

MINUTES – BOARD MEETING
August 11, 2009

Submitted for: Action.

Summary: Minutes of the August 11, 2009, meeting of the Illinois Board of Higher Education held at DePaul University, Lincoln Park Campus, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the August 11, 2009, meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
August 11, 2009

A meeting of the Illinois Board of Higher Education was called to order at 9:10 a.m. in the Cordelyou Commons at DePaul University, Lincoln Park Campus, Chicago, Illinois, on August 11, 2009.

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

The following Board members were present:

Guy Alongi	Proshanta Nandi
Jay D. Bergman	William Obuchowski
Frances G. Carroll	Robert Ruiz
Alice Hayes	Lucy Sloan
Dimitri Kametas	Elmer L. Washington
John P. Minogue	Addison E. Woodward, Jr.

Also present by invitation of the Board were:

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

Presidents and Chancellors

Paula Allen-Meares	William Perry
Al Bowman	John Peters
Sharon Hahs	Glenn Poshard
Max McGee	Joseph White
Elaine Maimon	

Advisory Committee Chairpersons

John Erwin, Community College Presidents Council
Tom Thompson, Disabilities Advisory Committee
John Bennett, Faculty Advisory Council
Dave Tretter, Independent College and University Advisory Committee
Jerry Dill, Proprietary Advisory Committee
John Peters, Public University Presidents
David Benjaih, Student Advisory Committee

Call Meeting to Order, Chairwoman Carrie J. Hightman

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

Welcome by J. D. Bindenagel, Vice President for Community, Government and International Affairs, DePaul University

Dr. Bindenagel welcomed everyone to DePaul University's Lincoln Park campus.

Welcome and Remarks by Chairwoman Carrie J. Hightman

Chairwoman Hightman said, "Good morning and welcome to the August meeting of the Illinois Board of Higher Education. Again, this is a wonderful facility to be meeting in, and we really appreciate it. I also want to congratulate DePaul University on their new expansion plans. It is very exciting, and we wish you well with your plans. Thank you for your contributions to the higher education community in the State of Illinois.

"I want to recognize a few people that are with us today. Senator Ed Maloney is with us this morning. I want to take a moment to thank the Senator for his leadership in the General Assembly on behalf of higher education. Senator Maloney has sponsored an impressive list of legislation to support and improve higher education in the State of Illinois, including HJR69 that directed the Board to undertake the study that resulted in the development of the Public Agenda for the State of Illinois. The Senator is a strong supporter and an effective advocate for higher education; and we appreciate everything he does for us, for the higher education community, and for the State of Illinois.

"I want to thank Al Goldfarb, president of Western Illinois University, for serving as the convener of the Public University Presidents and Chancellors. I want to thank John Peters, president of Northern Illinois University, for taking on that role; and he is doing it for a second shift. We are grateful that he is sitting up at that table again. Bob Mees, president of John A. Logan College, has ended his service as head of the Council of Community College Presidents, and I want to thank him for his extraordinary leadership with the community college system and the higher education community. I want to welcome John Erwin, the new chair of the Community College Presidents Council. He is the president of Illinois Central College, and we are delighted to welcome him to the important table with the advisory groups.

"This is an appropriate time to mention our appreciation to the Presidents Council for the action it took recently to reorganize its committee structure around the goals of the *Illinois Public Agenda for College and Career Success*. I believe this is a very important development. It shows that the leaders of the community college system are taking ownership of the Public Agenda, and that is certainly a needed and welcome action. As I have said many times and in many places -- and I will continue to say this -- we are all in this together. The Public Agenda will succeed as the blueprint for action in the State of Illinois only to the extent that all higher education stakeholders -- and that means everybody in this room and some who are not in this room -- take ownership of the Public Agenda and the responsibility for its implementation. Again, thank you, and I want to thank your organization for the leadership that it has shown on this front.

"I also want to welcome David Benjaih, who attends Northeastern Illinois University and is filling in this morning for the Student Advisory Committee chair. Welcome and congratulations to Dr. George Litman in his new role as the tenth president of National-Louis University.

"I want to extend a warm welcome to Stan Jones, who will lead our conversation today on the Public Agenda topic, Student Retention and Degree Completion, a subject that is obviously central to the success of the Public Agenda. Stan was the Commissioner of Higher Education in Indiana until he moved to Washington recently as the founding President of the National Center for College Completion.

"I want to make a couple of comments on a couple of different topics. First, on the budget -- every meeting since I have been Chair of this Board there has been a conversation about the budget, the uncertainty, and the lack of resolution about the budget issues. So, here we are again. We are going to have a more formal presentation regarding the fiscal year 2010 budget later this morning, but I want to make a couple of comments about it. This is going to be a challenging year. Unfortunately, most of the pain will fall on students, and particularly, those who are least able to bear it -- the low-income students without the means to make up for the loss of state financial aid. This was discussed at length yesterday in the presidents and chancellors meeting. We talked about it this morning with the students that we met with, and I know it is on everybody's mind. The cuts to the Monetary Award Program (MAP) -- basically, the elimination of MAP grants for all students in the spring semester -- are simply untenable. They are unacceptable; we cannot allow that to happen.

"I congratulate and thank the Illinois Student Assistance Commission, Don McNeil and Andy Davis; the Illinois Community College Board, Guy Alongi and Geoff Obrzut; and our staff for making the case that these funding cuts will have devastating consequences; but clearly, we need to make the case even stronger. As the Illinois Public Agenda documented, we must get more low-income and minority students into and through college. We cannot just abandon them, which would be the consequence of no MAP funding for the spring.

"Let me tell you about a little anecdote as a cry for you to help us get the word out. Anecdotally, one of our, I believe, finest state legislators indicated to us that she had not received a single phone call about MAP funding or higher education issues. So, how do we expect the legislators to be supporting us if they are not hearing that there is an issue? We know what the issue is, but apparently, not all legislators know. What I would ask you all to do -- you all have stakeholders and constituencies -- is to get the word out. You need to make sure that people reach out to their elected officials of the state because if they do not know there is an issue, the issue is not going to be fixed. I think we just assume that people understand what the issue is, but we are in our insulated little world. It is important to us, but there are a lot of other issues out there. I would ask, as a rallying cry, for the institutions that are represented here to make sure their students know. I know Loyola has sent out letters to its students. If all of you let your students know what is going on and ask them to reach out to their elected officials in Illinois that will certainly help. Everybody else here has employees, members, or whatever it is to get the word out. This is a way that we can really make a difference, and I do not think that there is anybody in this room who would disagree with the notion that the failure to fund MAP is probably the biggest problem that we have in this state in terms of higher education. So, if you could do that, we would appreciate it. If you want any help, we will be happy to help you.

“The argument about state funding or the competition for scarce resources is not just an abstract argument. The issue affects real people, and it will alter the trajectory of their lives in negative and potentially long-lasting ways. Other states -- and I hate to always hold up California -- faced even worse financial crises, and they fully funded their need-based student aid. We have to find the way, and legislators have to find the political will to protect opportunities for the most vulnerable. This goes to the heart of our Public Agenda. If we do not do this, we might as well give up on everything else. So, again, please mobilize.

“My second comment on the budget is that, even as we try to alter the course of this fiscal year, believe it or not, we are already planning for the next fiscal year. Our staff, colleges and universities, and our sister state agencies are already engaged in the process of building the proposals for fiscal year 2011 budgets. Obviously, like in every prior year that I have been in this role, there is much uncertainty; but in this year I think there is even greater uncertainty than ever before. We do not know about the economic recovery. We do not know about state tax revenues. We do not know about the potential for a tax increase, whether it will actually materialize or not.

“But one aspect of the budget development is definitely certain; the fiscal year 2011 recommendations will advance the goals of the Public Agenda that we have developed. If ever there was a time for a focused approach to spending tax dollars, this is it. Throughout the budget development process, the Illinois Public Agenda will be the lens through which we view our priorities, determine our needs, and construct our recommendations. I hope that sounds familiar because I have been saying it since we adopted the Public Agenda. We are going to be aided in this endeavor by the working groups that will soon be formed around the various Public Agenda discussion topics that the Board has explored over the past several months. We are going to link proposed funding to meeting the key goals of the Public Agenda, such as strengthening workforce preparation, meeting the needs of adult learners, fostering greater degree completion, and making college affordable. These goals will guide our deliberations over the next several months, and I hope that you all agree that is what we should be doing as the Board of Higher Education for the State of Illinois.

“Let me turn now to the legislative session. Although we might have hoped for a better outcome on the budget matters, I am encouraged to report that the Governor has signed SB1828, the P-20 longitudinal data system bill. We have worked very hard with the State Board of Education and our sister higher education agencies on this initiative, which, when fully operational, will bring us comprehensive, accurate, and meaningful data about student mobility and performance, will help inform policy, and will help shape decisions about resource allocation. This initiative, in fact, underlies three of the four Public Agenda goals, and was one of our top legislative priorities this year. We can at least take credit and be happy that we passed one of our major priorities last session.

