

MINUTES – BOARD MEETING
August 12, 2008

Submitted for: Action.

Summary: Minutes of the August 12, 2008 meeting of the Illinois Board of Higher Education held at Kendall College, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the minutes of the August 12, 2008 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 9:00 a.m. in the Banquet Room on the Third Floor at Kendall College, Chicago, Illinois.

Carrie J. Hightman, Chairwoman, presided.
Linda Oseland was Secretary for the meeting.

The following Board Members were present:

Guy Alongi	Proshanta Nandi
Jay D. Bergman	Robert J. Ruiz
Frances G. Carroll	Gilbert L. Rutman
Ashley Dearborn	Lucy A. Sloan
Alice B. Hayes	Jerry Thor
Donald McNeil	Elmer L. Washington
John P. Minogue	Addison E. Woodward, Jr.

Also present by invitation of the Board were:

Judy Erwin, Executive Director, Illinois Board of Higher Education
Geoffrey Obrzut, President/Chief Executive Officer, Illinois Community College Board
Andy Davis, Executive Director, Illinois Student Assistance Commission
Tom Morelock, Executive Director, State Universities Civil Service System
Dan Slack, Executive Director, State Universities Retirement System

Presidents and Chancellors

Al Bowman	Max McGee
Alvin Goldfarb	John Peters
Sharon Hahs	Frank Pogue
Elaine Maimon	Vaughn Vandegrift

Advisory Committee Chairpersons

Bob Mees, Illinois Community College Council of Presidents
Ron Kimberling, Proprietary Advisory Committee
William Obuchowski, Student Advisory Committee
Dave Tretter, Private College and University Advisory Committee

1. Call Meeting to Order, Chairwoman Carrie J. Hightman

Chairwoman Hightman called the meeting to order. A quorum was present.

2. Welcome, President Megahed, Kendall College

President Megahed made her welcoming remarks.

3. Announcement and Remarks, Carrie J. Hightman

Chairwoman Hightman said, “Thank you to President Megahed and Kendall College for their hospitality. The reception last evening was superb. We are grateful for your willingness to host both our Board meeting this morning and the meeting of the Public Agenda Task Force this afternoon.

“I want to take note of some people joining us today. Dr. Frank G. Pogue, who became Interim President of Chicago State University on July 15th, was president of Edinboro University in Pennsylvania for 11 years before retiring. We welcome you, Dr. Pogue, and wish you well in your new responsibilities. Bob Mees, who is President of John A. Logan College, is with us for his first meeting as Chair of the Community College Presidents Council. We welcome you in your new role. Jerry Thor is attending his first meeting as our student Board member. Jerry is a graduate student majoring in finance at the University of Illinois at Urbana Champaign. We welcome Jerry. Ron Kimberling is filling in for Jerry Dill to give the proprietary advisory report today. Finally, I want to acknowledge the students in our audience who are attending our Board meeting today because we are featuring the Student Advisory Committee for a special presentation. So, welcome and thank you for attending.

“We will have a couple of reports relating to the budget, both this year’s and the next fiscal year, but allow me a few moments to offer some reflections on the budget process.

“The 2009 budget is a mixed bag for higher education, and our reactions are mixed as well. We are pleased that the Governor maintained the General Assembly’s funding increases for public universities, but we are disappointed, naturally, with the reductions and outright vetoes of the General Assembly’s appropriations for the community college system, funding for MAP grants, and IBHE grant programs that support health education, diversity and student success, and university research. In some cases, these reductions take us backwards and shortchange students in great need of state support. The cuts serve as a reminder that we must redouble our efforts as a higher education community to work together as advocates for the resources we all need to operate an effective, efficient, and productive system of higher education for the citizens of Illinois. As Chairwoman of the Board of Higher Education, I pledge to do all I can to build a case and make a case for strengthening the state’s commitment to higher education. I ask everyone in this room to join in that endeavor.

“Which leads me to my second point: we are embarking on the process for constructing the fiscal 2010 higher education budget as we also move into the final stages of developing a Public Agenda for Higher Education. These two endeavors go hand-in-hand. To the extent possible, we will build on the success of the investment budget we developed a year ago and design a fiscal year 2010 budget that is informed by the findings and recommendations of the Public Agenda we are writing. For example, one area in which the Public Agenda can be a particularly useful guide to our budget development is in the potential restoration of our grant programs. It can help us identify areas of acute need, create strategies to address the need, and establish evidence-based benchmarks to measure success.

“The Public Agenda is relevant to the budget process in another respect. Given what we have seen thus far in the Public Agenda development process, we have a compelling argument that the state

can continue down this path of diminished returns to higher education only at great peril for the citizens of Illinois. All the research – on demographic trends, on educational attainment, on future economic vitality for the state and its regional economies – point in one direction: we need more education, not less; we need more resources, not fewer, particularly for students facing financial and academic challenges; and we need a long-term state commitment to meet the long-term problems and seize the opportunities if Illinois is going to be competitive with other states and nations in the global marketplace.

“We cannot do this alone, and we cannot do it if the higher education community and its stakeholders are fractured or splintered. We cannot abide an every-man-for-himself approach, or we risk all sinking together. The Public Agenda will give us a blueprint and an action plan for presenting a case to the General Assembly and Governor that higher education is a public good, and the public -- through their elected leaders -- bears responsibility for its support.

“We must make that case, make it reasonably but forcefully, and make it as a unified community of higher education stakeholders.

“Now, I would like to turn to another item on our agenda, the American Diploma Project. We are being asked today to give our stamp of approval to an initiative aimed at better preparing our young people for the world of work and the demands of college.

“You will recall that Michael Cohen, President of Achieve, Inc., met with the Board at our August meeting a year ago to discuss the American Diploma Project, or ADP. This national network, which now numbers 33 states, is designed to improve the connection between the K-12 system and higher education to create a true P-20 partnership that will better prepare students for what comes after high school.

“The goals of the ADP are threefold: first, align what’s taught -- and tested -- in high school with what employers and college faculty expect graduates to know when they enter the workforce or college classrooms; second, increase the rigor of high school courses; and third, hold high schools accountable for students’ college and career readiness, and hold colleges and universities accountable for student success once they enter postsecondary education.

“The Illinois State Board of Education already has endorsed this initiative. In addition to the involvement of the Office of the Governor and the business community, our approval is a requirement for Illinois to become the 34th state in the network.

“This is a step that is long overdue as demonstrated by the following facts: 33 other states have beaten us to the punch, too many students entering higher education require remediation, and we in Illinois have yet to build an effective P-20 structure that places the interests of students at the center of our policies and programs.

“Another item I want to mention is an item that we have talked about at many meetings -- the academic program review rules, which we have totally reviewed and are now seeking to revise. We owe a debt of gratitude to Dr. Washington for his efforts as chair of the Board committee that worked diligently with our staff to craft revised policies to streamline the review process. The revisions also strengthen the process and provide additional tools to scrutinize the avalanche of applications generated by online academic offerings and the rapidly growing proprietary sector.

“The rules changes are a welcome next step in modernizing our policies and procedures for the protection of consumers in the fast-changing higher education marketplace. Again, thank you, Dr. Washington for all your efforts.

“I want to ask Dr. Carroll if she would make a few remarks regarding one of the programs that was cut in the budget process the past few months -- the DFI program.”

