

**MINUTES – BOARD MEETING
December 8, 2009**

Submitted for: Action.

Summary: Minutes of the December 8, 2009, meeting of the Illinois Board of Higher Education held at the University of Chicago, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the December 8, 2009, meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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A meeting of the Illinois Board of Higher Education was called to order at 9:00 a.m. in the Assembly Hall, International House, at the University of Chicago, Chicago, Illinois, on December 8, 2009.

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

The following Board members were present:

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

Also present by invitation of the Board were:

Judy Erwin, Executive Director, Illinois Board of Higher Education
Andy Davis, Executive Director, Illinois Student Assistance Commission

Presidents and Chancellors

Paula Allen-Meares	Max McGee
Al Bowman	Elaine Maimon
Alvin Goldfarb	John Peters
Sharon Hahs	Glenn Poshard
Stan Ikenberry	Wayne Watson

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
Dimitra Georgouses, Student Advisory Committee

Call Meeting to Order, Chairwoman Carrie J. Hightman

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

Welcome by Ann Marie Lipinski, Vice President for Civic Engagement, University of Chicago

Dr. Lipinski welcomed everyone to the University of Chicago.

Welcome and Remarks by Chairwoman Carrie J. Hightman

Chairwoman Hightman said, “It is great to be here, and I want to thank the school for their hospitality. I want to welcome Dr. Stan Ikenberry to this meeting in his capacity as interim president of the University of Illinois. Dr. Ikenberry needs no introduction. He has been an active participant and member of the higher education community in Illinois and nationwide for many years. During the development of the *Public Agenda*, he came because he wanted to help and because he cares. His institutional knowledge and experience were instrumental in helping us get to where we are today. We are glad to have him here. We wish him luck in that role, and wish the institution well as it moves forward to fill the position and as it continues to do great things.

“I also want to welcome the members of the Disabilities Advisory Committee, which is our featured advisory group for this meeting. We look forward to a fruitful discussion over lunch.

“I am pleased to announce the appointment of Dr. Arthur Sutton as the Deputy Director for Diversity and Outreach. Arthur has been with the Illinois Board of Higher Education for nearly five years overseeing program reviews for private and proprietary colleges and universities. He has extensive campus experience serving students from underrepresented groups, most recently at Heartland Community College in Bloomington. As you might recall, we elevated this position to deputy level shortly after I joined the Board because the Board believed that diversity reflects one of the most important and enduring principles. Diversity in higher education is important to us, and we wanted to make that clear by making the position what it is. So, congratulations for taking on this new role, and best wishes for a successful tenure.

“Regarding the budget, when we last met, we, as a higher education community, were on the verge of a significant legislative victory with the restoration of funding of MAP grants for the spring semester. This has been a great job on that front, and of course, this is good news. We know that when we put students at the center of our efforts, our messaging, and our outreach, when we all work together, and when we demonstrate with solid evidence that we have a just and worthy cause, that we can be successful. Our effort to get MAP funding is proof of that. We are going to need that same spirit of cooperation and advocacy to meet the upcoming challenges that we will face with the fiscal year 2011 budget.

“Having said that, we still face many challenges in the current fiscal year. The crisis *du jour* involves the cash flow pinch our universities and community colleges are experiencing because the state is so delinquent in paying the appropriations due those institutions. I know the problem varies from school to school, but it is exacerbated at many colleges because of record enrollments, which is what you expect in this economy. Our higher education institutions are

servicing more students, while the state, so far, has reneged on its part of the bargain to help fund their efforts. Last week, I sent a letter to the members of the General Assembly alerting them of the existence of this problem and the potential for severe consequences for the institutions and their students if funds are not received. Hopefully, the letter will not fall on deaf ears. And, again, all of you please support the letter, communicate, use whatever tools that you have at your disposal, and go to your local representatives and your elected officials. We need all the help we can get. It is, obviously, a critical issue for all of us.

“That brings me to the *Illinois Public Agenda*. It was one year ago that this Board approved the *Illinois Public Agenda for College and Career Success*. This landmark action has changed how the Illinois Board of Higher Education functions. If you look at this meeting and our agenda, they have changed totally, based on the adoption of the *Public Agenda*. We conduct our meeting differently, and we have a different agenda for our meetings. But more importantly, it changed the priorities of our staff day in and day out, and what we are trying to do, and what we do do.

“The *Public Agenda* is guiding the development of our fiscal year 2011 budget proposal, as it did for the fiscal year 2010 proposal in some respects, even though the *Agenda* had not been completed. It has also changed the way many of our stakeholders view the world, which is what we hoped it would accomplish. For example, the Community College Presidents Council has reorganized its committee structure to reflect the four *Public Agenda* goals, as has our Faculty Advisory Council. The term ‘Public Agenda’ has entered the higher education lexicon. You hear it in policy discussions, in conferences, in seminars, and even in legislative debate. We have distributed hundreds of copies of the *Public Agenda* report and the *Executive Summary*. People have it; people are reading it; people are talking about it. I just want to see more action to accomplish the goals. We know we can do more; we know we have got it out there; we know people are talking about it. We know we have taken some steps, but I want to tell you about another step that we are taking.

“The Illinois Board of Higher Education has contracted with a firm called Frontline Public Strategies -- a Springfield communications firm -- to assist us with developing and publicizing the core messages of the *Public Agenda*. I have personally worked with Frontline, and can attest to their expertise and the quality of their work. Don Sevener, as you know, has been our guiding force, and has handled all of the communications and messaging, and has been working on this. We decided that he needed some help and some support. So, Frontline will develop a website specifically for the *Public Agenda*. It will assist in creating short videos that convey the central messages, and it will employ the fast-developing social media to further expand the reach of the *Public Agenda*. We feel like we are taking it now to the next step. Hopefully, by doing so, we will be able to see more concrete achievement of our *Public Agenda* goals.

“As I mentioned one year ago tomorrow, we unanimously endorsed the *Public Agenda* as the blueprint to guide education policy from preschool to graduate school in Illinois for the next decade. That is why Ann Marie’s comments are right on. I think you will agree with me that the *Public Agenda* is, indeed, providing the foundation for a success agenda for the education and the economic future of our state. I view it as a report, as a work product, *i.e.*, a work in progress. It is not a result; it is the guide for us as we move forward. And it is not gathering dust on a shelf, but it really is serving as the impetus for many progressive efforts of yours and of ours.

“The executive directors and staff of the four sister education agencies -- the Illinois State Board of Education, the Illinois Student Assistance Commission, the Illinois Community College Board, and us -- deserve our thanks for their efforts during this past year in implementing many of the recommendations and action steps.

“Judy Erwin is going to be joined today by Andy Davis from the Illinois Student Assistance Commission and Elaine Johnson from the Illinois Community College Board to discuss not only what has been accomplished, but also what lays ahead for continuing the progress towards one Illinois -- one Illinois that is ready to face the future.”

