

**MINUTES – BOARD MEETING**  
**June 2, 2009**

- Submitted for:** Action.
- Summary:** Minutes of the June 2, 2009, meeting of the Illinois Board of Higher Education held at Governors State University, University Park, Illinois.
- Action Requested:** That the Illinois Board of Higher Education approve the Minutes of the June 2, 2009, 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 9:06 a.m. in the Hall of Honors, First Floor of Building D, of Governors State University, University Park, Illinois, on June 2, 2009.

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

The following Board members were present:

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

Also present by invitation of the Board were:

Judy Erwin, Executive Director, Illinois Board of Higher Education  
Joyce Karon, Board Member, Illinois State Board of Education

Presidents and Chancellors

Paula Allen-Meares	Elaine Maimon
Al Bowman	William Perry
Alvin Goldfarb	John Peters
Sharon Hahs	Joseph White

Advisory Committee Chairpersons

Eric Radtke, Community College Presidents Council  
Tom Thompson, Disabilities Advisory Committee  
John Bennett, Faculty Advisory Council  
Dave Tretter, Independent College and University Advisory Committee  
Jerry Dill, Proprietary Advisory Committee  
Alvin Goldfarb, Public University Presidents  
Dimitra Georgouses, Student Advisory Committee

### **Meeting to Order, Chairwoman Carrie J. Hightman**

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

### **Welcome by President Elaine P. Maimon**

Dr. Elaine Maimon welcomed everyone to the Governors State University campus.

### **Welcome and Remarks by Chairwoman Carrie J. Hightman**

Chairwoman Hightman said, "Good morning and welcome to the June meeting of the Illinois Board of Higher Education.

"We need to bid farewell to two Board members we will miss -- Ashley Dearborn, our nontraditional student representative, and Jerry Thor. It has been a pleasure to work with both of you, and we wish you well in your future endeavors.

"I would like to introduce the new student Board members for next year -- William Obuchowski, who was Student Advisory Committee chair this past year and who is a student at Judson University; Dimitri Kametas, a student at Loyola University, who succeeds Ashley as the nontraditional student Board member; and Dimitra Georgouses, a student at Roosevelt University, who replaces William as chair of the Student Advisory Committee.

"I would like to give a special welcome to special guests with us this morning -- Dr. Eric Radtke, president of Prairie State College, who is attending this morning on behalf of Bob Mees and the Council of Community College Presidents and to the presidents of independent colleges and universities in attendance today. Thank you for being here.

"I wish to extend our gratitude to Pamela Tate, president and CEO of the Council for Adult and Experiential Learning, for being here this morning to discuss with us adult education as part of the *Illinois Public Agenda for College and Career Success*.

"Turning to the budget, a number of operating and capital appropriation bills have passed the General Assembly, including HB2132, which funds colleges and universities at the Governor's proposed level through a combination of state funds and federal stimulus funds; and HB312, which provides over \$1.4 billion in capital project funding for higher education. With the addition of projects in HB313, the total for higher education capital surpasses \$1.5 billion. While there is much to be thankful for with these bills, we have very grave concerns about the funding provided in SB1197 to the Illinois Student Assistance Commission for student aid, to the Illinois Community College Board for adult career and technical education, and to the Board of Higher Education for the Diversifying Faculty in Illinois program, health occupation grants, and the University Center of Lake County.

"All of these programs, like many other grant programs in the state, have been funded at only the 50 percent level of what the Governor recommended, which in most cases means only half as much funding as in the current fiscal year. As you know, these reductions will have a devastating effect on students, colleges, universities, and communities. While it is only prudent for all of us to plan for the worst, administratively, given these cuts, we remain hopeful that a solution to the state's fiscal crisis will be found; and we pledge to continue our efforts to demonstrate how vital these programs are to the intellectual and economical development of our citizens and to the state.

“The Southern Illinois University Carbondale campus and John A. Logan College had quite an upheaval during last month’s inland hurricane that struck southern Illinois, upsetting finals week at John A. Logan and rearranging the graduation ceremony at Southern Illinois University at Carbondale. We understand the winds were horrific with great damage to trees and some campus facilities, and our sympathies go out to those campus communities as they recover from the wrath of Mother Nature.

“Turning to the legislative session, despite the chaos of the budget and our disappointment that the legislature was unable to agree on means to raise the revenue required to adequately fund higher education and other state services, I think we can regard the legislative session as a successful one in many respects. The General Assembly passed legislation that will advance key strategies of the Illinois Public Agenda, demonstrating that lawmakers are getting it, at least with respect to some of the important issues and challenges we face. We will hear more about these bills later, but I would like to highlight several measures that relate directly to the Public Agenda.

“SB1828 establishes the P-20 longitudinal data system, which really underlies at least three of the four Public Agenda goals; SB1883, which creates a new baccalaureate completion grant program supporting increased educational attainment as recommended in Goals 1 and 3, was not funded, unfortunately, but that will give us something to work toward; HB1079, codifying quality standards for dual credit programs that will pave the way for more institutions to accept the transfer of dual credit courses and for expansion of these programs among four-year institutions, as recommended in Goals 1 and 3; HB382, creating a new scholarship program for nurse educators, addressing one of the critical needs identified in Goal 3; and HJR54, directing the Illinois Student Assistance Commission and the Illinois Board of Higher Education to undertake a study of affordability and institutional efficiency, and recommend specific steps the legislature can take to fulfill the promise of Goal 2.

“I am excited to report that the Public Agenda Executive Summary has hit the street as you saw when you received your Board agenda, and we have a stack of them available this morning. The complete report will be published this month, and will be accessible on the web for downloading. We expect lots of hits on the website, and will use the printed documents as the instrument of outreach and communication to key stakeholders and constituencies over the next several months.

“I believe the overwhelming sentiment of the Board and our audience at the April meeting was that the discussion topic, the presentation by and conversation with Pat Callan were valuable and really helped set the stage for further examination of the issue of how we can link funding to the goals of the Public Agenda. But as I said before, this is just a beginning. We have to turn that discussion into action, and take it from the realm of the abstract to the level of the concrete. Before our August meeting, I will appoint a working group to develop specific recommendations for policies, legislation, and other actions that will connect in a real and tangible way in the funding of higher education to the needs identified in the Public Agenda and the recommendations and strategies to meet those needs.

“As I told the Board of Trustees at the University of Illinois recently, we intend for the Public Agenda to change higher education as we have known it. It will drive the Board’s policy, budget recommendation, and legislative agenda. We anticipate it will alter in meaningful ways the priorities of our colleges and universities. We believe it will have a significant impact on how the General Assembly regards P-20 policy and the allocation of scarce state resources. As we

build the 2011 higher education budget, we intend to refine this process to ensure that institutions are making state priorities their campus priorities as well. Simply put, if what we are funding does not advance the Public Agenda goals, then we should not be funding it.

“There is one other point I made to the University of Illinois trustees that I would like to share with you because it is relevant to the audience here and cannot be overstated. We, the Board of Higher Education, cannot do this alone. We need, and frankly we expect, the help, cooperation, and leadership of everyone in this room, and many, many others to achieve the four goals of the Illinois Public Agenda.

“The development of the Public Agenda, as all of you know, was an open and collaborative process; and now that we are at the implementation stage, we need that collaboration, partnership, and sense that we are all in this together more than ever. For that reason, I am grateful to our friends at the Illinois Community College Board for their suggestion that this meeting focus on adult education. If we are to improve educational attainment in Illinois, as Goal 1 demands, and if we are to better prepare our citizens for the 21<sup>st</sup> Century economy and fill gaps in the Illinois workforce, we need to substantially increase the number of adults with college credentials.

“We are also grateful to the Illinois Community College Board for assistance in arranging for Pam Tate to be with us this morning. I believe we are moving in the right direction, and see these in-depth discussions as a positive force to keep us focused on what we should be focusing on -- the implementation of the Public Agenda.