Dr. Carroll said, “Thank you, Madam Chairwoman. I would like to enter this comment on behalf of Terry Nunn who is not with us today. Also, our Chairman, Jerry Blakemore, has responded to the decrease of funds for the DFI Board by asking us all to write letters to our legislators, and there has been a shout out to the public, who has had many press meetings, in order to put our story out there. At this time, we have not received any additional funds, but I want to bring out to this audience that we have some unusual people who work for the state of Illinois, and they are called the college presidents, and I am pleased to say and to report to you that every college president has agreed to continue to support the fellows who were assigned to their universities, and also to those new fellows who were selected in June. So, for this academic year, the colleges are picking up the tab so that those young people can continue in their programs and help in Illinois to diversify the faculty. Please note that I said through this academic year, so that means that we are asking everyone here, if you could speak to your legislators about this excellent program that we have here in Illinois, and due to limited funding, we may not be able to continue the effort in training people with master’s degrees and doctorate degrees to be able to assume some of the jobs in our various universities to diversify our faculty. So, we need you, and thank you so much for the support you have given this year for our DFI Board. We hope to continue to be on the paper. Thank you.”

4. Remarks by Judy Erwin, Executive Director

Ms. Erwin said, “I, too, want to thank all the college presidents, public and private, for agreeing to support the DFI fellows. The DFI grant, along with a \$21 million grant critical for health care education that funds health care education at private institutions, was also cut. Many of you also are recipients of grant dollars in the Higher Education Cooperation Act (HECA) program, and unfortunately, in midstream, many of you are finding that you had faculty assigned and assumingly paid for on something, and now basically, the rug has been pulled out from under you. We are extending the deadline for the use of the HECA funds, and we are working with all the grant recipients to try and help locate other dollars. So, thank you for your understanding and patience, and we will do what we can with that.

“One of the grants that was not cut is the Nursing Education Grants -- the expansion and improvement grants as well as the nursing fellowships. So, the applications for the nursing fellowships will go out. The deans of the colleges of nursing recommend critical faculty to receive a stipend. Basically, we want to keep them teaching.

“I want to thank our partners at the Illinois State Board of Education, Dr. Chris Koch and his staff, Chairman Jesse Ruiz, as well as Geoff Obrzut, Dr. Elaine Johnson, and Karen Hunter-Anderson on the close work with the American Diploma Project, and then, also, Don McNeil and Andy Davis at the Illinois Student Assistance Commission for all their help and contributions that they give, not only in trying to coordinate a P-20 arrangement in the state, but also for their help with the Public Agenda.

“We have a dual credit task force that we invite your participation. Many of you will be directly involved. The Legislature asked that we set this up because we will be looking at how dual credit can advance student attainment.”

5. Update on Public Agenda Development

Chairwoman Hightman said, “As you know, the Task Force on the Illinois Higher Education Public Agenda will meet this afternoon at 1:00 p.m., following our luncheon with the Student Advisory Committee.

“Much has transpired since our last Board meeting, and I would like to take a few moments to briefly update you on those activities, and then describe the remaining steps in the process.

“First, I want to extend our profound appreciation to the 17 community colleges across Illinois that hosted regional forums held during June, and the nearly 700 people who attended these meetings to offer their ideas, suggestions, and feedback. There are many more who emailed us their input. This is a big state, as our staff who accompanied the consultants on this road show can attest, but clearly the travel was worth the time and effort. It allowed all interested parties to have input into the process and to ensure that the process is, indeed, collaborative and inclusive.

“This afternoon’s session will be the fourth meeting of the Task Force, and it is a pivotal one because it represents a key turning point in the planning process. We will move from a process that has largely been driven by the consultants and instead turn to the Task Force, IBHE Board members, and the many members of the advisory group to take the next steps.

“This afternoon, the Task Force will review the NCHEMS Consultants’ Report. The report, which is posted on our website, does several things. First, it identifies some basic principles that should guide the Task Force and Board as we write the Public Agenda. Second, it outlines a variety of strategies, or ‘policy tools,’ available to implement the goals of the Public Agenda, such as allocation of resources, accountability measures, and policy leadership. Third, it discusses policy alternatives relating to funding issues and the policy leadership needed to sustain the momentum of the Public Agenda over time. And finally, it presents a series of draft performance measures and benchmarks for each of the goals and sub-goals as a means to gauge our progress.

“As I said, the report is on the IBHE website (www.ibhe.org), and we sincerely invite your feedback. We have created a special web-based form for you to easily comment on the report, offer suggestions, critique the benchmarks, propose new performance measures, or discuss any aspect of the Consultants’ Report. We truly desire and value your ideas.

“The NCHEMS report will be the basis for the next crucial stage of the Public Agenda process -- the preparation of the draft Public Agenda. It is the role of the Task Force, as mandated by House Joint Resolution 69, to undertake the task of writing the Public Agenda.

“At the Task Force meeting this afternoon, I will suggest to members of the Task Force that we establish ‘working groups’ to focus on each of the four goals identified by NCHEMS. The groups will examine the public needs data, reflect on the overarching principles, performance measures, benchmarks, and implementation strategies outlined in the Report, and then create a working draft of a Public Agenda for College and Career Success.

“These working groups will be comprised of Task Force and Board members who will work with IBHE staff throughout September to shape the contours of each goal by setting priorities, developing benchmarks and performance standards, and crafting strategies for implementation. In short, they will turn the goals into a draft action agenda for Illinois higher education.

“We expect that the draft Public Agenda will be reviewed by the Task Force at a meeting October

6, in Chicago, and then considered by the Board of Higher Education at its meeting the next day.

“The Board’s action will trigger a public comment period in which we will ask all stakeholders -- through public hearings and other means -- to voice their views about the draft Public Agenda.

“We then anticipate that the final Public Agenda will be ready for distribution in mid-November in advance of a final Task Force meeting November 21 to formally adopt it.

“The Board of Higher Education, which has statutory authority for higher education master planning, will consider the final Public Agenda on December 9 at its meeting at National-Louis University in Chicago. The Public Agenda will then be formally transmitted to the Governor and Illinois General Assembly.

“I know this is a lot of detail about the process, but our goal is always to be transparent, to be inclusive, and to let everyone know every step of it. So, I thought it was important to walk through all of these steps with you.

“And while it feels like we have come a long way, we still have a long way to go. So, again, I ask for your support, and participation as, together, we build an agenda that will shape Illinois higher education for generations to come.”

6. Board Meeting Minutes – June 3, 2008

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Mr. Ruiz, unanimously approved the minutes of the June 3, 2008 meeting.

7. Financial Report

The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Ms. Dearborn, unanimously approved an update of expenditures and obligations from the fiscal year 2008 appropriations as of June 30, 2008.

8. Advisory Committee Reports

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

Bob Mees, representing the Illinois Community College Council of Presidents, presented his report to the Board (see attached). There was no discussion following his report.

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

9. Presentation by William Obuchowski and Charlie Mehl, Student Advisory Committee

William Obuchowski and Charlie Mehl made a presentation to the Board. Following their presentation, the Board had the following discussion:

Father Minogue said, “On the affordability issue, it would be interesting to know what is on the upfront costs, but it would be interesting to track student debt walking out the door. I think that should be a regular report to this group because that really tells you what the cost of this education is.”

Chairwoman Hightman said, "I think we have this whole data keeping issue."

Father Minogue said, "It would be good to receive a report on what the student loan is, high or low, just a general report."

Ms. Erwin said, "We can work with ISAC."

10. Fiscal Year 2009 Appropriations for Higher Education, Governor's Action

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

Mr. Bergman said, "This report is very good, very detailed, and very informative, and Mike and his staff have done an excellent job."

Chairwoman Hightman said, "We agree. I think that is a unanimous decision of the Board."

Ms. Dearborn said, "What is the possibility that we will recoup some of these lost funds?"

Dr. Baumgartner said, "I do not know."