Remarks by Executive Director Judy Erwin

Ms. Erwin said, “In the spirit of the holiday season, as we close out 2009, I want to thank so many people that are in this room for the yeoman’s effort in work that you do throughout the year. I would like to thank our staff, who go the extra mile more than once for the various challenges that the state is facing and the increasing workload that our agency faces.

“To the members of the Board, I know all of our staff really appreciates the time and the effort that you put into our good work. It is complicated at times, even if you put the budget aside. We know, as many of our Board members know, the academic program applications that we are getting these days, you need to be a forensic accountant to figure out some of them. So, thank you to all of you for what you do for the state and the Board.

“And to many of you in the audience, I cannot say enough how grateful the state should be, and I know we are, for the efforts that our public colleges and universities, who are experiencing horrific times financially, and what they do for the students of this state. We are going to get to the Underrepresented Groups Report in a minute, and you will see that, actually, your efforts are working.

“To Andy Davis, Geoff Obrzut, and both of their staffs, we could not do any of this if we did not work together. To Chris Koch, Jesse Ruiz, and their staff at the State Board of Education, this is the first time I can remember in 30 years that the education agencies are all working on the same agenda, which should be good news for all of us. And for those who represent institutions, faculty associations, constituency groups, thank you for all that you do. You inform us; you tell us when we are wrong; you help us get it right. We are most appreciative for all that you do.

“In your Board packet there is the annual Underrepresented Groups Report. I want to point out that rather than throwing 120 pages of charts and graphs at people, we are trying to focus on some of the very key things that are also pointed out in the *Public Agenda*.

“Let me briefly highlight a few things. There is good news. Looking at a ten-year period from 1998 to 2008, which is what we have data for, the student population for minority students in Illinois colleges has increased 23.6 percent. More importantly, there have been significant increases in certificates, associate’s degrees, and bachelor’s degrees. For the Latino population in Illinois in ten years, it has increased 97 percent. That is really good news. The African American increase in ten years is 69 percent. That is really good news.”

Chairwoman Hightman said, “Do you know if the base was significantly smaller for Hispanic, which would account for the difference?”

Ms. Erwin said, “Yes. In actual numbers you will see in the report that, obviously, accounts for it. The good news is that we are going in the right direction. The bad news is that the increases do not make up for, comparatively, the size of those students in our population. While we are looking at increases in college student populations, many of them do not make it past tenth grade. As we look at this, our challenge goes much deeper, and that, of course, is what the *Public Agenda* is focused on.

“With faculty, there is some good news as well. There is a 5.4 percent increase of African American faculty and a 3.2 percent increase of Latino faculty. Again, we are going in the right direction, but not nearly what we know we have to have in order to have a diverse faculty that works with a diverse student population. Thanks in no small part to all of your support for the Diversifying Faculty in Illinois program. So, it is good news. Please take a look at it. All of our staff – Mike Baumgartner, Karen Helland, Arthur Sutton, and others -- have worked on this report. We are still trying to make it a more user-friendly document that will better inform policy. So, we really welcome your suggestions.

“Speaking of Diversifying Faculty in Illinois, Rich Jachino, Jerry Blakemore, and the DFI Board have worked to develop a directory of current and future graduates for the DFI program. It is on our website. There is an IBHE/DFI website. These are potential faculty members that have their disciplines. We are working to keep that current and do a better job of trying to see if we can get those DFI fellows placed.

“Something we have talked about ever since I have been here is the issue of the P-20 Council. With a lot of your help, legislation was passed several years ago creating a P-20 Education Coordinating Council. Governor Quinn made the appointments, and as many of you know, former State Senator Miguel del Valle, now the city clerk of Chicago, is the chair. Their first organizing meeting is this afternoon. Through the work that our staff and the Board led in the *Public Agenda* and the Public Agenda Task Force, the demographic and attainment research that was done for that is actually the basis upon which they are beginning, so that they all have a foundation on what it is the state looks like and where we are going. We have heard some comments about who got appointed and who did not get appointed. Let me just offer that I am confident that we will be able to pull in interested people -- people who have constructive suggestions, through committees, and other things.

“And as this rolls out, we will try and maybe even put on our website the report from the National Center for Public Policy and Higher Education. The Research Policy Center based in San Jose just did an analysis of P-20 councils. Maybe we can put the link on our website. We are starting out at a good time, and hopefully, we can learn from others’ mistakes. Thank you to everyone who has worked on that.

“The colleges are being asked, and have obviously complied with some requests, to make services more accessible on campuses for returning veterans. There was legislation that was passed, and I know you have been very willing to cooperate with the Department of Veterans Affairs. But I want you to know that we do not miss the opportunity to remind the administration that the public universities are not getting paid for the waivers for the veterans, which will amount to about \$40 million this year. Nonetheless, thank you for those efforts.

“Finally, I want to thank the advisory committees for all that you do. There was a lively session last Friday morning with the Faculty Advisory Council. With proprietary schools, we are always learning the new ins and outs of that world. Dave Tretter with the independent colleges

and universities was most helpful, as were you all. John Peters, who leads the public universities and John Erwin in the community colleges, on the MAP funding, thank you to all. We look forward to meeting with the Disabilities Advisory Committee. And the students really led the way. Dimitra, thank you so much for all that you do. She is a student at Roosevelt University, and Chuck Middleton, her president, has been most helpful as well. Thank you for all that you do.

The Illinois Public Agenda for College and Career Success

Progress report presented by Judy Erwin, Dr. Elaine Johnson, Vice President for Academic Affairs & Workforce Development, Illinois Community College Board; Dr. Karen Hunter Anderson, Vice President for Adult Education & Institutional Support, Illinois Community College Board; and Mr. Andy Davis, Executive Director, Illinois Student Assistance Commission.

Ms. Erwin said, “This is an overview of the key things we have been working on. We are going to go goal by goal, and give you a sense of what we have all been working on. Feel free to ask any questions and challenge us on what we are doing or what we are not doing.

“Goal 1 is to increase educational attainment, and this is the one that specifically looks at the achievement gap in Illinois. With the State Board of Education and the Community College Board, we have been working to improve the alignment, rigor, and expectations of matching high school and elementary school curriculum with college-ready curriculum. Dr. Elaine Johnson has really led that on the postsecondary side.”

Dr. Elaine Johnson, Vice President for Academic Affairs & Workforce Development, Illinois Community College Board, said, “We have been very active this past year putting faculty members together from the universities, the privates, and the community colleges, along with the secondary school teachers, to work in divisions of English and math, to identify what students really need to know in order to come into credit-bearing courses. They have worked for over a year. They came up with what we consider college-ready standards, aligned with our Illinois Articulation Initiative (IAI) courses, with agreement with the publics and the community colleges, and the secondary schools. We submitted those to the national group now that we are working with in the State of Illinois with the State Board on a common core. So that work has been done. We are going to get a release of national standards that Illinois is participating in with the core content area, and we will bring that back out to the field again, probably in January, for everybody to look at it. But we have had faculty representation, we have travelled across the state, and we got input from several individuals. So that will be the driving force for the State Board as they start backtracking their standards after they look at our college and career readiness standards. Thank you for sending your faculty to participate on that.”