“The discussion topic at our August meeting will concern student retention and measures to ensure students persist to degree completion. In October, we are hopeful our colleagues at the Illinois Student Assistance Commission will take the lead in a discussion of affordability issues, perhaps stemming from the study envisioned by HJR54.”

### **Resolution Honoring Ashley Dearborn**

Dr. Frances Carroll read the following resolution:

*We, the Members of the Illinois Board of Higher Education, extend our deep appreciation and esteem to Ashley Dearborn for her dedicated service to postsecondary students in Illinois and her contributions to the Board as its nontraditional student representative.*

*Having served as a student commissioner for the Illinois Student Assistance Commission, Ashley has been a strong and effective voice on issues of affordability and keeping student costs at the forefront of Board deliberations. Her knowledge, experience, and example have brought an important perspective in helping to deepen understanding of the financial pressures faced by college students.*

*As a nontraditional student representative, Ashley has enlightened Board members to the special challenges that confront adult learners at colleges and universities, and the critical need for higher education to better serve nontraditional students who make up an increasing presence in postsecondary education.*

*We applaud Ashley’s impressive roster of accomplishments, both educationally and in public service. Ashley attended Wilbur Wright College, one of the City Colleges of Chicago, and is now a student at Northwestern University. She exhibits a commitment to her academic goals in*

*Fine and Performing Arts and Political Science. She was selected as one of the first class of Illinois Scholars at City Colleges and also named a 2005 Kerrane Scholar.*

*Her leadership and public service activities have been equally noteworthy. At Wright College, Ashley served as president of the Student Government Association and the Music Club. An activist in student and community affairs, Ashley joined the effort to end a faculty strike at City Colleges. She also has been involved in community issues, particularly in housing and youth issues, as well as a strong advocate for citizen participation in government and public affairs. Ashley served two terms as an Americorps member and in June 2005 received a fellowship to the Salzburg International Studies Program where she studied worldwide immigration issues. She was among 16 college-age women to participate in a mock legislative hearing during the annual NEW Leadership Illinois program in Chicago in 2008. And she was one of 35 women honored by Women Employed as “Champions for Change.” She also was chosen to serve on the Illinois Advisory Team for the National Governors Association Policy Academy on The Civic Engagement of Older Adults.*

*Ashley has been an activist in higher education policymaking as well. She was a panelist at the Higher Education Summit in 2007, representing student perspectives on affordability. She also has played a prominent role in the development of the Illinois Public Agenda for College and Career Success.*

*We will miss Ashley’s reasoned but persistent voice, her valuable insights, and her spirit of public service, and we wish her well in her future endeavors.*

### **Resolution Honoring Jerry Thor**

Mr. Jay Bergman read the following resolution:

*We, the members of the Illinois Board of Higher Education, extend our gratitude and deep respect to Jerry Thor for his commitment to student leadership and his service as the Board’s student representative.*

*Jerry has been an active voice for students and a thoughtful advocate for their interests. He has an impressive record of leadership throughout his collegiate career, beginning at Moraine Valley Community College in Palos Hills. He served on the Illinois Community College Board’s Student Advisory Committee, including membership on the Finance Advisory Committee. Having served as the alternate student board member for the IBHE during 2007, Jerry came to his position as student representative last year with perspective and experience to make a purposeful difference on behalf of the students. He also joined with his fellow IBHE student representative, Ashley Dearborn, to serve on the Illinois Advisory Team for the National Governor’s Association Policy Academy on Civic Engagement of Older Adults. Jerry also provided valuable student perspective in the development of the Illinois Public Agenda for College and Career Success.*

*This record speaks to Jerry’s sense of public service as well as the respect of his fellow students and Board members. Jerry’s presence has been steadfast and the Board has benefited from his willingness to devote his time and energy with a thoughtful temperament to work well with fellow Board members.*

*The Board extends their best wishes to Jerry as he continues towards the completion of his baccalaureate studies in finance at the University of Illinois at Urbana-Champaign by December, 2009, and makes plans to attend Officer Candidates' School for the Marine Corps.*

*The Board also congratulates Jerry on forging strong relationships with his colleagues on the Illinois Board of Higher Education and being a positive influence on this body's deliberations to support Illinois' college students.*

### ***The Illinois Public Agenda for College and Career Success - Dashboard Report***

#### **Update on Implementation Progress**

Ms. Erwin said, "We are focused on trying to update folks on the progress as we work on implementing the recommendations of the Public Agenda. I, too, would like to echo the Chairwoman's comments, and particularly thank our colleagues at the Illinois Community College Board -- Geoff Obrzut, Dr. Elaine Johnson, Dr. Karen Hunter Anderson, and all of your staff in helping with that, as well as the Illinois Student Assistance Commission, Don McNeil's great staff, and Andy Davis. We could not do this without them.

"This morning the Board will be voting on an important data agreement, specifically related to the high school feedback report, but that feeds into the longitudinal data system, which is the underpinning of how we will be able to measure the success of the Public Agenda. The legislature passed a longitudinal data system. There are a lot of people in this room who have helped a lot on that -- Charlie Evans, Marilyn Marshall, John Evans, a lot of your institutional researchers, and others. This is a really significant change for Illinois to have a P-20 data system. We were able to work with the State Board on a federal grant, and we hope to actually have the money for it, which would also be nice.

"Dual credit legislation, which the Chairwoman mentioned before, passed the legislature, and we hope will push us to doing more dual enrollment, two-year and four-year together, to help students. A high-need healthcare grant was approved. Actually, the substantive language was not approved, but the funding, like everything else, is uncertain; but we are moving in the direction in Goal 4 of trying to focus on high-need career areas. The system that students, counselors, and parents use to determine transferrable credits is u.select. It is really critical for students to know if they are going to transfer from Moraine Valley Community College to Governors State University, and they want to look at which credits they will need, depending on which major. This is a system which lets them do that. We are working to expand that, and hoping that the funding will follow.

"The high school feedback report I mentioned, you will approve the data agreement today. We are working on expanding the educational system there.

"We are still investigating early intervention programs, along with the Illinois Student Assistance Commission, on how we can do a better job of getting to the students earlier to encourage them to take a more rigorous high school curriculum. School leader standards, which is the major effort -- many of your colleges are working on this -- to improve the criterion standards for principals and superintendents. There will be major legislation next year, but we have been working with the legislature on improving those standards. This will be on our website, and we are trying to focus on the future steps on each of these."

Chairwoman Hightman said, "Whenever you see red on these charts, think about how you can help us eliminate the red. That is the goal here."

Father Minogue said, "Will the P-20 include privates, including private high schools and private grade schools?"

Ms. Erwin said, "It will include private colleges and universities. The State Board of Education does not include private grade schools and high schools in their data system."

Ms. Joyce Karon said, "We have been working on that. You have parochial schools, private schools, and charter schools; and to connect all of that data -- one of the things we have been very interested in, and are working hard towards is to take the charter schools to see exactly how their data matches up with other data. It is in our pool of things to do."

Father Minogue said, "A simplistic data form would be helpful -- a name, rank, and serial number kind of form -- so that at least the student appears in the system."

Ms. Karon said, "We agree."

Chairwoman Hightman said, "What percentage of those students fall into those categories?"

Father Minogue said, "Twenty or 30 percent maybe?"

Ms. Karon said, "I do not think that many. I will try to locate that information."

Ms. Erwin said, "I do not know, and actually, the State Board of Education system has to meet No Child Left Behind; you are dealing with public dollars. So, the issue with privates, while they are certified as a school, I do not know their reporting requirements. But we will certainly find out."

Father Minogue said, "I may be wrong, but Chicago Archdiocese has 125,000 kids; Chicago Public Schools has 450,000. That is where I am getting the 25 percent. I do not know if that is true for the whole state."