Dr. Washington said, "The thing I would like to raise is the increase in the budget. The University of Illinois just did a survey of the residents of Illinois and how they feel regarding an increase for higher education. One of the main findings is the residents feel that higher education should have more money, but they do not feel that they should have to pay more taxes for it. They feel that the money should come from other state agencies or other resources. It seems to me that there is not a lot of public concern being expressed regarding these cuts. As professionals, we are doing our job to communicate our concerns, but there is not general uprising regarding them from the public, and I think that this sort of fits with the whole budget process. We can expect more of the same for years to come if there is not a great deal of concern expressed by the public regarding these issues, and there is no reason why we should not be able to galvanize support. We represent a large number of educated people -- our large universities, our public institutions, our private institutions, and our community colleges. I feel that if students, faculty, and administration felt strongly enough about these issues, there would be some clamor regarding them, and at this point, I do not sense that. Am I correct in sensing the lack of excitement regarding concern for these matters?"

Chairwoman Hightman said, "I think this is more of a political question. Don, would you help answer some of the concerns with what is being said?"

Mr. Sevensen said, "I think that Dr. Washington is correct. There has not been a significant public outcry. There has been no pain or difficulty for legislators or other elected officials in seeing that these cuts are made. There is no penalty to the elected officials for reducing or not increasing appropriations to higher education, and they do listen to public outcry; and any significant measure has not come from students, alumni, or even the business community, which is among the largest consumer of what higher education produces. Does that answer your question?"

Dr. Washington said, "Yes, it does."

Father Minogue said, "This is not a political statement; it is the facts. I believe that higher education is built on a house of sand right now. Everyone I have talked with in different sectors of the

economy says that the financial structures are bad, and it is getting worse, which means there are not state funds. So, the Legislature passed the budget -- pick a number -- that was \$3 billion dollars over what the state was going to get in revenues. The state has an obligation to hit the balance between what comes in and what goes out, and it is not going to get better next year. So, I think the goal is not how to get more money; the goal is how to take the cost out of the game.”

Dr. Washington said, “I think the goal is both. We need to take the cost out of the game. We need to get more money as a result of showing just how accountable we are for taking costs out of the game.”

Chairwoman Hightman said, “I think the Public Agenda process is a vehicle for addressing both of these issues. We are talking about suggesting ideas for efficiency, for better utilizing all the resources, all the assets in the higher education world here in Illinois, and to address issues regarding funding.”

Dr. Rutman said, “It is my impression that past Governors -- Edgar, Thompson, Ryan -- were very pro-higher education, but Governor Blagojevich does not seem to be that interested. Is there a shift in emphasis? Do we agree or disagree?”

Mr. Sevenser said, “I think the Chairwoman would like to weigh in on that.”

Ms. Erwin said, “I am not sure it is a staff role to comment on that.”

Ms. Dearborn said, “I think you are probably right, Gil. In fact, that was the assessment that was made at the higher education summit a couple of weeks ago; however, the assessment was also made that this is the administration that we have, and we have to work with it.”

Dr. Rutman said, “Nicely said.”

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

Dr. Pearce said, “Since these figures were last reported to the Board in June, the IBHE staff has received 45 new inquiries and 26 new applications. There are 73 current applications on hand.”

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

The Illinois Board of Higher Education, on motion made by Dr. Hayes and seconded by Dr. Rutman, hereby grants to Ellis University Authorization to Grant the Associate of Applied Science in Paralegal Studies, Bachelor of Art in Paralegal Studies, and Master of Science in Management in the Chicago Region subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And granted to Fox College Authorization to Grant the Associate of Applied Science in Physical Therapy Assistant in the South Metro Region subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And granted to Upper Iowa University Authorization to Grant the Bachelor of Science in Business Administration, Bachelor of Science in Human Resource Management, Bachelor of Science in Management, Bachelor of Science in Marketing, Bachelor of Science in Criminal Justice, and Bachelor of Science in Health Services Administration in the Fox Valley Region subject to the institution’s

implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

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

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

The Illinois Board of Higher Education, on motion made by Dr. Hayes and seconded by Dr. Nandi, with Mr. Bergman voting present on the ISU program approval, hereby grants to Illinois State University Authorization to Create the Center for Renewable Energy subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And granted to Northern Illinois University Authorization to Grant the Master of Science in Teaching degree in the Fox Valley, West Suburban, and Chicago Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And granted to the University of Illinois Authorization to Create the Center for Human Resource Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And granted to the University of Illinois at Chicago Authorization to Create the Software Technologies Research Center subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And granted to the University of Illinois at Springfield Authorization to Grant the Bachelor of Arts in Global Studies subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And granted to the University of Illinois at Urbana-Champaign Authorization to Grant the Bachelor of Science in Athletic Training, Master of Science in Agricultural Production, and Master of Science in Bioenergy subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

13. Proposed Amendments To Rules: Program Review (Private Colleges & Universities)

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

Dr. Washington said, "This particular item represents the outcome that we were able to achieve as a result of all of the different segments of higher education being at the table to discuss these issues, and that is one of the major strengths that we have in Illinois. We have a natural structure wherein the private universities, for profit, not for profit, the public universities, and the community colleges all come together to decide on rules and regulations, and in this case, there is greater clarity brought forth in these guidelines. There will be other issues we will be addressing in the future, one of which will be the issue of university versus college. What institution should be a college? What institution should be called a university? It turns out that we do not have official guidelines in that regard, but that will be coming up later.

“The other thing that I would like to say is that the activity of this committee has shown the potential for us to deal at the level that we operate from, but I sense that we need to be able to go down to each of the institutions and have the regions dealt with as we try to do in regard to the education agenda. So, I think we have a lot of work to do in terms of making certain that the rules and regulations are effective and that we get the job done.

“The other item is that we will allow for, and have made provisions for, online submission of proposals. That expedites the matter quite substantially. So, again, hopefully, it will be much more efficient and effective in what we do. Thank you.”

Ms. Erwin said, “I want to thank Dr. Rick Pearce and the academic affairs staff for all the good work on this and the many meetings with lots of sectors, Dr. Washington, under your direction. I also want to point out that this is an evolutionary process. You all know that the picture of higher education, internationally, is changing very rapidly. We sit in an institution today that not that long ago was a non-profit that today is a proprietary school.

“The academic affairs staff is challenged by the amount of work that is required of these academic reviews. They have done a terrific job in designing an online application that will become mandatory very soon, and we hope will cut down on boxes of paper that literally get delivered to the office. So, it is an ongoing process. Although Rick and the academic affairs staff meet with the provosts, and with the private and the propriety schools, please let us know of ongoing issues.

“One issue that has been recently in the media has to do with the issue of diploma mills or unscrupulous providers that, in a time when education is a commodity, they allow people to just purchase the Ph.D. So please let us know. We pass on any of those consumer complaints to the Attorney General’s office. Chairwoman Hightman has recently sent a letter to the Attorney General asking for a cease and desist order of an institution that is saying that they are providing degree programs when they are not approved in the state of Illinois. So, please let us know, and as this issue continues to unroll, we will be working with the Illinois Attorney General’s office on other avenues, which may be legislative, to try and strengthen the authority that the state has to counteract the unscrupulous providers. So, Rick, thank you.”

The Illinois Board of Higher Education, on motion made by Dr. Nandi and seconded by Dr. Woodward, unanimously approves the proposed amendments to the rules for the Program Review (Private Colleges and Universities) (23 Ill. Adm. Code 1030).

14. Proposed Amendments To Rules: Approval Of New Units of Instruction, Research and Public Service At Public Institutions

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

Chairwoman Hightman said, “Thank you, again, Rick. Thank you, Dr. Washington and all the Board members and the staff members that work with you on this process. I would like to see the Board and our processes advance as changes happen in the industry. So this is a good step. Thank you.”

Father Minogue said, “I know this has to go through at least two more hoops. When do we hope to have these new rules in place?”

Chairwoman Hightman said, “Actually, they are effective in December.”

Father Minogue said, "December, OK."