Ms. Erwin said, “I suspect that there are people on all of your campuses that are aware of this. If you are concerned that they might not be, please do not hesitate to call either Elaine or myself. It is a faculty-driven process, which it really has to be. We were the 34th state to adopt the American Diploma Project. Arne Duncan and the President have put this process on steroids. So, now it is going national. We have finally come amazingly to the position where we can say is what you need to know in math to do college level work really different in Iowa than it is in Illinois or in another state? No, of course not. You have to be internationally benchmarked and nationally accepted.

“The second dot point -- in school leadership, a former Board member, Dea Meyer, along with Dianne Ashby, who had been the dean of the College of Education at Illinois State University at the time, worked on a school leadership report. Many people here worked on this report. That has now evolved into very serious reforms on what it will take to be able to actually be a principal or a school leader. Colleges of education are very involved in this. This will be coupled with some teacher training and teacher certification changes. Keep your eye out for legislation on that as well.

“Leading into the next point, the college and career readiness project, one of the key issues in Goal 1 is ensuring that we reduce the high percentage of students who graduate from high school with a diploma who must go into remedial coursework. Statewide, 50 percent of the high school graduates are in a remedial course, most notably math. It is 80 percent in some community college districts. A lot of this curriculum alignment rigor work is to ensure that when you have that diploma, it means that you are ready to do college or career courses. We know the labor unions -- AFL-CIO -- tell us they have the exact same problem in their apprenticeship programs. Probably it is tougher to become an electrician in some aspects than it is to do a lot of what we do.”

Dr. Johnson said, “We have a college and career readiness pilot project, which is in its third year. Senator Ed Maloney wrote this up as a piece of legislation. The purpose of that, as we were looking at the high remediation rate across the State of Illinois, was what intervention could we do to reduce that. What we are saying is that it does not matter where you come from in the state, college readiness should mean the same no matter where you are from. We started doing some of the early work that has been done with the American Diploma Project. What that is is a partnership between a local community college and their high schools. We have several of the partners in the room today, and what they have done is they have intervention teams. They identify the students with their ACT scores or their Compass scores that we know that would go in through remediation courses. They have teams within the community college and the high school that says what are we going to do to make sure these students have remediation before they come to our postsecondary schools? It is locally driven. Sometimes the community college is stepping in and doing work with the students before they get to our postsecondary doors. Whether they come to the community college or the university, they are going to summer camps for students; they are doing after school programs; they are trying to eliminate the barriers that the students are going to have before they come in. We have five colleges this year. We just added two additional colleges -- Kankakee Community College and the College of Lake County. They have started the project this year. Senator Maloney is really pushing this project this legislative session. He thinks this is a great model, and you will see him looking at trying to make this statewide in the following year. That continues to proceed.”

Ms. Erwin said, “The High School College Success Report is otherwise known as a High School Feedback Report. This is something that many states have used effectively to inform the high school community -- teachers, families, principals, and students -- of what happens to their graduates. We know, anecdotally, that most high school communities have no idea. In some cases the majority of their graduates go to a postsecondary institution, and end up in developmental courses where they are not getting any college credit. So we want to know why college is more expensive. Why it takes longer to graduate. Why we are making students take things two or three times until they get it right. The High School to College Success Report is something that we have partnered with ACT on, the State Board of Education, and again, the Community College Board. All of us have worked on that. We hope that we can get this out next spring. Thank you to all of you. I would be remiss if I did not mention Charlie Evans and

Marilyn Marshall at the University of Illinois, who have worked very hard on this and have really helped clarify how we could make this more usable information to students, parents, and faculty.”

Dr. Johnson said, “One of the things we think that will give students opportunity is having dual credit opportunities when they are in high school, when they are prepared, and when they have the qualifications to go into dual credit. In the last five years, the Community College Board has gone around to our colleges, has done recognition visits, and at that point, we check to see what they are doing in dual credit. We make sure that the students are meeting the qualifications and that faculty members are meeting the qualifications. This past year, Representative Roger Eddy had a bill where he created a Dual Credit Task Force to look at what was happening with dual credit outside of the community college district, and also what was happening in publics, privates, and proprietaries. We sent a lengthy report assuring that everybody who is offering dual credit is accountable for the same standards. We have standards that they adopted in this process with the community college standards, which now apply toward the publics, the privates, and anybody else who is doing dual credit. We know that if our students are working with our community colleges and getting some dual credit courses while they are in high school, it definitely helps reduce the time that they are to degree and financial aid. So, we continue to monitor dual credit in Illinois. With the Dual Credit Quality Act, the Representative is convening the group together again in January to touch base on some of the steps that we have taken to assure quality across the state. Dual credit continues to grow across the state, and we want to assure that students are receiving the quality education that they need.”

Ms. Erwin said, “The longitudinal data system, singularly, has the greatest potential of driving reform and improvement in educational attainment in this state. It is, as many of you know, connecting P-12, community colleges, and public and private four-year institutions, including for-profits. Any school that is MAP eligible in the State of Illinois, and that includes a number of for-profit schools as well, must provide data to the longitudinal data system. Mike Baumgartner has worked on this for weeks, days, and hours. And many of you here -- again, Charlie Evans and Marilyn Marshall, and Dave Tretter from the Federation -- we see now that what we did in developing the legislation that the Governor signed last spring in this creation that we were able to learn from some of the mistakes in other states. Other states have had to go back and try to pass legislation to change some things that were in their bills. The one major thing is connecting teaching to student outcomes. So how do you evaluate the quality of teaching? By looking at the outcomes of students, right? And so, we were able to work with the Illinois Education Association and the Illinois Federation of Teachers to come to an agreement on that. So that is a major move and is going to be a lot of work.”

Dr. Johnson said, “The Perkins Programs of Study is related to career and technical education. It is federal funding that we receive at the secondary level and the postsecondary level. It is exciting. We are looking at trying to align curriculum with secondary students -- their level of interest as well as the skill based. This has been a driving force in the state, even with the Department of Commerce and Economic Opportunity. The grant funding that they are doing is aligning everything with programs of study. I want to thank you and people in the audience because this is part of the money that we almost lost because we did not have the match that we needed from the state, which thank goodness everybody lobbied for, and we received that. It will be another agenda we will work on this year, but this has taken the career and technical side of education and doing the same thing with academic alignment and technical skill alignment. It is a movement that is happening across the nation, and Illinois is implementing it as well.”

Ms. Erwin said, “This also includes aligning to a baccalaureate degree?”

Dr. Johnson said, “Yes.”

