McNeil indicated to me that I was authorized to come here and indicate we have no news on the loan sale, although ISAC does have a meeting scheduled in a week or so, and we probably will be making some decision on the MAP portion of the appropriation. The Commission has been working very hard. They are working both very deliberately and very expeditiously to move forward.”

Chairman Kaplan said, “Are you going to make an announcement on June 16? Is that what you are saying?”

Mr. Erford said, “No. What I am saying is with regard to the MAP appropriation, the additional \$26.8 million, on whether to distribute that or not, the Commission may make a decision on whether to include that in the formula on June 16.”

Dr. Minogue said, “Without going into details of the sale or potential sale, I understand how you can get a one-time hit out of this thing, which adds up to about \$64 million. How do you get a sustained capability out of this deal?”

Mr. Erford said, “The MAP-Plus program is authorized only for one year. That portion is a one-time expenditure as well. Also, in that legislation, ISAC is required to evaluate the program and make a recommendation on whether or not it should be continued. That whole portion is not an ongoing thing, at least at this point. You are correct as far as the MAP appropriation. That would be built into the base, and then there would be decisions to be made next year. As to whether that funding source could be replicated, I cannot answer that at this point.”

Dr. Washington said, “You are aware that there is a lot of apprehension in the general public as well as among students regarding this issue. Could you give us a timeframe in terms of when a decision might be made on this very important issue?”

Mr. Erford said, “I think the timeframe is, as far as distribution of the additional MAP money, the Commission will be discussing that later this month on June 16. As far as the rest of it, I really cannot give you a timeframe.”

Ms. Meyer said, “Can we have a presentation at our next Board meeting after the decision is made on the structure of the deal?”

Chairman Kaplan said, “You want a presentation on the substance? Yes. Can you go back to ISAC and let them know that the Board would like a presentation on the substance of the deal once you have the details?”

Mr. Erford said, “Yes.”

Mr. DeRosa said, “Beyond the MAP-Plus program, there are also funds that will be given to the original MAP award through this sale. Will those be used to give more people MAP awards, and if so, if this is a one-time gain for MAP Plus, I am assuming this is a one-time gain for MAP for this year? How can those awards continue to be given for another year when that funding is not guaranteed as well?”

Mr. Erford said, “My understanding is that ISAC will be making the recommendation on how to include those funds in the MAP appropriation for FY2007 from this non-GRF source – if it is used to eliminate the reduction factor, or if the formula committee has advised staff as it is typically held prior to the recommendation that work has been done and there will be a recommendation coming forth to make that decision.

“As we move forward you are correct, if that money gets built into the base, then next year you have another challenge. It would come from ISAC’s SLOF funds, if it could be replicated. We do not know at this point if that is possible. That would be an amount that would need to come from GRF or some other source.”

Dr. Minogue said, “Obviously MAP is meant to help a student’s transition through four or six years of college. One-time hits are not a good solution for a long-term problem. Whatever the deal is, I do hope that it creates a sustainable, maybe not as big as the first hit, but a sustainable run so that students who get dependent on it, who come to college, can get through the four to six year journey they are going to make.”

Mr. DeRosa said, “We are seeing \$60 million, but all the estimates I have seen, all of the projections, have been for far more than that. If you were to make the sale, do you have any idea what the projections are for what you might make from the sale at this time?”

Mr. Erford said, “It may or may not be a sale. It may be some kind of restructuring. We do not have the answer to that yet. The answer is no, I cannot.”

Dr. Woodward said, “I am looking back at our priorities. I have the sense that our tuition costs are outstripping our funds available to students. I think we are addressing college affordability. I do not know if we are improving it. It sounds like because there are no capital projects, we are having difficulty protecting the state’s investment.”

10. Legislative Report

Mr. Sevener gave a brief report on this item. After his presentation, the Board had the following discussion:

Chairman Kaplan said, “The Illinois Green Government Coordination Council is going to host the Sustainable University symposium on June 28, 2006, at the Illinois Department of Natural Resources building in Springfield. Lieutenant Governor Quinn called me and asked me to ask the universities and colleges to have their people attend. It has been no secret that the Board has been trying to get some momentum up on saving money with utilities for the last three years. Now with the prices that they are, maybe we see a little bit more movement on it. We encourage all of you to attend this event.”