Ms. Karon said, "Probably not because they have far more charters."

Ms. Erwin said, "Charters are public schools, and are certainly in the database. There are 877 public school districts in Illinois, but I will find out. I will ask Chris Koch."

Father Minogue said, "That would be very helpful."

Ms. Karon said, "I can get you that information."

Ms. Erwin said, "Also, we are going to have to account for people that move and/or move here and then go to the local community college or whatever -- they will not have been in the system. There is a unique student identifier now for every public school student if they are in school through high school, and so, all of the universities actually are going to get a letter soon saying that we hope we will begin working to get that unique student identifier, not a social security number, on the transcript. That is the basis of the longitudinal data system, but the proprietary schools have indicated they would like to be involved in the data system, and Dave Tretter and the Federation of Independent Colleges have worked very closely so that independent colleges will be in the data system."

Father Minogue said, "It just seems foundational to all of the other goals in the thing; otherwise, you cannot measure anything."

Chairwoman Hightman said, "Otherwise, it is not perfect. You are not measuring anything."

Ms. Ashley Dearborn said, "Are we going to be just tracking students who are in the system now or -- like part of the Public Agenda is that we are looking at older students -- are we going to also track their completion because they, obviously, will not have these numbers?"

Ms. Erwin said, "Of course. Community colleges have a wealth of data, which is where the majority of adult students are. So, as soon as you interact with a school, it would be captured."

Ms. Karon said, "The student identifier system has been in existence for about four years. So, we picked up a lot of students, and that also includes all of the early childhood programs that we fund, whether they are in a school or whatever; those students have a student identifier number. So, we are kind of pulling people into the fold as we go."

Ms. Erwin said, "Fortunately, Mike Baumgartner and some of the other names I mentioned in this room are helping us on the data side. The good news is that we have a lot of help from a lot of folks and nonprofits, as well. So, thank you for your help. This is an evolutionary process."

### ***The Illinois Public Agenda for College and Career Success - Discussion Item***

Strategies to Attract Adult Learners to College, Presentation by Pamela Tate, President and CEO, Council for Adult & Experiential Learning

Chairwoman Hightman said, "Pam has been with CAEL, the Council for Adult and Experiential Learning, since 1987, and has become recognized nationally and internationally for her work in facilitating workforce education and training programs among educational institutions, business, labor, and government, and for her efforts in assisting colleges and universities to develop systems of prior learning assessments and quality assurance in adult learning programs. Pam grew up in East Moline, graduated from the University of Illinois at Urbana-Champaign, and completed her doctoral coursework in communications at the University of Pennsylvania. She is regularly sought for her insights and expertise on adult learning and workforce development and their importance to the future of the economy. CAEL is a national, nonprofit organization whose mission is to expand learning opportunities for adults. Pam, we welcome you to the Board of Higher Education meeting, and look forward to your insights on this very significant topic."

Dr. Pamela Tate said, "We have been working in many, many ways with colleges and universities in Illinois, and then in 1989 we moved our national headquarters to Chicago. So, I am very concerned about our state, and pleased about the efforts of the Public Agenda, and am really happy to be here to discuss how adult learning is linked to the competitiveness of the economy and how we can increase the number of adults with college degrees in our state.

"I would like to paint a picture this morning of the national landscape on adult learning from a study that we did. Our concerns about adult learning, which really began in 1974 when

we were founded, have finally reached some major attention of policymakers, and I think the fact that the President has been calling for every adult student to complete at least one year of postsecondary education and that he has been taking steps to remove some of the obstacles that have prevented displaced workers from pursuing education and training is giving some increased attention to the issue and is something that we are very pleased to see.

“So, this morning I want to share highlights of the study that we completed in 2008 in cooperation with NCHEMS, the National Center for Higher Education Management Systems. In the study, funded by the Lumina Foundation, we looked at how our 50 states are doing in adult learning performance. Then, I want to suggest some policy changes, not only that, but changes in practice at institutions that I think we have to introduce if we want to tackle the problem of too few adults with college degrees. I know a number of institutions in Illinois are tackling these problems, but we have a long way to go.

“To show you all the different areas we work on to achieve the mission -- the colleges and universities in blue -- we have been working on that for 35 years. We also work extensively with employers to advance learning and development within their companies, manage tuition programs for them, and send them back to higher education. We work on public policy issues as well.

“Everybody says that most new jobs require postsecondary education, but I thought it might be useful to point out three areas that Tony Carnevale has noted are critical to the knowledge economy and the role of postsecondary education in them.

“Look at one of the three signature occupations in the knowledge economy that he has called out, and I think it is interesting that the share of white collar office jobs has risen to 40 percent of all jobs, and now, 69 percent of office workers have completed some kind of postsecondary education with 37 percent having at least a bachelor’s degree. This is a big shift that we have seen.

“Take a look at the area of education and healthcare jobs. Again, we have this huge increase from 10 to 20 percent of all jobs, and the share of the jobs requiring at least some college has increased to more than 75 percent of them today with more than half requiring baccalaureate or graduate degrees. This is a major part of Illinois’ economy.

“The last one -- technology jobs -- they have doubled to now 8 percent of all jobs, and today, 86 percent have at least some college, and more than half have a bachelor’s degree.

“Taking a look at Illinois’ occupational projections, we are going to add 740,000 jobs in this 10-year period, and four industries will account for more than 44 percent of our job growth in Illinois -- the education services area; health and community social services; computer and mathematical services; and business, financial, and management services -- white collar jobs. We are a state where the job growth is going to match the need for more postsecondary education.

“Take a look at Illinois’ projections on what training and education are needed. I think what is interesting is that there is going to be almost 350,000 adults requiring some short-term or even moderate training, even long-term job training; but 44 percent are going to require at least either postsecondary, vocational training, an associate’s degree, bachelor’s degree, or higher.

“I think Illinois is a mirror of what is happening in the country. With the retirement of the baby boomer generation, there are not going to be enough skilled and knowledgeable people

to move into the jobs being vacated by boomers. I think that the recession is masking the problem of the skills shortage. But we see in our work, even now, skill shortages in energy, in healthcare, in the public sector already, and in advanced manufacturing, and I think we are going to see this skill shortage worsen over the next several years. At the same time, many states and many institutions in the states, in particular public institutions, have not yet responded to this sense of urgency and to the dramatic changes in the economy. I think if they had done so already, then we would not be seeing the dismal picture that our national study revealed.

“In our national study, this is a comparison among the 50 states. You have Illinois’ profile in your materials, but we have profiles of every state if you would like to see them. We have also attached a policy framework for states on what states could do to change this picture. I found this study of great concern, especially because we have been working on this issue forever, and feel like, well, where is the progress? I think it is of great concern both for the country and for Illinois, in particular.

“I would like to note that nine OECD countries have already surpassed the United States in the number of adults between the ages of 25 and 34 who have an associate’s degree or higher, but more importantly, our standing has continually fallen in recent years. Take a look at where the states are in comparison to other countries. Illinois has roughly the same percentage of adults in this age group as Norway, Ireland, and Belgium. We are doing better than a number of states that you see on the number of completers, but Illinois still has some ways to go to be among the best performers.

“The important national numbers are -- and I think these are big numbers -- 26 million adults in the United States between 18 and 64 years old have not graduated from high school; and therefore, they do not qualify for all those jobs in the economy that I was noting earlier. Over 32 million adults in this same age group have no college education, and they earn less than a living wage. We found that there is a huge and growing number of adults who have started but never completed college, many for financial reasons, and over 20 percent of adults fall into this category.

