

**MINUTES – BOARD MEETING  
December 9, 2008**

**Submitted for:** Action.

**Summary:** Minutes of the December 9, 2008, meeting of the Illinois Board of Higher Education held at National-Louis University, Chicago, Illinois.

**Action Requested:** That the Illinois Board of Higher Education approve the minutes of the December 9, 2008, meeting.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

**MINUTES - BOARD MEETING**  
**December 9, 2008**

A meeting of the Illinois Board of Higher Education was called to order at 9:05 a.m. in the Atrium at National-Louis University, Chicago, Illinois.

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

The following Board Members were present:

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

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  
Andy Davis, Executive Director, Illinois Student Assistance Commission

Presidents and Chancellors

Al Bowman	John Peters
Alvin Goldfarb	Glenn Poshard
Sharon Hahs	Vaughn Vandegrift
Max McGee	Joseph White
Elaine Maimon	

Advisory Committee Chairpersons

John Bennett, Faculty Advisory Council  
Bob Mees, Illinois Community College Council of Presidents  
Jerry Dill, 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.

Chairwoman Hightman said, “Good morning and welcome to the December meeting of the Illinois Board of Higher Education. I want to thank everyone for being here, and I want to wish everyone a joyous holiday season.

“I want to thank President Richard Pappas and National-Louis University for their hospitality. We have spent a lot of time at our independent colleges and universities this year through the Public Agenda process, and I want to express our gratitude for the role National-Louis and the independent sector plays in our higher education system.”

2. Welcome, President Richard Pappas, National-Louis University

President Richard Pappas made his welcoming remarks.

3. Announcement and Remarks, Carrie J. Hightman

Chairwoman Hightman said, “On behalf of the Board, I want to extend our congratulations and gratitude to John Haller, who will be retiring soon as Vice President for Academic Affairs at Southern Illinois University, a position he has held since 1990. John has been a faithful representative of SIU at IBHE Board meetings for many years and a valued voice on many of the issues that this Board has dealt with. He has been a professor of history at SIUC for nearly two decades and a professor of medical history for many years as well. John has a long list of honors and publications, including a book he wrote in 1974, *The Physician and Sexuality in Victorian America*, which was nominated for a National Book Award. John, I want to extend our deepest thanks for all of your contributions to higher education, and wish you well in your retirement.

“With every end, there is another beginning. So, we want to welcome Dr. Paul Sarvela, who will fill John’s very big shoes. Dr. Sarvela is currently dean of the SIUC College of Applied Sciences and Arts. He earned three degrees from the University of Michigan and has been a professor at SIUC since 1986. He has been dean since 2002. We look forward to working with you, Paul, as the University’s representative in discussing academic programs with us here at IBHE.

“I also want to welcome Tom Thompson, who chairs the Disabilities Advisory Committee, which is our featured advisory group at this meeting. Welcome as well to the members of the DAC, who will join the Board for lunch after the meeting.

“Also, I want to extend a welcome to our guests who will speak to the Board about the University Center of Lake County -- Senator Terry Link, former state Representative Andrea Moore, former IBHE Executive Director Keith Sanders, Mr. Christopher George, a founding member of the University Center Board, and Dr. G. Gary Grace, Executive Director and Dean of the University Center of Lake County.

“Finally, I would like to note the return of our two favorite world travelers -- Dennis Jones and Aims McGuinness from NCHEMS, who are here to help us get over the finish line with the Public Agenda initiative. Welcome back Dennis and Aims.

“I know all of you have been following the grim economic news about unemployment, market volatility, bailouts, and the effects of the economic downturn on our state budget. Unfortunately, higher education has not been spared from this storm as the Governor’s Office of Management and Budget recently requested that public universities and community colleges, through the Community College Board, hold 2.5 percent of their state appropriations in reserve. Appropriations to the Illinois Student Assistance Commission have been exempted from the request so far, while IBHE grant programs and operations and ICCB operations are subject to a 3.0 percent reserve. We will, of course, continue to follow the state’s fiscal condition closely and keep you all in the loop.

“We are not, however, surrendering to doom and gloom as we prepare the Board’s Fiscal Year 2010 budget recommendations. The staff met with all of the public universities and higher education agencies over the months of October and November. We listened to their needs and discussed the role of state funding in achieving the goals of the Public Agenda. The colleges, universities, and agencies are committed to the goals of the Public Agenda and the investment-level budget format introduced last year, and together we remain committed to making the case to the Governor and the General Assembly for sufficient financial support to move the Public Agenda forward. Within the next month you will be receiving draft budget recommendations, and we will be acting on them at our January 27<sup>th</sup> Board meeting.

“There is one piece of immediate good news on the budget front, and that is the recent revival of funding for the DFI program. Through the strenuous efforts of Jerry Blakemore, the DFI program board, the DFI fellows, and many others, the appropriation was restored in a supplemental appropriation bill that was signed by the Governor on November 20<sup>th</sup>. Terry Nunn is working diligently with the DFI board to begin processing the grants to the universities, which have supported their DFI fellows at their own expense this year.

“You all should have received a copy of the *2008 Measuring Up Report*, the national report card on higher education, issued last Wednesday. While I know we are all disappointed that the state has not made progress since last year, I do not assume any of us were too surprised by the report card we received.

“In fact, the report reinforces the findings and conclusions we have reached through the Public Agenda planning process and supports our conclusion that we need to move swiftly to implement the recommendations and action steps spelled out in the Public Agenda. Since we have already acknowledged our problems, we can now set priorities for next steps and identify where we would like to devote scarce resources so that we make progress that is visible sooner rather than later.

“As we prepare today to consider the adoption of the final Public Agenda, the *Measuring Up* report could not have come at a more propitious moment. In media contacts, I have had the opportunity to express my confidence that, because of the work on the Public Agenda, we are truly ready to attack the issues affecting higher education in Illinois.”

#### 4. Remarks by Judy Erwin, Executive Director

Ms. Erwin said, “I, too, want to thank John Haller, who has been invaluable to our agency over many years. So, John, thank you.

“I am pleased to introduce to you this morning, Dr. Dianne Bazell. She is joining the IBHE staff as Deputy Director for Academic Affairs and Student Success. Diane comes to the agency from the Kentucky Council on Postsecondary Education, where she was assistant vice president for academic

affairs. While with the Kentucky Commission, Dianne worked extensively with P-16 initiatives and the state's public agenda. Her experience and expertise are nicely tailored to many of the Public Agenda and Board priorities, including the American Diploma Project, a state P-20 Council, dual credit, high school feedback report, college readiness, and integrated student information systems. Dianne is recognized nationally for her work in many of these areas. She holds a doctorate in religion from Harvard University. We are fortunate to have someone of such broad experience and stature at the helm of our academic affairs department during this most exciting and challenging time.

“This is somewhat bittersweet because on the other hand, I want to acknowledge Carol Yoakum, who is leaving our staff after almost 30 years. Carol has been our IPEDS (Integrated Postsecondary Education Data System) Coordinator, and I know that for the private universities sector, the community colleges, and others, Carol has been the one that has kept the wheels on all of the IPEDS data systems and has filled a really critical role in terms of being our liaison with the federal higher education data system, which is ever changing. It is the system that collects data from all the primary providers of postsecondary education in the country in the areas of enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. Carol is a state IPEDS coordinator and trainer. She has trained and held the hands of institutional research staff throughout Illinois, and has brought us into the web-based world on many of these surveys. She has also served on the IPEDS technical review panels and represented our state's interests to the National Center for Education Statistics, but she does not only train, cajole, and represent. She has also used the data superbly in strengthening the data collected by our own Information Systems division, where Carol serves as an assistant director working very closely with Mike Baumgartner. Carol, we are grateful for your long commitment to us.

“With the leadership of Dr. Elmer Washington and others on our Academic Affairs Committee, we have now fully put online the operating and degree approval program. So any new applications from any university or college will have to be done online. We are continually challenged by the sheer quantity of academic program requests and change orders. When institutions, which are accredited to do X, Y, or Z, but want to tweak it, that change order has to come into our Academic Affairs shop. A lot of this is how we, as a staff and as a Board, do business and how we can bring more efficiency into the system without impairing quality of postsecondary education as well as student needs. I want to thank our Academic Affairs staff and Dr. Rick Pearce for our online application system, which is up and running.

“In addition to that, we have a new Dynamic Data Book, which is online. We used to, and probably still do, print a Data Book about higher education, but there are really cool things you can do with the online Data Book. In all of the data-related issues, I want to pay special thanks to Dr. Mike Baumgartner for all the work he does, not only on budget and planning, but also, particularly with the data issues.

“Dr. Pearce has certainly had his hands full in terms of the rules changes, which will be approved today in Academic Program approvals. As you know, for nearly a year, Rick has been heading up the Academic Affairs staff and remains a key, critical part of the Academic Affairs team. So, thank you very much, Rick, for all that you have done.

“Thank you also to Terry Nunn, who worked very closely with many people in this room, particularly with the DFI Board and with Dr. Frances Carroll, who has been a relentless and strong advocate for the diversifying faculty initiative. In this day and age, that anything got restored, I know you will fully appreciate that the Legislature made a very firm commitment -- they put the money in, it was vetoed, and out of many, many things that I know everyone wanted, this is what was restored in higher education. So, Terry, thank you very much. We look forward to your continuing leadership and Dr. Carroll's leadership.

“Going back to the Academic Affairs workload, we are really close to passing the bill to permit fees to be charged for academic program approvals for out-of-state institutions and proprietary institutions. As you know, the Academic Affairs Committee worked on this for some time. The majority of the states charge fees when you file an application, and so, as the bill is written, that will be additional support for our Academic Affairs unit. We just need a concurrence vote in the Senate. So, we hope we get that.

“We all look forward to the University Center of Lake County panel presentation, and it is really a pleasure to see Keith Sanders back. The issue of the University Center of Lake County -- where it fits in the galaxy of postsecondary education and the connections between two-year and four-year programs, which we know is one of the critical issues in having a better transition at that point -- has come up on this Board many times. We think it is a good idea to go back to what it was that this Board was thinking at the time, and it is not to say that things cannot change or they certainly evolve, but Lucy Sloan, I am happy to say, is the only Board member that is still here from when that was originally done. I know Lucy has been active in terms of helping us better understand this, but we thought we would get some of the folks that were there at the onset. So, we look forward to that presentation.”

5. Board Meeting Minutes – October 7, 2008

The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Dr. Woodward, unanimously approved the minutes of the October 7, 2008, meeting.

6. Financial Report

The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Dr. Woodward, unanimously approved an update of expenditures and obligations from the Fiscal Year 2009 appropriations as of October 31, 2008.

7. Advisory Committee Reports

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

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

Bob Mees, representing the Council of Community College Presidents, presented his report to the Board (see attached). Following his report, the Board had the following discussion:

Father Minogue said, “I do not know if you have data on this, but my data reads that you are going to see a big influx of students coming into the community colleges. Do you have the capacity to handle it?”