Ms. Erwin said, "The legislative Joint Committee on Administrative Rules -- this gets posted and then the legislative committee will approve the administrative rule change."

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Nandi, unanimously approves the proposed amendments to the rules for the Approval of New Units of Instruction, Research, and Public Service at Public Institutions (23 Ill. Adm. Code 1050).

15. State of Illinois Participation in the American Diploma Project

Ms. Meisner-Bertauski briefly outlined the contents of this item. Following her presentation the Board had the following discussion:

Chairwoman Hightman said, "Who decides who is going to be on the alignment committee and the leadership committee?"

Ms. Meisner-Bertauski said, "We will be a part of that, and we have already asked our chief academic officers to consider who they may recommend to serve on this. The State Board of Education will also be participating in that and the Illinois Community College Board."

Chairwoman Hightman said, "So, we work together -- all the sectors?"

Ms. Meisner-Bertauski said, "It is highly collaborative."

Chairwoman Hightman said, "Is the Governor's involved in that?"

Ms. Meisner-Bertauski said, "Yes, and the business community."

Ms. Erwin said, "The Illinois Business Roundtable is going to be signatory for the business community commitment, and they tend to do the education work for the business community."

Dr. Hayes said, "I think this is a very important project, and I am encouraging our going forward with it, but I think we should recognize the tremendous amount of work that is going to be involved in the establishment of appropriate content descriptors. Reading the report that we received, it is very clear that the current Illinois descriptors tend to be somewhat general, but I would be concerned, also, if they became too specific. I think in becoming highly specific, teachers lose flexibility to pursue an initiative and a program in a way that they think is appropriate. I noted that in some cases, for example, in the case of physics, it is specifically mentioned that the benchmark descriptors went beyond anything that was being done in high school and went beyond advanced placement descriptors. So, I think there is going to be a task in making sure that what is done is appropriate for the level that the descriptors are being written. So, I think this is an important initiative, but I think it is going to be one that will take a long time, and the kind of guidance that the institutions will receive from the university community and the business community will not be highly specific -- they will be general. We want students to be able to read, write, and speak clearly and well. We want them to be able to think critically and to do analysis in a logical way. Those are not very specific descriptors, and I think that we are going to have a lot of work to do to achieve this."

Dr. Carroll said, "I will have to agree with Alice because as we listened to this and reading, I think it is a good idea that we link up with a hallmark group to try to make sure that our K-12 students

meet the mark. My concern is, what do we do when we involve the actual educators, because there is a misfit between the university level educators and the K-12 educators. I think if we could just get together and maybe IBHE, I do not know what our role would be in this, but if we could get some of those individuals together to begin to talk about how they instruct at one level and what is really seen at the other level, because many classrooms at the university level, the professors are still teaching what they taught 12 or 15 years ago and the disconnect is, what does the business world want? So, I think the analytical thinking, and teaching students how to adapt, is more important than the material, so we failed so many times in an attempt to bring the world together, and then we are always lagging behind. So, we need to do something a little differently.”

Ms. Erwin said, “The early ADP states -- Kentucky, Indiana -- Achieve just did the report from the early ADP states that started this quite awhile ago and looked at the student attainment levels, particularly in math, English, and science, which are the key areas, and there is quantifiable improvement in the readiness of students, which is not surprising. If you focus on something, you can do it. It is, as Dr. Hayes pointed out, the really hard work of getting faculty from 4-year and 2-year institutions, public and private, working with the high school faculty and peeling back exactly what those competencies are. So, Dr. Hayes, the issue here is, as you point out, not so much that you have taken college algebra, it is what are the competencies you have attained. So the world is going towards those benchmarks, and fortunately, the Public Agenda is pointing in that direction as well. This is going to be really hard work. The good news is that 33 other states are well on their way. There is very good research documenting the improvement. Leaders in the business community, nationally, do not see it any other way. If we do not do a better job, we will simply not have the workforce that is ready for a successful life or a successful economy.”

Dr. Washington said, “First I would like to get clarification on something. On Page A-16, there are several topics that are heading the table, and I want to make sure I understand what they are. What, specifically, are those headings?”

Ms. Meisner-Bertauski said, “The first is NAEP Grade 12. It is a national test on competencies, and not every student in the state takes the test, but it is an assessment that helps comparisons across the states.”

Dr. Washington said, “Then it is Massachusetts and then Illinois.”

Ms. Erwin said, “Right. Massachusetts is usually used because it is the best-performing state in terms of these indicators, and so, it is the NAEP standards, Massachusetts, and then compared to us.”

Dr. Washington said, “That helps me a great deal. The question I have is -- we are an ACT state; every student takes the ACT exam -- so, how much of an alignment do we get from our standards to the curriculum to the ACT? And then of course, the other alignment we are concerned about is the alignment into college. This is not mentioned anywhere.”

Ms. Meisner-Bertauski said, “That was a question I had of Achieve. Have you done a crosswalk between the ACT college pre-readiness because ACT has standards which they have set as being college ready. The College Board also has a set of standards they consider to be college ready, and Achieve has done a crosswalk of what they have worked on with ACT and the College Board, and they align quite well. So they are very similar, yes.”

Ms. Dearborn said, “I would like to concur with what the Student Advisory Council Chair mentioned earlier, that we would definitely like to have a student on the leadership institute. I noticed that it is talking about experts, and what better expert than a student who is going through the frustrations

of not being prepared for higher education or not being prepared for the workforce?”

Ms. Meisner-Bertauski said, “We have not specifically assigned who is going to be a part of that leadership team except for the sectors. So, it is up to the state to determine who they want. So, that is duly noted.”

Chairwoman Hightman said, “So, we will take that into consideration. I agree with Ashley.”

Dr. Woodward said, “I wonder how all of these things are going to come together? We have the ADP, the Public Agenda, and P-20. There are three threads, and I want to make sure they all tie together at the end. I do not know who is going to ensure that, and with the American Diploma Project that seems to primarily focus on high school, I am concerned about how our children are going to be ready for high school, which goes back to P-8.”

Ms. Meisner-Bertauski said, “That is a good point, Addison. They are beginning with high school, and the plan is to then progress and backtrack to the earlier grades.”

Ms. Erwin said, “Actually, I think they all dovetail. It is sort of converging in the same direction. ADP will support Goal No. 1 in the Public Agenda, which is closing the achievement gap, essentially. So, we do know, as was mentioned earlier, the percentage of remediation in this state is immoral. The affordability issue would not be as significant as it is if the student did not have to do it once, and then pay to do it again, and then maybe not, ultimately, succeed at all. I am really encouraged that there is very good data now in other states. Maybe the advantage of not being the first cohort is that we learn from the other states. We are in a cohort with California and Florida. So, they are going to be in our class. We will be learning from each other. I am glad they are diverse states, so we will have a lot in common.”

Ms. Meisner-Bertauski said, “The advantage of being with Florida and California is that Florida has a well-established student data system, and we hope to learn from them on that.”

Dr. Carroll said, “I like the idea of moving forward and trying to identify resources and institutions that are focused on improving education in the state of Illinois. I do not recall, and maybe I missed it, I do not recall getting any information that indicated that we were embracing this project prior to what has come out at this Board agenda. Did I miss something that when the decision was made as to whether or not we were going to embrace a new project? Was that circulated? Did I miss that?”

Chairwoman Hightman said, “There was a presentation to this Board a year ago about this program, and I think between then and now, we have looked into it, done our homework, and did the State Board, after that, approve it or before that?”

Ms. Erwin said, “Mike Cohen made a presentation to this Board a year ago. We have been talking about the need for closing the expectation gap and the gap between what students learn in high school and what they need to succeed in college, and so, we have raised this a number of times. What triggered this action, recently, is that the State Board of Education moved to approve it at their last Board meeting, and they asked us, and the Governor’s Office asked us to be a signatory, if you will, and vote on participation. The State Board of Education is funding it. The Gates Foundation and Achieve, as well, are supporting it. So, it is something that, I think in the education community, there is widespread consensus on the need.”