“On projections out to 2025 -- this is the one that whenever NCHEMS and CAEL are traveling together around the country and we have a chance to really dig into this -- people get very concerned. How will we reach international competitiveness by 2025? Well, we will not get there by educating the traditional student pipeline at the same rates as we do today. We cannot get there. We can only get there by addressing degree completion of the adult population. That is the only way we will get there because by 2025, if we want to be internationally competitive, we have to get to 55 percent of our adult population to have obtained a college degree. That would allow us to compete with the best performing countries, but we would be 12 1/2 million degrees short at our current rate of degree production. And I think this is a cause of great concern due to the link to economic competitiveness that we know is there with educational attainment.

“Our challenge in Illinois is a big one. Of the 8 million-plus working aged adults in the state, we have 64.1 percent of them who have not completed college -- an associate’s degree or higher -- and this is a much higher percentage of non-completers than the national average. And of the non-completers in the state, almost 1.9 million have completed some college but no degree, and they could be attracted back into higher education with a variety of initiatives. Almost 2.25 million have completed high school, but have never entered college and could be reached, and over 1 million adults in our state have not finished high school. And this is at a time when the skills requirements of our jobs are increasing rapidly as I noted earlier.

Chairwoman Hightman said, “Do you have a geographic breakdown of the million?”

Dr. Tate said, “We do. We do not have it here, but we have it.”

Ms. Erwin said, “I think we have that in our public needs report for the Public Agenda. It follows average-family income. It is the story of the two Illinois and a widening achievement gap.”

Dr. Tate said, “I can get that for you. I want to pay especial attention to the proportion of need-based aid that is distributed to part-time students. The data is a bit old; it was the best data that we could get. It is pretty alarming that 14 states in the country have not one dollar of need-based aid going to part-time students, and four do not even gather data about it, so, they do not know what they are doing. But fortunately, Illinois is the fourth best-performing state in this category. Twenty-six percent of its aid is going to part-time students. This is a critically important issue, particularly, if people do not have the support of their employers for tuition assistance. But I do want to note that even though we have a special program for the three-credit learner in Illinois -- thanks to Judy we have a student financial aid program for the three-credit learner -- it is not used to the extent that it should be because it needs more publicity and more support on our campuses and throughout the business community, if that program is going to be used by adults.

“Before we move into ‘now what can we do to change this picture?,’ the unstated assumption, in the country as a whole, is that if you are one of the people that did not go straight from high school to college, if you at some later point in your life feel that you need more education, you just have to navigate the system on your own. You have to figure out where to start; you have to figure out how to pay for it. There is little support for you once you get to most institutions, and there are some exceptions. And you often encounter student services and academic programs that just do not fit your needs, your life circumstances, or your schedule. You have essentially fallen through the cracks, and some states do not even know you exist because they do not even gather data about you. So, given the urgent need for the more skilled workforce, I would say that some of these assumptions really need to be changed.

“So, what would happen if those individuals in the country were to complete a high school diploma or the equivalent, and if they could earn the income associated with completion of a high school diploma, the United States would experience a \$191 billion increase in personal income, which would make a tremendous difference. Please look at the impact of having an associate’s degree. If these residents were to complete an associate’s degree and earn the additional income, we would see an \$848 billion increase in personal income in the country, and the bachelor’s degree would have even a more dramatic income.

“So, what can we do about the fact that we are not reaching and graduating enough adult learners to either make a difference in our state or in the nation as a whole? What could we do, and how could IBHE make a difference?”

“Let us discuss some of the changes that I think could be made at the system level and at the campus level. Let us cover a couple of these before talking about state policy. We cover a number of policy issues that could be addressed in the guide that went along with this report, which Lumina supported us to produce. But I think it is going to take an addition to state policy change, some concerted leadership on campuses, and major changes at the Board level in incentives and ideas to change the landscape in Illinois.

“We finished an adult learning-focused institution self-assessment system, funded by Lumina, to try to get at how colleges can improve their services to adults, and we had to prove that if you did better on these two assessment tools -- the institutional self-assessment survey and the adult student survey -- if you did really well on those and they were in sync, that you retained adult students. So for six or seven years, we followed groups of adults, figured it out, and we were able to prove that, in fact, the eight principles of effectiveness do make a difference in adult student success in colleges. What happens is that if your institution rates itself on a number of indicators, and then your students rate you very differently, and there is a big gap score, then you have a lot of improvement to do. And we help interpret that for you, and tell you where you need to make the improvements. If you have a very small gap score, generally, your adult students are more satisfied.

“We have seen several states now take the initiative to use these tools at all their institutions, particularly their public institutions, so that colleges in the state can compare themselves to one another on how they are doing on these assessments. And we have seen significant improvement in services to adults after people have taken this extensive set of surveys.

“Every November at our conference, we bring these institutions together who are trying to do self-improvement, and they are part of a coalition. They are called the ALFI Coalition for short. They come together to present the strategies that they have been working on and their successes in attracting and retaining adults. This year the conference is in Chicago, November 18-20, and all those institutions will be there to present how they are tackling this problem.

“There are a few major principles that these tools measure -- none of them would be a surprise to you, but the important thing is how they are measured -- outreach, life and career-planning, financing, and assessment of learning outcomes. What kind of teaching learning processes are in place? Student support systems, the use of technology, the strategic partnerships, linkages with industry and other organizations, and supporting students coming in and out -- people from ABE to credit, from noncredit to credit, from two-year to four-year, basically helping people with transitions. Our tools measure all nine, and then students rate you on all nine, and then you see the comparison.

“Turning to the prior learning assessment area specifically, this is such a critical issue to adults. Prior learning assessment needs to be expanded throughout the college network in Illinois. Governors State and others are leaders in doing prior learning assessment, but not all colleges in our state are active in this area. We have found that if prior learning assessment is done well, if faculty knows how to review learning that occurs elsewhere, that it can be a great motivator for adults. Why? Because they can complete their program of study more rapidly, and more importantly, they are recognized for what they already know. That seems so simple, but it is such a big motivator. In our most recent national survey of colleges, we did see progress from a decade earlier in this, but still, 40 percent of colleges in the country did not assess learning by portfolio. Adults tell us that they find it difficult to gain information about which colleges award credit for prior learning, how to get started, and how to pay for it. So, we are eager to change this picture and to work with you so that prior learning assessment reaches every adult in our state, and we can accelerate the degree completion of adult learners.

“Shifting to the policy level, this is the purview of the Board, but also of others outside of higher education. And I think that, first, Illinois has to make a significant commitment -- and resources, hopefully could follow -- to improve our percentage of adults with a postsecondary credential and attach resources to reach the goal. CAEL has worked with other states to tackle

this some-college, no-degree group. For example, we have been working with Pennsylvania, Oklahoma, Wisconsin, and Kentucky. Many of the initiatives, though, are marketing campaigns. That is not a bad thing, but colleges and states have to do more than just launch large-scale marketing campaigns. We have to proactively reach adults in their workplaces, in community centers, on the Internet, and in social networking with social networking tools. We have to convince them of the importance of starting and finishing college. We have 64.1 percent of our adult population that has not yet completed an associate's degree. We have a long way to go, and the field for recruitment is very large

"We need to publicize the Monetary Award Program. I know it is under siege right now; let us hope that crisis ends, and that we can actively push the fact that adults, taking one course at a time, can get financial aid in this state. We are one of the few states in the country that has this, but who knows about it? We need our financial aid officers to promote it on our campuses as well. We need to move to the next level of leadership here by advocating for this, disseminating the availability of it.

"We have to encourage more actively and provide incentives for teaching and assessment online. Everybody has programs of one sort or another online and blended courses, but what we need is a more statewide, extensive, online learning network available to both public and independent institutions with some transferability so that adults have more flexible options.