Dr. Mees said, “We have the capacity to handle them, but in terms of being able to deliver those programs is where the problem is because of the cutbacks in funding. Anytime the economy is running into problems like it is in Illinois and nationwide, our enrollments increase, and that is one of the points that Director Erwin was arguing with the Governor’s office. We are impacted even further when conditions are like this. So, we will try our best to make that happen, but it is very difficult.”

Chairwoman Hightman said, "Would it be fair to say that you have a concern about whether you would be able to handle the increase load as a result of the economy given the current budget? I think we need to know that so that we can advocate properly."

Dr. Mees said, "Yes. We will give you specific information. That is what is being collected right now, and we are trying to cover the complete gambit of everything, of the impact it is having. I mentioned a few of the things we know that it is affecting, but we will have specific information of what type of impact it is having on all of our colleges. It varies from one college to another, but we will have some very good information on that in the near future."

Ms. Erwin said, "There is some thinking, wrongly, that with community colleges they have property taxes. So, there is another source of revenue. But many counties have property tax caps, so at the very time when workers are being laid off and people need to go back, at the very time community colleges have in their mission the direct link to economic development in their region, it is a statutory responsibility, we have cut them significantly. So, we all should be concerned about that. We know that with baccalaureate completion, it is a critical role, but it is also critical in all of their roles, so we are trying to make that case. I have used with the Governor's office the example of the State of California. California State University system announced that 10,000 qualified students who would have been accepted to the California State system were not because there was not a seat for them; they did not have the faculty to teach them because of cutbacks. Those 10,000 students will be going to the community college system, which also does not have the capacity. So, I think we are looking at the same set of circumstances. At least the economists from Moody's who had been advising the Governor's Office of Management and Budget indicated that the bottom is not expected to hit in Illinois until late next spring, which means that because of revenue collection delays, we are looking at next year this time being probably the most serious. One of the things we are all talking about is, and particularly the public universities, but certainly private university presidents as well, we have to humanize the impact of those reductions. So, the Governor's office and legislators do not tend to respond to how much money your institution is losing. What does it mean to students and families and the regional economy? So, we need to humanize this so that it is understandable to legislators and the general public."

Dr. Mees said, "We recently had several sessions with our students at John A. Logan College, and they just reiterated everything you said. With the gas prices having gone down, that was impacting them significantly coming to campus. Textbook prices are continuing to impact them significantly, and the property tax is a very important issue because there is a tax cap on our colleges, and most of the colleges are not getting the money that they really need from that source to operate, and most of the colleges are at their maximum tax rate. It is not near as significant though as the public schools, but it is a component, so all we have to turn to is tuition increases, which is going to impact the affordability, which is the number one priority, I think, with the new Public Agenda."

Father Minogue said, "Could we get a report maybe in the next one or two meetings on this. I think there is going to be a mass demographic shift and see how the state is responding to that in some way or another. On the back end, it is going to affect the privates and some of the other colleges in the sense that they are losing. You make most of your money in your 101 courses, and that is where you are going to lose the kids from."

Chairwoman Hightman said, "We know that there is a huge issue. I think that your comments today and the discussion have been helpful to really clarify the current status."

Director Erwin said, "We need to get a handle on it. It is also one of the reasons why we need an integrated data system so we can figure out what happens with all of these shifts, but we are committed to working with you and all of the colleges and universities in all sectors. Private universities have bridged

the MAP gap. Public universities bridge the MAP gap, which the buying power of the MAP grant has continued to go down. With endowments in terrible shape and other university resources, it is a perfect storm.”

William Obuchowski, representing the Student Advisory Committee, presented his report to the Board. 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.

8. Presentation by Tom Thompson, Disabilities Advisory Committee, Promotion Access and Success for Students with Disabilities

Mr. Tom Thompson gave a presentation to the Board. After his presentation, the Board had the following discussion:

Ms. Joyce Karon said, “In terms of the recommendation, the identification seems to be a major issue. Since ISBE and IBHE are working on the data warehouse and also on our new student identifier system, which will list the kinds of special services needs that have been identified if they have attended an Illinois school, will that not help with this kind of an issue?”

Ms. Erwin said, “Much, and in fairness, of the work in constructing a student unit record system in this state is an evolutionary process. We have the shared enrollment graduation file. There are some difficulties with connecting that to P-12, and there are people who are working that. Many of the issues which you have raised are on the agenda, and so, we will be back to you on this. These are things that will definitely be incorporated not only in implementing the Public Agenda, but the data piece to this is critical. So, many of them will be addressed.”

Dr. Hayes said, “I would hate to see all the progress that you have made with the HECA grant disappear in the mist when the HECA grant ends, and I hope we will be able to continue to work on these initiatives that you have proposed.”

Ms. Erwin said, “One of the things that we have learned from our friends at NCHEMS is that Illinois was the king of pilots. What we tend to do in this state is we do lots of pilots, then the money runs out, and then we do not bring things to scale. So, what we have to do is things that we know are core. This is a perfect example of something that should not be just a grant over there in the corner. So, it is a point well taken, but I will quote Rahm Emanuel’s recent statement that ‘a crisis is a horrible thing to waste,’ and I think it behooves us to look at the financial and economic crisis as an opportunity to do things, and this is a perfect example of bringing something to scale.”

Chairwoman Hightman said, “Thank you so much for your presentation. Obviously, you know that we continue to support the Disabilities Advisory Committee and address the issues that you raise that are impacting your members.”

9. Discussion Panel: University Center of Lake County

Panelists: Senator Terry Link, Christopher George, Andrea Moore, and Keith Sanders  
Moderator: Gary Grace

After a presentation from the panelists about the creation, development, and current operations of the University Center of Lake County, the Board had the following discussion:

Father Minogue said, "I love the concept of bringing universities together; we have to do that. That is what happened to the hospital system, ultimately. There is some common cause there that could really cut some costs. I love the operating cost system; it is very low and stuff like that. The revenue scheme sucks. Basically, if you take a look at just the Illinois colleges, about 500 of the courses of the 700 -- two-thirds of the courses done by Illinois colleges at the current revenue scheme -- those are underwritten at about 85 percent, whereas if they run them on their home campuses, they get 23 percent from the state. I cannot believe you only get about \$27,000 on fees for delivering the courses. I think your revenue system has to be changed. It is a great concept. Since the capital expenses are taken care of by the state and local community, it should be able to make some money because, if you cannot make money, nobody is going to replicate the sucker."

Dr. Grace said, "Yes, it is a work in progress. Three years ago, the member institutions did not contribute any operating monies to the budget, and they saw what the cost of operating \$100,000 worth of square feet were, and voluntarily, with a lot of discussion and some angst, elected to establish membership fees, and the item that you identified -- \$27,000 -- is membership fees. Last June, the Board voted to put in a different rental arrangement for the member institutions that use physical space and services so that in 2009, they will be contributing over \$90,000 of additional revenue to the operation. So, the Board is very mindful of the fact that \$2.9 million is the lion's share. It is approximately 90 percent of the operating budget, and their instruction to the staff is to work diligently to reduce that through other means of generating revenue. So, we take your point seriously."

Father Minogue said, "With the changes that you spoke of in Lake County, in other words, that county has done well in recent years. It has grown; it has a good tax base; it has corporations. Why don't we do one of these in Humboldt Park? Drop in \$3 million a year, which does not have a tax base and does not have the systems. If this thing is supposed to work, it needs to make money. Your operations are beautiful. I like the limited expenses, but these universities are making money hand over fist. Tap them for some money."

Ms. Moore said, "When it is a collaborative effort, it is always tricky. I am the Republican on the Board, so I am with you. I am always saying when are we going to get more money here because Senator Link has to go back and ask every year. Because it is a collaborative effort, you have to have agreement from the member institutions that are providing the classes. If you charge them, if their fees are too high, and there is not enough incentive for them, they really do not want to go through all the trouble to participate. So, you have to get a balance going between what the fees will be and what they will actually make. I think you make a very valid point, and I would love to hear some ideas on how to implement some increases that would be palatable."

Father Minogue said, "I am thinking of the private institution, DePaul, which offers a couple of courses there. I teach a course with 30 kids, and they are paying about \$1,800 per kid. They pay me \$4,000 to be the part-time teacher, and the rest is maybe a little bit of light and a room. They are making a fortune on that course. So, paying for a light and a room is not that much."

Chairwoman Hightman said, "Are they not paying for more than a light and a room, actually?"

Dr. Sanders said, "Yes. They are paying for a lot more than that. They are a very modern, technologically speaking, environment, and whereas that saves money in a way, it also costs a lot of money. Father, I was a great admirer of your leadership at DePaul, and so I take everything you say seriously, and I think this idea ought to be looked into, but it is not true that the university participants, public and private there, are making money 'hand over fist.' Your staff member, Dr. Baumgartner, did a study of this. I read it just recently in your minutes, and he looked carefully at what they were making,

and he said some of them are doing okay -- they are making a little money -- and some are not, and in general, we are just about breaking even there. I asked the vice president for academic affairs at Southern Illinois University, John Haller, who is here and prepared to speak to this issue, if Southern Illinois University provides more instruction there than any of the other institutions. I asked him if SIU were making money hand over fist because, as a Board member, I would like to know that. I might want to help move some of that money some place else within the university, and he assures me that he is not. He is making enough to keep him interested, but he is not making a lot of money because some courses are not very well enrolled, some are exceedingly well enrolled, and when you parse all that out, you end up with just a little bit better than a breakeven operation. John Haller is here, and if I have misspoken, I am sure he will correct me.”

Dr. Haller said, “Thank you very much. I was in Lake County this past Saturday. On December 6th I gave a commencement address to our graduates in elementary education. We had 18 graduates there, and it was a wonderful, wonderful affair. Southern Illinois University has been in Lake County for over 30 years. We are the farthest away, and our commitment has been long and true. For the most time, we have been at the Naval Training Center, where we have offered courses, but that has created a problem for us, particularly since 9/11 when the base closes down in times of security, students cannot come and go. So, we have had to close some of our programs there as a result of that, and the existence of the University Center has just been wonderful for us because we have been able to take our programs -- we offer six programs, a combination of baccalaureate and master’s degrees -- there. Of the students, we serve almost half. We break even on some of them, and we do not break even on the others. We need a cohort in order to survive there.

“When this Center was originally conceived, and I was part of the group that helped put it together, the thought was that there would be state money that would, in fact, support us having full-time faculty stationed there to offer courses, and that we could offer those courses at our on-campus rates. We have not been able to do that. That option never came because the resources were never available, and so we had to move to a self-support mode, which we did. We have had military programs for many decades in 17 states and 34 different bases around the country, and so we took that military model and moved it to Lake County, and that means that we need a certain number of students to make it survive. If it is 12, it will not make it because it will never cover the costs. So, we have to charge a tuition fee, plus we have to charge a delivery fee in order to get that. Now, that means that students are paying more for their education there than they are if they come to Southern Illinois University and take it on campus, but that is the only way we can offer it.