“I also want to mention a couple of items that are on our agenda for action at this meeting. First, there are a couple of rules changes. The first one relates to noninstructional capital. As we have discussed at length in past Board meetings, we have talked about the role of the Board in approving noninstructional capital projects, and particularly, the timetable for this Board’s action on such projects. It seemed to me, as a new kid on the block, that we appeared to be asked to approve noninstructional capital projects after it was too late to stop them. So, basically, our approval was meaningless. As a result, I asked the staff to draft amendments to our rules and to work with the presidents and chancellors to determine the best way to remedy this problem, and that proposal is before us today. In essence, the proposed changes to the rules will ensure the Board is provided advance notice of noninstructional capital projects that will

ultimately require Board approval. Currently, institutions submit requests for Board approval as a last step in the process for project approval. With these amendments, institutions will file notices of intent to undertake noninstructional capital projects once a governing board takes official action to authorize the planning or financing of a noninstructional capital project. The new rules will provide the Board with information about the project early in the process so our participation can be meaningful and effective.

“The other rule change relates to tuition and fee waivers. The amendments to the rule apply solely to discretionary waivers as opposed to required waivers such as those for veterans. The amendment will add financial aid waivers to those exempted from the Board’s three percent limitation on discretionary waivers. The proposed amendment is designed to respond to the budget cuts that will limit MAP funding to only the first semester for the next academic year. While not a panacea for the reduction in MAP appropriations, these amendments will provide the public universities with more flexibility to grant tuition waivers for undergraduate students that demonstrate financial need, and they will also demonstrate our commitment to Goal 2 of the Illinois Public Agenda.

“The other item I want to point out is that we have a request from Northern Illinois University for approval of a new baccalaureate completion partnership with 11 community colleges in the northern part of the state. We believe that this proposal is a great example of the Public Agenda in action -- institutions reaching across the borders of sector and geography to form partnerships that will benefit students, that will lead to greater degree completion. Goal 1 of the Illinois Public Agenda is all about educational attainment, and this new partnership will bring bachelor’s degree opportunities to hundreds of students who might not otherwise have those opportunities. Oakton Community College will be the setting for the first courses for the Bachelor’s in Applied Management in Public Safety, and Rock Valley College will offer the Bachelor’s in Computer Science beginning in the spring term of 2010. So, congratulations to John Peters, Peg Lee of Oakton Community College, Jack Becherer of Rock Valley College, and to all the others who participated in this important endeavor. It is a good model that we hope everybody is going to watch its success, and then hopefully, emulate it.

“Next, I want to turn to the Illinois Public Agenda. I am pleased to note that the *Illinois Public Agenda for College and Career Success* is ready to go out in public. We have the full final report, along with stand-alone copies of the Executive Summary, and we have begun the distribution of these documents to our Public Agenda partners and other P-12 and higher education stakeholders. There are copies available here today; and if you did not get a copy and you want one, please talk to one of the IBHE staff people. The full report and the Executive Summary are also available on the IBHE website.

“We are also planning a public rollout of the Public Agenda early next month with a back to school theme that will highlight various issues and challenges facing Illinois and how the Public Agenda can move us onto the path of solving them. Just as our Board meetings have been restructured since you approved the Illinois Public Agenda, the agency’s operations are also being changed. The Academic Affairs Committee has been reviewing the program approval application process to see where and how it might be made to sync with the Public Agenda. In a few days, Board members will receive a memorandum from the chair of the Academic Affairs Committee, Dr. Elmer Washington, with draft documents for review. Academic Affairs Committee members will review these proposed changes, and will work with staff to develop recommendations for specific changes to IBHE procedures related to program approval. All Board members are welcome to participate in this activity. We plan to take these recommendations to our

stakeholders and advisory groups for their review and feedback. Again, one of the themes is always transparency and participation. We want you to feel comfortable with what we are doing, but we want to make the right changes. After we receive everybody's input, the IBHE staff will bring the revisions back to this Board for approval.

"So, our plates are full. We are somewhat disappointed, but we are moving on, holding our heads high, and working hard to try to make things better."

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

Update on Implementation Progress

Ms. Erwin said, "I am going to give a brief update on the status of the Public Agenda. As you know, at each Board meeting we try to give you a snapshot of the progress that has been made. We do not go through every single little item, but mainly things that have changed or progressed since the last Board meeting. So, I would like to briefly go over the progress. The green shows the progress, yellow shows things that we still need to do, and red shows barriers. The good news is that we are overcoming a lot of the barriers.

"The first slide reviews for you the four goals -- attainment, affordability, workforce demand, and economic development. One of the greatest successes -- I have to thank Mike Baumgartner and our staff -- is working on the development of the longitudinal data system. It was Charlie Evans from the University of Illinois, and many of you in the audience that worked with us on passing the legislation to do this. Now, the hard part comes in implementing it.

"The good news is that Arne Duncan and President Obama are absolutely committed to having longitudinal P-20 data systems in every state; and in fact, you cannot apply for federal grants in education unless you are developing one. We were ahead of the curve on this, and we have been able to access some federal money to help staff this. There was a \$200,000 appropriation, which might not seem like a lot, but it was a big hurdle for us to be able to have the manpower to do this.

"We are still working on early intervention programs, and 21st Century Scholars is a good model. We are still working on other ways to do this. So, we will all continue working on that.

"The next slide talks a little bit about the high school feedback report; and again, as a part of the longitudinal data system, we are working on the feedback report that will let high schools know the relative success of their graduating class as they go on to public community colleges and public four-year schools. This is something that Stan Jones will be talking about today. What we have discovered in Illinois is that, amazingly, high school teachers and sometimes their principals have no idea that, for instance, 50 or 60 percent of their graduating seniors are in remedial math or remedial English. So, that two-way communication is vital. I want to thank, again, the Illinois Community College Board's staff for helping on that as well.

"Also, in this lean year, the General Assembly funded a really important vehicle called u.select, which used to be called the CAS system. In short, this is the vehicle for students to be able to get on the Internet and see electronically where their credits will transfer. So, the baccalaureate completion issue is frequently hinged upon the credits that will transfer -- not just general education but also towards majors. This is an electronic system that students are obviously more familiar with than many administrators. This is something we need to get every

single college in the state to upload their course offerings so that students will be able to determine how best to transfer those credits.

“The American Diploma Project is another ongoing effort that is implementing the Public Agenda, and more importantly, is improving academic preparation for students going to postsecondary. I would like to thank Dr. Dianne Bazell and the Academic Affairs staff for their really good work on the American Diploma Project; Dr. Elaine Johnson, who is a leader of that as well; and of course, the state superintendent, Chris Koch.

“We were able to, although there is no funding, pass a substantive grant program-- it is in the statutes -- on baccalaureate completion. One of the things that we have heard, particularly from four-year, public and private schools, is the cost of bringing that baccalaureate completion program to a community college campus. So, with Geoff Obrzut and the Community College Board -- Senator Maloney was extremely helpful on this --we have now in statute a grant program that will incentivize baccalaureate completion programs on community college campuses. Ohio has as their goal, and the reality is, that every resident in the State of Ohio is within 30 miles of a public university. The argument is everybody has access to a four-year public institution. That clearly is not the case in Illinois. We have a well-developed community college system, and so the idea of bringing the baccalaureate completion to the community college campus is our way of improving that access.”

Chairwoman Hightman said, “Do they have that in Ohio?”

Ms. Erwin said, “They do not have the same community college system that we do. Everybody is structured a little bit differently. We probably have one of the most developed, robust community college systems in the country. Utilizing those assets is something that we are fortunate to be able to do. This is on our website; and both Andy Davis and the Illinois Student Assistance Commission staff and our sister education agencies are all working on the implementation. It helps us keep focused, and I hope you will help us keep focused as well. So, thank you to all who have made these possible.”

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

Presentation by Stan Jones, National Consortium for College Completion

Chairwoman Hightman said, “The issue of degree completion has recently come to the forefront of both state and federal policy. The Illinois Public Agenda has identified significant holes in the education pipeline and underscored that the state must get to work on degree production if it is to meet the workforce needs of our citizens and employers, and secure the economic future of Illinois. This issue is so important that President Obama has created the \$12 billion American Graduation Incentive to attract more students into classrooms across the United States.

“Given the importance of this issue, I am delighted to introduce our guest speaker -- someone with over 30 years of experience in trying to bolster educational attainment. Stan Jones has been a successful higher education leader and a driving force behind numerous degree completion programs in Indiana. Mr. Jones served 14 years as Indiana’s higher education commissioner as well as 16 years in the Indiana State Legislature, and was also a top aide to former Governor Evan Bayh.

“Mr. Jones is widely known as the catalyst for developing numerous innovative, education policy initiatives, including the 21st Century Scholars program, which has been imitated in several states.

“Given his dedication to higher education, his vast experience, and his impressive record of achievement in Indiana, we were gratified to learn of his appointment as the founding president of the newly formed National Consortium for College Completion, an independent, nonprofit college reform and advocacy organization aimed at improving college completion rates in at least 20 states within the next five years. I am very hopeful that we can draw upon his ideas to help Illinois reach our goal of increasing educational attainment. Please join me in welcoming Mr. Stanley Jones.”

Mr. Stanley Jones said, “As a way to start, it is probably fitting that we are here on this campus a little over a month from the time when school starts. This country, at least in the last 60 years, has really been about access for higher education; it has been part of the American dream. Before World War II, only eight percent of the adult population had a four-year college degree. Before World War II, higher education was really an elite enterprise. World War II and the GI Bill changed all that. My father and many fathers went to college on the GI Bill, and American college education became part of building the middle class of this country. For 60 years we have had a very long successful run at that to the point that you could say that this fall, the freshman class across this country starts to look a lot like this country does in respect to race and income. But if you think about the graduating class in the spring, it still does not look like this country -- it is overwhelmingly white, and it is overwhelmingly upper-middle class. What happens in between the freshman year and the senior year is that we lose lots and lots of students.