Ms. Erwin said, “I think one of the big changes is a recognition that as a student moves through whatever career or learning pathway, we try to connect it and align it, so that you may not want to get a bachelor’s degree or be in a position to get it today. You are in a career, and hopefully, have an associate’s degree, but that coursework will be the entry level then for a baccalaureate degree. So, the real important thing is that we are creating these important pathways, and certainly the Community College Board has led the way on this.”

Dr. Johnson said, “What is probably important for the publics on this is in the prior Perkins legislation was that you were not counted as a success if the people moved on to a baccalaureate degree. It was more into going to work or completing an associate’s and applied science degree or certificate. With the new law, successful completion is if someone transfers with an A.A.S. degree into a baccalaureate program. So, that is really a part of our conversation that we will do as we continue to work on baccalaureate completion degrees on those institutions that will work with community colleges to transfer A.A.S. degrees as opposed to just the associate’s in arts and associate’s in science. That is the difference in the Perkins this year.”

Dr. Karen Hunter Anderson, Vice President for Adult Education & Institutional Support, Illinois Community College Board, said, “In addition to adult education, one of the areas that I work on is something that is much less glamorous and that is the institutional research and data collection piece, and that is very strongly connected to the Shifting Gears Program as well as the longitudinal data system. What we are trying to do with the Shifting Gears Program, which is sponsored by the Joyce Foundation, we are part of a national network of states who are working on this project, is to try to develop bridge programs that connect students to what they are learning in school with what they are going to be doing afterwards or to help to bridge those gaps that have been created through the educational pipeline, not necessarily through the fault of the educational system, but because they may have stopped out. We work with a lot of adult education students who have either dropped out of high school and have decided at a later point in their life that they need to return and get their GED, or who have just been out of the system for so long that they need to make a connection. So we are looking at increased accountability, all the same things that we are getting we are looking at for other students -- increased accountability, more relevancy, improved outcomes, and improved data collection. I have had many conversations with City Clerk del Valle about the importance of both these bridge programs for the underrepresented groups as well as the importance of the longitudinal data system.

“We have been collecting data on students at the community college system since the 1970s. We have got tons of data, but it is not enough just to have that data. What we need to do is to connect it and to put it in a form where we can make some assessments and some evaluations based on that. So with the Shifting Gears Program, I think we are going to see that we are trying to look at some policy issues. We started out by looking very closely at all the things that we do in the state that may present themselves as barriers to that student who has worked very hard to finally make a decision that now is the time to go back into school to get into a program that is going to get me to a better life.

“Also, through the longitudinal data system, one of the things that we are going to do is not only connecting high school students to postsecondary and teachers to student outcomes, but also student outcomes to employment, and that is a very important piece because we want to be able to see if our programs are actually working in terms of getting our students better jobs,

placing them into employment, keeping them in employment, and giving them livable wages that then they can become self-sufficient.”

Ms. Erwin said, “The last point is essentially trying to strengthen the coordination of baccalaureate completion programs between community colleges and four-year institutions. In a state this size, it is difficult for students to have access to a four-year bachelor’s degree in a geographically desirable way, and so the increase in support for bringing baccalaureate completion programs to a community college campus is something that not only did NCHEMS strongly encourage, but we know that the legislature has been pushing in that as well. There has been significant progress with private institutions as well as public institutions. At the August Board meeting, Northern Illinois University was approved for, I think, 11 baccalaureate completion programs on 11 different community college campuses. That will bring the four-year degrees to where the students are and where the bulk of the students are attending.”

Dr. Johnson said, “We have surveyed our community colleges, and your staff has surveyed the publics to find out where the baccalaureate completion programs are. Part of our survey to our colleges was what is your need? I think the plan is that at your next Board meeting that report will come forward so that you will have a better idea on whether we have actually increased the number of baccalaureate degrees, and which community colleges and which regions are saying that we really want a baccalaureate program. I think that is coming up at one of the next Board meetings.”

Ms. Erwin said, “Ensuring college affordability has always been a top priority for the Board of Higher Education and it comes in many forms, as you know. Part of it is keeping tuition at an affordable level, particularly for public colleges and universities. We have not been very successful in that in the last ten years.

“Funding the MAP grant or the state’s contribution for a need-based state scholarship, keeping the MAP grant to the level that will actually pay for tuition and fees, we have not been very successful on that either, although we are working on that.”

Mr. Andrew Davis, Executive Director, Illinois Student Assistance Commission, said, “Concept of affordability is one that we all come at from two directions. One is a basic sense of equity that all our citizens should be availed of the opportunity to have the education which they could best make use of. But if equity and fairness are not a good enough reason, the levels of overall educational attainment that the President of the United States, Secretary of Education, and we ourselves believe is appropriate here in Illinois cannot be obtained with the present level of completion rates for low income students. The bottom quintile in the State of Illinois today, if you look at them ten years after they have graduated from 8th grade, you will find that 11 percent of them have completed some formal postsecondary credential. It could be a four-year degree; it could be an associate’s; it could be a career certification. But 11 percent is not a number that is going to get us to goals that we have for the State of Illinois that will ensure a thriving, knowledge-based economy with plenty of good medical professionals to take care of all of us in our declining years.

“Whether you come at it from a sense of equity or a sense of practicality, affordability is an obstacle that we have to engage. In some ways it is the simplest, although perhaps not the easiest, challenge. In a lot of ways I am not sure you can completely solve the problem of affordability, but you can go a long way toward it if you simply took the MAP program from a \$400 million annual program and made it a \$1 billion program. That would be a big step towards

affordability in this state, but we all understand what the likelihood of that is. And at a time when the universities are looking anxiously in the mailbox each day for the monies that they are due from the state and finding it not there, it is tough to even engage in some of the conversations that we would like to talk about keeping tuition inflation down. And yet, realistically, how can you tell someone, how do you get past a laugh test to that conversation when you have not paid what is owed already to the schools so that they can meet their obligations? It makes it a simple but tough area, but I think it is also one that is quite worthy, and we are glad to be engaged in. Along with the Illinois Board of Higher Education, the Illinois State Board of Education, and the Illinois Community College Board, we think there are enormous opportunities in here, and obviously Joint House Resolution 54, we are going to have an affordability summit in January, and just raise the profile of the issue. We have MAP study that I am working very closely with. We are supporting IBHE in that to see if there are ideas or proposals or ways that we could improve it, but there is no easy way to pull bunnies out of these hats to the extent that there are significant areas where you can make a change. Making a change means making a change, and often in these situations change involves stepping on someone's toes, and we are not eager to go down this path quite frankly, but having been requested by the General Assembly to at least lay out what some of the possibilities are, we certainly will in good faith do that.