“My hope is that at sometime in the future, we will be able to deliver, as a public institution, a quality education on that site at a state rate that is equivalent to what we would be giving to our own students at Carbondale or at Edwardsville. That is my hope; that is my goal. I wish that is something that the state can ultimately do at some time. Right now, these students are paying a private college price, and they are taking on significant debt to do it, and that is all well and good, if they want to do that, but there are many families today who cannot afford these costs and are opting out of those opportunities.”

Father Minogue said, “Is this a home for under-enrolled courses?”

Dr. Haller said, “I do not understand your point, Mr. Minogue.”

Father Minogue said, “Any institution, state or private, has to figure out bang for buck on how many kids they have in the class, whether they are going to offer the class or not, and whether they can make cost. Now, you eat a few of them. Sometimes you run a small class because you pick it up on other classes, but you still do the game. It seems to me if you have got 12 people in a master’s degree course, who are even paying an extra fee, you should have some margin at the end of that beyond the cost of

Southern Illinois University's delivery, because you are probably using a part-time person up there, I gather."

Dr. Haller said, "We have courses there, and we have them elsewhere. Some of them make it; some of them do not. When we start a program, we are obliged to complete it for those students whether or not we make our costs. So, it is a test of our ability to plan, and we do, generally, make our costs, but on an individual basis, sometimes not."

Father Minogue said, "I understand that."

Dr. Grace said, "I just want to point out that by the procedures and bylaws of the council member institutions and our governing Board, degree programs that run at the University Center through our member institutions have to adhere to the same accreditation standards that apply to their on-campus programs and their residence centers. That would mean that if their accrediting body allows them to have 20 or 25 percent part-time faculty in a degree program, the other part -- 75 or 80 percent -- of the faculty who are associated, are full-time faculty. So, our member institutions have a real quality accountability responsibility. So, very few of the faculty associated with our programs are part-timers. They are mostly full-time."

Dr. Carroll said, "Am I correct in thinking that the Center is the operational arm for all of the universities that are located under the Center structure? I heard you say that 13 ½ employees, so I would assume that you are the administrative arm?"

Dr. Grace said, "In terms of the operations, our staff provides preadmission counseling and advising, recruitment, and support for the member institutions. We do a lot of marketing, a lot of needs assessment trying to determine what kind of degree programs to put in place, and when the degree programs go into hiatus because they have met the market. All of the instructional costs are borne by the member institutions. They are responsible for bringing the degree program up. They are responsible for deploying the faculty to support their degree program. They are responsible for admitting the student and making sure that he or she has the necessary qualifications, and then, determining when they should graduate. So, our staff is providing infrastructure support, making sure that 100,000 square feet of space is supportive of teaching and learning. They make sure that we have a clean, safe, comfortable environment, and we do a lot of assessment in marketing so that we can talk to the member institutions about what degree programs are needed in the future and which ones have that critical mass that is so essential to making the programs fiscally sound."

Dr. Woodward said, "I do not have any sense of how many degrees are offered there or are earned there a year by the individual institutions. I see number of courses and number of enrollees, but I do not have a sense of the number of degrees earned."

Dr. Grace said, "In fact, this spring we will begin a data collection initiative that allows us to have name-specific information upon the students that are enrolled in the programs through the University Center and also collecting the information of when they drop out and when they persist to completion of a degree. I think Judy Erwin and I share the same interest in making sure that we have data so that we can determine effectiveness, and also to find out whether or not we are meeting the needs of students. So, that is just going into place now. It took a number of years to get 18 member institutions to agree about what data would be provided, whether or not it would adhere to FERPA requirements, and so forth."

Dr. Woodward said, "I think it would be neat if these member institutions could collaborate on a general liberal arts degree, which might pull in all of the institutions, and you would have a product that you could point to every year."

Ms. Erwin said, “Currently in Illinois, because we do not have a student unit record system, we do not know the degrees that are granted online. They are at least putting the data together for member institutions, but because, again, we do not have this integrated data system, we cannot tell you all the degrees that are granted online.”

Ms. Sloan said, “I would just like to assure my current Board members that the Board of Higher Education was very engaged in every step of building this Center. It took a number of years, and this Board gave it its full support. Also, in your packet, and I want to thank staff for the history you did, there is a resolution of support from the Academic Officers of Illinois. It shows that the leaders in this state are still fully supporting this Center, and I would like to thank Dr. Haller and this distinguished panel for giving us a detailed history of why we have this Center.”

Chairwoman Hightman said, “I would second that, and I would also just note, again, that the purpose of this item on our agenda was not to make any decision about anything related to the University Center, but instead, to provide additional information to those of us who did not have the benefit of the history and the experience you described and gave to us through your presentations. So, I appreciate that you are here, and from my perspective, the idea of this is not to figure out a way to make some changes; I think the idea was to update us on the history, to remind us of how things happened, and why they happened the way they did. That is not to say that there might not be some changes in the future, but it is not because of putting you on the agenda, it is because we are taking a look at everything. In fact, if you stay around here for the remainder of our meeting, you will see that we are going to be adopting a Public Agenda for higher education for the State of Illinois, and through the adoption of that Public Agenda and the implementation of it, we are hoping to make some significant changes in a positive direction for the citizens of the state and to better the state’s economy. We are not looking to do anything negative here; we are looking to move forward in a positive way.

“So, on behalf of the entire current Board, I want to thank all of you for being here again. I welcome you to stay. I look forward to being able to turn to you for questions or comments that may arise as we move forward, and look forward to your advice and input as issues are addressed and the Public Agenda implementation process that impacts your University Center, so, they might be very helpful to us. Senator Link, we look forward to your continued support as we come to Springfield and ask for help. And it is not just money; it is about getting the right policies enacted so that we can do the right thing. If it is just about moving money around, that is not going to get us anywhere. We have to do more than that, and we need the help of committed public servants, elected officials, who really understand what we are trying to do and understand the importance of doing it.”

Senator Link said, “It is always a pleasure seeing you and the Board down there.”

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

Dr. Pearce said, “Since these figures were last reported to the Board in October, the IBHE staff has received 23 new inquiries, 25 new applications, and there are 68 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. Washington and seconded by Ms. Sloan, hereby grants authority to Carl Sandburg College to offer the Associate of Arts in Teaching (A.A.T.) in Special Education and the Associate in Engineering Science (A.E.S.) 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 authority to Illinois Central College to offer the Associate of Applied Science (A.A.S.) in Game Design 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 authority to Olive-Harvey College to offer the Associate of Applied Science (A.A.S.) in Process Technology 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 authority to Rend Lake College to offer the Associate of Arts in Teaching (A.A.T.) in Special Education 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.*

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

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. Washington and seconded by Ms. Sloan, hereby grants to Argosy University - Chicago Campus and Schaumburg Campus Authorization to Grant the Master of Arts in Industrial/Organizational Psychology, the Master of Arts in Sport – Exercise Psychology, and the Master of Arts in Education in Adult Education and Training in the Chicago Region and the North Suburban Region 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.*

*And grants to Chamberlain College of Nursing Authorization to Grant the Master of Science in Nursing in the West Suburban 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 DeVry University Authorization to Grant the Bachelor of Science in Computer Information Systems in the North Suburban and Fox regions and the Bachelor of Science in Multimedia Design and Development in the Chicago, North Suburban, South Metropolitan, and West Suburban 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 these authorizations are granted.*

*And grants to Dominican University Authorization to Grant the Master of Library and Information Science 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 Northern Baptist Theological Seminary Authorization to Grant the Master of Arts in Christian Ministries and the Master of Divinity 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 grants to Rush University Authorization to Grant the Bachelor of Science in Respiratory Care and the Master of Science in Respiratory Care 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 grants to Upper Iowa University Authorization to Grant the Bachelor of Science in Human Services, Bachelor of Science in Interdisciplinary Studies, and Bachelor of Science in Psychology 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. Washington and seconded by Ms. Sloan, hereby grants to Eastern Illinois University, Authorization to Grant the Bachelor of Science in Education in Elementary Education, the Bachelor of Science in Education in Special Education, and the Education Specialist in Educational Administration 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 Governors State University Authorization to Grant the Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice, Bachelor of Arts in Psychology, Bachelor of Health Science in Communication Disorders, Bachelor of Social Work, and Master of Health Science in Addictions 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 these authorizations are granted.*

*And grants to the University of Illinois – Global Campus Authorization to operate as a degree-granting educational entity subject to separate degree-granting authority for each degree to be offered and to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

13. Public Agenda for College and Career Success

Chairwoman Hightman said, "Before us today is a recommendation by the Public Agenda Task Force for the Board of Higher Education to formally adopt the Public Agenda for College and Career Success. This has been a long undertaking -- a gestation of almost exactly 12 months. The thoughtful, deliberate, and collaborative process over those many months has yielded a Public Agenda that will improve the lives of Illinois residents and improve the state's future economic and social well-being for a generation or more.

"Let me briefly review how we got to where we are today. A few statistics are really revealing in this regard. The Task Force held six formal meetings, each at independent colleges and universities. In addition, several Task Force and Board members participated in two rounds of conference calls and working groups to help shape each of the goals. The process included 34 regional forums at 17 community colleges across the State attended by nearly 700 stakeholders in higher education. The Task Force sponsored hearings at six public universities from Carbondale to DeKalb, to Charleston to Moline, to Springfield to Chicago. The National Center for Higher Education Management Systems (NCHEMS) held four briefings for legislators plus many other one-on-one sessions with members of the General

Assembly. The Task Force numbered 28; I am the Chair of the Task Force, but the number of people who participated in the meetings, forums, and hearings and who sent comments via e-mail and through the special website portal that we created, was close to one thousand. So, that is the first point I would like to stress. This planning process has been very open, transparent, and collaborative. We not only listened to the voices of a vast array of stakeholders, we heard what they had to say. And the document before us has changed significantly over the course of this process as we incorporated the suggestions and recommendations we received from those thousand people.

“The second point I want to emphasize is the significance of the findings and recommendations of the Public Agenda. What the research, hearings, forums, and conversations have documented is that there are two states of Illinois separated by a prosperity gap that results directly from disparities in education attainment, large and widening by race, ethnicity, income, and region.

“The State of Illinois cannot compete, perhaps not even survive, in this global economy unless we close this education gap. Simply put, Illinois needs more people with more education. Closing this gap is not only necessary, it is urgent. We need action, and we need it now.

“Finally, let me say that I believe this Public Agenda represents a significant accomplishment -- the concerted effort of all stakeholders to understand the challenges and opportunities facing Illinois and to chart a common course for meeting them. On November 21<sup>st</sup>, the Public Agenda Task Force voted unanimously to direct me, as the Chairwoman of the Task Force, to deliver to the IBHE its recommendation that we adopt the Public Agenda for College and Career Success.