Dr. Carroll said, “I do not have any objection to that, and I know that we have many presentations, but I was speaking of the consensus. I do not remember, as a Board member, being asked

what I thought about participating. I think the decision has been good, and so, we are really signing on as to what the state has already decided to do, and it is OK. But I do feel, as a Board member, when we take on a major project, because we are already involved in many, that we should be notified to focus in on that particular project. I love the information that you have and the presentation, but it is just taking on another activity, and if we want to really be involved and want to make a difference, I think there should be a polling of the Board and an update, because if our staff wants to take on all of this, that is fine, but if we are going to be involved educationally in moving the agenda because we have been focusing on the Public Agenda, and now we have something else to focus on, it seems that we really need to have the information ahead of time and not just at the time before the Board meeting so that we can make an intelligent decision of commitment because this is calling for a great commitment. Otherwise, staff is doing all the work, and we are just saying OK.”

Chairwoman Hightman said, “This is before the Board for a vote. If the Board is not prepared to vote on this now or if there is more information you want, or time you want to consider this, we certainly do not have to vote on it today. But I think now is the time that the staff was prepared to make the recommendation to us to go ahead. I do not have a problem if you want to hold this and decide to think about it and get more information. That is fine, too, but it is here now for the Board.”

Ms. Erwin said, “There are 33 other states that are well on their way. The business community is anteing up dollars to help, for instance, for college faculty to be involved in this. It is something that the Public Agenda absolutely speaks to. I think that without our signing on, we will not be able to participate. In other words, this is like registering for a class, and today your vote will register, and if you do not approve it today, we will miss being in the cohort with California and Florida. So, I do think it would be fairly damaging actually.”

Dr. Carroll said, “I respectfully request that in the future, we are specifically apprised. I am sure you have been involved for a couple of months, that this is what we are focusing on, and that I do not know, maybe the money did not come until last week, but just so that we know what we will be voting on. The presentation today and the vote today do not give us enough time to consider and to even talk with each other, but I will vote for it.”

Dr. Washington said, “My impression is that most of the work that will be done in this area, initially anyway, will be from the State Board of Education and its staff, right? It is not something that we are making a major effort on. That is the way I read it.”

Chairwoman Hightman said, “I think your point is well taken.”

Ms. Sloan said, “I would just like to point out that over the years we have worked with the State Board in trying to come up with good core curriculum that high school students would take to be prepared, so I think this Board has addressed this issue in different ways over the years, and it is just another way of coming at the same thing.”

Ms. Erwin said, “Let me just apologize for not getting this information to you sooner. We were not sure the State Board was going to vote on it at their last Board meeting, and they did.”

Chairwoman Hightman said, “Actually, in the minutes of our last Board meeting, Judy talks about the program. So, there was some discussion of this. There is a quote from Judy from the minutes of our last board meeting: ‘The Illinois State Board of Education will be voting in a week or two for Illinois to become what is called an American Diploma Project (ADP) state.’ She talks about what it means and how the Board would likely be presented with this at the August meeting. So, actually, we acknowledge that Judy and the staff did bring this to our attention at the last meeting.”

Dr. Carroll said, “I do think in today’s time, it is really great for the Board to be highly informed.”

Ms. Erwin said, “I appreciate that. Thank you.”

The Illinois Board of Higher Education, on motion made by Dr. Woodward and seconded by Dr. Washington, unanimously endorses participation in the American Diploma Project.

16. Public University Noninstructional Capital Project Approval

Dr. Baumgartner briefly outlined the contents of this item. There was no discussion following his report.

The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Dr. Washington, unanimously approves the noninstructional capital projects included in this item.

17. General Grants, Fiscal Year 2009 Allocation

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

Chairwoman Hightman said, “Go back and talk about how the University Center of Lake County would not be able to afford it if there was not state appropriations.”

Dr. Baumgartner said, “We collected financial information from most of the institutions last year through an anonymous survey, which indicated various financial positions. Some of them showed a very slight profit; others showed a slight loss. Nobody was making very much out of the operations, and during that period, several institutions reported that if the state appropriation went away, that they would no longer be able to offer courses at the University Center because the additional fees that they would need to charge to the students to make up for the loss of \$2.9 million would price them out and make it unaffordable for the students, and that they would no longer be interested in participating at that point. At the same time, the University Center is going to institute some additional fees next year beginning the summer of 2009, additional rental fees on a course-by-course basis, which I believe is expected to raise about \$91,000 a year.”

Chairwoman Hightman said, “Is that intended to offset a reduction in appropriations? What is the purpose of the additional fees?”

Dr. Baumgartner said, “The fees are going to go toward maintaining the building and expanding the operations. The state has put in additional money each year, but with energy costs, with the buildings requiring a maintenance reserve to be instituted, with some marketing options they would like to implement and counseling services, we never recommend and the state never appropriates everything they request. So this is their way of trying to maintain their operations at the level they consider to be appropriate and maintain the buildings.”

Chairwoman Hightman said, “So those fees are going to be paid by the participating institutions?”

Dr. Baumgartner said, “Yes, and there are various fees for institutions. There is room rental. There is private office rental. This will be a room rental charge. They collect fees for other activities, for

conferences. So, they do generate revenue, but the vast majority comes from state appropriation.”

Ms. Sloan said, “I have a question about the first grant -- the Chicago Area Health and Medical Careers Program. Do we have any idea how many students are involved in that program?”

Dr. Baumgartner said, “I do not have the information easily accessible to me right now.”

Ms. Erwin said, “This is a grant program that has been around for about 30 years to identify middle school students who excel in math and science. It is for minority students, largely in the Chicago area, that are interested in math and science, to work with them from middle grades through medical school and through their doctorates. There are many, many minority physicians in the City of Chicago who have been through the CAHMCP Program. So, as Mike mentioned, this used to be HECA-funded. I think it was two years ago the Board separated out a line for improving math and science in underrepresented populations. It was fortunate that you did that because all the other grants were zeroed out.”

Dr. Carroll said, “The University Center of Lake County has about 5,300 registrations, and I was just wondering how that compares with the Illinois Math and Science Academy. Are we talking about 50, or 100, or all of the students who attend there -- how many students are we talking about for the \$100,000 and then for the CAHMCP Program, \$900,000? I was just wondering why we are spending so much for the University Center of Lake County?”

Dr. Baumgartner said, “A great deal of the University Center money goes to maintain and operate the facility. There are personnel involved in it as well. They have marketing of the programs, they have a staff of about 13, but they have three different sites that they are offering programs at. The expenses are high because it is an operating facility.”

Dr. Carroll said, “That might be something we want to look at if that is going for facilities rather than for students. That might be some way that we could cut the cost of that.”

Ms. Erwin said, “Last year the Board asked for an examination of what the expenses were at the University Center of Lake County. I think that it is the decision of this Board and another administration to try and meet the needs of postsecondary education of Lake County where there is not a public four-year institution. At the time, it was the fastest growing county in the state, and is still one of the fastest growing, to provide affordable, accessible public education, although at the University Center, there is private education as well. The state could not afford to build, or if Northern Illinois University or Northeastern Illinois University or a neighboring public university wanted to do a campus there, then the state would have had to have funded that. So, the decision was made by this Board, after years of analysis, to have a university center inviting universities -- public and private -- to come together and have course offerings, of them online, for students to meet the needs in Lake County. The funding from this Board and from the state supports it. The College of Lake County is very strongly linked to the community college in Lake County, many of the offerings are private institutions, but I think SIU probably offers the most courses and enrolls the most students, especially online, but the counseling and the assistance -- you go in to the University Center of Lake County and an adviser assists you. Maybe you are taking some courses from Dominican, and you also may be taking some online courses from SIU. They basically put together the patchwork and try and provide the education you need. So, this Board and the state responded to demands of the employer community of Lake County and the residents of Lake County, a very fast-growing Latino population in Lake County, for the lack of access to affordable four-year institutions. Is there a better way to do it? There may be. Is there a less expensive way to do it? There may be, and I would say that is something that this Board and the state agreed to do, and Dr. Gary Grace, who runs the University Center of Lake County, will take instructions from you. This is

something the Legislature felt very strongly about with the Lake County delegations.”