“The ISAC Corps is a program that started up this past summer funded by the federal government, which is a great plus in and of itself, and we now have approximately 60 guides across the state. Their role and function is working in the schools that actually have been assigned just on a geographic basis, two to each community college district across the state just to make sure we spread them across the state, but working with the high schools, with the high school students, with parents, with community groups, with the community colleges, and with the four-year institutions to address what is perhaps the biggest potential piece of value to be found in this arena. One of the books that everyone seems to be reading, *Crossing the Finish Line* by Bowen, Chingos, and McPherson, talks about the whole concept of undermatching or mismatching. In Chicago particularly the consortium has done a lot of work on that in regards to the Chicago Public Schools. We have been working with the Chicago Public Schools on this concept as well. And if you look at it, CPS is a great example. They will graduate about 15,000 students this year. Of those 15,000 students, about 5,000 of them have quite strong academic credentials. They have a combination of GPA and test scores that would allow them, presumably, to succeed at very selective schools. Yet of those 5,000, what we find is that only 1,000 of them are actually going to very selective schools, and another 1,000 of them are not going at all. These are the kids that are graduating. We know how hard it is, how few are coming through the pipeline, so these are the best and the brightest coming through the pipeline, the full 20 percent of them are not going to school at all. And then the 60 percent in the middle are students who are going to schools that, at least based on a cursory examination of their academic credentials, will not challenge them and will most likely not have the same graduation rates as the more selective schools that they are presumably capable of working in.

“One of the things the Corps is interested in doing is helping the families, the students, and the schools make this whole thing work. It is not our job at the Illinois Student Assistance Commission to tell the community colleges how they ought to be run. It is not our job to tell the four-year universities of the State of Illinois how they ought to be run. They have fine administrators and leadership and they know about educating kids. It is not our job to tell Dave Tretter what to do. Who would want to do that? But what we can do is help the students and the families take better advantage, and squeeze more juice out every opportunistic orange that comes their way, so that they can better utilize the system, so that they can get into a school that will best meet their needs, so that they can get all the financial aid to which they are entitled, and in doing

so, I think we can, in fact, help students make better choices and better prepare for, realistically, the paths they will take.

“We started out raising the profile of this issue. This week we sent out letters to the 19,000+ Illinois State Scholars. One of the things we highlighted in the letter, along with the fact that once again, there is no monetary award attached to it, is that these students having worked hard in high school are, at least based on the research of Bowen, Chingos, and McPherson, most likely to succeed in college. They find that having good grades in high school and taking advantage of what you have in high school, is one of the most important predictors of success in college. It only make sense that people who study high school in high school then will not have to study high school curriculum when they go to college. They will not be behind before they start. They will not be financially behind getting to the affordability issue, and they will be more likely to finish. So in our letter this year, one of things that we pointed out was that these students have worked hard. They are not just smart kids, but they are kids that have worked hard, and in working hard, they are setting a standard that all students should emulate so that when they get to college, they do not have to start by taking remedial high school work. So, that is the direction we are working in. It is an area that is simple; all we need is another \$500,000,000. We know we are not going to get it, so what we have to do, again, is do everything we can to make sure that the resources that are there are being fully utilized by the students so they can get the most out of the system, and so that we can increase the overall completion rates.”

Father John Minogue said, “Is there any way of tying the rabbit to the dogs? The faster you raise MAP, the more the higher education tuition goes up. Is there any legislation or other kinds of things that are happening that might keep parity between MAP funding and tuition and not simply use an escalation issue? I am afraid if you put another \$500,000,000 into the game, the tuition would quickly absorb it.”

Mr. Davis said, “That is a point that I have made in the past and I am glad to hear a chorus of one, at least, engage me in harmony. I am afraid at this point, the universities, schools, and institutions of higher learning are under such stress from the state that I think the availability of MAP funds is not what is going to drive tuition at this point. It is going to be, unfortunately, that tuition is the only variable that they can control. If you are looking at an alumni fund, an annual fund, an endowment that are suffering through the financial tempest, there are limits on what you can get from that. If you are dealing with a state that has perpetual and longer and longer slow pay, there is only so much you can get from that. And what that really leaves you with is tuition. I would hope that in setting tuition, we had opportunities here -- those of us in this room -- to at least talk together about what the implications are -- how much MAP money we ought to be going for at the state level as opposed to what the block appropriations are going to be and what sort of strategies can work. Actually there is a strategy of even faster, higher tuition but with greater aid with the money being recycled within the schools, in effect being redistributed. That can work as well. But I have often said that I thought in some ways MAP was the greyhounds at the track, and the tuition was the electronic bunny that never seems to get caught, but I think it has gotten even more complicated than that now with the state, fundamentally, not being there to pay its bill.”

Ms. Erwin said, “The next dot point mentions early intervention programs, and all that really means is trying to identify ways to incent improved academic preparation for low income students in elementary school and in high school. These are students who are eligible for MAP and eligible for PELL, but many of them, as has been pointed out, lack academic preparation, which is really the single biggest barrier to success. We have looked at some models. My hope

is that this MAP study and the affordability summit will look at some other things. I think Andy has mentioned some possibilities in his comments at the last Board meeting. But early intervention programs are simply a way to incent a low-income student to take a more rigorous high school curriculum and be better prepared to do college level work when they get there. Many states now are using state and public dollars to actually incent that. We know that just taking Algebra II, you do not have to get an A or a B. If you pass Algebra II, the likelihood of completing a bachelor's degree almost doubles. But how many families and students know that? We are not counseling, and we are not providing the incentives for that with first generation, low-income students. That is a step that we are still working on.

“With dual credit, again the same concept, Elaine talked about the legislation that is designed to ensure quality. The other thing is to incent it. If you are prepared to do college level work in some courses in your senior year in high school, we want you to take those courses for college credit. Some AP kids and some of our AP courses in wealthier school districts in suburbs have that advantage. There are no AP classes in many parts of the State of Illinois. It would be good if we could use the community colleges and the four-year institutions for college-ready students to begin earning college credit. The state had been funding, I am sorry to say that went away, a grant that helped to offset the tuition for that high school student. In other words, the student is getting credit in high school, but also earning college credit for a course. Who is paying the tuition in college? No one is paying, other than the grant that had existed. I think Miguel del Valle actually worked on that. It was only for community colleges, and he has indicated that the intention was that the funding was supposed to have been expanded to include four-year institutions. In New York City, there are some 10,000 high school students who are earning dual credit, and the four-year institutions are getting paid for it by the state. That is something we need to incent, and try to find the funding for.”

Dr. Al Bowman, President of Illinois State University, said, “I would like to go back to the tuition issue, and use Illinois State University as an example. This year, we raised tuition rates 7.6 percent. It generated \$2.9 million in new revenue. The state did not fund National Guard and veterans' tuition waivers, and that cost the institution \$3 million. We started the year \$100,000 in the hole. Couple that with your data from the last Illinois Board of Higher Education meeting where you showed that higher education has lost, on a cumulative basis, \$1 billion in inflation-adjusted state support since 2002. The tuition increases are largely backfilling the loss of state support. If you limit our ability and flexibility on the tuition side, you will decrease access because many of those tuition dollars are used for need-based scholarships. At our institution this year, we are spending \$7.2 million out of tuition revenue, even with the National Guard tuition bill, to pay for MAP supplemental funds for students from that lowest quintile. If you want to follow the tuition dollars, we can have a long conversation about where those dollars go and why the rates are increasing. It is certainly not the situation that we would like to see, but with the state's support going other places, we have a choice. We can limit access, or we can raise rates, maintain access, and maintain our operations.”