"The social marketing campaign to employers, and I really cannot emphasize this enough -- we believe, and CAEL has done a lot of work in this area, that we need to convince business and industry in our state to make a greater investment in the education and training of the workforce. It is not enough -- Pell grants, the workforce investment system -- these are fine, except they do not tend to reach the people we have in mind. So, we need to mobilize private sector investment in education and training, and we have to demonstrate the bottom line benefits of investing in tuition assistance and training. We manage tuition assistance for employers across the country, and we know that companies are increasingly recognizing the value of investing directly in education and training. We are noting that in this economy, we are not seeing a disinvestment in tuition assistance programs. We are seeing a continuing investment in tuition assistance programs. What is important is that employees in these companies do not even know that their company offers it. So, the percentage of people using tuition aid is way below what it could be.

"One way that we could encourage companies in our state to change this picture is to shift from a tuition reimbursement model to a prepaid system where they can enroll in your institutions with a voucher, or credit card, or letter of credit. This is not a credit card that has interest attached and you pay back over years and years, but a credit card that allows you to get reimbursed from your company before you have to pay the institution. We have noticed an increasing number of employers offering prepaid tuition assistance, and when they do that, lower income people are able to afford college. So, we believe that our state, our Board, we could have a major campaign to convince employers to prepay and to increase their size of investment. I could imagine an incentive grant from IBHE to Illinois colleges for going out and having a campaign with all their local employers to push for prepaid tuition assistance, which would foster trust between higher education and business, build morale of the adults in those businesses, and boost retention and recruitment. In terms of numbers, in tuition reimbursement programs you tend to get about six percent participation. When you introduce a prepayment option, you can triple that in a company. So, if we have all these non-completers out there and they could get this kind of aid up front, a lot of them would come back to school. We know that. We have seen it happen in all the companies we work for. So, I would urge IBHE to mount a campaign to spread

the word to employers about the value of prepaid tuition assistance as a way to reach more low-income employees in the state.

“Let us review all state policies in Illinois that affect working adults -- all policies. We have suggested a road map in our policy guide in adult learning and focus, the piece that we produced with Lumina’s support. I think a multi-pronged, state policy change effort, including the outreach to employers, would really make it easier for people to pursue and pay for postsecondary education.

“So, those are the major things I would say now. We are at a time when it is an urgent priority for Illinois and for the country. It is not just a nice thing to do just for a few adult students; it is essential for our economic success. So, we are here in Chicago. We look forward to working with each of you and with the Board as you create a path forward, and we hope that we can come up with some innovative plans together. Thank you.”

Father Minogue said, “Did any of your work for the baccalaureate programs, not the graduate programs, map down the kind of money, time on task, personnel, universities put on adult baccalaureate completions because I think you would find a gigantic vacuum sitting there?”

Dr. Tate said, “We do not have data about that, but we know from all the colleges that we have worked with that there is a vacuum. We know that it is a huge problem, and you are right on target.”

Father Minogue said, “So, if you do not fix the machine that produces it, how can you expect more to come out?”

Dr. Tate said, “Good point.”

Ms. Dearborn said, “I want to commend Father Minogue’s former institution because I have fellow student colleagues that go to the School of New Learning, which is the adult learning school at DePaul, and they talk wonderfully about the services that are at DePaul where there is a vast vacuum. There are vast differences in the other schools across the state as to what they do for adult students, and we were on a Student Advisory Committee conference call yesterday where one student mentioned one of the problems is -- she goes to DeVry -- acknowledgement of being an honor student only taking part-time credits because their honors program is for full-time students, and that is something that is also discouraging to adult students. And as well as something that you touched on it, but you did not really speak a lot on it is the problem with social issues -- mental or emotional issues -- that affect adult students that a lot of universities are not prepared to deal with because they tend to focus on the mental and emotional issues that affect younger people; and I am talking about right now the financial issues, such as foreclosure, social issues, such as divorce, having to do elder care as well as having to do child care. Even for the most committed student, this is a tremendous burden to focusing and completing your studies.”

Dr. Tate said, “Those things are really important, and one of the reasons that the adult learning focused institution principles, the ones that I put up there, if colleges really follow the practices related to those, then they do address those issues, and the School for New Learning at DePaul was one of the benchmark schools that we used to create the principles because they are, in many cases, doing exactly that. They are addressing students’ personal circumstances, their level of skill development, and their logistical issues about trying to be an adult student. So, we

used DePaul and five other schools around the country to benchmark what we considered to be the best practices, and then we developed the principles from there.”

Dr. Carroll said, “Has CAEL introduced any of this information to any of the legislators in our state? Have you had the opportunity to do that?”

Dr. Tate said, “We have not yet had an opportunity here, but we have done so in some other states. We would love the opportunity to do it here.”

Chairwoman Hightman said, “We could maybe arrange for that.”

Dr. Carroll said, “What kind of reception did you receive or reaction did you get from the legislators in the other states?”

Dr. Tate said, “In one case, the legislature asked for the Board of Regents to conduct a study about why their institutions were failing to meet the needs of the adult workforce, and we were asked to carry out the study by interviewing business leaders and others and then interviewing college leaders about why they were not doing this and what were the barriers. We came back with the report that was quite upsetting to a lot of people, which was that the colleges said it is state policy barriers that are in our way; we need certain changes made at the state level if we are going to do a better job with this. Business leaders said that it was a failure of campus leadership to allocate the resources in the right direction. So, campus leadership got blamed; public policy at the state level got blamed. But, essentially in the end, it was a pretty grim picture; and this was of the public institutions in the state -- two-year and four-year. We did not look at privates. But the result was that the Regents introduced a whole new set of initiatives to address the problem.”

Dr. Carroll said, “Carrie, you were saying there is a possibility for us to invite the legislators to hear this kind of presentation because it goes really hand-in-hand with the Public Agenda?”

Chairwoman Hightman said, “Yes, I would think that we could create an opportunity at an appropriate committee meeting for a presentation.”

Mr. Jerry Thor said, “I just want to comment on what you said that it is more than marketing, that they do not need just convincing to return. It is like a plasma TV -- everybody wants one, but they are not going to go shopping for one if they know they cannot afford it. So, it is affordability, and from our experience working on the Student Advisory Committee, and you noted that as well, that it is the cost of education. If they cannot afford to go back, they are not going to even look at their options.”

Mr. Tom Thompson said, “Is there an example of a community college that would maybe be one of the benchmark colleges or exemplary college in terms of working well with adult learners?”

Dr. Tate said, “In our benchmarking study we looked at Sinclair Community College in Dayton, Ohio, and the reason we did is that, unlike a lot of community colleges which are extremely creative on the noncredit side of the house, they may not be able, or have not taken the leadership, to reach and serve adults on the credit side of the house. One college president that I met with in California noted that his college has 100,000 noncredit students in his city, but only 4,000 of them ever go on to complete degrees at the institution. And he said, ‘Yes, we are known

everywhere for serving business and industry, and everybody thinks we are great; however, our people need credentials, and we do not have an intentional strategy yet for moving our people from noncredit learning to college and university degrees.’ And I think that is a typical problem that community colleges and other colleges have.”

Ms. Dimitra Georgouses said, “I was wondering if you had anything marketed towards adult learners with children because a lot of the concerns are they cannot go back to school because they have children, and financial circumstances with the children prevent them from going back to school. Is there anything you have planned for them?”

Dr. Tate said, “There are colleges that have introduced really innovative approaches to child care, and we found that out in our benchmarking study. There are institutions that have partnered with outside organizations to create child care facilities either near or on their campuses so that people do not have to go a long way to leave their children while they are in class, and these are child care centers that go from 7:00 a.m. until 9:00 p.m. so that people can attend class all hours of the day and night after work. So, I think it has to do with institutions forming partnerships with external agencies, and essentially bringing those services onto campus, and that can be done, and people are doing it.”

Dr. Maimon said, “We are doing that here.”

Chairwoman Hightman said, “I think your last slide talked about making sure that we look at every state policy that impacts adult learners. Do we believe that we have that list? Do you have a list of Illinois’ state policies that impact adult learners?”