Mr. DeRosa said, “Though the bill number escapes me I remember Representative Jakobsson introduced a bill regarding unbundling textbooks.”

Mr. Sevener said, “That bill did not pass.”

Mr. DeRosa said, “In that case, I respectfully request the committee to be headed by Gary to have that be one of the cost savings they look into.”

Mr. Sevener said, “Yes, that is part of the textbook cost study that we are engaged in.”

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

Dr. Alexander gave a brief report on this item. There was no discussion following his report.

12. Meeting Updates from Board Members

Professor Nandi said, “This was my second meeting with the Illinois State Board of Education. The first meeting, I realized that the committee meets on Wednesdays and the decisions are made on Thursdays. I did not know that before.

“Beyond the cut-and-dried minutes of the meeting, I thought it would be much more fruitful to give a sense of what are the current issues with ISBE. The Board is very much concerned with school violence, truancy, and dropouts. They do not know, or have not figured out, how to handle these things. Many of the members I talked to were concerned about unprepared students and schools. In other words, in order to make the Governor’s plans very successful, they have to figure out what to do with schools that do not perform. There is going to be a critical decision because this is a very touchy matter. ISBE

also wishes that before programs are finalized or articulated, that they be discussed at the committee level so that the issues are brought out in the open and the repercussions or fallouts are all discussed.

“At the second meeting there was a hoax, but at that time the hoax was not revealed. There is some kind of No Child Left Behind, behind that formula there is a process of depriving many students who would not finish high school. They will be given some opportunities to complete it. If they fail, they will be permanently debarred from availing the state and national facilities. Because of the intervention of Gary Alexander, we figured out that it was really a hoax and there were no such machinations behind it.

“Funding is always a concern; however this year was pleasant for the Board and most members of the Board expressed a great deal of satisfaction. The Board is trying to organize a retreat next time, and they will be discussing some substantive issues at that time.”

Dr. Minogue said, “Of the 900-some odd school districts that these folks take care of, how many are in bankruptcy?”

Professor Nandi said, “I do not know.”

“There is a move to consolidate the school districts. I think it is a great idea and a long time coming. I know of a school district where I live, where the middle school has four grades and two principals in the building. Why? Then they do not pass a referendum for more money.”

Dr. Washington said, “I have attended two very informative ISAC meetings on March 31 at the James R. Thompson Center and on April 28 at Parkland College. The March 31 meeting was a special meeting to review Morgan Stanley’s “Working Draft: Organizational Overview and Preliminary Financial/Business Analysis” of all ISAC activities. Chairman McNeil noted that this is just the beginning of a long-term process with Morgan Stanley as the consultant to assist the Commission in making a fully informed decision regarding any of a variety of future options regarding its loan portfolio. Highlights of the April 28 meeting were the approval of FY2007 budgets for IDAPP and *College Illinois!* In addition, ISAC will administer a new Nurse Educator Assistance program of \$1.35 million and a new forensic scientists training program of \$500,000 for academic year 2006-07.

“The next meeting of the Commission will be on Friday, June 16 at Harold Washington College at 9:00 a.m. I am not sure at this point what the agenda will be, but I think there should be some information provided that will satisfy some people as to what is happening.”

Dr. Woodward said, “I was unable to attend the May meeting of the Illinois Community College Board due to a conflict. I believe the April meeting occurred before our last Board meeting and that dealt with approving programs, and some budgetary items. Concern was expressed about community college and HECA money.”

Ms. Sloan said, “Could we have on our website updated comments on what is happening with ISAC? It might be useful for the students as we go through the process.”

Chairman Kaplan said, “Yes.”

13. Report on the 2006 Annual Collegiate Artist Competition

Mr. Sevenser gave a brief report on this item. After his presentation, the Board had the following discussion:

Chairman Kaplan said, "I would like to thank President Michael Viollt of Robert Morris College. He has been a good friend to this Board on a number of fronts."

Dr. Washington said, "I did attend the ceremony. There was great enthusiasm among the audience in terms of the presenters and their supporters who were there. This is one venue where our students have a chance to show their creativity, and I think we often forget how important that is."