Chairwoman Hightman said, “Can we do what they did in California with the increase in tuition by one-third?”

Dr. Bowman said, “Well, we may get there in 2011.”

Dr. John Peters, President of Northern Illinois University, said, “I cannot speak for all of the presidents. I am only their convener. But I can share with you their great level of concern. On the tuition issue that President Bowman so eloquently laid out, there is another management

complexity involved in that in Illinois, because of the Truth in Tuition legislation that we all embraced and signed onto several years ago, which basically says that a student coming into the four-year institution is guaranteed a tuition rate for eight, or in most cases, nine semesters. So as you sit, annually, and you are trying to project what you are going to need to provide instructional and other resources for those students, you have to do it over a four-year period. So when you are really setting a rate -- 7.2 percent -- you are really setting a rate for four years, and it is probably below CPI, and you are taking a guess, and what you are hoping for is that the state will fund you, and will, hopefully, fulfill its obligations.

“That leads to the other comment. If I can make a comment now about all of this, it is all related. The *Public Agenda* is a wonderful thing, and we are all committed to it and working hard on it. It is not easy, but we are making progress. It is all about access. It is about affordability. It is raising our education standards at large. It is fitting that we are here at the University of Chicago with our own President Obama and our own Arne Duncan raising the bar -- the Race to the Top -- which is very bold. I forget what the numbers are in a decade -- 60 percent for postsecondary graduation rates. That is very exciting; we should be a part of that. Our concern now, however, is moving from access and affordability. For us it is becoming viable. Up until two weeks ago, none of us in the public universities, I believe the same is true for that portion of community colleges, received any reimbursements from the state from our general revenues, and that is huge. Think of it this way. We are a two-bread winner family, and the major bread winner does not get a paycheck but is still working. He does not even collect unemployment -- zip, nothing. As an administrator and somebody responsible, we are all in. Every unattached dollar that we have has to go to make payroll, whether it is weekly, biweekly, or monthly, whatever our payroll schemes are. That has been a harrowing experience for us. As much as I talked about MAP being so crucial -- and I congratulate this grand coalition that was put together and that Andy helped lead this coalition to get big money behind it -- our problems are much more severe now. I want to thank our Chairwoman for sending this letter to every state senator, which, at least has brought it to their attention. They claim that they do not hear about it. I find that a little hard to believe.”

Chairwoman Hightman said, “That is why we sent the letter.”

Dr. Peters said, “Yes. I find it hard to believe, but I am glad that the Illinois Board of Higher Education and our Chairwoman have taken a stand and pointed it out. But I think it is even worse than the letter portrays because, say, four or five months without a payment, how long can this last? No hope, no indication that anything else is coming, and although each of us is in a slightly different situation, we are all out there in the Titanic, and it is drawing water fast. I do not know what we are going to do, but how can we talk about access and affordability when, probably as we all move towards spring break, no matter what we do, we are in severe trouble unless something happens. Sometimes I think we talk, and the state is not listening, and they do not understand.

“I do not want to be maudlin or alarmist, but you are looking at a lot of presidents here who have decades of experience in budgets, and we have never seen anything like this. What I have been thinking of asking my staff to do is to ask this question -- how do you shut down a university mid-semester? Every president has their own opinion on this. I do not want to speak for any of them. I just want to share with you our sense of concern and frustration.”

Chairwoman Hightman said, “I think your comments are right on. When we drafted the letter that I sent, I wanted to be more specific about the dire consequences, and it is difficult

because you are talking about a variety of institutions. It is hard to say one thing that fits for everybody, but I would certainly be interested in a follow-up letter if there are specific things -- bad things, really bad things -- that are going to happen soon. I would be interested in your view -- you and all of the institutions that you are representing as convener and others as well -- of other steps we can take. Sending a letter is a great thing. Now they cannot say that they do not know. Part of me was concerned that the letter was not specific enough as to the dire consequences, and the other part is that it is a letter. If there are other steps you all think we can take that will help break the logjam, please let me know because I am willing to do them.”

Dr. Peters said, “The letter was great. As every day passes, the consequence of what happens is a moving target.”

Chairwoman Hightman said, “A follow-up letter is not probably the best thing to do next, but if all of us going to some meeting saying to the Governor that you have got to listen to us, or going to the media and saying, by the way, just so you know, this is what is happening to the higher education institutions in the State of Illinois if we do not get money within the next 30 days, or going to Dan Hynes, or going to whoever. I am more than interested in hearing your views. I know Don Sevener is working on it, and we have been working on it. And we did the first step, but it is just a first step.”

Dr. Elmer Washington said, “I hesitate to get in on such a profound discussion largely because it is one of the issues that we really deal with sub-rosa at each of our Board meetings. Carrie indicated that the budget issue is always an issue that is pessimistic, and we know on the other hand, we have very ambitious goals. The *Public Agenda* has brought to the surface things that have been unmentioned on a statewide basis. Some institutions have been concerned about these issues, and some institutions have had other priorities. But now these issues have been raised at a time when, in fact, we are in a crisis mode. The crisis mode is not as explosive as it might be, but it is here. I have been around in Illinois for 40 years, and I can attest that this is a crisis mode. I still interact with people on campuses, and I would like to say that we had some indication of what could be effective when you are in a crisis mode.

“Since we are here at the University of Chicago, I would like to sort of tie into Milton Friedman’s document regarding free trade and private enterprise. The concept of disaster capitalism, which *The Shock Doctrine* by Naomi Klein presents very tellingly and basically, the philosophy is in order to really make money, you need a crisis. Then people are desperate enough to accept just about anything, and that is when you come in with your solutions that lead to funds being used to make the rich super-rich and the poor super-poor. That concept has been used throughout the world in Chili, Poland, Russia. Naomi Klein gives a very good rendition of this, how it works in New Orleans, and how it works in Iraq. This concept has been working in terms of the process of making money. Now we are in a crisis situation here, and I think we need to turn this around in terms of how can we use this crisis to make us more effective in what we do. Parallel to what Naomi Klein does in the latter part of her book in terms of solution, I would sort of piggy-back on that concept because we have, in fact, had an inkling of what we can do as it relates to the MAP process. And there we, of course, organized students, faculty, staff, and administrators around a specific issue. It is clear to me that in higher education, we have not operated in that mode sufficiently enough. We do not have an ongoing presence in terms of students, faculty, administration, and staff in terms of telling the story of the political process to the political leaders, to the power brokers, as to what it is that we are about, and how we can make a difference in our society as a result of being able to do the things that we have outlined in the *Public Agenda*, and that is something that everyone should be on board with. I think that

organizing around those concepts involving faculty, staff, and students in our different universities is a way to go. As far as I can tell there is not another solution. Of course, I am very limited in terms of my views, but just put that on the table, and I think it is worth considering.”