Dr. Carroll said, “My question was, and the response from Mike was, the largest amount of expenditures was for facilities. I am looking at the sites, and I am wondering if we could better use our money or if we are being bled dry to pay for facilities. I know you cannot answer that right now. If the largest amount of money is for facilities, rather than for the services you just described for students, then there is a misprint. So, because we are on a crunch budget, we might need to be more fiscally responsible. Who are we paying, the Navy Academy, the Naval Center? Are we paying Great Lakes more money? They already have an establishment there. Are we paying them more than we should be? Can we relocate?”

Dr. Baumgartner said, “When I say facilities, I am also including the technical support, the networking, and the maintenance of the building. As far as Great Lakes, I have their budget sitting over there and can probably pull it up for you, but by facilities, this is an infrastructure system. The courses are offered, as the Executive Director said, by other institutions. This is a place -- the two buildings in particular, where they are offering some counseling services to students, they are marketing the courses, they are maintaining the networks, maintaining the computers, and keeping the facilities open so the institutions have a convenient place next to the College of Lake County to come and offer the courses in, but we are happy to continue looking at it more closely.”

Dr. Carroll said, “We have 5,000 students and \$3 million in this time of financial crisis. So, we may need to look at it, so that we can verify and say that this is the best use of our money.”

Chairwoman Hightman said, “Are you proposing that we hold this item?”

Dr. Carroll said, “No, I am just saying that we should look into it.”

Father Minogue said, “You worked some magic in presenting a five-tier budget for this year. The context of the budget changed, so that the swimming pool did not get the water, but the ocean got a little bit. I think going into the 2010 budget, we really have to assume the context will stay the same, that there is less revenues and more expenses to the state, so we are going to have to come up with a new creative way of painting the budget. I think it is going to be one of strategic choices. Do we want to pitch the priority programs -- the swimming pools -- or do we want to pitch the ocean? Do you want the overall numbers up or do you want the various things that got cut this time taken care of, which probably means then, the ocean gets a little less water.”

Chairwoman Hightman said, “I think that is the next item on the agenda today.”

Ms. Erwin said, “If it is the will of this Board to review the commitment to the University Center of Lake County, you are free to instruct the staff to do that. Last year Mike and the fiscal staff did spend a great deal of time looking into this. This was a decision. It was a model. I think Keith Sanders was, and Lucy was on the Board at the time, and frankly, if it is bringing the county board president of Lake County and Miles White, the president of Abbott Labs and some others to make a case for why they felt so strongly, that affordable, accessible baccalaureate and master degree programs needed to be available for the place-bound students, we can do that. So, this is the second year that this has come up, so please feel free, if you want an outside evaluator or something, to look into this.”

Chairwoman Hightman said, “I think maybe this could be considered in the Public Agenda, right? We are looking at our higher education resources in the State of Illinois. I would assume this could be a part of the conversation just like all the other resources, but I think we need to approve what is being recommended today. We are not going to change everything right now. On the other hand, I am a firm

believer that we should always be looking at these issues as times change, conditions change, circumstances change. And so, if there is a desire by the Board to do an additional review of this, I am happy to get that started. But I do think it could be part of our bigger review of higher education in the State of Illinois generally. I think that would be a more appropriate place for it.”

Dr. Carroll said, “I would like to move forward, but I think that we should still take a look at the facility, and see if this facility is the reason for the high cost. Then, we need to have another opportunity to talk to the heads to see if it should be in a different location. Five thousand students is not a lot of students, and a lot of online courses and services that you have said that they get, I think we can be more fiscally responsible, if we really knew that that is the best that we can do.”

Chairwoman Hightman said, “So, perhaps you want to have a subcommittee on this issue and perhaps you want to chair that?”

Dr. Carroll said, “I do not have a problem with that.”

Chairwoman Hightman said, “You can do what you need to do, and just let us know how you want to proceed, and I know you will need help. I know Father Minogue will help, and if any other Board members want to be involved, that would be great. I think we need to work with the institution itself, and get information, and be open-minded about what we are looking at. Please let Linda know if you want to be on the subcommittee.”

Dr. Nandi said, “Given the comments expressed here, I feel reservations about approving a yes vote on the Lake County issue at this time. So, I am ready to vote on the other two, but not on Lake County.”

Chairwoman Hightman said, “I think the consequence of us not approving these dollars is that they would stop operating, and I do not know if that is a result that we want. That is a result that I do not want to happen while we are reviewing this. If that is your vote, then that is your vote, but I think you need to actually vote on this to see if we have a majority that is going to move forward. I do not think that would be good public policy to make that decision now, given what the consequences would be.”

Dr. Carroll said, “I would like to ask my distinguished colleague to reconsider and let them move forward, and then ask you to be on the committee to look at the total project.”

Dr. Nandi said, “Yes. Given that, even if we vote on this, approving it, let us examine it closely through a subcommittee, I accept that.”

Chairwoman Hightman said, “Thank you very much.”

Ms. Sloan said, “I know the administration there has looked closely at the figures and has come up with the best figures that they can. It has been much discussed this year, and I realize that we, as a Board, need to have a look at it.”

Chairwoman Hightman said, “And you are going to be on the subcommittee?”

Ms. Sloan said, “I am going to be on the subcommittee.”

Chairwoman Hightman said, “We will be creating a subcommittee to review further the College of Lake County, the University Center of Lake County, and to better evaluate what they are doing and how their resources are being utilized.”

The Illinois Board of Higher Education, on motion made by Mr. Alongi and seconded by Dr. Washington, unanimously hereby approves the fiscal year 2009 allocation of \$3,931,856 in General Grants as described above. The Board authorizes the Executive Director to make adjustments to the general grant allocations in the event that appropriated funds are unavailable.

18. Setting a Context for Fiscal Year 2010 Budget Development

Dr. Baumgartner briefly outlined the contents of this item. There was no discussion following his report.

19. Legislative Report

20. Other Matters/Public Comment Period

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 11:30 a.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 August 12, 2008 meeting.

Submitted Remarks of Robert L. Mees, President
Illinois Community College Council of Presidents
Illinois Board of Higher Education Meeting – August 12, 2008

**REPORT TO ILLINOIS BOARD OF HIGHER EDUCATION
FROM THE ILLINOIS COMMUNITY COLLEGE COUNCIL OF
PRESIDENTS**

By
Robert L. Mees
President of the Illinois Community College Council of Presidents
and
President of John A. Logan College
Tuesday, August 12, 2008
at
Kendall College in Chicago

As president of the Illinois Community College Council of Presidents, I appreciate the opportunity to give you a report on behalf of the Presidents' Council.