“I want to thank all of the people who have been involved in the process: Task Force members who gave so willingly and generously of their time and expertise; Board members who attended many of the Task Force meetings, forums, and hearings, and offered written suggestions along the way; legislators, in particular Senators Edward Maloney and Brad Burzynski, and Representatives Chapin Rose, Naomi Jakobsson, Elaine Nekritz, and Bob Pritchard, who gave a willing ear and supportive voice to the process; the Illinois Community College Board and the Illinois Student Assistance Commission, both of which were intimately involved in shaping the document before us today; NCHEMS, Dennis and Aims, for their clear and thoughtful guidance throughout the process and the miles they traveled to get to know Illinois; the hundreds and hundreds of individuals who participated in forums, hearings, and briefings, and contributed comments, ideas, data, critiques, suggestions, and support. And last, but not least, I want to thank all of the staff members of the IBHE who worked tirelessly. They would think that they were done, but then I would say, ‘maybe you need to just do this,’ and that would take hours more time to complete, but they never said no, and they did everything that was asked of them. They guided this process, and they got the documents together. If it was not for their hard work, we would not be where we are today, so I personally want to thank them from the bottom of my heart for all they have done, and sorry to say, this is just the beginning, I will have more requests for you to come.

“We have come a long way, but the journey really is just beginning, at least the most important part of it, and it is easy to think that we created this document that we are going to vote on today, and that we finish this process, and we can pat ourselves on the back and say we did it. But we intend for the Public Agenda to change higher education as we have known it, and that means we have got to actually do the things that are stated in the document. We commit to you that this new Public Agenda will drive the Board’s policy, budget, and legislative agenda. We know that it will alter, in meaningful ways, the priorities of our colleges and universities. We listened to you and you were involved in the process, and so, by definition, your actions are going to change. We know that this Public Agenda will have a significant impact on how the General Assembly regards P-20 policy and the allocation of resources.

“This Public Agenda that we are going to vote on today is a call to action for students, parents, educators, labor unions, business executives, civic leaders, philanthropic organizations, state agencies and elected officials, from the local school board, to the General Assembly, to the Governor. This is our roadmap to the future, and the road may be long, and it certainly is not going to be an easy road to travel on, but the journey on that road is going to be vital to create a prosperous Illinois where all residents can benefit from a vibrant higher education system. And, again, this is not the end; this is the beginning of a lot of work that needs to be done -- the beginning of the creation of new policies, new actions, new priorities among all of us. We are looking at things, and Judy will talk about this later. Maybe the way we conduct our Board meetings will change, our agendas are going to be different. We have to change if we are really serious about implementing this Public Agenda.

“Before I go through the highlights of the Public Agenda and put it to a vote of the IBHE, I thought it would be appropriate to ask Dennis Jones and Aims McGuinness to offer their reflections on the Public Agenda. They were involved in getting us going. They facilitated various meetings, but more importantly, I think from our perspective, their comments will be valuable to us because they have seen this process done in other states, and they know what works, and they know what reflects a successful Public Agenda.”

Dennis Jones said, “Madam Chairwoman and members of the Board, it is good to see you again. As the Chair indicated, this project has had a fairly long gestation, and I think Aims and I come to this podium with the notion that we do not want to delay its delivery much longer. So, this is going to be really brief.

“We were heavily involved in this, and it would be remiss on our part if we did not say thanks to a couple of folks that were really instrumental in our work in getting this done. I will say thank you to Judy, but the real work got done by Mike Baumgartner, Don Sevener, Candace Mueller, and Linda Oseland. And I really want to thank, also, Dr. Elaine Johnson of ICCB. Without these folks, their involvement, and their help, this would not have happened. So, from our perspective, thanks.

“We have worked on these kinds of things in a lot of states around the country, and the thing that, I believe, sets Illinois apart is that it has been the most inclusive of any of these agenda-setting activities that we have ever been involved in. It has involved more people in more ways than any other such process, and it has been the most evolutionary. And, by that, I mean it has gone through more drafts; it has had more reviews; it has accommodated more input than any process like this that we have been involved in. The important part of that, I think, is that the product got better at every stage. So often, when you get involved in these kinds of activities and invite comments, what you get is a watered down product that satisfies everybody. It takes all the rough and sharp edges off. That did not happen in this state. So, again, the processes you put in place and the way that you involved people in making this better really worked to an extent that is unusual. From our perspective, you got it right. And by right, I would agree wholeheartedly with the priorities that have come out of this, the specifics that have come out of it, you got the right level of detail. You have the priorities; you have the big agenda. Nothing in here is so precise that it does not give you room to make improvement over the years, and that is an important part of this. So, this is not the end; you have done the easy part now. Creating the Public Agenda is easy. Doing the Public Agenda is hard. And I think the thing that Aims and I would both say, from the states that we have worked in, it would reinforce that last point. It is relatively easy to get the Public Agenda set. It is easy in the first year or two, but everything in this Public Agenda is a 10- or 20-year Public Agenda. None of these big issues that you have on the table in front of you is going to get solved in the next legislative session or in the next three or four years. These are things you have to keep at for a very long time, and it is that keeping at it that really is the hard work of any of these agendas.

“At this point, I am going to let Aims make a few comments, and then we will say thanks for the memories.”

Aims McGuinness said, “I will reiterate all of the thanks that Dennis expressed, but I just want to talk a little bit about this Board and what you do. Just a reflection of having followed coordinating boards and this kind of entity for a long time, I am talking about history. I have probably written about the role of coordinating Boards now for about 30 years, and I have seen a lot of them come and a lot of them, I think, essentially drift away to irrelevance. The real issue in whether this has any life is up to you all. The best way to think of it is that if you sit here at your next meeting, or even a year from now, what does your agenda look like? Are you spending your time on basically yesterday’s mission? If you look at the statute that authorized this Board, the early 1960’s and the 1970’s were very different times. You see many boards like this plowing through the same old agenda that would have been good forty years ago. You ought to have a very different agenda, which is really focused on moving this Public Agenda ahead. And, in fact, I spent a long time as a Chair in Carrie’s role, and frankly, when we drift off in a set of irrelevant things, I say excuse me, where are we? We are wasting our time. We are not focused on this Public Agenda. Dennis has a really good point about being persistently consistent. Every agenda item that comes before you has to be connected to this, and in particular, the key ones are obviously budget and accountability. You really need to be asking yourselves, are you making progress, and are your financing recommendations really tied into that? What people often forget is that your time is really valuable. If you are spending your time as volunteers on this Board on things that are other than this, you are on the wrong agenda. And if your colleagues draw you off on that, ask them -- excuse me -- that is a nice question, but how does it connect? That ought to be a legitimate point. Doing the report card on this, not as a mechanical thing, but really visibly that gets attention to people is really important.

“Now, if you look at the statute for IBHE, it says something like doing a master plan, but I think it says something like a master plan for IBHE. This is not what you are up to. This is really an agenda for Illinois. It is for everybody sitting behind me and everybody else, and one of the things I think that is most gratifying in this process, I think the relationships with the Illinois Student Assistance Commission and with the Illinois Community College Board were good before, but they have really been participants in this process, and, in fact, one of the tests of this ought to be whether this Public Agenda is also their agenda as they reshape the way they spend their time and whether they are connected.

“The final point I want to make is just about the legislature. It was really legislators who were the sponsors of this. I had the privilege of meeting with several legislative groups, but then individually with a good cross section of legislative leadership. The degree of ownership of this Public Agenda with the legislators is very high. In fact, I think they are the key to this thing. What is really dangerous is they have very high expectations. This is their roadmap. It is not just your roadmap, and they are going to be looking at you on whether you are fiddling your time on other issues or whether, in fact, you are putting something together, a concrete plan, that will help them respond to it. So, you have raised expectations among a very important group of people. They feel that this is your Public Agenda, but they will be watching you on whether you, in fact, help them move ahead on this or whether you, in fact, are spending your time on something else. I just say that last point because Dennis and I have seen these places -- a year of excitement and about five years of zero. You cannot afford that. You are in too critical a role. So, as you look at the way you are spending your time, ask the question of whether you are really moving the Public Agenda ahead or maybe you are not. So, we will be watching. Thank you very much.”

Chairwoman Hightman said, “I want to go through the goals of the Public Agenda. Goal 1 — Increase educational attainment to match best-performing U.S. states and world countries; Goal 2 — Ensure college affordability for students, families, and taxpayers; Goal 3 — Increase the number of quality postsecondary credentials to meet demands of the economy and an increasingly global society; and Goal 4 — Better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the

state and its regions.

“Again, as everybody who has been involved knows, every word was carefully chosen, and in the end, I am proud of the Public Agenda that is now before the Board for a vote. So, first, are there any questions or comments from the Board?”

Dr. Washington said, “I am very much a vision and mission person. I feel a vision statement should have impact, and it is something you cannot achieve, but it is something that you can identify with, and this is the first time we have had a chance to respond to the vision statement. I would like to suggest that rather than having the overarching purpose being more education for more people, that it should be effective education for all people. The reason I would suggest that is simply because I think what we are looking at is trying to find ways to deliver effective education to a whole host of different audiences and that it is not limited. It is for all people, and even though it is unachievable in that sense, but it gives a direction I think, which is the message that the Public Agenda carries with it. So, I would propose that change be made.”

Ms. Erwin said, “I certainly do not disagree. We have had, at every step of this, an issue about making sure we include quality, so if I could amend your amendment to say ‘effective and quality’ because the sense of it is, as we battle sort of diploma mills, which is increasingly a problem, that it is not just churning out.”

Dr. Washington said, “I debated as to whether it should be quality education for all people or effective education for all people, and I decided that effective includes quality.”

Chairwoman Hightman said, “So you do not mind having both.”

Ms. Erwin said, “Okay.”

Dr. Washington said, “I like to keep it simple.”

Chairwoman Hightman said, “I agree with Judy.”

Dr. Washington said, “But I understand what she is saying. I have no problem with it. Yes, it would work, but it should mean quality.”

Dr. Hayes said, “I think this is a good Public Agenda, and the strategies that have been proposed to achieve it are even very creative, but in order to achieve the Public Agenda, we need budget, we need accountabilities, and we need timelines. Otherwise it is an agenda, but it is not a plan. And I would encourage us to have a sense of urgency about it. When we say this is something that might occupy us for 20 years, that is true, but I hope it will not be 20 years before we accomplish some of this Public Agenda.”

Chairwoman Hightman said, “We agree with you, and, in fact, after we are done and this Board hopefully approves this Public Agenda, Judy is going to talk about next steps and implementation. And she is going to talk about it at a higher level, but we are going to have timelines and specifics and all the things you want. But we do not have them yet, obviously, because we are not that far along, and we are looking for big bang for our buck to start. Activities are already underway that we can complete quickly to show some results quickly, so we are not going to wait 20 years to get some results.”