“One of the things we are trying to do is to keep our foot on the pedal in terms of access, which is still very important. But we have to pay attention to completion and to graduation if we are going to have the American dream realized. Almost 20 years ago -- when I was in the General Assembly representing an area that included Purdue University where many of my constituents were faculty and students, and most people believed that in the morning if you got up and higher education got some more money, that things were good in the world -- a statistic crossed my desk that said, essentially, that if you were born into a family in the upper quartile income-wise, you had a 77 percent chance of getting a four-year college degree by the time you were 26. On the other hand, if you were born in the lowest income quartile, you had a seven percent chance of getting a four-year college degree by the time you were 26. Eleven times higher, actually, in the upper income quartile, and that was in about 1990. I am thinking, how can this possibly be? As the Chairwoman very articulately pointed out, all the efforts that are being made today in Illinois and in the recent past across this country, we have spent billions of dollars on higher education and financial aid programs as Judy talked about, we are building campuses everywhere across states, we accommodated the Baby Boomer generation, and how can we still have this huge gap in our success rates for different kinds of students? But we did in 1990. So, against that backdrop, only recently as a country, have we been starting to take this issue very seriously; and the President, most recently, challenged us. We have now slipped to tenth in the world in respect to college attainment, and I think most people do not know that. Most people believe that our economic future and our education future were one and the same, and what built the country in terms of our economic success was our educational success. We are now tenth in the world. He laid out a new challenge for us. Within the last two years, the Bill and Melinda Gates Foundation also laid out a challenge for this country to double the number of low-income students who earn a credential in the workplace by the time they are 26. The Lumina Foundation, which is a smaller foundation but the only one really focused on higher education, exclusively,

also has a commitment to significantly raise the number of students and young people with degrees by 2025.

“As I said, we are now tenth in the world. Canada is number one; Japan and Korea are number two and three. So, we have a way to go to make this challenge up -- 11.7 million degrees in the next 11 years, which means another 150,000 degrees annually. We are trying to calculate this by state, and it would seem to indicate that the State of Illinois would have to produce another 6,500 degrees -- associate's and bachelor's -- each and every year on a compounded rate going forward for the next 11 years.

“We also know -- and I commend you for your Public Agenda effort and part of what you say in the Public Agenda is that our workforce is going to be changing both in terms of demographics but also in terms of the kinds of jobs, the skills that are needed, the skills gap that Illinois is facing, and that we are facing across the country -- that the kinds of jobs we are going to have in the future are going to require at least two years of college. Do you all know that there is a direct relationship between income and education and employment and education? This is not just about the country competing internationally, but it is about our sons and daughters. It is about the kind of economic future that they have and the opportunity that they have. It is hard for me to imagine that those at the lowest rung, those without a high school degree or those only with a high school degree, will have any kind of an economic circumstance where they can raise a family in this country going forward. It just is not going to be possible.

“We also know that while we have high aspirations in this country, only about three-quarters of our students actually graduate from high school. Of those, two-thirds go to college. Of those, six of ten actually graduate or earn a degree. We know that the statistics are much worse for Hispanics and African Americans and other low-income students.

“This is an updated version of the statistic that I started with. We have made a little progress, but only a little progress between the upper- and the lower-income quartile. That is pretty dramatic. The other, probably more surprising, part of this chart is the middle two income quartiles. This is not just an issue of low-income students, but is really an issue for all but the students from the very wealthiest families. We spend a lot; we have a lot participate; but at the end of the day, it is only those that are at the top that have really been successful.

“One of the more distressing things we know is that 60 percent of students who started at a community college start in remedial education. Interestingly, we did a breakdown, and I think it is probably true anywhere in the country, that people mostly think developmental education is needed because people that are older in the workforce who are coming back to college have not taken classes, or a math class for a few years, and they need to catch up. What is also true of high school students who graduated in the spring and walked across the street to the community college; 60 percent of those students are starting in remedial classes. So, they graduated from high school into a remedial class at a community college. It is very troubling that we are not making progress with that group of students, and it is not just happening at community colleges. Most open admission, four-year colleges, of which there are a lot across this country -- it is really a huge group of colleges that accept a lot of high school students -- about 25 to 30 percent of their beginning freshman are in remedial classes; and overwhelmingly, it is mathematics. We also know that these classes are not successful. Only about one out of six students who start in a remedial class complete that class, and complete the next regular class after that. Thinking that we can put students in a remedial or developmental education class, and that will help them, has not been a recipe for success. So, we have huge amounts of work that we need to do there.

“What we intend to do is to define what matters, measure what matters, fund what matters, and do what matters. What does this mean? We want to focus on what we think works across the country working with you and other states. The very first of this is data and benchmarking; and again, that is a thread that runs through your Public Agenda report. One of the things that we know least about is this issue in respect to measurement. We know a lot about students who go to traditional four-year colleges. They go full time, start when they are 17 or 18 years old, and graduate in four or five years. That is the minority; that only represents about one-quarter of all the students in the country. The more typical student is a part-time student who is maybe a little older, who goes for a while, stops, and then comes back. The data that we have on those students are really not very good at all. So, we need to do a much better job of developing benchmarks and measures for how we define and measure success.

“Second, equity of opportunity -- we know that even of the blacks, Hispanics, and low-income students that go to college, overwhelmingly, they are not in private colleges. They are not in four-year, public research institutions like Purdue University or the University of Illinois in Champaign-Urbana. They are overwhelmingly in community colleges and open admission, four-year institutions. The distribution across sectors needs to be more equitable. Many of those students are fully capable of competing in those other colleges, but they have either been steered away or did not have the right counseling in order to get to those colleges. There has been a lot of research done with the Chicago Public Schools and the University of Chicago on student choice that would argue that really is the case.

“The third point, developmental education -- we have some examples in colleges that work on developmental education, but there is no substantial effort anywhere in the country that can demonstrate that developmental education has been successful. Right now, it is 60 percent of the incoming freshman at a community college and represents 15 to 20 percent of their budget. And it really is not very productive at all for campuses, for states, or especially for students.

“We want to focus on performance incentives. Right now, we have an incentive in most states for colleges to recruit more students. In addition to the tuition dollars they get, they also generally get more money from the state. Several states are focused on providing incentives to graduate more students, or to graduate more low-income students, or to encourage transfer of students from the two-year sector to the four-year sector.

“Credentials of value -- many students do not need a two-year degree. As a matter of fact, at a lot of the community colleges, if they earn a one-year technical degree, they can earn more money than students who have a two-year associate's degree in liberal arts. So, there are many credentials that might be one-year or might be six months in the technical areas where students can earn and start their pathway to a good career. We need to do a better job of defining what those credentials are and being sure that they have value in the workplace.

“Campus leadership -- I know many of you either were campus leaders or are campus leaders today. And while this focus is really a federal and a state focus, ultimately it is really about what happens on a college campus. It is about faculty, chancellors, and admissions officers, and about the set of priorities that they bring to their mission and to their work everyday.

“We know that states are different. In Illinois, as Indiana, has their own challenges, I think your Public Agenda has done a good job of defining both your demographic background as

well as the economic needs of the State of Illinois; and this is important in terms of degree completion.

“It is important to set benchmarks. One of things that several states are pursuing is redefining how we count enrollment. In Indiana, as in most states, we count on the tenth day of class. So, on the 11th day of class, that college still gets credit for that student whether that student is there or not. So, many of us are moving to count on the last day of class, counting completed classes rather than attempted classes. There might need to be higher compensation for completed classes than attempted classes, but the point is really to focus on completion, to encourage campuses to analyze their course-taking patterns, and to use it as a diagnostic tool in respect to determining success.

“Progression benchmarks are things that a number of the community colleges are doing across the country. A number of the Achieving the Dream community colleges are doing it as well as Ohio and Washington. And they are defining some intermediate points or milestones along the way to getting a degree. Ultimately, it is about getting a degree or credential, but also, it is about ways of measuring progress towards getting those degrees or credentials.

“Disaggregation -- There are a lot of supporters and detractors of No Child Left Behind, but I think that one of the more powerful things that came out of No Child Left Behind was the requirement that we disaggregate data by income and by race. In a dramatic way, it focused on those children in a way that we never had as a country before, and I think that has led to continued support and effort. We need to do the same thing in higher education, *i.e.*, every opportunity we have when we present data on completion, graduation, and progression, we should disaggregate that by race and by income because otherwise, it masks what is really going on beneath those numbers.

“Funding what matters is the change in the incentive by the way that states provide incentives to campuses.

“Do what matters -- one of the biggest challenges we have in all of education, particularly in higher education, is that when we have examples of things that are successful in one state or on one campus, it is very difficult to bring those to scale, to replicate them, and make them work across the country.

“Within the last two weeks or so, the House, the United States Congress Education Committee, passed the President’s proposal, and there are actually two proposals that are pretty substantial. One is the access and completion innovation fund, which is about one-half billion dollars a year, focused on access and completion, and it will be for five years. It will be \$2.5 billion altogether. It is pretty substantial. If it was done on a prorated basis, which it is not going to be, but if it were, Illinois would get about \$20 million a year, which especially in these times is a lot of money. But it is a competitive fund. It is competitive for campuses, colleges, universities, and states. There will be a national pool, like the K-12 Race to the Top; but there will also be a pool for states to apply for as well. I think it is very important for Illinois to position itself to apply for those funds. It just passed the House; the Senate has to adopt it, and we are expecting all that will come together this fall.