14. Consent Agenda

The Illinois Board of Higher Education, on motion made by Dr. Minogue and seconded by Dr. Rutman, unanimously approved the following items:

CA-1. Board Minutes – April 4, 2006

The Illinois Board of Higher Education unanimously approved the minutes of the April 4, 2006, meeting.

CA-2. Financial Report

The Illinois Board of Higher Education unanimously approved the update on expenditures and obligations from the fiscal year 2006 appropriations to the Illinois Board of Higher Education as of the end of April 2006.

CA-3. Diversifying Higher Education Faculty in Illinois Program, Fiscal Year 2007 Grant Allocation

The Illinois Board of Higher Education hereby authorizes the Executive Director to allocate the fiscal year 2007 appropriation for grants authorized by the Diversifying Higher Education Faculty in Illinois Act and recommended by the DFI Program Board.

CA-4. Public University Non-Instructional Project Approval

The Illinois Board of Higher Education hereby approves the non-instructional capital improvement projects included in this item.

CA-5. Appropriation Transfers for Fiscal Year 2006

The Illinois Board of Higher Education hereby approves the appropriation transfers included in this item.

CA-6. Staff Salary Ranges

The Board of Higher Education hereby approves the salary ranges included in this item for Board staff. The Executive Director of the Board of Higher Education, with the concurrence of the Chairman, is authorized to employ and fix the compensation of such professional, clerical, and other staff (including consultants) as deemed necessary, on a full- or part-time basis, within the respective classifications and salary ranges herein set forth and within the constraints of the appropriations and grants available. Salary ranges to be utilized for civil service personnel are subject to approval by the Universities Civil Service System.

15. Other Matters/Public Comment Period

There being no further business to come before the Board, Chairman Kaplan adjourned the meeting at 12:21 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 June 6, 2006 meeting.

**Submitted Remarks of Les R. Hyder, Vice-Chair
Faculty Advisory Council
Illinois Board of Higher Education Meeting – June 6, 2006**

The Faculty Advisory Council advises the Board of the election of new officers for 2006-2007. Curtis White, Illinois State University, and Les Hyder, Eastern Illinois University, were elected chair and vice chair respectively. Terrence Riddell, Quincy University, was reelected secretary. We ask the Board to join us in expressing appreciation to Wayne Evens, Bradley University, and Anne Draznin, University of Illinois at Springfield, 2005-2006 chair and vice chair respectively and to Dr. Riddell for his continuing service.

During the past two years the FAC has devoted considerable time to meetings with legislators and some time to meeting with members of the governor's staff. Through these meetings, members of the council have come to a better appreciation of the political processes and issues that influence state funding and policies relating to education in general, higher education in particular. We perceive that these meetings have been informative for the legislators and executive staff and hope that we have begun to establish relationships that over time will be beneficial to higher education and therefore to the State of Illinois.

The FAC is confident that Illinois's higher education system continues to be among the nation's best. This is despite the substantial reductions in funding for financial aid for students at all universities and appropriations for the public institutions. That the higher education system continues to be so strong is a tribute to the shared leadership and commitment of administrators and faculty. We are concerned that if this trend is not reversed in the very near future, a system that was built over some 200 years will erode at an accelerating pace and soon will cause irreparable and incalculable damage. This is a legacy we sincerely hope that history need never record as having happened on the watch of this Board and its advisory groups.

During the coming year, the FAC will seek to establish more positive and productive relationships with the IBHE staff and the Board's leadership and members. We will seek to be proactive in identifying and addressing significant and relevant issues and then to provide thoughtful position papers worthy of the Board's consideration and endorsement. We also will seek opportunities to collaborate with others in higher education, including collective bargaining units, students and administrators, and the many publics who benefit from the many, diverse, productive and effective instructional, research and service programs and activities offered by Illinois' higher education institutions.

We will provide support and encouragement for efforts and initiatives by legislative and executives that advance the needs of Illinoisans and Illinois for quality education at all levels, from preschool through graduate and professional school. However, we will challenge ill-considered and short-sighted proposals that are detrimental to that purpose or that defer current problems and issues in ways that require unfair sacrifices by present and future students and faculty and defer to future leaders and generations the need to resolve them while wrestling with complications and limitations prompted by the failure to resolve them now. This is our moral obligation to executive and legislative leaders and to Illinois citizens and businesses, present and future.