Mr. Bergman said, "I mentioned on several occasions that I really do not have a problem about what is in the report or the Public Agenda. I guess I have a problem about what is not in the report, and my concern, and it is being addressed this morning, that it may sit on a shelf and not be pursued. One thing I did do last night -- I pulled out a copy of the House Joint Resolution just to see how we were doing, and Alice, with some of the terminology you used, you may have looked at it recently also, I do not know. But in any event, looking through the Joint Resolution, it has all kinds of things in here, what you are supposed to look at and all that, but you get down near the end, and this is where the rubber meets the road, it says, 'Whereas, the Task Force shall report to the General Assembly and the Governor, with a master plan and Public Agenda for Illinois higher education that includes the following.' And there are five items: The first is goals for academic preparation, participation, etc., which I believe that we have met. The second is responsibilities for educational sectors and financial implications. Well, I do not know if we did that or not, that depends on how one defines that. The third is accountability measures, and that is not the performance measures in here, I think it is accountability measures for those promulgating the plan, at least in this context. The fourth is coordination. The fifth is timelines and responsibility. I do not know that we have really addressed who is going to coordinate things. We do not have any timelines that I am aware of. We have not really said, 'okay, you are responsible for this.' If I could take Items 3, 4, and 5 and put them into a sentence, it would say: the Public Agenda should indicate who is going to do what and by when, who is going to coordinate the effort, and how are we going to hold them accountable. Like I say, our Public Agenda does not address numbers 3, 4, and 5. So, I would say one of two things: either a), we should table the Public Agenda and address these other items, which probably none of you agree with; or b), if we approve the Public Agenda, we should make a commitment to address these other items within a fairly short period of time, maybe to come back in four months, because we meet every two months, with timelines, with responsibilities, with accountabilities, that type of thing."

Chairwoman Hightman said, "First off, Jay, you have been to many of the Task Force meetings, so I sort of feel like you have sandbagged us coming in here saying at the end that we have a product that you think is lacking given what the Joint Resolution says. I could not disagree with you more strongly both in terms of waiting until today to tell us that and in terms of what your specific comments are. Let me assure you, I have absolutely full confidence that we will approve this Public Agenda today, bring it to the General Assembly, and that they will accept it and be thrilled with all of the work that we have done. And they will understand, as does everybody here, except you perhaps, and does the entire Task Force, that this takes time and effort, and you cannot come up with a timeline in a vacuum. We need to move a few steps forward to get there. So, I could not disagree with you more strongly. I reject, and I would not even present it for a vote on your first option of tabling this. I think that is outrageous to recommend now. I stand strongly behind the Public Agenda. I believe in our efforts and the efforts of so many people on that Task Force, who you sat with, and talked to, and worked with. They would be very upset if we said, 'oh, we need to do a timeline now.' We are not looking to meet little requirements in that Resolution. We are looking to meet the overall spirit and intent of that Resolution. And this is a process; this is not the end game. And I want to work with you as we move forward to get more specific on all of this, to do all of the things I said we need to do, admittedly, and Alice mentioned it in her comments. This is not the end; this is the beginning. But we need the support of everybody, not people looking to pick, especially people on this Board whose real responsibility it is to move this Public Agenda forward. They are all looking to us to do this. So, if we have members who are looking for ways to sabotage this or to stop the process or to, in some way, present an obstacle to it going forward, that is really not a good thing in my opinion."

"So I am hopeful that as we take the next step, and, in fact, our next Board meeting is in January, and as I just indicated a few minutes earlier to Alice, Judy and the staff are going to present much more specific next steps -- implementation steps -- for the Public Agenda. And I certainly do not feel like we need to wait until they have those to present this, and be public about it, and to advocate for it, and to be

out screaming from the rooftops, 'look at the document that we have that is going to move the State of Illinois forward,' and I do not think anybody here, and I do not want to speak on behalf of my fellow Board members, but I am hopeful that you all agree. And I am hoping, Jay, that you agree as well that we should definitely move forward, notwithstanding that you recommended as an alternative not to, because we do not want to waste any time. We do not have time to waste. The state is in a seriously bad state because of the problems with higher education, among other things. So, at least where we can help, let us help. Let us move forward. Let us do it quickly. Let us not delay looking for some little detail. Let us move forward and get the details met as we move forward in a spirit of cooperation and in a spirit of optimism.”

Dr. Hayes said, “My comments were not intended to be critical of the Public Agenda, which I think is fine. It is an agenda; it is not a plan. And, Jay, in your comments, you were talking about what we need to do to turn the Public Agenda into a plan, and I think that is our work going forward.”

Mr. Bergman said, “Again, I am quoting what is in the Resolution.”

Dr. Carroll said, “I want to respond, also, right after Dr. Washington’s comment about the vision. I agree wholeheartedly with the vision that Dr. Washington has presented because I think the effective education for all people says it all, and includes all of the qualities that we are hoping for. I want to reiterate that this is an agenda and it is not a plan that has time limits and a timeline. So I think that we may be saying the same thing, except that your comments come as part of the next steps.

Chairwoman Hightman said, "And that is what I thought I was doing.”

Dr. Carroll said, “And this Public Agenda that we have been working on for a year has allowed people across the state to make input, and we have held many public hearings and it might not be perfect, but it is certainly a great agenda for us to begin to look at and to move forward as the legislators have requested. Then also we will have the opportunity to make input for the Public Agenda because I am sure that the Public Agenda will address different areas of the state, and even though the goal will be the same, there will be some differences in how they go about that Public Agenda. So, that will take in some of Mr. Bergman’s concerns. I also wanted to say that in reviewing all of the information that we received and thinking about when we began this, at first it was draining, and I just want to compliment the NCHEMS program, the people for coming and making us think and making our whole community provide input so that everybody will feel a part of this agenda. It was not just a group of people designing a plan. Everyone had the opportunity to be heard, and I think that is really a great thing for the State of Illinois. And as we look at public education, and I really like the defining of two Illinois: one that is very prosperous and the other that is left out, and I think that sets the stage for us to do what we have to do to improve the education in Illinois.”

Chairwoman Hightman said, “We had to admit it first, right, before we could fix it?”

Mr. Bergman said, “I just want to respond to what you said. Obviously, you are entitled to your opinion, and I am entitled to mine. But as I also indicated, it is not a question of trying to throw a roadblock in. I just looked at this document last night. I even mentioned at the last Task Force meeting that somebody should check the document. But the reason for my comments are not trying to throw a roadblock into things; the reason for my comments are wanting to make sure that things move forward, and the Joint Resolution gave us a means to do that, or at least said we would like you to do this, this, and this. Whether we pass the Public Agenda today, and I will vote for it if everybody else does, and then address these items very quickly, or whether we table the Public Agenda and address these items and then pass it all at one time really, in the end, does not make any difference. My concern is I want things to move forward and that is the reason for my questions. Hopefully, one way or the other, and within two to

four months at our next meetings, we will see things going ahead.”

Chairwoman Hightman said, “Then we are in total agreement.”

Mr. Bergman said, “I think we are probably more in agreement than when you said you totally disagree with me.”

Chairwoman Hightman said, “Well, I disagree with at least one of your options of moving forward. I agree with your goal.”

Mr. Bergman said, “I had two options.”

Chairwoman Hightman said, “Just to test me.”

Dr. Washington said, “Let me make a comment to give an impression as to how I see this at this point. I think the Public Agenda provides a very important framework for us to think about these issues, but one of the major things that has to happen is for institutions to take this and look at their missions to see how they can actually get more meat on the bone in terms of activities. They relate to developing these kinds of successful programs dealing with affordability, dealing with the educational gap, dealing with quality programs. And so I think that is the bottom line: that we are creating a framework for all of us to begin thinking about these things in ways that we have not thought about them before.”

Dr. Nandi said, “I thought what we were looking at is a general framework or as you have mentioned, a philosophy of where Illinois is going to be in 20 years, and what Jay was talking about, as I understand, is operationalization, and I think that comes after this. Let us consider this framework. If this is acceptable, which I strongly hope it should be, then we can talk about how to measure, how to adopt, and how to operationalize. These are different sorts of priorities. First you have to have a concept and then you have to operationalize the concept. So, I am not disagreeing with you, but I am simply saying the first thing comes first.”

Father Minogue said, “I am astounded at the amount of public buy-in. We heard from the advisory councils that this is achieved. Congratulations to everybody who worked that, especially on a non-funded mandate. We had to scrape up the bucks to do it. The next task is, and I am hoping we can get to that, is an elegant set of metrics that allow us to measure these progresses, and that is tricky. If we do not get it right the first time, we can change the metric, but that is where, again, I think we can start to build the accountability and hold people to it. And it is going to take a little bit of guesswork and some experimenting, but hopefully, we can get to that because then I would feel that the work has been completed. If we get the buy-in on the metrics, then you have got a real winner.”

Chairwoman Hightman said, “Judy is going to speak in a minute about next steps at a high level, but it might be that we want to have a Task Force of the Board or Committee of the Board to help with the implementation. You all have good ideas and thoughts. So, we will see. I have not thought it all the way through because we are just trying to get this step done. Actually, I would love to hear your comments and whether you think that would be helpful.”

Dr. Washington said, “I would like the vision consideration.”

Chairwoman Hightman said, “The motion would be as revised.”

Dr. Washington said, “All right.”

Chairwoman Hightman said, “Do you want to make the motion?”

Dr. Washington said, “Sure.”

Dr. Carroll said, “I will second.”

Dr. Washington said, “I move that we change the overarching purpose to effective education for all people.”

Chairwoman Hightman said, “Effective and quality -- do you mind if we do that to meet Judy’s expectation?”

Dr. Washington said, “It is understandable that effective means quality.”

Ms. Erwin said, “All the faculty ... We will have you call.”

Dr. Washington said, “It does not matter.”

Chairwoman Hightman said, “Why don’t we just do it because we know what people ...”

Dr. Washington said, “Do it either way.”

Chairwoman Hightman said, “Effective and quality?”

Dr. Washington said, “Yes. Okay.”

Chairwoman Hightman said, “And by the way, we are just saying this based on the comments we have heard over all of these months. So, why raise an issue that someone is going to misinterpret? That is the only reason.”

Dr. Washington said, “That is fine. Good.”

*The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Dr. Carroll, hereby approves the Public Agenda for College and Career Success, presented in the attached report, as the master plan for Illinois higher education.*

Ms. Erwin said, “As the Board just discussed and the Chairwoman indicated, the real work now begins. So, the staff has already begun work on a work plan. Some of you may remember earlier iterations of this, and Dennis and Aims at the very beginning charged us with, when we think about a recommendation or a strategy, what is the policy lever that would be used to implement it and who is responsible? And for many of these iterations, that was in parentheses at every recommendation just for trying to simplify this. Those kinds of things will also be addendums. But as we begin a real work plan, here are some overriding questions that we will be asking ourselves, and I am inviting the Board and anyone else to give us more. One is, what will it take to achieve the goal? Who is responsible for implementation? What is a realistic timeline for implementation? And in that category, we may need short-term and long-term. How will successful implementation be measured? And are existing resources adequate to achieve the goal? So, we will be asking ourselves those key questions. Please tell us where you think that is deficient. We will be looking at structural and organizational areas in particular, because if we just keep doing what we are doing the way we have been doing it, it will not be aligned with the Public Agenda. We will be developing an annual performance report, which is the report card that NCHEMS was talking about, aligned with the four goals and the recommendations. Some of you know

that BHE, over many years, had done performance reports. Quite honestly, it was a lot of data. It was not measured against anything -- a goal, a vision -- it was just a lot of data. So, we will be essentially trying to hold the state and all of us accountable for meeting these goals in the development of that. So, that will be done with a collaborative effort. The development of a comprehensive data system that connects data elements from preschool through postsecondary and facilitates meeting accountability, we would like to do what some other states are doing, include connections to the workforce, as well as the feedback loops for teacher and school leader training so that we know how that impacts student achievement. There are a number of people in this room now who have been agonizing with us on the data issue. It is not easy, but we are getting closer. We are doing it. The data piece of this is really key because at the end of the day, we cannot hold ourselves or anyone else accountable for what we are doing unless we do that. Madam Chairwoman has asked the staff to prepare a work plan, and we will be presenting to the Board a draft work plan to begin this. My guess is that at every one of these steps there will be working groups or collaboration that is going to be required to work through the various issues. We are looking forward to a lot of work, but I think, as Dennis and Aims indicated, you certainly have the attention of the General Assembly, and I look forward to their being intimately involved in this as well.”