“The second piece of legislation that passed, which is actually part of the same piece of legislation but a separate initiative, is the community college reform legislation. That actually has even more money. It is \$600 million a year for, I think, as long as nine years. That, too, is

focused on the workforce, but it is also focused on completion. It is competitive primarily for community colleges, but there is also a role for states in that as well. One of the themes that runs throughout all of the legislation and one of the things that we have been advocating is that -- and they use different terminology, whether it is benchmarks, measures, or metrics -- there are requirements by states and campuses that they put their plans together and define their goals in respect to persistence, completion, and progression points along the way. So, you will see at least a half-dozen times in the legislation, statements about requiring states or colleges to set goals, to put plans together, about completion of degrees, about credentials of value, about earning credits, about returning for the next year, about transferring, or about getting jobs of value in the marketplace. There is a very heavy emphasis on setting benchmarks and measuring, very similar to the efforts that you put together in your Public Agenda.

“So, this is upon us. This is some of the work that we want to do with states and would like to work with your state, but we are in a unique time in history where the President, the Gates Foundation, the Lumina Foundation, and several others have stepped forward and said this is the new next thing that we need to be focused on. I’ll be happy to answer any questions.”

Father Jack Minogue said, “It is very hard to do differential calculus with Roman numerals. We are trying to run a globally competitive operation with medieval systems. These data have been on the same trend line for the last 15 years; they just get worse because there is not one systemic effort in the feudal systems we have, that we call the academic operations we run, that reward people for getting students successfully completed. The immediate cry is we just water it down and move them on through. It does not have to happen that way. Every Big Ten, every Division-I operation spends way more money, with way more statistics on how to run a competitive football team or basketball team, way more than they spend on remediation or whatever they are doing. So, we are not going to compete with anything in this new world running a feudal system.”

Ms. Erwin said, “As Father Minogue relates, the data have supposedly been telling us this for quite some time; and yet, there appears to have not been the impetus for change.”

Mr. Jones said, “That is exactly right. The system works probably for students graduating from high school who are in the upper quarter or third of the class, who have taken all the right classes, who go to a traditional four-year college, who go full-time, and who have enough support from their family or from financial aid. But for the other two-thirds of the students in the country, it really does not work. And it is the system that was designed for the first third and was not designed for the second two-thirds. To take that analogy one step more focused, it does some pretty good work for some young people who are in the first third, but hardly anybody who starts college after the age of 26 ever graduates. If you think about it, if you are going to school part-time, you are working full-time, and you have family, going to school is either third or fourth on your list; it is not first. Schedules are not designed to accommodate part-time, working families. The time frame is a long time for people to think about if you honestly say to somebody starting a four-year college degree that it is going to take you 10 or 12 years to get that four-year college degree. Even at a community college, the average time it takes to get a two-year degree is five years. So, we have a system that really does not work with the kinds of students and demands we have in society today. We also know that doing everything a little bit better is only going to get us a little bit farther. We need to be a lot farther ahead, and we need some dramatic changes and innovations in the way we do things.”

Father Minogue said, “Fundamental myth -- we think we have at-risk students; what we have is an at-risk system. The system screws it up; it is not the students. The students are bright, intelligent people unless they have some kind of brain damage. And you watch them do things, like run gangs if they have to, and do it pretty smart. But if we do not have a system that can bring these kids along, then we sit around, and blame the kid, which I think is a totally useless operation.”

Dr. Elmer Washington said, “I fully agree that we have problems with the system. I would like to emphasize, though, that the problems result primarily from our inability to thoroughly identify what the students need when they come into our midst. We have students with different characteristics, and we are treating them as though they had the same characteristics as they did 40 years ago. Part of the problem then is to be much more deliberate in defining how to be effective with the student body that we have right now, as opposed to responding in a system that is obsolete in terms of us assuming the students are like we were when we were in school or like somebody was 40 years ago. I think there is a reason for some optimism though. I am convinced that there are best practices out there that can be applied to solve some of the problems that we face. For example, looking at what students do during the summer can be very interesting. Students who come from upper-class families actually gain more in terms of their educational attainment level during the summer because they are exposed to things that are uplifting and stimulating, whereas students who come from low-income families, regress during the summer because the activities that they engage in are not stimulating and uplifting in terms of intellectual development. This has been demonstrated in terms of some of the students responding to systems that exist even positively, but even that has been taken away when they have no reinforcement during the summer. So, I think there are things that are being done. I think there are practices out there, but they are not institutionalized. They are not as focused as they should be largely because there are still political entities that have a preordained focus that does not respond to the different requirements of our very capable students, and sometimes extremely capable, so capable that they move out of the system because of disillusionment.”

Mr. Robert Ruiz said, “There were a lot of statistics that you cited and a lot of trends that you pointed to, but I did not hear a lot of whys. The data has been around for awhile, and the people around the table may have opinions about what the data means, but has your look at the data indicated some of the whys attainment, retention, and completion rates continue to go down? The second part of my question is, are institutions embracing or rejecting technology, distance learning, the Internet, and those kinds of tools that could help, at a much lower cost, address some of the needs of these returning students or the two-thirds that you talked about?”

Mr. Jones said, “In respect to why, one of the biggest whys is that the system was really designed, if you want to go back 40 years, to accommodate students who were going to school full-time who were well-prepared coming out of high school, who took Algebra II or even Pre-Calculus, and were ready to go; and they graduated at much higher rates. Actually, starting about the mid-1970s is when both the high school graduation rate and the college graduation rate started to flatline. What we have tried to do as a country is put a larger number of students into college but without the preparation. Two-thirds of the students graduated from high school into college rather than one-third, but without the same preparation that the first third had. That is why we have large numbers that start immediately in remedial classes. So, that is one.

“Secondly, as this country is changing very dramatically, and I was a little bit surprised to hear this number last week, is that our growth in the next 12 years to meet the President’s goal as

a country in population is only because we are getting older, and there will be more of us that are older. Our growth in our younger population is not going to be there. It is pretty flat for the next dozen years, but what the young population looks like is changing dramatically. The birth rates for both whites and blacks have leveled off, and most of the growth is going to be in Hispanic populations, and mostly in the west, but affecting the rest of the country. In California and Texas already, the projections are that those students will be the first generation that will not be as well educated as the generation before it. So, that is a huge challenge in terms of demographics; but if this country wants to be successful, it is one we have to be up to.

“In respect to technology, I think that perhaps higher education is the only way when you do something with technology, it costs you more money, not less; and it is less productive. A lot of colleges charge for technology courses because they have not figured out a way to make it more effective. While technology is growing a lot on college campuses, I do not think we have reaped the benefits that we can still get out of technology. We have seen some pretty dramatic changes in the rest of the country in business and industry and the productivity that technology can bring, but we have not realized that yet in higher education.

“So, in summary, we are trying to send two-thirds of our high school students to college, and they are not as prepared as the first one-third. Secondly, the country is changing demographically, and we need to be aware of that, and we need to be up to that challenge. Thirdly, technology is clearly someplace that we can see some productivity changes, but we have not been able to do it yet.”

Dr. Addison Woodward said, “I think the notion of certificates or degrees along the way is very important. I think we see that a lot in some of the programs coming forth from the community colleges. I think the notion when we are looking at benchmarks that one size does not fit all is important. Developing careful benchmarks, which represent differing institutions in states, is important also. We have to address the issues of our students now, but at the same time, we beg the question, if we are not looking at what I think is the major determining factor, and that is what is going on in P-12, educational opportunities are not equal there, and that is carried forth right up into graduation from high school, community college, etc.”

Mr. Jones said, “The number one best seller right now in the business books is a book called *Outliers*. What it says is that this is really about opportunity and resources. You have to be bright and industrious, but you need to have the opportunities and the resources in order to be successful, and I think we know that the children who have those opportunities and resources can do very well.”

Father Minogue said, “With great respect to some faculty who perform beyond the call of duty, but when the core job description of the people delivering higher education is six courses a year, four papers before seven years of tenure track, do not expect much. It is not going happen. Then, once you get tenure, forget the other four papers. That is a totally lame system. It does not produce anything other than stagnation.”

Mr. Jay Bergman said, “We have heard a lot of comments about how things are not working, and they are not. We have heard comments about the system, how it inhibits making things better, and it does. I just remind my colleagues that in the State of Illinois, with respect to higher education, we are the system. If something needs to change, this Board needs to take the lead to do it.”

Dr. John Erwin said, “Mr. Jones, I would like to know when your Consortium would be available to share information about best practices. You mentioned innovative strategies. I know this is a fairly new organization, but to the point that was just made, constructively, where are our next steps as a system?”

Mr. Jones said, “We are about six weeks old I think. One of the places we have started is on these benchmarks, and it is probably fortunate that we chose to start there because they are clearly, in the federal legislation, an important thing. Over the course of the next several months, we will be working with about 10 or 15 national organizations on benchmarks and metrics to help us get a better sense of what we should measure and how we should measure it. I think that would be the first thing we would want to work with you on and share. The real measurement is against yourself. It is about improvement. It is less about comparing to other campuses or to other states. It really is more about where Illinois is today, and where they can take themselves, and the same about college campuses. Over the next several months, we should have a lot of information about the best ways to measure what is important to count.