Other officers for 2008-2009 are as follows:

Vice-President – Jerry Weber of Kankakee Community College

Secretary Treasurer – John Erwin of Illinois Central College

Committee Chairs are:

Administrative Services – Christine Sobek of Waubensee

Curriculum & Transfer Services – Jack Davis of Olney Central

Federal Relations – Ray Cummiskey of Southeastern

Finance – Vernon Crawley of Moraine Valley

Governance – Terry Bruce of Illinois Eastern

Leadership Development – Patricia Granados of Triton

State Legislative – Wayne Watson of the City Colleges

Student Development – Charles Guengerich of Wright College

I would like to thank Chairwoman Hightman, Executive Director Erwin, and the entire IBHE for making 2007-2008 one of the best years ever in orchestrating a cooperative effort for all of higher education. In particular, I would like to applaud IBHE for the new five-step budget approach. This was a refreshing approach to the budgetary process and produced some positive results with our universities and community colleges receiving budget increases for the first time since 2002. However, it was extremely disturbing and unfortunate the Governor chose to veto the increases for our community colleges. Hopefully, this can be rectified in the future, because it is becoming more and more difficult for our community colleges to continue the excellent services they provide without additional state funding. The Presidents' Council will again make this our top priority for 2008-2009. As everyone has been made aware, community colleges have

63% of higher education students, and receive only 14% of the funding. Again, I appreciate the efforts of IBHE in working with us on getting this turned around.

We also would like to thank IBHE for allowing our community colleges to play a key role in the Public Agenda for College and Career Success Initiative. I know several special meetings were held to solicit input from our community colleges, and ten public forums were held at our community colleges around the state to allow stakeholders an opportunity to give input pertinent to the economic and educational future of our state. I know another important meeting of this Task Force on a Public Agenda for Illinois Higher Education is being held here this afternoon.

I would like to report that the outreach offices placed in community colleges throughout southern Illinois by Southern Illinois University have been very successful, and this was made possible through an IBHE HECA grant. This type of effort enhances articulation and gives more students an opportunity to complete a baccalaureate degree.

Another important initiative is the P-20 Master Planning. We are very supportive of any P-16 or P-20 initiatives because this will improve articulation and cooperation between pre-schools, K-12, community colleges and universities, with the student being the ultimate beneficiary.

I am also happy to report that Illinois was selected by the National Governors' Association Policy Academy to develop policies to enhance civic engagement and employment opportunities for senior citizens. As president of Presidents' Council, I am serving on an eleven-member committee to draft these policies which will hopefully lead to some federal grants to enhance programs and services for seniors in the state of Illinois.

Finally, I would like to thank all of you for giving your time in promoting education in the state of Illinois which will always be one of the most important agendas for our state.

**Submitted Remarks of David W. Tretter, President
Federation of Independent Illinois Colleges and Universities
Illinois Board of Higher Education Meeting – August 12, 2008**

Chairwoman Hightman, Executive Director Erwin, and distinguished members of the board, thank you for the opportunity to offer some remarks on today's agenda.

The recent action by the Governor to eliminate funding for the Health Services Education Grants Act is a severe blow to students who are currently attending independent institutions to receive healthcare education training. I can guarantee the board that we will be working diligently to restore funding for this program in the state FY 2009 budget, and my hope is that the board will actively support our efforts to sustain funding in this program, which is instrumental in educating over 50% of all healthcare professionals in Illinois. Given the well recognized statewide needs for these healthcare professionals, we simply cannot stand by and allow the elimination of funding in this critical program. (I have attached a fact sheet which details both the demand and the contribution of the independent colleges and universities in educating healthcare professionals in Illinois)

Secondly, let me applaud the work of the Program Approval Committee and the board staff for their efforts to streamline the program approval process. I recently met with Rick Pearce from the IBHE Academic Affairs staff, and I appreciated the opportunity to express the viewpoint of the Federation's members. One of the central concerns of our institutions involved the pace of review and staff approval, but we feel this has been largely addressed in the items before you at today's meeting. Our hope is that these recommendations will expedite the approval process for institutions that have operated in good standing in the state for years, thus having a "track record" for the IBHE staff to consider when new programs are submitted. In addition, we also hope that these changes will help to insure that program approval applications from all sectors, public or private, are reviewed through the same impartial lens. Most importantly, these changes will bolster the Board's growing role in protecting consumers of higher education in our state.

Secondly, I would like to echo the comments of board member Carroll in support of the DFI program. Our participating institutions are doing their best to assist students who are currently in the DFI program to make sure they can continue their studies in a seamless manner in spite of the recent elimination of state funding.

Lastly, we look forward to working with the board and continuing our active role in the ***Public Agenda*** initiative. We plan to be active in the working groups, and support the board in its mission to improve the overall condition of education in Illinois.

Thank You.

Increasing Demand for Health Care

- Overall, Illinois colleges and universities are under-producing by 13 percent the total number of health care workers needed.
- Between 2000 and 2010, employment in health care professions will grow by approximately 53,000 or 20 percent.
- Of the projected average annual position openings of 10,800 between 2000 and 2010, approximately half will be new positions, and half will replace existing workers.
- The fields in which Illinois is projected to have the greatest need for workers annually are:

Registered nurses (4,151)

Licensed practical nurses (928)

Medicine (668)

Health diagnosing and treating practitioners—all other (624)

Pharmacists (501)

Medical/Clinical laboratory technologists/technicians (479)

Medical Records/Health Information Technicians (411)

Speech Language Pathology/Audiology (349)

Dental Hygienists (337)

Emergency Medical Technicians/Paramedics (318)

Nationally, according to the Bureau of Labor Statistics, between 2002 and 2012:

- Overall demand for health care positions will increase:
 - Healthcare practitioners and technical occupations – 26 %
 - Healthcare support occupations – 34%
- Five of the 10 fastest growing professions will be health related, and require a postsecondary education. The increase in demand for these professions will be 49 percent over the ten-year period.
- The occupation with the largest increase in absolute numbers will nursing, with a demand for over 600,000 additional positions by 2012.
- The labor force group, Asian and other, and the Hispanic labor force are projected to increase faster than other groups, 44 percent and 36 percent, respectively. The black labor force is expected to grow by 21 percent, more than twice as fast as the 9 percent growth rate for the white labor force.

Homeland Security

In the event of a state or national tragedy, a shortage of trained and qualified health care professionals could hamper emergency treatment and adversely affect care of victims.

Contribution of Independent Colleges and Universities

- Illinois' independent colleges and universities produced over **56 percent** of all health related degrees in FY 2006. The following page provides a partial list of the degrees produced (Source, IPEDS, 2006)

Health Professions Degree Production by Sector

	<u>Private BA's</u>	<u>Total BA's</u>	<u>BA Private Share</u>	<u>Private Grad</u>	<u>Total Grad</u>	<u>Grad Private Share</u>	<u>Total Private</u>	<u>Total Awards</u>	<u>ALL Private Share</u>
51.0000 Health Services/Allied Health/Health Sciences, General	0	1	0	0	0	0	0	1	0
51.0101 Chiropractic (DC)	0	0	0%	92	92	100%	92	92	100%
51.0201 Communication Disorders, General	25	212	12%	0	114	0%	25	326	8%
51.0202 Audiology/Audiologist and Hearing Sciences	0	0	0%	12	12	100%	12	12	100%
51.0203 Speech-Language Pathology/Pathologist	69	69	100%	86	136	63%	155	205	76%
51.0204 Audiology/Audiologist and Speech-Language Pathology/Pathologist	0	169	0%	7	110	6%	7	279	3%
51.0401 Dentistry (DDS, DMD)	0	0	0%	0	132	0%	0	132	0%
51.0501 Dental Clinical Sciences, General (MS, PhD)	0	0	0%	0	0	0%	0	0	0%
51.0599 Advanced/Graduate Dentistry and Oral Sciences, Other	0	0	0%	0	15	0%	0	15	0%
51.0602 Dental Hygiene/Hygienist	0	36	0%	0	0	0%	0	36	0%
51.0701 Health/Health Care Administration/Management	16	214	7%	271	271	100%	287	485	59%
51.0702 Hospital and Health Care Facilities Administration/Management	0	58	0%	0	30	0%	0	88	0%
51.0704 Health Unit Manager/Ward Supervisor	0	0	0%	0	10	0%	0	10	0%
51.0706 Health Information/Medical Records Administration/Administrator	0	37	0%	0	0	0%	0	37	0%
51.0799 Health and Medical Administrative Services, Other	86	86	100%	1	1	100%	87	87	100%
51.0901 Cardiovascular Technology/Technologist	10	10	100%	0	0	0%	10	10	100%
51.0905 Nuclear Medical Technology/Technologist	9	9	100%	0	0	0%	9	9	100%
51.0906 Perfusion Technology/Perfusionist	4	4	100%	0	0	0%	4	4	100%
51.0907 Medical Radiologic Technology/Science – Radiation Therapist	3	45	7%	0	0	0%	3	45	7%
51.0908 Respiratory Care Therapy/Therapist	0	0	0%	0	0	0%	0	0	0%
51.0912 Physician Assistant	5	27	19%	138	138	100%	143	165	87%
51.0913 Athletic Training/Trainer	36	60	60%	0	0	0%	36	60	60%
51.1002 Cytotechnology/Cytotechnologist	0	0	0%	0	0	0%	0	0	0%
51.1005 Clinical Laboratory Science/Medical Technology/Technologist	29	93	31%	32	32	100%	61	125	49%
51.1099 Clinical/Medical Laboratory Science and Allied Professions, Other	0	0	0%	0	0	0%	0	0	0%
51.1101 Pre-Dentistry Studies	0	51	0%	0	0	0%	0	51	0%
51.1102 Pre-Medicine/Pre-Medical Studies	12	12	100%	0	0	0%	12	12	100%