The members of the Faculty Advisory Council appreciate the opportunity to participate in the discussion of these important issues and arrive at decisions that protect, promote, and advance higher education into the next century.

**Submitted Remarks of Danielle Gaines, President
Student Advisory Committee
Illinois Board of Higher Education Meeting – June 6, 2006**

The student advisory committee met this past weekend at Parkland College. As we reviewed the board agenda, discussion began to center on the legislative report and state budget.

The members of the Student Advisory Committee continue to be strongly opposed to the sale of the Illinois Student Assistance Commission loan portfolio.

There are too many uncertainties tied to this proposal. Several questions remain unanswered such as: Where will the remaining funds go after MAP has received additional monies? Will MAP+ be funded in FY 08 and beyond? Should this program be created when the original MAP Award is not currently funded to its maximum level?

Though the MAP+ has good intentions towards assistance in higher education, the sacrifices required fall short of justifying this sale. Interest revenues that are generated by ISAC through the administration of the student loan program are utilized to support other important initiatives and outreach services for the citizens of the State of Illinois. Privatization of the student loan program could result in the loss of these important student assistance and outreach services.

For these and other reasons, we, the members of the Student Advisory Committee, representing the students in Illinois higher education, respectfully request the Board's assistance in preserving the current practices of the Illinois Student Assistance Commission.

**Submitted Remarks of Alice Jacobs, President
Council of Community College Presidents
Illinois Board of Higher Education Meeting – June 6, 2006**

Chairman Kaplan, Director Erwin and members of the Board:

The Presidents' Council is appreciative of the overall increase in the State budget for community colleges and thanks you for your support. We are especially thankful for the reinstatement of the Disadvantaged Student Success Grant.

At the same time, we believe that House Joint Resolution 122 represents a significant advancement. It is hoped that the process provided by the Resolution will result in planning for the future as well as adequate funding for community colleges. We look forward to the involvement of interested members of the General Assembly.

This meeting is the last one that I will represent the Community College Presidents' Council. I have appreciated being able to attend your meetings and share with you the issues of importance to our Council. Next year, Dr. Keith Miller, President of Black Hawk College, will lead the Council and serve as representative to your Advisory Committee.

**Submitted Remarks of David Tretter, President delivered by Paul Frank
Federation of Independent Illinois Colleges and Universities
Illinois Board of Higher Education Meeting – June 6, 2006**

Mr. Chairman, Board members and Director Erwin:

On behalf of David Tretter who is unable to be here today I have some brief comments to share from the private college and university advisory committee.

The presidents of our state's independent not-for-profit colleges and universities are encouraged by the successful efforts of student aid advocates to restore funding for the Monetary Award Program (MAP) to where it was before several years of cuts and flat-funding began in 2002. Everyone in this room surely recognizes the historical success and importance of the MAP program and the General Assembly's efforts to fund it as a priority will surely help increase college affordability for our state's neediest students.

The independent colleges are also encouraged by the creation of the MAP-Plus program. While MAP Plus represents a new recognition by the General Assembly and the Governor that the state does have an interest in providing assistance to middle-class students to attend the college or university of their choice, there remain some concerns about the program. We hope in the near future this program will be funded with a more permanent revenue stream. To the extent that higher education is eager to see more state funds to help students, this year's state budget is clearly a step forward and we applaud the IBHE staff and leadership for their efforts.

We'd like to briefly note that later in this meeting the Board will be discussing the new and continuing awards under the Diversifying Faculty in Illinois program. The published data will show that 37% of the new awards will be going to students at private colleges and universities as well as 45% of continuing awards. It is the Federation's hope that these awards will continue to be distributed in an equal and meritorious fashion, and we stand willing to help promote the program to help increase the numbers of applicants.

On a related note, the IBHE's report on underrepresented groups in higher education largely focuses on the public universities and community colleges, which are required to provide information to the board for the purposes of this report. However, when the report cites student enrollment numbers and degree production in the aggregate, the private college and university data are included in the report. From an analytical standpoint, reports like this and other annual exercises can be very useful, but we think that without looking at the state's entire system, without including relevant information from the independent colleges and universities this report is incomplete and does not provide the information to policy-makers that it could or should. The Federation would like to work with the Board to help broaden this report and others that would help provide a more comprehensive view of the entire higher education landscape in our state.