Father Minogue said, “Just a thought as we develop the metrics. You could go measure the heat of the sun, but it is a little hard to get there and when you get there, you may have a problem. So, it would be an interesting measurement, but you cannot get it. So, it seems to me that we need to find measurements that universities, colleges, and community colleges work in, which is degree-completion, the number of core hours. It is a very simple business. It is all core hours. That is what we pay the faculty on, that is what we charge the students on, and that is what we do the degrees in. We need to get metrics that are built into the system, not some esoteric derived method that everybody can argue with.”

Ms. Erwin said, “I look forward to having you help on this, too, because you are a good data person.”

Chairwoman Hightman said, “I think that was probably one of the most important things that we will do as Board members of the Illinois Board of Higher Education, and I commend all of you for your support, for all the help and input into the process. Your continuing support makes sure that we do the things that the Public Agenda says we are going to do.”

14. Adopted Amendments To Rules: Program Review (Private Colleges & 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. Nandi and seconded by Father Minogue, hereby adopts the amendments for the Program Review (Private Colleges and Universities) (23 Ill. Adm. Code 1030) as detailed in the attached document.*

15. Adopted 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. There was no discussion following his presentation.

*The Illinois Board of Higher Education, on motion made by Dr. Nandi and seconded by Father Minogue, hereby adopts the proposed amendments for the Approval of New Units of Instruction, Research, and Public Service at Public Institutions (23 Ill. Adm. Code 1050) as detailed in the attached document.*

16. Nurse Educator Fellowship Awards

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

Dr. Washington said, "How many applicants were there in total?"

Dr. Baumgartner said, "Thirty-seven."

Dr. Woodward said, "How does that break down by institution?"

Dr. Baumgartner said, "I have it by region, I have it by sector, I do not have it by institution, but I will get that for you. We have five first-time institutions this year. Lewis & Clark Community College had two. This is their first year receiving awards. Rockford College, Triton College, University of Illinois at Chicago, and West Suburban College of Nursing are first-time recipients this year. But I will get that information for you."

*The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Ms. Sloan, hereby approves the allocation of \$150,000 to eligible institutions on behalf of the 15 individuals recommended to receive \$10,000 Nurse Educator Fellowship awards for Fiscal Year 2009.*

Mr. McNeil voted present with regard to the two nurse educator fellowship recipient recommendations for St. Xavier University.

17. Public University Noninstructional Capital Project Approval

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

Chairwoman Hightman said, "This is the item that the Student Advisory Committee took exception to, if I recall, is that right?"

Father Minogue said, "Not to throw myself as a roadkill on Saluki Way, but this is the wrong time for this game. All of the municipalities are stretched on taxes and other kinds of things. This may have been plotted two years ago. The students are stressed on finances. Again, reconsider this and refinance it at another time. That is my personal opinion."

Dr. Carroll said, "Maybe I have missed something, but if the University's Board of Trustees and the University are bringing this forth, how do we say do not to do it?"

Chairwoman Hightman said, "Mike, do you want to explain again about our authority with regard to a project like this?"

Dr. Baumgartner said, "By statute, we do need to approve noninstructional capital projects like this."

Dr. Carroll said, "I understand that part."

Chairwoman Hightman said, "Is this not using state capital dollars?"

Dr. Baumgartner said, "That is correct."

Chairwoman Hightman said, "It is all either private dollars, or endowment, or student fees?"

Dr. Baumgartner said, "Yes. That is correct. There are no state funds going into this project."

Dr. Carroll said, "I understand that we approve it, I was just saying, how do we reject it?"

Mr. Ruiz said, "To answer your question, the way we reject it is by a motion to reject the proposal as presented, and I would have to go along with Father Minogue. I think the timing of this proposal is wrong. This is not the time to be saddling students with additional fees that are going to increase over the next two to three years and then level off. They are going to have the lion's share of the responsibility for servicing the debt and handling the maintenance and repair of this facility. I just think the timing is all wrong for this proposition. So, I would oppose it."

Dr. Carroll said, "Did the students say that they did not want to participate in this?"

Dr. Baumgartner said, "There is a difference between our Student Advisory Committee and the students on the Southern Illinois University campus."

Dr. Carroll said, "Right. I am not talking about the Student Advisory Committee."

Chairwoman Hightman said, "Was there a vote on the Southern Illinois University campus of those students?"

Ms. Dearborn said, "It was reported to us by Southern Illinois University students that, even though in our report it does say it was approved by the undergraduate student government, it does not say exactly which one, but that four different undergraduate student governments did oppose this and did vote it down."

Mr. Bergman said, "Was there a specific vote on campus that all students could participate in as to whether to approve the additional fees or not?"

Dr. Glenn Poshard, President of Southern Illinois University, said, "We are represented by various student organizations. I think the lady just referenced that some of those people were in support of it, and some were not."

Mr. Bergman said, "So, the answer is no."

Chairwoman Hightman said, "There is multiple."

Dr. Poshard said, "Madam Chairwoman, if I may speak to this, please. We are a campus of nearly 21,000 students. Our football stadium was built in 1939. It is 70 years old, if you can imagine this. We have electrical feeder systems that do not work at the football stadium. Every year, we run one of the best professional firms we can find up into the super structure of our stadium, and we get a passing grade by about this much on the safety of the stadium, and when we have capacity crowds in our stadium and the stands start rocking and so on and so forth because the rust of the steel is so great and the braces

that we put under there time and time again to try to keep the stadium together, these present tremendous safety problems to us. This is a 70-year old building. The electrical feeders do not work. Dressing rooms flood when we have one-quarter inch of rain, and that is terrible to bring a team from Washington State or somewhere, put them in a dressing room, and pump out the water just before the game starts so they can get dressed. We have an old trailer on top of the west stands of the system -- a trailer -- that is our pressroom box with no facilities for press and no accommodations. This is a question of safety more than anything else for our students. Not only that, but Southern Illinois University is the economic engine for southern Illinois. We have 7,000 jobs there, which is, if you take the ten largest industries and the ten largest counties of southern Illinois and put them all together, the jobs they create do not amount to the 7,000 jobs that are created by our University. The city of Carbondale recognized that. They said we cannot afford to do without the viability of the economic development that this brings to our city and to our region. They passed a one quarter cent sales tax to give us \$20 million to build a stadium here to replace a 70-year old facility that has all kinds of safety problems.”

Chairwoman Hightman said, “So are those dollars being used for some of this?”

Dr. Poshard said, “Yes. Those dollars are being used for some of this. This is private donations; it is the city contribution to the economy.”

Chairwoman Hightman said, “So, how far could you get in your project if you did not go so far as to have to charge students a fee? What could you do short of that?”

Dr. Poshard said, “Madam, we are the poorest area of the state. We do not have people who step up and give us \$15 or \$20 million for a project. So, we have asked the students, through their athletic fee, to support one-half of the cost of this facility. The city is supporting \$20 million of the cost and the rest of it is coming from private donors to help us build the stadium.”

Chairwoman Hightman said, “What portion of the total cost, the dollar amount, is going to be funded by student fees?”

Dr. Poshard said, “Fifty percent -- \$41 million. That is over a period of many years, but as is true of every other thing, when we have realized less than one percent a year from the state for operational funds over the last six years, we have had to go back to rely upon students for many things. And where else do we go?”

Chairwoman Hightman said, “Is it possible for any students to opt out of the fee?”

Dr. Poshard said, “No. The student athletic fee is assessed to each student just like the health fee and other fees that they have.”

Chairwoman Hightman said, “Is there any way to assess only students who attend games or to add to the price of a ticket?”

Dr. Poshard said, “No. I do not think so. I do not think we want to start differentiating whether a student participates in a particular thing as to whether or not that responsibility for the whole community, we are going to get into some real trouble when we start doing that.”

Chairwoman Hightman said, “What is the fee per student under your proposal?”

Dr. Poshard said, “The exact fee per student? I am not sure; I do not have that in front of me. Mike, do you have that?”

Chairwoman Hightman said, "We are saying \$132. Is that \$132 per semester?"

Mr. McNeil said, "It is on Page 173."

Dr. Baumgartner said, "It is \$260."

Chairwoman Hightman said, "The increase has already been implemented?"

Dr. Baumgartner said, "The increase has been implemented."

Chairwoman Hightman said, "For the current semester?"

Dr. Baumgartner said, "It has been implemented over a three-year period."

Chairwoman Hightman said, "So, is this the first semester of it?"

Dr. Baumgartner said, "No. This is the third year."

Dr. Poshard said, "This is the third year we have been collecting the fee. Madam, we are already into the first phase of this project. We have already had bids come in on four major parts of this project, most of which are greatly under bid right now. We just saved \$1 million on an electrical contract because the contractors are so out of work, they need the work."

Chairwoman Hightman said, "We are just trying to understand the facts. So, it has been three years. This will be the third academic year?"

Dr. Poshard said, "Yes."

Chairwoman Hightman said, "Does it end after this year?"

Dr. Poshard said, "No. It goes on to pay the debt service on the bond."

Father Minogue said, "For the \$83 million investment, how many hours a year is the stadium at full capacity? Hours, not days, I just want hours?"

Dr. Poshard said, "Well, if we are going to ask every university in this country how many hours a year a football stadium is at full capacity, how in the world can I answer that? I can tell you that we have games that range from 10,000 to 15,000 people for our football stadium, but we are a Division II. We have been in the playoffs now for several years in spite of the fact that we have operated under the most terrible conditions. But the fact of the matter is, is that there is a safety issue here that we have to address, and we either do it, or we do not. I wish I had the slides that I have of how this stadium is falling apart to present to you, and then ask you what you would do in terms of ensuring the safety of our students when they go into those games."