51.1103 Pre-Pharmacy Studies	0	0	0%	0	0	0%	0	0	0%
51.1104 Pre-Veterinary Studies	0	0	0%	0	0	0%	0	0	0%
51.1199 Health/Medical Preparatory Programs, Other	80	107	75%	0	0	0%	80	107	75%
51.1201 Medicine (MD)	0	0	0%	697	1073	65%	697	1073	65%
51.1401 Medical Scientist (MS, PhD)	0	0	0%	14	15	93%	14	15	93%
51.1501 Substance Abuse/Addiction Counseling	0	0	0%	0	68	0%	0	68	0%
51.1503 Clinical/Medical Social Work	0	0	0%	6	6	100%	6	6	100%
51.1504 Community Health Services/Liaison/Counseling	0	80	0%	11	11	100%	11	91	12%
51.1505 Marriage and Family Therapy/Counseling	0	0	0%	32	32	100%	32	32	100%
51.1506 Clinical Pastoral Counseling/Patient Counseling	0	0	0%	16	16	100%	16	16	100%
51.1508 Mental Health Counseling/Counselor	0	0	0%	5	5	100%	5	5	100%
51.1509 Genetic Counseling/Counselor	0	0	0%	5	5	100%	5	5	100%
51.1599 Mental and Social Health Services and Allied Professions, Other	0	0	0%	16	16	100%	16	16	100%
51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	1724	2379	72%	40	40	100%	1764	2419	73%
51.1602 Nursing Administration (MSN, MS, PhD)	0	0	0%	34	38	89%	34	38	89%
51.1603 Adult Health Nurse/Nursing	0	0	0%	10	10	100%	10	10	100%
51.1604 Nurse Anesthetist	0	0	0%	32	45	71%	32	45	71%
51.1605 Family Practice Nurse/Nurse Practitioner	0	0	0%	11	55	20%	11	55	20%
51.1606 Maternal/Child Health and Neonatal Nurse/Nursing	0	0	0%	0	0	0%	0	0	0%
51.1608 Nursing Science (MS, PhD)	0	0	0%	144	343	42%	144	343	42%
51.1609 Pediatric Nurse/Nursing	0	0	0%	1	1	100%	1	1	100%
51.1610 Psychiatric/Mental Health Nurse/Nursing	0	0	0%	0	0	0%	0	0	0%
51.1611 Public Health/Community Nurse/Nursing	0	0	0%	9	11	82%	9	11	82%
51.1612 Perioperative/Operating Room and Surgical Nurse/Nursing	0	0	0%	0	2	0%	0	2	0%
51.1613 Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert,	0	0	0%	0	0	0%	0	0	0%
51.1617 Critical Care Nursing	0	0	0%	3	3	100%	3	3	100%
51.1699 Nursing, Other	3	3	100%	29	41	71%	32	44	73%
51.1701 Optometry (OD)	0	0	0%	149	149	100%	149	149	100%
51.1901 Osteopathic Medicine/Osteopathy (DO)	0	0	0%	178	178	100%	178	178	100%
51.2001 Pharmacy (PharmD [USA] PharmD, BS/BPharm [Canada])	0	0	0%	217	372	58%	217	372	58%
51.2002 Pharmacy Administration and Pharmacy Policy and Regulatory	0	0	0%	0	0	0%	0	0	0%
51.2003 Pharmaceuticals and Drug Design (MS, PhD)	0	0	0%	0	1	0%	0	1	0%

51.2004 Medicinal and Pharmaceutical Chemistry (MS, PhD)	0	0	0%	0	4	0%	0	4	0%
51.2005 Natural Products Chemistry and Pharmacognosy (MS, PhD)	0	0	0%	0	16	0%	0	16	0%
51.2099 Pharmacy, Pharmaceutical Sciences, and Administration, Other	0	0	0%	0	3	0%	0	3	0%
51.2101 Podiatric Medicine/Podiatry (DPM)	0	0	0%	64	64	100%	64	64	100%
51.2201 Public Health, General (MPH, DPH)	0	0	0%	85	281	30%	85	281	30%
51.2202 Environmental Health	0	17	0%	0	0	0%	0	17	0%
51.2205 Health/Medical Physics	0	0	0%	14	14	100%	14	14	100%
51.2206 Occupational Health and Industrial Hygiene	0	12	0%	0	0	0%	0	12	0%
51.2207 Public Health Education and Promotion	0	0	0%	0	0	0%	0	0	0%
51.2208 Community Health and Industrial Hygiene	0	150	0%	0	11	0%	0	161	0%
51.2211 Health Services Administration	0	0	0%	0	9	0%	0	9	0%
51.2299 Public Health, Other	0	0	0%	4	4	100%	4	4	100%
51.2301 Art Therapy/Therapist	2	2	100%	36	40	90%	38	42	90%
51.2302 Dance Therapy/Therapist	0	0	0%	15	15	100%	15	15	100%
51.2306 Occupational Therapy/Therapist	0	0	0%	30	80	38%	30	80	38%
51.2307 Orthotist/Prosthetist	0	0	0%	0	0	0%	0	0	0%
51.2308 Physical Therapy/Therapist	0	1	0%	137	246	56%	137	247	55%
51.2310 Vocational Rehabilitation Counseling/Counselor	0	0	0%	11	28	39%	11	28	39%
51.2399 Rehabilitation and Therapeutic Professions, Other	0	21	0%	0	32	0%	0	53	0%
51.2401 Veterinary Medicine (DVM)	0	0	0%	0	98	0%	0	98	0%
51.2501 Veterinary Sciences/Veterinary Clinical Sciences, General (Cert, MS, PhD)	0	0	0%	0	15	0%	0	15	0%
51.2703 Medical Illustration/Medical Illustrator	0	0	0%	0	7	0%	0	7	0%
51.3101 Dietetics/Dietitian (RD)	33	119	28%	31	40	78%	64	159	40%
51.3201 Bioethics/Medical Ethics	0	0	0%	34	34	100%	34	34	100%
51.9999 Health Professions and Related Clinical Sciences, Other	30	30	100%	4	4	100%	34	34	100%
Total	2176	4114	<u>53%</u>	2763	4674	<u>59%</u>	4939	8788	<u>56%</u>