Dr. Tate said, “We do not have Illinois specifically; we have an inventory of what needs to be looked at.”

Chairwoman Hightman said, “I think we should make sure that we have what you have so that we have every resource available.”

Ms. Erwin said, “I know that our colleagues at the community colleges do this every day and are more up to speed on it than many of us are. So, it is trying to have all the systems work together to remove the barriers that we need to do. So, we will certainly take a look at these, and Pam’s presentation will be on our website after the Board meeting as well.”

Chairwoman Hightman said, “So, we should not be thinking too highly of ourselves being number four on that slide on funding because funding is only a piece of it.”

Dr. Tate said, “Right. That happens to be an area where we are doing better than most, but there are a lot of areas where we are not. If we were, then our percentage of completers would be higher.”

Chairwoman Hightman said, “So, it goes to show you that it is not all about dollars.”

Dr. Tate said, “Even Illinois, only 26 percent of the funding goes to part-time students. They are a much higher percentage of the college-going population than that. So, we are still not reaching all the part-time learners and the three-credit learners who need the help, but compared to your peers, you are doing better.”

Ms. Dearborn said, “There were some assessment tools that were mentioned that are supposed to be helpful in baccalaureate completion. I think it would be great for IBHE and possibly the publics that are here to maybe think about adopting these or to encourage them to adopt these assessment tools. I know some already do use the PLA, I know GSU uses it, I know CSU because I know some adult learners use it, and some other schools, but the ones that have not used it so often may consider it.”

Chairwoman Hightman said, “Pamela, thank you so much. We appreciate your presentation, and we will give you another opportunity to come back and say more. We hope that you will participate in some of our roll-up-the-sleeves meetings, which we will be having. Again, thank you very much, and we will see what we can do about getting you before the legislature.”

### **Update on the Diversifying Higher Education Faculty in Illinois Program**

Presentation by Jerry Blakemore

Mr. Blakemore gave an update on the Diversifying Higher Education Faculty in Illinois program. After his presentation, the Board had the following discussion:

Chairwoman Hightman said, “I am pleased to hear your report of the progress over the past year. One of the concerns that we had when I first talked to you about the Board was the placement of fellows in positions in the State of Illinois. It is a great investment and great to help people, but if it is also not helping the state by keeping them here, then what are we doing? And so, I am looking out at all of you who can actually do it. If you all do not find it important and do not make it a priority, then it is not going to happen. There are ways for us to try to make you make it a priority, but I prefer that you do it on your own. So, maybe think about that and figure out a way to make it happen because otherwise I am not sure why we are doing the DFI program, honestly.”

Mr. Blakemore said, “There would be no reason to do it. Those resources can go other places, and if we cannot do that, then we have failed, and we have not fulfilled the purpose of the legislation.”

Chairwoman Hightman said, “So, please think about it, and see what you can do to make a difference. We are pleased with what you have done with the expenses and all that.

“I would like to say that Dr. Carroll has been our Board representative on the DFI Board, and has committed a lot of time, effort, blood, sweat, and tears to making the DFI program successful; so we would be remiss if we did not thank Dr. Carroll for her work on DFI.”

Dr. Carroll said, “I just wanted to say thank you to Jerry for making such bold statements. We have been going around with the commitment of hiring for the past three years, and I just want to thank you for bringing it to this audience because this is the audience that can make the difference, and we looked at the dismal number of fellows who had been hired in our own universities. It was heart wrenching, and I want to thank you, Jerry, for lifting that up in such a colorful way.”

“Ms. Dearborn said, “This is not a question, but this is a comment that was brought up actually by a professor who is here and was at the Faculty Advisory Council meeting luncheon at the last Board meeting. And while he said that having the fellows were a wonderful asset to his institution, one of the things that he said -- and he is in the STEM disciplines -- is having extra

money to the institutions to provide equipment for the fellows, particularly chemicals and those kind of things for the students in the STEM disciplines.”

Mr. Blakemore said, “Two things on STEM. One is that it is a priority that the Board established, so the criteria for reviewing STEM applicants are provided some additional points because it is a priority for the state; it is a priority for us, etc. Second, we are looking at all types of ways where we can provide funding. Some of the things are nontraditional in the sense that it is not just here as an award, but we are looking at post-doc, for example, as a way of addressing the issue of getting people hired if we, DFI, are able to provide some dollars in a post-doc situation, then it provides the institution the opportunity to see whether this person can or cannot work out.

“We also believe that we may need some legislative changes if we go beyond awards or scholarships. So, when you get into equipment and the like, the lawyer part of me says I am not certain if that is authorized, but we can certainly look at that.”

Chairwoman Hightman said, “Thank you, Jerry, for your hard work and for your comments.”

## **1. Action Items**

### **1a. New Operating and/or Degree-Granting Authority for Independent Institutions**

Chairwoman Hightman said, “Because we have the unusual situation where we are proposing denial of a request, what I propose we do is first handle the proposals for approval separately.”

Dr. Bazell briefly outlined the proposals for approval in this item. There was no discussion on the proposals for approval in this item.

*The Illinois Board of Higher Education, on motion made by Dr. Hayes and seconded by Dr. Washington, unanimously grants to Robert Morris University Illinois (Formerly Robert Morris College) Authorization to Grant the Associate of Applied Science in Business Administration and Bachelor of Business 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.*

*And grants to the American College of Education Authorization to Grant the Master of Education in Education Technology 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 this authorization is granted.*

*And grants to Midstate College Authorization to Grant the Associate of Arts in General Studies in the South Metropolitan 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 this authorization is granted.*

*And grants to Rasmussen College Authorization to Grant the Associate of Applied Science in Early Childhood Education, the Associate of Applied Science in Medical Administration, the Associate of Applied Science in Medical Assisting, the Associate of Applied Science in Medical Laboratory Technician, the Associate of Applied Science in Office*

*Management, and the Associate of Applied Science in Paralegal in the Fox Valley and South Metropolitan Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

Dr. Bazell briefly outlined the proposal for denial of a request by Wright Graduate Institute in this item. After her presentation, the Board had the following discussion:

Dr. Hayes said, "I have a question about the academic intentions of the institute. What you are proposing now, the half-credit hour orientation -- and I do not know why you would even get a half of a credit hour -- is really not the focus of the concerns that were raised. I think the concerns had to do with programs like an Ed.D., which is an education degree for teaching of the human development skills and how that would relate to the faculty qualifications and the curriculum, since the curriculum for the Ed.D. and the Ph.D. are essentially the same. So, if it is trying to explore that education component, and obviously, you are not proposing it at this time, but is it a correct understanding that you intend to do so?"

Ms. Marcia Langsjoen, consultant to Wright Graduate Institute, said, "You are absolutely correct in the understanding that Wright would come forward at a future time with a request for degree granting authority in the State of Illinois. Right now, its focus is primarily on the development of Wisconsin degree programs, and it does have a number of Chicago-based students who are interested in the program. So, this authority would permit them to at least orient the students here in Illinois, and they do want to proceed to improve the programs in Wisconsin before they come back to Illinois. That is why they withdrew the degree application in the first place. There was an understanding that the staff had some concerns. Wisconsin was quite pleased with the quality of the program and did approve the program as is. So, it is always difficult for an institution seeking to operate in two states to iron out approval in both states, and given the delays in approval here in Illinois, Wright elected to go to Wisconsin to develop its programs a little more fully before coming back for degree authority."

Dr. Hayes said, "So, you are not thinking of this as an orientation for Illinois students who would be taking their curriculum through the Wisconsin program, probably online."

Ms. Langsjoen said, "At this point in time, it is an orientation for Wisconsin students, yes."

Chairwoman Hightman said, "Is your institution accredited?"

Ms. Langsjoen said, "It is not at this time. The application does express an intention to receive Higher Learning Commission accreditation, and Wright has taken the initial steps in that direction at its Wisconsin location."