Dr. Stan Ikenberry, Interim President of the University of Illinois, said, “I want to add my voice to my colleagues in the sense that I think we have -- and the public needs to know -- a crisis situation in terms of funding higher education in this state. We, in a sense, have a crisis where we have also got a dead 911 button in which you have the feeling that we are calling for help on the one hand, but the 911 operator may be on break.

“I think one thing that we have not made clear, both to policymakers and to the public, is that there is a cost in the situation in which we are now involved. It basically is a cost in which the colleges and universities in this state have joined together to provide an interest-free loan, if you will, to the State of Illinois so that funds that should be returning an investment for auxiliary enterprises -- the research grant and contract funds that should be investing and providing support for those programs, and other reserves within the institution that ought to be giving us the flexibility to build quality in the academic program -- all of those are being drained to zero in order to deal with this crisis. I think that is perfectly defensible if one could assume that on January 1 all would be made whole. But I think the fire under the bubbling caldron here that is pouring out from the higher education community is there is no obvious solution in sight. I think that those of us in the academic community have a responsibility both to work with the public and work with policymakers to see if, indeed, we can contribute in a constructive way to move forward with a long-term solution, not just a short-term borrowing, but a longer-term solution that, frankly, is not timed around primaries or general elections, but is timed around an immediate crisis that is faced by the State of Illinois. That solution, I think, is not terribly mysterious. It is going to require significant sacrifices on the part of Illinois service providers, and it is going to have to require new revenue, new tax increases, and we need to be more articulate and more candid with our communities and with the public at large that these are the steps that all of us need to face up with in order to find not just a solution that will allow us to meet December’s payroll, but a solution that will provide for the long-term stability and sustainability of a strong higher education system in Illinois.”

Dr. Proshanta Nandi said, “I keep hearing that the legislators and the people who represent us do not know how critical this situation is. I do not believe that. I think they fairly well know, and I think in that context the letter that our Chairperson sent was very mild, and I wish it was a little stronger.

“One other point -- in the *Chronicle of Higher Education* there was a piece called *Are We All Bernie Madoffs?* Perhaps we all are. Have we done our duties? Have we performed the necessary functions that as educators we are supposed to do? We are not only educators, but we are also in the position of keeping the administration alive, and we have not done so. So it behooves us that we stop being very polite, nice, and timid, and be a little more aggressive, raise some heat and dust, and see what we can achieve and where it goes. The present situation is untenable, and in my 40 years in public education, since my days at graduate school, I have never seen a situation like this where you have to think about how to meet the December payroll.”

Mr. Jay Bergman said, “Of the goals of the *Agenda*, my biggest concern is ensuring college affordability, and that is what we are talking about now. The concern I have is that with this situation that we are in, sooner or later our public universities are going to run out of money if they do not get money from the state. I am afraid that the universities, when they look at next

year's tuition increases, may take this into consideration and say we have to build a greater cash cushion in case this continues and, therefore, we may have to raise tuition a little more than we otherwise might. As a businessman, I could not argue with that premise. But as somebody who is involved in higher education, I feel that money that is being raised through tuition should go to education, not to building cash cushions. The state makes its payroll to its own employees on time because it has to. They do not have to pay us on time. Therefore, a goal, if at all possible, would be for legislation to require the state to give the universities their certain reimbursements within a timely manner. If the universities know that they are going to get this money by this time, then they are not going to have to be concerned about building a greater cash cushion."

Dr. Glenn Poshard, President of Southern Illinois University, said, "I appreciate the opportunity to also speak a few words. As someone who has lived in both of these worlds for a little while, I want to offer my perspective on it. I believe the legislators do know of our plight, and I believe they care. But the truth of the matter is their hands are tied. So are the Comptroller's and so are the Governor's because we are billions of dollars in debt. We still owe billions of dollars in pension obligations, which have been unfunded for a number of years. We cannot even begin to keep up with the billions of dollars of healthcare costs, which continue to escalate every year, and the state takes care of that for us for the most part. And having said that, with no new prospects of additional revenue streams, the state revenues are down this year -- 7 percent from those anticipated when they gave us a figure with which to build our budget -- spending has gone up 11 percent during that same period of time. I understand that people in our positions do not like to take a public stance specifically on these issues, but the truth of the matter is until powerful, influential groups, such as the Illinois Board of Higher Education, come out, and emphatically say you have to present a tax increase to the people of this state or some other specific method of tax amnesties, or cuts, or whatever, we are not going to get this solved because they do not have the money to pay us. We are not in a mandated category. The social service agencies are. The first people that have to get paid by law are those folks, and there are \$10.5 billion in the state budget this year for those mandated programs of which the Governor was left \$3.5 billion short for those mandated programs. He cannot even find the cuts to make up for that. So, I understand that it is not something the Board would traditionally do, and I am not even advocating it, and it does not need to be discussed, but the truth of the matter is until we say specifically there has got to be a tax increase in this state of a substantial portion to fund all of these programs, including higher education, it is not going to happen."

Dr. Addison Woodward said, "Fellow Board members, that sounds familiar. Thank you."

Chairwoman Hightman said, "Let me be clear so that everyone understands what Addison is saying. There have been those on the Board who have, since I have been on the Board, wanted the Board to take a position on revenue sources to fund higher education. The first proposal like that that I recall was a proposal that we support the GRT that our former Governor advocated for. It failed. That was the first one I recall. There were Board members who said support the GRT. As I understand it, and I think as President Poshard correctly said, this Board has viewed itself as a Board that could propose policy, but did not get in the middle of the politics of the issue. I think as Chairperson of the Board, that probably was appropriate because you are going to offend somebody, and we are going to have some group of legislators mad at us, and that would end up defeating our purposes if we gained some friends but made some other enemies. So I have always been disinclined to take a position on these hot political issues such as sources of dollars.

“To get us up-to-date here, what we have done is identified how additional dollars would benefit the state. Our budget proposals over the past two years -- this will be the third year that we are going to do this -- have been structured in a way that showed legislators, the Governor, and the public to the extent that they looked at it, what additional investment in higher education would provide to the state in terms of return. I think that method has served us well. I truly believe that we have gotten more dollars using that method than we otherwise would have gotten, and I believe that the legislature has better understood the options available to them when it comes to funding higher education, *i.e.*, what we would do with additional dollars. Again, we stayed away from the issue of where those dollars come from. I do remember some interesting calls where the prior administration was pitting us against welfare families, and my view was that is not my issue. My issue is to advocate for higher education. That is what this Board does. It was easy to take that position if we said we are not going to stake ground on where you get the revenues from. The more that I think about it, and the more that I understand the severity of the issues that higher education faces now, the more I question whether we can continue on that path.