Dr. Carroll said, "Again, I want to refer to the comment I made about if the Trustees and the school had the opportunity to vote for moving ahead. The students have been paying a fee for the past three years, and I think that what we are probably not looking at is the strongest point, is that they are now in a facility that is deemed unsafe and we know how students like games and so they are not going to go and not go when a brick falls down. They are still thinking that it will not hit them. We cannot sit here as a Board and let this unsafe condition go because of the economic condition in our country when these

students and the school have embraced the option of paying for this building over time. That was what my question was, how do we say no when they already know all the particulars?"

Chairwoman Hightman said, "I am not sure where we go from here, but I think the issue being raised, just so I can sum up where we are, is, there is a question as to whether the impact on affordability of a program like this outweighs the interest in improving the facility. I know that is the question that has been raised. So, that is where we are."

Dr. Carroll said, "I understand that."

Chairwoman Hightman said, "I am wondering whether at this point maybe we want to get a little more information so we are all clear. I want to make the right decision here as a Board, and I think there are a lot of questions being raised. We can do one of two things: I can ask you what is your pleasure? Do you want to vote on this now? We have heard strong opposition from a couple of Board members."

Mr. McNeil said, "If the fee is already in place, I do not see any reason why we have to postpone the vote."

Dr. Washington said, "I think we should."

Chairwoman Hightman said, "Vote?"

Dr. Washington said, "Vote, but I would like to make a comment in that regard. I think we are getting into an issue of institutional priorities, and it is clear to me that one of the questions I raised when I first became a Board member was the issue of intercollegiate athletics as it relates to the institution and its mission. Clearly, Southern Illinois University has a strong commitment to intercollegiate athletics. Clearly, there is a need for a new stadium. Clearly, I think, even though we can raise the question of intercollegiate athletics regarding a lot of institutions, I think in the case of Southern Illinois University, I would not be one to say that they should not have intercollegiate athletics, and I think if they do, it should be supported, and it is unfortunate that it does run counter to some of the things we have been talking about in terms of priorities, but it is something that is in place and obviously, there is a need for us to support it unless there is some other decision made at some future time regarding the viability of intercollegiate athletics at Southern Illinois University. I would say that we should support it even though we have our concerns in regard to the bigger issue."

Mr. McNeil said, "I think as you said, the issue is affordability. If the fee is already being paid, then nothing we do today is going to decrease affordability. There is a substantial possibility that with enhanced facilities, there will be increased revenue. So, if anything, the affordability issue gets sided in favor of Southern Illinois University."

Dr. Poshard said, "Yes, thank you."

Chairwoman Hightman said, "Can you add to that to give us a little more information on that?"

Dr. Poshard said, "That is very true. In fact, this facility and our arena bring in over 200,000 people a year to our area for athletic events. That is a lot of money that accrues back to us for our athletic programs. If this facility is allowed to deteriorate and we have to, literally for safety reasons, drop our program, that money goes away. It does not contribute to our economy. We are three years into this project. If we had to delay this project now and not be able to take advantage of the market out there, then it just...."

Dr. Nandi said, "I am hearing three things. First, the facility is 70 years old and is a health hazard. Second, we have no contribution from us. And, third, overwhelmingly, the city and the other bodies in Carbondale have volunteered to bear the expenses. Since athletics is such a major part of the university life, I cannot see that we should oppose it when they are all gung-ho for going for it. So, I will strongly support it even though I know there is a cost, but all they are asking is our blessing, not our penny. So, I would strongly support it."

Ms. Sloan said, "Since I live in Carbondale, I would like to say the City of Carbondale is firmly behind this. The mayor has promised \$1 million a year for the next twenty years to support this project. You look on Page 173, there is a table of where the different donations are coming from, and I know the alumni and the trustees have spent several years discussing this project and have decided to go ahead with it in spite of the difficult economic times we have."

Ms. Dearborn said, "I do not think there is any question of whether there is a need for a stadium. I do not think there is any question of the viability of the program. In fact, Dr. Poshard did not mention, but Southern Illinois University has produced several NFL players, so it definitely is a viable program that is beneficial to the area. I think, as a student, my question and concern are -- because it was brought to me by students, are the fees that will have tripled by the end when they are paid in 2010, and when we are talking about affordability, we are talking about textbooks and things that cause people to drop out -- how can we approve something that may be a real cost to some people? Two hundred dollars, you know, is a big deal."

Dr. Poshard said, "It is a cost to some folks, but we have consistently been voted at Southern Illinois University as one of the most diverse universities in this state, if not the most diverse, and secondly, one of the best buys for university education in the Midwest by the *Princeton Review*. We have held our costs down as much as we can possibly hold our costs down in light of the financial exigency that this state has faced. Now we are facing the one increase we have had in six years being taken back and being told that, operationally, there may be more coming down the road this year. So, while we do not want to have to ask our students for additional support when an issue comes up like this, we have done our financial best to hold our prices down for the students we serve. We are a blue collar university. That is our niche in this state and we are proud of it. We are not trying to overcharge students to come to our University; in fact, we recruit students very heavily from middle- and low-income families because we are affordable. But this is a safety issue. It is also an issue that has been before us now, and we have been working on it for three solid years. If we have to stop in the middle of this, we are either never going to build a new stadium or we are going to pay so much more down the road in the next few years for the kind of contracts we are going to have to go back and pick up on. I wish we did not have to charge the students fees for anything, but we do not know where to go under the present circumstances for some of these things."

Father Minogue said, "Wrong time; wrong investment. You have already got the parking. You have already got the land. How does it cost you \$83 million to build a stadium? That is not my problem. So, I am not moved by the arguments."

Mr. Ruiz said, "I do not have an issue with the safety, and maybe there is a need for a new stadium, but you are talking about a cost of \$1,650 per seat in this stadium that is proposed. What are the issues with the arena that is also part of your proposal? Is there a safety issue there as well?"

Dr. Poshard said, "The arena is one of the oldest arenas in our conference. It is mainly made up of bleacher seats, which cannot accommodate disabled people for one thing. We have no elevators in the arena. Older people cannot get up into those seats any longer. We have very few concession areas in the arena, very few accommodations for bathrooms, and so on. Lucy has been to many games there; she can

describe to you very adequately how old this arena is. The arena has many of the same infrastructure problems that the stadium has because it was built in the early 1960's. It is over 50 years old. They are just old buildings.”

Mr. Ruiz said, “I am sure there were good reasons why you packaged two major constructions.”

Dr. Poshard said, “We did because of the economy of scale.”

Mr. Ruiz said, “I understand that, but my issue has to do with timing that this is coming to this Board for approval, and also the fact that the bulk of that service and maintenance is going to be paid by students. A lot of other people are going to get the benefit. These students who are getting charged for it now and who will be charged for it for the next few years will never see the benefit unless they make that drive back to the stadium.”

Dr. Poshard said, “That is true of every generation of students. They pay for the next generation to enjoy what they are able to afford. That has been true in higher education forever.”

Chairwoman Hightman said, “I am glad that you are here and we are able to answer the questions that have arisen as a result of this proposal. I want to say one thing, and then we can put it to a vote. The thing that makes me torn, and I am going to vote in support of this proposal, but what concerns me is that we heard Dennis and Aims talk about how everything we do has to be, going forward, designed, and has to have the result of meeting the different goals -- the four goals that we set. And I know that we have talked about how this meets the affordability goal in a way, but to me, in sort of an indirect way. At some point, we are going to have to make some tough decisions that we cannot do things the way we have done before, and maybe the priorities that we have had are going to have to be changed. You are in the middle of a project. I think we would be doing you a disservice if we did this now. You came in the normal course. We are supposed to approve. You already have all of the approvals that you need locally and from your internal organizations that actually manage what you do, and so, I think we would be doing you a disservice not to approve this. But it makes me think, how does this fit in to where we are going, and we do have a huge economic crisis, and you have not gotten the kinds of increases that you needed. You know that we have been supporting that, and who knows what is going to happen in the next fiscal year, and it is going to be tough, and we have to maybe make some tough decisions going forward. And so I ask all of you that are sitting out there, you are all thinking and looking at me and Dr. White, probably, you have got your own kinds of issues that are similar to this, you know we do not want to do anything that will hurt our higher education resources, right? We know that; we cannot do that. But we have to be thinking big picture here. Where are we putting our resources? What should students really be asked to pay for? What really is a priority? You have made a compelling case of why this is a priority. I get that, but I want to look at it in the bigger picture. I am honestly torn, knowing what I know after these 12 months of work that we have done putting together a Public Agenda. I know you know what I mean. So, we need to work together to figure out how to meet all the priorities in the right way, but affordability does worry me. Not all the student groups support this, that does trouble me, but it is not a democracy.”

Dr. B. Joseph White, President of the University of Illinois, said, “I think the issue here is prospective versus retrospective. I think that the Boards of our universities and administrations need to hear from the Board of Higher Education going forward. Everything goes through the lens of affordability. This is a three-year old project.”

*Following a roll call vote, the Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Nandi, hereby approves the noninstructional capital projects included in this item.*

The roll call vote on Item 17, Public University Noninstructional Capital Project Approval, was as follows:

Yes -- Carroll, Hayes, Hightman, McNeil, Nandi, Sloan, Washington, Woodward. No -- Bergman, Dearborn, Minogue, Ruiz. Present -- Karon.

18. IBHE Administrative Rules: Regulator Agenda

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

*The Illinois Board of Higher Education, on motion made by Ms. Dearborn and seconded by Dr. Woodward, unanimously adopts the proposed 2009 Regulatory Agenda as contained in this item to be published in the Illinois Register.*

19. Appropriation Transfers for Fiscal Year 2009

*The Illinois Board of Higher Education, on motion made by Father Minogue and seconded by Dr. Washington, hereby approves the following appropriation transfers:*

Board of Trustees of the Illinois Mathematics and Science Academy  
Transfer Request 09-1  
General Revenue Fund

From: EDP	\$ 69,000
To: Telecommunications	69,000

Income Fund

From: Contractual Services	\$57,400
Contractual Services	3,600
To: Personal Services	57,400
Medicare	3,600

20. Staff Salary Ranges

*The Board of Higher Education, on motion made by Dr. Hayes and seconded by Dr. Nandi, unanimously approves the salary ranges listed below for Board staff. The Executive Director of the Board of Higher Education, with the concurrence of the Chairperson, is authorized to employ and fix the compensation of such professional, clerical, and other staff (including consultants) as deemed necessary, on a full- or part-time basis, within the respective classifications and salary ranges herein set forth and within the constraints of the appropriations and grants available. Salary ranges to be utilized for civil service personnel are subject to approval by the Universities Civil Service System.*

**December 2008  
Exempt Staff**

<u>Classification</u>	<u>Proposed Salary Ranges</u>
Executive Director	Set by the Board
Executive Deputy Director	\$105,000 - \$130,000
Deputy Director	\$100,000 - \$125,000
Senior Associate Director	\$ 80,000 - \$105,000
Associate Director	\$ 65,000 - \$ 98,000
Assistant Director	\$ 40,000 - \$ 75,000
Research Associate	\$ 28,000 - \$ 50,000
Research Assistant	\$ 16,000 - \$ 29,000

**State University Civil Service Staff**

<u>Classification</u>	<u>Proposed Salary Ranges</u>
Secretary IV	\$ 28,000 - \$ 47,000
Secretary III	\$ 22,000 - \$ 37,000
Duplicating Machine Operator I	\$ 19,000 - \$ 38,000
Clerical Assistant	\$ 18,000 - \$ 30,000

21. Preliminary Fall 2008 Enrollments In Illinois Higher Education

There was no discussion concerning this item.