“In terms of best practices, I think we are still learning. We can identify something that worked well on a particular college campus in a particular state. What is hard in education is to say OK, knowing that, can that be replicated or scaled? That is what we are trying to learn over the next six months, and we are going to be working with a lot of other foundations and organizations that can identify those. For example, that is being put together right now on developmental education -- to identify those best practices and best strategies. I think over the next six months we will have a lot more that we will know and will be able to talk to you about, but I would say starting with data.”

Mr. Tom Thompson said, “You spoke earlier about disaggregating the data by race and by income. Are you considering disaggregating the data by disability since disabilities make up, of the ones that are registered, somewhere between 4 and 10 percent, which is a pretty significant part of the population of higher education?”

Mr. Jones said, “That is something I need to find out about. You talked in your Public Agenda proposal about the longitudinal data systems, which are unit record systems; and I do not know enough about the elements that they are collecting there. That would be the right place to collect that information, but we will certainly find out. Most of the other data sources right now actually do a pretty good job on race, but not so well on income, and, I am sure, on students with disabilities. It does not exist at all on a lot of the currently existing data, but that is an excellent point.”

Mr. David Benjaih said, “There are a couple points. One is that you made one particular point where you stated that we have to make a degree, like a technical degree or an associate’s degree, valuable to the workplace that is recognized by the employer. Right away my mind goes to the other side of that, that is if we succeed in education, the employer, first and foremost, recognizes the value, so that we do not have to make it known to them. They go out and seek us because we are doing our job properly in education. The other thing that you did not touch on, other than the fact that we needed 150,000 people a year to get bachelor’s degrees, is the identification of how to actually stimulate those people to enter education. I am always talking to people, and saying yes, get with it, you can improve yourself. The constant feedback that I get is that people do not see the value, unfortunately, and I am talking about a lot of 20-year olds. I also work in the construction field; so, I work with a lot of people who literally go out of high school to work. And you have to guide those people, even through their days in the construction. It is

very fatiguing for me, but the fact of the matter is, they are not really driven to education. We need that stimulus; we need a PR campaign like the Navy or the Army. These guys make it stimulating to go into their professions, and we need people to recognize the stimulation in education.”

Mr. Jones said, “At any particular point in time there are dislocations within the economy, now being one of them; but over time, and I had those statistics up, there is just no comparison to what people can earn with education or without. But I will tell you at the same time it is important to continue to focus on access and sending people, but 75 percent of all graduating high school seniors go to college within two years after graduating. That is huge. So, it is really less about convincing that group to go to college; it is more about the fact that they were not prepared coming out of high school to go to college. They were not prepared primarily academically. Some of them were not mature enough to go or to take the responsibility seriously. It is about encouraging people to go, but it is also about encouraging people to be prepared to go and to be committed to go. So, it really is more holistic. I used to think, for example, that if we could just get more financial aid for students, that would be a huge help; but we found out that is important, but that is not enough. They need the academic background to be successful; they need the structure to be successful. There are lots of pieces and you have learned yourself and by talking to other people that there are lots of pieces to go into this being successful in college.”

Dr. John Peters said, “We are all committed to the IBHE Public Agenda, and we are all very pleased that you undertook that and bring in experts to amplify the problem probably because we all believe in the P-20 concept that our education system has to be seamless because it all begins in preschool, and then we are at the end of the food chain. Unfortunately, by that time too many of our young people too early on have been funneled out of the system either because of their economic condition, they are at risk, or bad schools. We also are committed to the relationships between the community colleges and the public universities. We see that as extremely important to solving this problem. We are committed to that, and also to the kinds of incentives that the IBHE has been trying to promote in the legislature.

“As a side note on the development issue, I have worked in states where, theoretically, you were not permitted to teach remedial or developmental courses, and I always thought that was rather foolish because even in the best of programs, even in engineering, you find students who claim they have calculus, but they really cannot do the calculus so you have to get them developmental or remedial work. All of our public universities across the country, really all of our postsecondary institutions, four-years in the state, have shifted in the past decade tremendous resources into what I would call an academic success infrastructure. In order to shore up some of the academic deficiencies that we find, whether that is intensive advising systems, tutoring systems for math, for languages, work with kids with special learning needs, and it is not publicized very often, and certainly it is not quantitatively accumulated, but if we all did that, even down to the level of the department, it is pretty massive. Therefore, doesn’t it make sense that if we did a better job in preschool, elementary, middle school, high school, and community college, we could be much more efficient?

“The other thing that my colleagues and I talked about yesterday, informally, is always the emphasis on quality. It is just not a matter of getting your ticket punched, and there is too much in the country today about commoditized higher education degrees. You need a degree, you get your ticket punched, and you get a job, when really this is all about the quality of the academic experience.

“And finally, here is the reality check. We have a wonderful document, we have talked about incentives, we have not been able to get the legislature to pass incentives that would help community college and four-year initiatives, and probably the most stark example of lack of priorities is the fact that among our most fragile students -- the 123,000 students that have Monetary Award Program grants, and we have heard the statistics that if you come from a higher income family you have a higher probability -- we have taken our most needy students, and we have zeroed out their total aid package for the spring semester. So why are we sitting here talking about these great goals, and why aren't we working to get that fixed? When we get them on campus, we are going to try our best to repackage them, and we need to get them on campus because there are fragile 18-year-olds sitting at home right now who have had no college experience, probably the first in their generation, maybe they need some academic bucking up, and they do not know what to think about this. I think it is at the level of a moral decision. So, I am asking you on behalf of the presidents to do all you can, and we are going to do all we can to find our voice to make this known, and keep pushing for incentives because that is the only way you change medieval, feudal systems.”

Dr. Proshanta Nandi said, “This may be an overgeneralization, but every generation thinks that the succeeding generation is going to the dogs. Our ancestors thought so, and we are probably doing so. I think there will always be a demand for further improvement in the education system. It is tragic that we are not motivating at this time the entire bunch of studentship for an honest and disciplined quest for knowledge, and that sadly reflects current values operating in the social structure, which reflect consumption-orientation and give me-give me mentality, but not the painstaking effort, sweat, and thirst for knowledge and skill. The student generation is heavily influenced by these values. We can blame our students, but it is difficult to be a high caliber student in these days and times given those values and the economic situation we are in. However, there is still a lot going for us. We still are the country that produces the largest number of Nobel laureates in the world. Our top scholars are still walking on the frontiers of knowledge. We need to constantly improve, but at the same time, there is a lot of achievement. I agree with President Peters that a whole bunch of people will be without any focus at the end of this semester, and we need to find something to engage them and bring them back, and we have not succeeded much in this effort. We are all guilty in this -- the legislators, academicians, and all. No legislator wants to put his or her neck out given the November elections; no one wants to raise the tax, although there may not be any other solution. We are all guilty in this respect, and we need to put our heads together, and find some common ground.”

Chairwoman Hightman said, “I want to thank Stan Jones for being here, for the wonderful presentation, for the great provocative comments that were made, and the discussion that we have had. I think it was helpful, and I think it will help guide us. Are we on the right path? Are we doing the right things as the Board of Higher Education for the State of Illinois?”

Mr. Jones said, “Having a plan is important; it is significant. Secondly, it is pretty clear that you have a lot of support among the colleges and universities for the plan, and that is important. In a lot of states, that has not happened. I think what is on your agenda is to build more political support throughout the state with legislators and the other constituency groups, and I think that is where you probably are right now. I think that is what I have heard is the next part of your plan. I think that is pretty important, too, because you want sustainable support into the future. So, yes, I think you have got a really good start, and you are headed in the right direction.”

Chairwoman Hightman said, “Thank you for being here. We really appreciate it, and I am sure we will be turning to you with other questions as we move forward in the process.”

1. ACTION ITEMS

1a. New Units of Instruction at Public Community Colleges

Dr. Bazell said, “Before my report, I have a couple of housekeeping items from the June meeting to read into the minutes. For the record, Midstate College was approved to offer an Associate of Arts degree in general studies at its home campus. The approval was given for the South Metropolitan region, but Midstate is in Peoria. So, approval should have been given to offer the program in the Central Region. The proposed program title section should read Associate of Arts in General Studies in the Central Region, and the resolution should read, *The Illinois Board of Higher Education hereby grants to Midstate College Authorization to grant the Associate of Arts in General Studies in the Central Region, subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

“We have included in your memo a listing of all pending academic programs and all authorization proposals submitted to the Board through July 24th, a total of 141. Since then, three additional proposals have been received, one from a public and two from independent institutions. We have also included requests for changes, a total of four.”

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

The Illinois Board of Higher Education, on motion made by Mr. Alongi and seconded by Ms. Sloan, unanimously grants authority to Elgin Community College to offer the Associate in Applied Science (A.A.S.) in Health and Wellness Management subject to the institution’s implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

And grants authority to Harold Washington College to offer the Associate in Arts in Teaching (A.A.T.) in Early Childhood Education, Statewide Model Curriculum 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 authority to Illinois Central College to offer the Associate in Applied Science (A.A.S.) in Green Building Environment 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 authority to Joliet Junior College to offer the Associate in Arts in Teaching (A.A.T.) in Special Education, Statewide Model Curriculum 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 authority to Kaskaskia College to offer the Associate in Applied Science (A.A.S.) in Health Information 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 this authorization is granted.

And grants authority to McHenry Community College to offer the Associate in Arts in Teaching (A.A.T.) in Special Education, Statewide Model Curriculum 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 authority to Olive-Harvey College to offer the Associate in Applied Science (A.A.S.) in Criminal Justice/Public Police Services 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 authority to Olney Central College to offer the Associate in Applied Science (A.A.S.) in Medical Lab 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 this authorization is granted.