Dr. Nandi said, "May I ask a question of Dr. Bazell? It was mentioned that the program was approved in Wisconsin. Can you tell us something about how identical the Wisconsin approval process and Illinois approval process is?"

Dr. Bazell said, "I know enough in my experience here to know that they are not at all identical. Dr. Arthur Sutton, who was the chief analyst of this case, would know more about the Wisconsin process. I can tell you a lot about the Illinois process, but he would let you know about the Wisconsin process."

Dr. Arthur Sutton said, "I cannot exactly identify what the Wisconsin process is. All I can deal with is our criterion, and this institution did not meet the criterion for approval. So, Wisconsin was, in my mind, irrelevant because they did not meet the conditions for approval in Illinois."

Ms. Erwin said, "In many states the treatment for propriety, for-profit academic programs is very different. In some states, in fact, there is no approval process at all -- for-profit can just open up a shop. Illinois has consistently applied the same academic quality standards to all institutions in all sectors so that public, private, nonprofit, and for-profit are treated in terms of academic quality the same. So, Illinois is different to that extent."

Ms. Langsjoen said, "I happened to have brought the Wisconsin standards; I would like to read them to you in just a moment."

Chairwoman Hightman said, "Do you know if they have different standards for propriety as compared to the state institutions?"

Ms. Langsjoen said, "I do not believe they do. I think it is all one analysis, but I actually cannot tell you for certain. But I can tell you what the standard was for this institution. I am going to just limit this to faculty because that is what we are talking about here. These are the three criteria Wisconsin has with respect to faculty and administration. EAB 4.04(b) - *the administrators and the instructors of the school shall have suitable educational qualifications and experience and be of good reputation and character. That will sound very familiar to staff, I think. The school shall have a sufficient number of instructors to provide adequate student-teacher ratios. At this time, the student-teacher ratio to Wright is two to one. The school shall demonstrate that its instructors have the occupational, academic, and teaching qualifications needed for the programs they teach. So, I do not think there is any real substantial difference between the standards applied by Wisconsin.*"

Chairwoman Hightman said, "Don't our standards say that they should have a completed degree in the discipline they will teach or for which they will develop curricula at least one level above the course being taught or developed, which is a little bit different than what you just read."

Ms. Langsjoen said, "Well, first of all, that is not in rules; and secondly, obviously, that would not be ..."

Chairwoman Hightman said, "Is that not in our policy?"

Ms. Langsjoen said, "It may be, but consider that with a doctoral program that could not possibly be met by any institution."

Chairwoman Hightman said, "And is that not the policy that was in effect when you were here?"

Ms. Langsjoen said, "What we have there, and the Wright response to the staff analysis, I think, addresses that issue in some detail."

Chairwoman Hightman said, "We are just trying to understand the difference between Wisconsin and Illinois, and I was just trying to understand better your conclusion that what you read is the same as our standards here, which does not appear to be the case from my

understanding of what our standards are here in Illinois, and that is what we are trying to get to at this point in the discussion.”

Ms. Langsjoen said, “I need a little bit of clarification because these do sound very similar. Tell me again what the distinction is.”

Chairwoman Hightman said, “I read to you the distinction, which is at or above the level that you are going to teach. So, I am just trying to understand. I am just responding to your point.”

Ms. Langsjoen said, “That wording was from a document on the IBHE website that was titled the policy, but actually when you click into it, it says guidelines. It is not adopted into rules, and it is not statutory language, and that language actually is excerpted from its context, I think; and therefore, if you look at the statement itself, it would be impossible for a doctoral granting institution to meet that standard because they could not have a faculty member with a degree one level higher than the doctorate.”

Chairwoman Hightman said, “Did we answer your question, Dr. Nandi?”

Dr. Nandi said, “For the time being, yes.”

Chairwoman Hightman said, “Given what we have heard today, and it was not entirely clear to me, but it seemed as if there was an implication that there was additional information presented today by the applicant that the staff did not previously have when it made its recommendation. So, I am not sure if that is true or not, but where we are today, given what you have heard, and given what you have reviewed, has your conclusion or does your recommendation change at all?”

Dr. Bazell said, “Neither Dr. Sutton, who was the chief analyst in this case, nor I have heard anything today that would change our staff recommendation to this Board.”

Dr. Carroll said, “Could you just review, again, the two items that we are asking further questions about and the reason for the decision?”

Dr. Bazell said, “The stated objectives of the program do not align with the curriculum that has been proposed and what the title implies, and that the education experience and other qualifications of the faculty, staff, and instructors would ensure that students would receive education consistent with the objectives of the course of the program of study -- its faculty, depth and breadth of their qualifications, and the program title and the objectives.”

Chairwoman Hightman said, “Given who they just identified as being the potential faculty, how does that not address your concern?”

Dr. Bazell said, “None of them together, collectively or individually, are adequate to offer a doctoral degree, an Ed.D., or a Ph.D. in education, which is what the proposal had been.”

*The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Dr. Woodward, unanimously hereby denies Wright Graduate Institute the Certificate of Approval and Authorization to operate in the Chicago Region.*

Chairwoman Hightman said, "Now this means that Wright can come back if they want, right? They are not forever excluded?"

Dr. Bazell said, "With a new proposal."

Chairwoman Hightman said, "Or a modification of the existing proposal."

Dr. Bazell said, "It would be a new proposal."

#### **1b. New Units of Instruction, Public Service, and Research at Public Universities**

Dr. Bazell briefly outlined the contents of this item. There was no discussion following her report.

*The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Nandi, unanimously hereby grants to Southern Illinois University Carbondale authorization to establish the Professional Science Master's in Advanced Energy and Fuels Management in the Southern 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 this authorization is granted.*

*And grants to the University of Illinois at Urbana-Champaign authorization to grant the Bachelor of Social Work, the Master of Arts in European Union Studies, and to establish the Department of Media and Cinema Studies in the Prairie 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 this authorization is granted.*

#### **2. Consent Agenda**

*The Illinois Board of Higher Education, on motion made by Father Minogue and seconded by Ms. Dearborn unanimously approved the following items:*

##### **2a. Board Meeting Minutes - April 7, 2009**

*The Illinois Board of Higher Education unanimously approved the minutes of the April 7, 2009, meeting.*

##### **2b. Financial Report as of April 30, 2009**

*The Illinois Board of Higher Education unanimously approved the update on expenditures and obligations from the fiscal year 2009 appropriations to the Illinois Board of Higher Education as of the end of April 30, 2009.*

##### **2c. Diversifying Higher Education Faculty in Illinois Program Fiscal Year 2010 Grant Allocation**

*The Illinois Board of Higher Education unanimously authorizes the Executive Director to allocate the fiscal year 2010 appropriation for DFI institutional grant awards (see Table 1) as specified by the statute and recommended by the DFI Program Board.*

## **2d. Public University Noninstructional Capital Project Approval**

*The Illinois Board of Higher Education unanimously approves the noninstructional capital projects included in this item.*

Mr. Bergman said, "I noticed there is one thing for Noninstructional Capital Project Approval. If you recall, when Southern Illinois University came to us awhile back, we had an extended discussion of that. I have reviewed this, and speaking for myself, I have no objection whatsoever to this because it is a different animal. Where there are fee increases, it is very, very minimal. With the residence hall, there really is not; it is a residence hall-type thing. The scoreboard, they have \$400,000 donated of \$590,000. So, I am perfectly comfortable with this myself."

Chairwoman Hightman said, "I do not have an objection to these either; and I am glad we are talking about it because, as I mentioned at our last Board meeting, we are in the process of trying to make some changes to our rules related to these types of approvals. My only question relates to the timing of coming to this Board. And when it comes to the second of the two projects, it seems like the timing makes a little bit more sense. For example, for the University of Illinois projects, in January they went through and got the trustees' union project approval and did some other things, and then it has been several months before they came to us, but we had a couple of Board meetings in between. My question is why the gap in time between getting those approvals and taking those actions they have taken for these projects, and then coming here to us?"