22. Illinois Board of Higher Education 2009 Meeting Calendar

Chairwoman Hightman briefly outlined the contents of this item. There was no discussion concerning this item.

23. Other Matters/Public Comment Period

Ms. Karon said, "I just want to make a comment and it has to do with some misinformation that is out there concerning ISBE's budget. There is some misinformation about the fact that the general state aid payments are not going to go. Well, we have assurance that they will go to the schools, but mandatory categoricals, which is special education reimbursement and grants will be delayed significantly. And so you may hear that some places, such as preschools, are having to shut their doors if they are not connected with a school district, which we have a lot of now. So, if you have questions, please be sure that you send people to the right place and contact our office."

24. Executive Session

Chairwoman Hightman said, "We were scheduled to go into Executive Session but given the late time, I think we should put this off until the next meeting, which is only six weeks from now. I do not think there is a time element to it, so I think we can wait until January. What would be helpful to move it forward, is to let me know in advance, or Linda, if there are any concerns that you have because then we could move more quickly.

Dr. Hayes said, "Where is the material for the executive session?"

Ms. Oseland said, "It was sent to you in a separate packet."

Chairwoman Hightman said, "It has to do with evaluations. So, if you could look through it and be prepared at our next meeting and let me know in advance because if any of you have any comments, we could do a new version before the next meeting."

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 12:00 p.m.

Respectfully submitted by Linda Oseland, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the December 9, 2008, meeting.

**Submitted Remarks of John L. Bennett, Chair  
Faculty Advisory Council  
Illinois Board of Higher Education Meeting - December 9, 2008**

Comments to the IBHE at its December 2008 meeting:

Chairwoman Hightman, Executive Director Erwin, & members of the Board,

This is the point at which the advisory committees are invited to comment upon items on the agenda. With your indulgence, I'd like to comment briefly on a couple items on the agenda and propose an item for an upcoming meeting.

First, the members of the Faculty Advisory Council wish to express support for the Student Advisory Committee's initiatives to control textbook costs. Because of differing conditions across disciplines and across campuses, well documented in the Public Agenda you will consider this morning, no one solution will work for everyone. Some students will benefit from electronic textbooks, others from textbook rental, and still others from works in the public domain. We acknowledge concerns about textbook costs and are eager to work with the SAC to find the right solutions for each campus.

Second, we wish to support fully the final report of the Public Agenda Task Force. If the Board approves it, and the legislature concurs, we pledge to work with BHE staff to implement its recommendations. Moving forward on this front, in conjunction with both improving data sharing P-20 and operationalizing the American Diploma Project, offers great promise in the coming decade.

Finally, in light of our concern over efforts that appear to undermine bedrock principles of American higher education – most notably at the College of DuPage – we propose that the Board affirm the following statement and share it with the governing boards and presidents of each institution in the system:

The governing boards, administrators, and policy-making bodies of Illinois colleges and universities will assure that their policies and procedures support their institutions' missions to be bastions of free thought and expression, including that which is critical or unpopular, and that those in public institutions assure First Amendment guarantees against prior restraint and censorship.

Madame Chairwoman, I will provide the Board secretary with a copy of this statement for the Board's consideration.

Thank you.

John Lansingh Bennett, Chair  
Faculty Advisory Council

**Submitted Remarks of Jerry Dill, Chair  
Proprietary Advisory Committee  
Illinois Board of Higher Education Meeting - December 9, 2008**

IBHE Proprietary Advisory Committee Report, December 9, 2008

Good morning, Chairwoman Hightman, Director Erwin, members of the board.

Our committee met on November 20, 2008 at the Westwood College campus in the loop. We used this meeting as an opportunity to review the proposed legislation on the development of a fee structure for the processing of applications for operating and degree granting authority for schools in our sector and out-of-state institutions. We appreciate the spirit of cooperation demonstrated by Executive Director Erwin, and the board staff, particularly Don Sevener as we sought to make sure that the wording in the legislation was in line with the previous discussions on this topic and the board's actions from previous meetings.

Our greatest concern is that the funds that would be raised from this proposal be used for the purpose intended, that is, to supplement the process of reviewing program applications. This would be done by providing additional resources to the academic affairs department to assist with the number of applications that are or will be pending for staff and board approval. While there can be no iron-clad guarantee that the funds may not be diverted to other areas of the state budget, we are in agreement with the language of this proposal that clearly indicates the intended purpose.

This legislation grew out of the process for reviewing the board's procedures for program approval. On your agenda today are proposed amendments to the rules on program review that are the result of the efforts of the working group and the board staff over the past two years. It is clear that these efforts are designed to provide a consistent approach for the review and approval of private college and university programs that parallels, to the extent possible, the process for public colleges. We support this effort and the intention of the board to have an open process for program review and approval across all sectors of higher education.

Also on your agenda today is the final draft of the Public Agenda for College and Career Success. Again our sector has been active in the efforts of the task force and we support the goals of affordability of educational attainment, through the number of quality post-secondary educational programs that are available to meet the economic demands in the state and the needs of citizens to ensure prosperity for themselves.

Thank you.

Jerry R. Dill  
DeVry University  
Committee Chair

**Submitted Remarks of Robert Mees, President  
Illinois Community College Council of Presidents  
Illinois Board of Higher Education meeting - December 9, 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, December 9, 2008  
at  
National-Louis University in Chicago

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

The Council's number one priority is the current FY09 budget and the FY10 budget. Budget reductions and lack of proper state funding has had a significant impact on our budgets.

As you are aware, community colleges have not had an increase in funding since 2002. Most recently we experienced a \$10 million cut in funding in FY08 and a \$2.7 million reduction in FY09. Currently, we have been asked to hold 2 ½ % of our budget for FY09 and more recisions could follow after the first of the year. We are presently surveying our colleges to determine the specific impact this is having on each of our colleges. I can assure you at this time that the impact is significant and involves the following:

1. Affordability-Tuition increases last year averaged \$6.00 per credit hour and increases for next year will be even greater. I can also assure you that a significant number of students are partially or completely unserved due to the costs involved.
2. Programs are being eliminated and new important programs are being placed on hold. In addition, course sections are being reduced, which is a huge problem for students working out class schedules that complement their work schedules.
3. Some students support services are being reduced or eliminated.
4. Some faculty and staff positions are being eliminated as people resign or retire, which impacts programs and services.
5. Many equipment purchases are being cancelled or delayed, as well as supply purchases.
6. Workforce training programs are being cut-back which impacts economic development.

These are just a few of the problems being caused by inadequate funding from the state.

Tuition has to be stabilized at our colleges or accessibility for students will be impacted even further. Illinois community colleges serve approximately 64% of the students in higher education, but receive only 11.6% of the higher education funding. This trend has to be changed or more serious consequences will develop.

We appreciate the great support we have gotten from the Illinois Board of Higher Education the past few years. Under the leadership of Board Chair, Carrie Hightman and Executive Director, Judy Erwin, a 5.3% budget increase was approved by the Illinois General Assembly for FY09. Unfortunately, the Governor chose to veto this increase and we ended up with .7% decrease in funding for FY08.

We also appreciate the efforts Executive Director Erwin made on our behalf in trying to exclude community colleges from the current 2 ½% recision, since we had already lost 6% of our funding for

FY09. Although her attempts were unsuccessful, this reinforces the fact that we have to work even harder as a team to get these funding problems turned around.

On a positive note, the Illinois Council of Community College Presidents has initiated a partnership with the Illinois National Guard. The program includes the following:

1. Community colleges hosting family academy, reintegration programs and other gatherings.
2. Establishing liaisons with Illinois National Guard Family Assistance Centers.
3. Creating or expanding on-campus veteran centers.

I might add that we are also in discussion with the Illinois Department of Veterans Affairs in relation to collaborating on this program.

I would also like to thank everyone for their efforts in making the Public Agenda for College and Career Success a reality. This is going to be very important for the future of higher education in Illinois.

Finally, the Presidents' Council will have its annual meeting with the Community College Chief Academic Officers on January 22, 2009 in Springfield.

**Submitted Remarks of David Tretter, President  
Federation of Independent Illinois colleges and Universities  
Illinois Board of Higher Education Meeting - December 9, 2008**

The Private College and University Advisory Committee Remarks to the Illinois  
Board of Higher Education, December 9, 2008

Presented by:

David W. Tretter  
President

The Federation of Independent Illinois Colleges and Universities

Chairwoman Hightman, Executive Director Erwin, distinguished board members and staff:

First, let me congratulate the board staff and the Public Agenda Task Force for their considerable efforts. It is heartening to see that some important members of the Illinois general assembly have already indicated that the “blueprint” laid out will help them as they work to implement some of the themes of the document. While the recommendations of the Task Force are important, our real work now begins in executing a strategy to bring these ideas to fruition.

Secondly, as we look forward to the board’s budget recommendations for 2010 in January, I trust that the board will include funds to reinstate \$17 million in funding for the Health Education Services Grants Act, which has received no funding in FY 2009, eliminated through the veto process by the Governor. The HSEGA program has been a national model for over 30 years, enabling the state to leverage a relatively small overall investment at independent not-for-profit Illinois colleges and universities, which annually graduate, and hence provide, the majority of high quality health professionals in a variety of disciplines. HSEGA was funded at \$17 million just last year, and the legislature increased it to \$21 million for FY 2009. The veto eliminated funding for this vital program by the full \$21 million, wiping out the base \$17 million and the legislature’s recommendation of an additional \$4 million.

A cut of this magnitude will severely reduce student access to health related training programs, and diminishes the state’s supply of health-trained professionals at a time when the demographics of an aging population overwhelmingly show an exponentially increasing demand for quality health care. It’s vital that we get it back, not only for FY 2009, but going forward.

This cut will directly and immediately impede programs that train:

nurses

physicians

allied health specialists

optometrists

podiatrists

profusionists

and many other health related programs at independent institutions

In some cases, these training programs only exist at private institutions, and given current fiscal constraints, these programs simply cannot be replicated in the public sector of higher education. The state needs these programs and has an obligation to continue to assist them.

Third, in your packet today is the board's annual enrollment report, which should remind us all of the diversity of enrollments in our state. As we work to implement the ideas in the Public Agenda, I hope you will continue to be aware of the leverage afforded our state by the independent colleges and universities as we move to increase quality, open untapped markets, and expand the capacity of Illinois higher education.

Lastly, let me offer my thanks and best wishes to Carol Yoakum on the occasion of her retirement from the board staff. Carol has been a true professional and an asset to all of us in Illinois higher education, and always with a cheery disposition.

Thank You.