And grants authority to Rend Lake Community College to offer the Associate in Arts in Teaching (A.A.T.) in Secondary Science, Statewide Model Curriculum 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 authority to Southwestern Illinois College to offer the Associate in Applied Science (A.A.S.) in Computer Management Information Systems 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 authority to William Rainey Harper College to offer the Associate in Arts in Teaching (A.A.T.) in Secondary Math, Statewide Model Curriculum 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.

1b. New Operating and/or Degree-Granting Authority for Independent Institutions

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

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Hayes unanimously grants to Robert Morris University Illinois (formerly Robert Morris College) Authorization to Grant the Associate of Applied 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 this authorization is granted.

And grants to ITT Technical Institute at Burr Ridge, Mount Prospect, and Orland Park Authorization to Grant the Associate of Applied Science in Visual Communications in the West Suburban, North Suburban, and South Metropolitan Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Rasmussen College Authorization to Grant the Associate of Applied Science in Surgical Technologist and the Bachelor of Science in Business Management in the Fox Valley and South Metropolitan Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

1c. New Units of Instruction, Public Service, and Research at Public Universities

Dr. Bazell briefly outlined the contents of this item. Following her report, the Board had the following discussion:

Chairwoman Hightman said, "The Northern Illinois University item is the one that I referenced earlier in my comments, right?"

Dr. Bazell said, "Yes."

Chairwoman Hightman said, "OK. Great."

Dr. Washington said, "I would just like to commend Northern Illinois University for its reach-out effort, and I am sure it will be effective."

Chairwoman Hightman said, "We look forward to seeing the results of it."

The Illinois Board of Higher Education, on motion made by Mr. Alongi and seconded by Ms. Sloan unanimously grants to Governors State University authorization to establish the Bachelor of Health Science in Community Health and the Master of Arts in Criminal Justice in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to Northern Illinois University authorization to establish the Bachelor of Science in Applied Management in the Fox Valley, North Suburban, West Suburban, Chicago, South Metropolitan, Central, and Western Regions and the Doctor of Philosophy in Geography 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 Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Sport Administration in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to the University of Illinois at Chicago authorization to establish the Child and Family Development Center in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

1d. Adopted Amendments to Rules: Program Review (Private Colleges and Universities)

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

Chairwoman Hightman said, "Are we making these changes now based on the experience we had under the emergency rules?"

Dr. Baumgartner said, "They are issues that were identified during the emergency rule processes needing change."

Father Minogue said, "Why is the federal government suddenly very interested in where programs are being offered and want reports on it?"

Dr. Baumgartner said, "I am not sure what you are referring to."

Father Minogue said, "They are requiring reporting and other kinds of things that are somewhat new and may be tedious. I am wondering what is behind it."

Chairwoman Hightman said, "Does that have to do with this item?"

Father Minogue said, "The rule changes are going to affect this item. Yes."

Chairwoman Hightman said, "I am not sure what that has to do with this."

Dr. Bazell said, "We have received requests from the federal government asking us about certain programs that are offered at various parts of the state where we have not even known that they were offered, whether it is for financial aid or for IPEDS reporting, we need to know, and we have wanted to know even for grandfathered institutions where programs are offered in this state and whether they need to go through us for approval or not. But there is federal interest, and we are not quite sure where this is from. This has taken our staff by surprise -- requests that we have received from the federal government."

Chairwoman Hightman said, "What does the question have to do with the rule change that we are talking about in Item 1d?"

Father Minogue said, "I do not know what the federal government is doing or what the implications are from what they are trying to find out, but it may restrict some of the grandfathering and some other things that institutions have had in what they do."

Chairwoman Hightman said, "And therefore to which request the fees apply?"

Dr. Bazell said, "Yes."

Chairwoman Hightman said, "Is that the connection? I am just trying to understand how you got here."

Father Minogue said, "And the grandfather [provision] may not grandfather everything we think it grandfathers."

Chairwoman Hightman said, "So, it is sort of a tangential issue here, but it relates to how much fees we could collect."

Dr. Bazell said, “Institutions that are grandfathered can offer whatever they want to in their regions, but even grandfathered institutions, when they want to offer programs outside their home region, have to go through approval; and that would affect the for-profits; that does not affect the grandfathered. Actually that has nothing to do with the fees, but it does have to do with approval by the Board in reporting.”

Chairwoman Hightman said, “Just trying to understand the conversation.”

The Illinois Board of Higher Education, on motion made by Dr. Woodward and seconded by Dr. Washington, unanimously adopts the amendments for the Program Review (Private Colleges and Universities) (23 Ill. Adm. Code 1030) as detailed in the attached document.

1e. Proposed Amendments to Rules: Approval of Noninstructional Capital Projects

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

Chairwoman Hightman said, “So, this is the item I referenced in my opening comments, and I want to thank the presidents, chancellors, and others who helped us formulate a rule change that is workable and that accomplishes the goal we are trying to accomplish that benefits everybody in the room.”

Mr. Bergman said, “I am fully in favor of what we are trying to accomplish here, but I am looking at Page 103. It says Notice of Intent, and this is where the change is being made. It reads, ‘Immediately after the Governing Board of any state supported institution takes official action to authorize the planning or financing of a noninstructional capital project’. The word that concerns me is planning. It is not defined really, and it can mean a lot of things. I think probably all of our public universities and probably the community colleges have a master plan for their campus that has been developed over a period of time. Now, this is a pie-in-the-sky thing; they will never get the financing for it, and if it is, it will be 20 years from now.”

Chairwoman Hightman said, “I think there is an easy answer. There is a definition. The word planning is defined so it is more specific.”

Mr. Bergman said, “OK. Where is it defined at?”

Chairwoman Hightman said, “On Page 103. It means the architectural and engineering design required for the planning of buildings. It looks like you have to get that far. Am I right, Mike?”

Dr. Baumgartner said, “That is correct.”

Mr. Bergman said, “OK. That is fine.”

Chairwoman Hightman said, “The goal of this was not to be worried about it if it does not matter, but get involved before it is too late to get involved.”

Mr. Bergman said, "I did not see it up above, and it is fine."

Mr. Benjaih said, "I am sure you all know that the Student Advisory Committee has maintained a very strong position about noninstructional capital projects for the past year or so, and we are very grateful. We actually applaud that this measure is being taken at this time."

Chairwoman Hightman said, "Again, I appreciate everybody's effort on this. I think this is a great improvement, and I think it helps all of us in the process."

The Illinois Board of Higher Education, on motion made by Dr. Hayes and seconded by Dr. Carroll unanimously approves the proposed amendments to the rules for the Approval of Noninstructional Capital Projects (23 Ill. Adm. Code 1040) as detailed in the attached document for publication in the Illinois Register.

1f. Proposed Amendments to Rules: Tuition and Fee Waiver Guidelines

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

Chairwoman Hightman said, "It is only in the case of financial need, right?"

Dr. Baumgartner said, "Yes, there is a chart of accounts. Waivers are classified and defined in Tuition and Fee Waiver Guidelines that the Board developed with the institutions between 1998 and 2000, and these are carefully defined in that document."

Dr. Hayes said, "I have a question about Item c on Page 119. It says, 'Waivers expended by a public university above the three percent limit may result in an equal amount being adjusted from the university budget during the next Board budget cycle.' Does that mean that whatever the amount of the waiver is, in total, will be reduced from the following year's budget?"

Dr. Baumgartner said, "That is the process that we follow. It is just not often that the institutions come to that."

Dr. Alice Hayes said, "It would only be the amount over the three percent?"

Dr. Baumgartner said, "Right."

Dr. Woodward said, "So that means the university can give a waiver and then be penalized for giving the waiver?"

Dr. Baumgartner said, "Yes."

Chairwoman Hightman said, "We are not changing that, right?"

Dr. Baumgartner said, "No. We are not changing the three percent rule."

Chairwoman Hightman said, "This is going to be in the rule."

Dr. Woodward said, “I understand, but what we are trying to address is a need that our needy students might have.”

Dr. Baumgartner said, “This means that these waivers will not fall under that three percent limitation. I misunderstood you. These are excluded.”

Dr. Woodward said, “How are universities going to develop a process for making the waivers? They are going to need to have a process.”

Dr. Baumgartner said, “It exists. That process really was developed between 1998 and 2000 as a result of an Office of the Auditor General report. It was a very extensive process at that time with a chart of accounts, and with the reporting requirements that we have, each one is required to have specific applications for the waivers, specific criteria, and those are audited. So, I think that that is done.”

Ms. Erwin said, “Maybe we can follow up and provide the Board members with that additional information.”

Chairwoman Hightman said, “Does every university have a process in place that they follow for these discretionary waivers? I see people shaking their heads yes. My guess is that they probably are not so different among you, although maybe you have never compared. You do not know unless you compare.”

Mr. William Obuchowski said, “Is there a definition or level of financial need that is set?”

Chairwoman Hightman said, “How is financial need determined?”

Mr. Obuchowski said, “Right. Or is that just institutionally determined?”

Dr. Baumgartner said, “There is no set figure for it. Let me read you the definition.”

Chairwoman Hightman said, “Actually, maybe we want to address the question that is being raised. So, there is not a definition of financial need. So, how are we going to satisfy ourselves that an appropriate definition is going to be used?”

Dr. Baumgartner said, “There is a definition. There is not a number that says you must have \$1,000 of remaining need.”