Dr. Baumgartner said, "That is really an institutional decision."

Dr. Randy Kangas, Assistant Vice President for Planning and Budgeting, University of Illinois, said, "It was a timing issue as much as anything. There is a 45-day window to get them to the Illinois Board of Higher Education. Our meeting was late January, so it did not quite meet the 45-day window, so we put it on this agenda."

Chairwoman Hightman said, "How did we not have enough time before the April meeting?"

Dr. Kangas said, "It did not quite make it. So, the next agenda was fine."

Chairwoman Hightman said, "So this was the first opportunity the Board had?"

Dr. Kangas said, "And typically, there are warm-ups with the Board to describe projects and review the projects."

Ms. Dearborn said, "Of course you know that the Student Advisory Committee discussed this as well as any other noninstructional capital project in detail. This was one that did not meet any opposition from the students. In fact, it was noted by one of the students from Eastern Illinois University, that in addition to the money that has already been raised for the scoreboard, the scoreboard will also be taken care of by revenue from advertising. So, there will be virtually no impact to the students, and they were very pleased with that. The Illini Union and the dormitories at the University of Illinois at Urbana-Champaign also are something that the students could support because it does add to the academic achievement of the students and attainment."

Chairwoman Hightman said, "I do not know if safety is an overstatement, but it seemed a little bit more necessary than some of the other items we have seen in the past."

Ms. Dearborn said, "But they did also want us to emphasize that students are very much concerned about making sure that noninstructional money be devoted toward academic pursuits."

Father Minogue said, "It seems to me that the issue we have is that if somebody gets a donation for a fully-funded project, I mean that is nice to know about it, but it is when we are going to assess student fees to something that is noninstructional. It seems to me that the second level over and above the Board, or whatever else, is probably a good thing. So, again, if somebody donates a building to a university, we are happy to hear it. We ought to send them a thank you note, but we do not need to approve it."

Chairwoman Hightman said, "But that is a statutory requirement. I do not think we can just not approve it."

Father Minogue said, "The things we are more concerned about and we ought to spend time on are the things that are going to increment the students' costs."

Chairwoman Hightman said, "As the University of Illinois item here will, minimally, but will. I am trying to say that this addresses the criteria that you are saying is important."

Father Minogue said, "Yes."

**2e. Approval of Intergovernmental and Data Sharing Agreement for the Production of the High School Feedback Report, Audit or Evaluation, and P-20 Research and Analysis**

*The Illinois Board of Higher Education unanimously authorizes the Executive Director, on behalf of the Board, to enter into the Intergovernmental and Data Sharing Agreement for the Production of the High School Feedback Report, Audit or Evaluation, and P-20 Research and Analysis.*

**2f. IBHE Administrative Rules: July 2009 Regulatory Agenda**

*The Illinois Board of Higher Education hereby adopts the proposed July 2009 Regulatory Agenda as contained in this item to be published in the Illinois Register.*

**3. Information Items**

**3a. Legislative and Budget Update**

Mr. Sevenser gave a brief report on the status of the 96th General Assembly, Spring 2009 Session. After his presentation, the Board had the following discussion:

Mr. Bergman said, "The Harper College bill -- I understood that there was going to be an amendment to that bill that would take away the right of the Board of Higher Education to approve their programs. Was that amendment ever introduced, and was it passed?"

Mr. Sevenser said, "It was introduced, but it was not passed. It was not called in committee for consideration, but it was introduced."

Mr. Bergman said, "Well, right now, you say it is on concurrence item, and it is probably dead, but let us just say the Senate did concur later this year in a special session or something, we would still have the obligation to review that program then, correct?"

Mr. Sevener said, "That is correct. And let me correct one thing I said. I believe it is on third reading, not on the order of concurrence."

Ms. Erwin said, "There is a lot of credit that goes to Northern Illinois University. President John Peters sat down at the table with Senate President Cullerton and Harper College to essentially negotiate a baccalaureate completion. We hope that these programs are not all this painful, but I think a lot of the credit goes to the community college community certainly, but also to President Peters."

Dr. Hayes said, "About the status of HSEGA grants -- does adding the psychology and mental health fields add any funding?"

Mr. Sevener said, "No, it does not."

Dr. Hayes said, "And is there funding?"

Mr. Sevener said, "No, there is not."

Dr. Baumgartner gave a brief report on the update of the budget. Following his report, the Board had the following discussion:

Father Minogue said, "Do you have some sense what the MAP awards bring in terms of bringing private money into the higher education game? In other words, you do some full scholarship, but mostly partials. The reason I ask this is that is one of the programs that seems by putting a little money into it, you get more money into the game."

Mr. McNeil said, "The situation this year was that we did receive an increase at the Governor's recommendation. Right now, the bill that passed, the 50 percent funding bill, would give us \$220 million as an agency. We spend zero dollars on administration; we go out, and make that money in the market so to speak. Right now, we need \$200 million to fund MAP for the first semester. Nothing is signed at this point, in any event, but it would look like we would be able to fully fund MAP for the first semester."

Father Minogue said, "But the MAP awards bring students into the system, and they bring private money in behind them or other grants to some extent."

Mr. McNeil said, "Almost always."

Father Minogue said, "Do you have a percentage idea of what that is?"

Mr. McNeil said, "No."

Ms. Dearborn said, "So, is the ISAC feeling to fully fund MAP for the first semester or first quarter and then take a wait and see attitude about the rest of the money for the rest of the school year?"

Mr. McNeil said, "The entire state government is taking a wait and see attitude about the rest of the school year. During the legislative debate, agencies were urged to not look upon this as, 'OK, here is the money; you can spend the first six months; we will deal with the next six months later.' Instead, they were told to try to spend only 50 percent of what you would spend otherwise. Obviously, with regard to MAP, we have no intention of following that advice."

Ms. Joyce Karon said, "I have a comment that relates to the longitudinal data study. We have over 2 million pre-K students in public institutions; however, we also have around 85 percent of nonpublic schools registered with the Illinois State Board of Education, and those students total at this point 265,276. And so, we have approximately 15 percent of the students in private schools who are not registered, and all of those who have the opportunity to become involved in the database. So, it is less than the 20 percent."

Father Minogue said, "Thank you for the numbers. If there was a website that had a very simple, basic registration that we would create something that would track students who do not have to be part of it because they are not part of state money, just something easy, and something maybe with a small reward or certificate for being part of it, because you just do not want holes in your data, as few holes as possible."

Chairwoman Hightman said, "We would all agree."

#### **4. Other Matters/Public Comment Period**

#### **5. Executive Session**

Chairwoman Hightman said, "The Board will go into executive session. Under the Open Meetings Act, there must be a motion in open session to authorize this executive session. A quorum must be present and a motion must be approved by a majority of the quorum with a recorded vote. The Chair observes that a quorum is present.

"Is there a motion and second to authorize executive session?"

Mr. Alongi said, "I move that the Board of Higher Education go into executive session at 12:05 pm on Tuesday, June 2, 2009, for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act."

Chairwoman Hightman said, "Is there a second?"

Father Minogue said, "I second the motion."

Chairwoman Hightman said, "I will ask the Secretary for a roll call vote to go into executive session."

The roll call vote was as follows: Yes -- Alongi, Bergman, Carroll, Dearborn, Hayes, Hightman, Karon, McNeil, Minogue, Nandi, Ruiz, Thor, Washington, and Woodward. No -- none.

There being no further business to come before the Board, Chairwoman Hightman adjourned open session of the meeting at 12:05 p.m.

The Board moved into executive session and did not re-convene in open session.

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 2, 2009, meeting.