Chairwoman Hightman said, “Where is the definition?”

Dr. Baumgartner said, “It is in the Tuition and Fee Waiver Guidelines. Those are not part of the rules. That is a separate document. I should have included that.”

Chairwoman Hightman said, “So, it is the same definition that applies to all of the institutions?”

Dr. Baumgartner said, “Yes.”

Chairwoman Hightman said, “Does that answer your question? Do you want to take a look at it?”

Mr. Obuchowski said, “It was a general definition of need, not necessarily determining that need.”

Dr. Baumgartner said, “The definition in the guidelines is *tuition and fee waivers awarded by universities through the financial aid office for students demonstrating financial need*. Financial need typically means that you compare their cost of attendance to the parental and student resources you bring with you, the same way that you calculate a MAP award, a PELL grant, or remaining need for a loan. If you make that calculation and there is no need, if the resources exceed the cost of attendance, then there is no need; and if they do not, then there is.”

Mr. Benjaih said, “Another concern that came up at the last SAC meeting was if we increase the number of waivers, where do we actually get funding for that since those are within universities? Are we going to have to request the other students to foot the bill for these new waivers? How does that work?”

Dr. Baumgartner said, “That is how it works. There is a finite number of resources. The institution has to determine if this waiver matters enough for that student. If it is critical for that student to enroll, so critical that they are able to forego some of that revenue that would have come from the tuition and fees that they would have collected otherwise.”

Mr. Benjaih said, “Is that not something that should be brought as a referendum before students as a whole as opposed to a Board deciding that for the students to support their fellow students?”

Chairwoman Hightman said, “I did not hear what you said.”

Mr. Benjaih said, “If we are going to offer waivers to students and if it is going to be coming out of increased tuition to the other students, should not those other students really be held as a factor in deciding whether or not they are supporting their fellow students in their education?”

Dr. Baumgartner said, “The tuition and fee waivers are authorized by the statutes that govern the universities. Their governing Boards have the ability to award those. Some of those are classified as discretionary. There are others that are mandatory. Should they talk to the other students? I would leave that to the governing Boards. Should everybody pay for the Illinois Veterans Grant Program when the state is no longer putting the money into it? That is the same circumstance.”

Chairwoman Hightman said, “We are not creating a whole new category; we are not creating something that does not already exist. The universities have the ability to grant discretionary waivers. What we are trying to do is enable them to do more of that for students who would otherwise get MAP money and are not going to get it. We are doing a good thing. I think this is a great proposal, and I support it.”

The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Dr. Washington, unanimously approves the proposed amendments to the rules for the Tuition and

Fee Waiver Guidelines (23 Ill. Adm. Code 1075) as detailed in the attached document for publication in the Illinois Register.

1g. Allocation of Fiscal Year 2010 Lump Sum Appropriation to IBHE Grant Programs

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

Chairwoman Hightman said, “This is an unusual situation where we get the money in a bucket, basically, and I think that the approach we are taking is the appropriate approach given what we have already recommended and where we are now. So, I am happy with what we are recommending.”

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Washington, hereby approves the allocation of the fiscal year 2010 lump sum appropriation made in P.A. 96-0042 to the grant programs and in the amounts detailed in the attached table.

2. CONSENT AGENDA

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

2a. Board Meeting Minutes - June 2, 2009

The Illinois Board of Higher Education unanimously approved the Minutes of the June 2, 2009, meeting.

2b. Called Special Board Meeting Minutes - July 28, 2009

The Illinois Board of Higher Education unanimously approved the Minutes of the July 28, 2009, called meeting.

2c. Financial Report as of June 30, 2009

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

2d. Public University Noninstructional Capital Project Approval

Chairwoman Hightman said, “Based on information that came to the staff’s attention after the agenda was printed and distributed, the following corrections have been made to Board Item 2d, Eastern Illinois University Renewable Energy Center-Pilot Project, Page 160, has been corrected to note that ‘The CHP plant would be multi-fueled with a variety of biomass feed-stocks, or natural gas, or a mixture of the two.’ The plant will not incorporate clean coal as was indicated in the original version of this.

“Also on Page 160, we have made the correction to note that ‘The plant will produce 100 percent of the steam needed and 7 percent of electricity. The steam production capacity allows for campus growth.’

“On Page 162, it has been corrected to note that ‘The university plans to sell approximately \$85 million of Certificates of Participation (COPs) in order to net the \$80 million needed to complete the project.’ I know we are throwing some new information at you, but I do not think it substantially changes the item.”

Mr. Bergman said, “On 2d, the Eastern Illinois University project, one of the corrections is that it is going to use a variety of biomass feedstocks and natural gas. What type of biomass feedstock do they have in mind?”

Dr. William Perry, president of Eastern Illinois University, said, “The initial biomass feedstock will be wood chips. We are going to investigate other sources of feedstock that could be grown in the region such as switch grass, miscanthus, and others.”

Mr. Bergman said, “Do you have a source in mind for the wood chips?”

Mr. Perry said, “Yes. It would be from the general area that is to the east and south of us.”

Mr. Bergman said, “Are there some companies that harvest timber that produce these chips?”

Mr. Perry said, “There are. They typically supply paper mills, but there is a paper mill that is going out of business or has gone out of business recently, and they are eager to have another place to sell their chips.”

Mr. Bergman said, “Thank you.”

The Illinois Board of Higher Education unanimously approved the noninstructional capital project described in this item.

3. INFORMATION ITEMS

3a. Budget Update

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

Father Minogue said, “Is the capital budget tied to video poker, and therefore, is it going to actually be available?”

Dr. Baumgartner said, “Yes. There are funds for the debt service for the bonds from video poker. There are a number of funding sources that are going to be paying for the debt service for the capital program.”

Chairwoman Hightman said, “Did you just say that there are multiple sources of funding?”

Dr. Baumgartner said, "There are multiple sources of funding for the debt service for the bonds that are supporting the entire capital program. It is over a \$30 billion capital program. The legislature and Governor have passed a variety of new funding sources to pay the debt service, and that is one of them."

Chairwoman Hightman said, "Do you want to comment on that?"

Dr. Baumgartner said, "It is not specific to higher education."

Ms. Erwin said, "There is an appropriation number for the capital program, but that does not mean that it is all going out the door in the beginning. They only sold bonds; we are only going to the bond market for a lower amount, so it will go over a number of years. The need is so huge, and it has been pent up for ten years, that I know people are anxious to get it all at once. But the fact is, it will probably be the first grouping of those projects that are fully planned, ready-to-go, and shovel-in-the-ground. So, we will be working with you on trying to better understand that as well."

Dr. Glenn Poshard said, "Do you know what the difference in appropriations is from 2006 to 2010?"

Dr. Baumgartner said, "Probably about five percent, between four and six percent off the top of my head."

The Honorable Edward Maloney, Illinois State Senator, said, "Thank you Chairwoman Hightman for inviting me, thank you Judy, and thank you DePaul for hosting this meeting. As I was sitting there, I heard many comments that were made relative to the legislature and how to motivate the legislature. I thought I would speak to that a little bit. First of all, as chairman of the Higher Education Committee, what I have tried to do is raise the priority and the importance of higher education in the State of Illinois. I think we have done that. Unfortunately, that rise in priority and the understanding of its importance have not been accompanied by the additional funding. This is due to a number of reasons. There is, within any legislator who supports education, a serious difference of philosophy as to where that funding should be. That is what we need to work on.

"Recently, the Governor had a series of meetings between legislators from various geographical points of the state. He met with downstate legislators, he met with suburban legislators, and he met with city legislators. My residence is the City of Chicago. I went to the meeting on the budget, and he said if we had questions specific to the budget to see his staff. I went to his staff person and specifically asked about the MAP program, and she told me that it was going to be funded at the introduced level. I was shocked at that, and by the time I left the building, I think I had called Judy, I had called Dave Tretter, I said this seems too good to be true, and as it turns out, it was too good to be true. As we found out later, it was going to be funded at 50 percent. So, I think that the message from all of you, from the community colleges, the privates, and the public universities has to be a unified message that we are all in this together, and to get this done all legislators need to be informed, not just those on the Higher Education Committee. We need to get to everybody. President Peters had a great idea in terms of getting people on campus. I submit to you that a lot of legislators have not been on a college campus or a community college campus since they left school. When they see the good things that are going on, and more importantly understand what is not going to be going on if this MAP funding is not

there, they will have a greater understanding of that. That not being possible, if you cannot get them to the college campus, I would invite yourself to their district office. Many of you come down to our Springfield office; you come down in April, and it is a zoo -- let's face it. I mean people have five minutes for you, they politely listen to you, and then the next lobbyist in has another priority. So taking some time to go to their district office, I think, would be very useful.

"Relative to the MAP, we had seen that the Governor had discretionary funds, and in the introduced budget many of these social service agencies were being cut out, and they raised hell. With the phone calls we had, the people who came down in wheelchairs, and everything else --all were effective. All of a sudden, they got their funding back to about 85 or 90 percent level. There were threats of closing agencies, etc., and it was effective. More recently, in the last couple of weeks, the cuts to the early childhood programs from district to district and schools has also raised all kinds of issues where we had parents with three-year-olds, four-year-olds, five-year-olds saying that we need this program, and all of a sudden, the Governor's office has responded to that. I think that is the type of message that needs to get out there in terms of a unified message as to what the consequences of this lack of MAP will be, not only for the student, but for your university, the town you reside in, and the economic impact of this. All of these things need to be communicated directly to the legislature.

"People have asked me to speculate on any increase in income tax. I seriously doubt that anything is going to happen in October. I think, however, that it should be on the agenda for discussion. I think that you should be behind that agenda for discussion in October; but as far as it becoming a reality in October, I seriously doubt that that is going to take place. Even January, prior to the primary, we have a lot of people that are declaring for statewide offices right now. This is a discussion that will definitely take place, and I think it needs to take place in January. Obviously, the most influential people in those situations are the leadership. Convincing the leadership of the needs for your proposals is very important.

"All the statewide candidates need to be informed of this. There is a chance, and I am not going to speculate on the chance, but six months from now, we could have a lame duck governor. We could have two new candidates that do not involve this particular administration. So all of them are going to have to be informed, including those for United States Senate, those for the Congress, and all of our statewide officials about the importance and the realities facing higher education as it relates to the MAP program.

"Finally, I would just say that all of you, I know, are trying to respond to your students' needs in terms of being creative, and that is very important. But if the message gets out there that somehow higher education survives this academic year without the MAP grant, it is going to become less of a priority. The attitude is going to be well, they got by on it last year, so they will get by on it next year. I am here to help in any way I can to get that message out. I think that I have -- when I say that I chair the Higher Education Committee -- a very receptive committee, but it needs to go beyond that committee. That is the political realities of what is going on, and I would be happy to help in any way I can.

"I would like to comment on Father Minogue's observation regarding the video poker. The video poker for the capital program, along with the increase in sales tax on items that we do not have as part of the revenue, and the increase in drivers' license fees, etc., I am a little nervous about this video poker thing, too, because right now, I heard today's news, DuPage County may opt out of it. All local governments have an opportunity to opt out of this and so this was, frankly, kind of a distasteful aspect of the bill that we had to vote on. Not many people were

crazy about it, but it was a funding mechanism. If this is a trend, it may be a problem in terms of its funding.”

Mr. Bergman said, “Just to expand a little bit about what you are talking about -- the video poker and the funding for the capital program. I think we are all aware that the capital program was \$31 billion, and that some of the funding sources are a little tenuous, like the video poker, like the online lottery, and such. I am just wondering if you will stick your neck out and tell us what you think the state will actually be able to raise in capital, if less than \$31 billion, over what period of time, and where higher education will be in the food chain as far as getting money?”

Senator Maloney said, “To answer your second question first, I think that is going to be up to you guys to make sure higher education is on that higher priority level. I would have to defer to Mike on the actual dollar amounts on what is going to be out there; but I think if more people opt out of this video poker, obviously, the rollout is going to be slower.”

Chairwoman Hightman said, “I think your comment is so important, that if we get by with less, we will never get more, right?”

Senator Maloney said, “Right.”

Chairwoman Hightman said, “What an important point. There are a lot of very politically savvy people sitting in this room. Is it about getting a huge press event together, doing one here, doing one in Springfield, doing one someplace south in the state, having all the stakeholders that are here represented, and basically, making it clear how many students do not go to college?”

Senator Maloney said, “I think that is an important element, and I think that needs to be communicated, again, to all legislators, and specifically to leadership as to just exactly what is going to happen if this does not take place.”

Chairwoman Hightman said, “I know that the Illinois Student Assistance Commission has worked with Judy and with the Illinois Community College Board. So the three agencies have worked together, and I know we have done some messaging, but obviously we have not done enough yet because it has not worked. I am just trying to figure out what the next step is.”

Father Minogue said, “Andy, you know it is a \$200 million shortfall for the back half of the year -- do you have a number on how many folks would be affected by that number?”

Ms. Erwin said, “Is it about 150,000?”

Senator Maloney said, “President Bowman said about 155,000.”

Ms. Erwin said, “Would 155,000 be affected in the spring semester for MAP?”

Mr. Andy Davis, Executive Director of the Illinois Student Assistant Commission said, “Yes, within 10,000 or 20,000 depending on the proportions of community college students, where there is obviously a lot more students getting MAP grants at community colleges, but the dollars are less, so we do not know exactly how the mix will fill out. It is certainly the correct order of magnitude, and within that you are probably within 10 percent. There are about that many students who are getting MAP in the fall who will not get it in the spring. It is important to

note, and the *Sun-Times* certainly did us a favor by putting on the front page two weeks ago Saturday that there are another 130,000 students who are not going to get any MAP at all, because even at the fully-funded level, with the increase of applications for financial aid this year of roughly 30 percent, there are 130,000 students whose applications came in after May 15, who would not get money even at the fully-funded level. So roughly, for the sake of -- just sort of keep rough numbers in your head -- 150,000 students are looking to get about 50 cents on the dollar in the way of a MAP grant this year and another 130,000 students are going to get nothing."

Chairwoman Hightman said, "So we need a couple of those real people to come with us to be a real face."

Senator Maloney said, "I was going to suggest that. Legislators will respond to anecdotal stories. When this whole idea of the social service cuts came about, and I had people in their 50's saying I have a 29-year-old disabled son who receives daycare. If he is cut, he does not go to daycare, and I will have to quit my job. These are things that hit home with legislators. I think these types of stories are effective."

Dr. Peters said, "To add a sense of urgency to all of this, if we are lucky to get all these 120,000 on our campus where we can try to repackage them with loans, we are going to do the best we can. But here is the problem. We begin to register in October, and when they face the October registration for the spring, is there any mitigation that is going to take place? That is where it has to take place. Otherwise, we risk losing -- you figure the percentages; this is highly inelastic -- a cohort of students to their postsecondary education careers. That is how serious this is."

Mr. Obuchowski said, "I am an alumni of Oak Lawn High School, and I am a former student trustee from Moraine Valley Community College. There is a list of things that I could submit to you or your fellow legislators that I would give up in order to get MAP. I do not know how that applies. I know that we are talking about an income tax increase, but in this time there are definitely priorities that I would have. I am sure they are not the same as everyone else, but this is very serious, and I am not sure going into my senior year that I will be able to complete my education without MAP."

Senator Maloney said, "You mention Oak Lawn High School. I spent 27 years at Oak Lawn High School. There are 59 senators, who range in age from 33 to 80, and they are men, women, black, white, Hispanic; they represent varying demographics, inner-city districts, wealthy suburban districts, downstate districts, and everybody brings with them their own baggage, if you will, about what is important to them. My background is in high school education. The guy who sits next to me is a former prosecutor, and now you throw in the Republican/Democrat dynamic, the priorities are all over the place. So what is a priority for me may not be for somebody else, and that is why I think that this has to be a unified message. This is something that goes beyond impacting college students; this goes well beyond that in impacting the entire state."

Chairwoman Hightman said, "You have convinced me, not that I was not convinced before, but you have further convinced me that we need to facilitate something because I think that there are all these separate people that all have the same concern, and everyone is worried about the same issue, but I think what we need to do as the Board of Higher Education is maybe organize and facilitate getting the message out better. We have done some of that, but obviously, it has not succeeded yet. So you have energized me around this idea of us facilitating something

in an effective way, and we have people who can help us. I know that there are other people in the audience who know how to do this.”

Senator Maloney said, “Again, Elaine Johnson with the Community College Board and Dave Tretter have been great in terms of communicating, as well as Judy. So, I think with everybody together this could be an effective message, and I would be happy to be part of that.”

Chairwoman Hightman said, “We would want you to be. Thank you for your support. Let me just reiterate again, Senator, you have been a great supporter of the cause, and we appreciate your being here. You did not have to be here, and we appreciate your taking the time to talk to us. We know that you are committed. So, you need our help; we need your help. Together we will do something to get this fixed.”

Mr. Davis said, “I think we have been developing a strategy and a very strong working relationship led by IBHE with Judy’s leadership along with Geoff, myself, the Federation of Independent Illinois Colleges and Universities in particular, and some other groups. And it is our intention, obviously, working with IBHE, to put together a strategy over the next couple of weeks. We had been the beneficiaries of some good press over the last couple of weeks, and you have to strike when the iron is hot. We did not want to pull back from that when the reporters were calling. We have gotten the stories, but our strategy was we do not want to scare the students now and potentially have them not come back to campus in September. Our thought was to try to keep the flame down until school starts up and then have a strategy working with all these various constituents to crank it up so that the legislators and the Governor can focus on this issue and understand what the need is. In the past agencies like ours and IBHE assume that the money will come from someplace. It is just our job to say how much will be needed, and my commission has actively instructed me on that. At this point in time, it is not enough to just talk about the need for MAP and the amount we need, but if you are not talking about raising revenues, and you do not necessarily need to use the ‘t’ word, you are not realistically on the planet where the solution will be found. I think we all need to raise the awareness of the fact that it is not just that MAP needs money, but that there is no money absent revenue because we are not going to get into a mud wrestle and say we will take MAP money, but developmentally disabled adults are going to be put out on the street or old folks are going to be rolled out of nursing homes, is not an acceptable solution. So we believe, at this point, that if you are serious about dealing with this issue, you have to be standing up and seriously talking about revenue. Thank you.”

Chairwoman Hightman said, “Be strategic, I think, is the message that Andy is giving us in addition to what I said.”

Dr. Woodward said, “Thank you, Andy, for those comments. This is less than a zero sum game, money that goes for one place has to come from somewhere else, and there is no money, and you are right about raising revenue.”

3b. Legislative Update (written report)

4. OTHER MATTERS/PUBLIC COMMENT PERIOD

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 August 11, 2009, meeting.