“What I propose are a couple of things. I am reacting to what I have heard and thinking about what I know, and what I have been thinking about for awhile. First I want to make a call for action here that we re-engage the group that did the MAP communication campaign. I think we need to re-engage that group, and we need to re-engage them on an emergency basis, and we need to be out there. Glenn, you think that they know. Proshanta, you think that they know. I am not sure if they understand because even when I wrote that letter and I asked our staff to tell me exactly what is going to happen when, we did not have the answers to that question. If we knew if this were a fact that Southern Illinois University was going to run out of money on December 30th or hypothetically, whatever it is, that is a lot stronger message than saying there may be some furloughs, there may be some classes that are not offered. To me that was not as compelling as I would like and I agree, Proshanta, but I did not have the available information to draft it in a stronger way. And it is not about the letter. It is about having this group that was so effective in the MAP campaign, re-engage to fight this battle. I think that this Board should take a bigger lead because it is not just about getting funding. That is what ISAC took the lead on. It is about how important is public higher education? Do we care? Is the state ready to throw it away? Are we going to get to the point like in California where they are doing tuition increases by one-third? As Jay said, I mean, you have exacerbated the problem. So, I think it is a real significant policy issue that this Board has to take the lead on. I felt like we have been taking the lead, but I do not think it has done anything, honestly.

“When it comes to the issue that Glenn and Stan raised about whether we can take a position, I think it is clear and the Board is going to have to decide because it is not my decision how far we can go down that path. I do not think that there is anybody sitting on this Board that would say it is okay to borrow our way out of this. That it is a simple thing to get off the table -- an option that is just not an option. The question is then what funding vehicle is available? I am not sure how specific we actually need to get when we say you cannot borrow your way out, you have got to raise revenues through taxes or some other form. I would, perhaps, feel better saying it more generally than saying it specifically because I am not an expert on that. I do not know that any of us are really an expert on what the best tax is, or whatever, and I do not want to get into a whole GRT debate and all that because we do not know enough. And I do not think we should be focusing on that. I think we should be focusing on higher education.

“So what I move, and what I would like to have seconded and have discussion on, and hopefully pass, is that our Board get into the fray in a more direct and specific way, that we reenergize the group that did the MAP campaign, and that we speak loudly, clearly, and

specifically about exactly what the harm is because I have heard that right now the universities are planning on how they shut down. That is compelling and that is scary.

“We do not have funds to do fancy campaigns, but the MAP campaign proved that you do not need that to be effective. We know who the players are. We can work on the actual message. I think the timeline is as short as it can possibly be. I think we need to be out there and be aggressive. I am moving that we put together a quick campaign plan. I would ask Don to take the lead because he is our IBHE person. I cannot assign work to others, but I can assign work internally. I am sure Don is very happy about this. But my guess is, and I would hope and I request that the rest of the team assist Don in the same way we assisted the team and the other effort.

“What I think we should do is take the position that I described that is a little bit more general than maybe you all would like, but I do not think I feel comfortable being any more specific than what I just said. So I would be interested in the Board’s view on that. Then I would suggest that, if necessary, we can add an additional Board meeting in January if we need to. I mean if we need to do something more, more quickly, that is fine. I do not know off the top of my head the actual timeframe. I do not know your timeframes. I am not sure who has got a sooner timeframe, and I am not sure about how this plays into the legislative schedule with everything else that is going on in Illinois, but I am assuming that we can figure that out fairly quickly with the smart people working on this that know all those things. But I am willing to schedule an extra emergency meeting. I am willing to be available. I am sure this Board is willing to be available. That is my motion, and is there is a second and then we will have a discussion?”

Dr. Addison Woodward seconded the Chairwoman’s motion.

Ms. Lucy Sloan said, “I think it is absolutely essential that we let the public and General Assembly know the cost, the consequences to the state, to the future, and to our students as to what is going to happen, and I think our universities could provide maybe the kind of statistics and information that we need to put in our publicity. And I think we really have to move on it.”

Chairwoman Hightman said, “So you support it?”

Ms. Sloan said, “I support it.”

Mr. Bergman said, “I think it would be a mistake for us to affirmatively and directly endorse a tax increase because just as you said before and many of us have thought, once you do that you are taking one position versus another in the legislature. I think we can accomplish the same thing by, as Lucy said, broadcasting all over that this is the trouble the universities are in. This is what is going to happen if we do not get more money. Implicitly, we are saying you have got to come up with more money but we are not saying increase the income tax by 50 percent, or do this, or do that.”

Chairwoman Hightman said, “That is what I propose. I think you are agreeing with me. What I said was we would not say, specifically, what tax it would be and we could say tax or any other form of additional revenue, but I think we need to say, and I wear my SURS chair hat and my IBHE chair hat, that it cannot be borrowing to get out of this.”

Mr. Bergman said, "My own opinion is that we should not mention that you need to go out and get additional revenue. I think that implication is going to be strong enough and give everybody cover if we just say we have got to have additional revenue for the schools."

Chairwoman Hightman said, "Let me be clear. My motion, and I think the second, was to be a little more aggressive than what you just said. Just so that we are all on the same page, I think you are agreeing, but you are taking issue with one aspect of the motion, which is to say you need additional revenue and that borrowing is not the answer to this. Do I understand your position?"

Mr. Bergman said, "I did not comment on the borrowing is not the answer, but I agree, borrowing is not the answer."

Chairwoman Hightman said, "Would you be opposed to -- because I want to make sure we all understand where we are -- stating that we need additional revenues, whether it is additional taxes or otherwise?"

Mr. Bergman said, "I do not know that I would say additional taxes or otherwise. I think I would just say the universities need additional revenue."

Chairwoman Hightman said, "Okay, because my motion is still my motion. Let us see where we end up here. I am hoping I can sway you if we have a majority view here."

Dr. Washington said, "First of all, I support the motion. I would like to make one comment that I think needs to be made, and that is that all the people in the room know that there will be a pushback from students as we continue to increase tuition. There has been a pushback in California. I was there last week and the newspapers are covering the student protests, and that is a serious issue. There is a sense of fairness that students have, and if they feel that you have violated their sense of fairness, they will rise, and rise strongly."

Chairwoman Hightman said, "The motion is intended to take action that would avoid hurting students even more by higher increases in tuition. So, I think that is what we would achieve."

Father Minogue said, "I work in a couple of hospitals. They would be worthy allies in this because they have the same problems at perhaps even a higher rate than higher education. With some allies maybe in some other areas, but I know hospitals, what you can give the legislature is an excuse that it is not our idea, but it is those guys' ideas and, therefore, they save their political butts and still raise the taxes."

Chairwoman Hightman said, "I would suggest that adding other people who need money into our argument is not going to help us because it will dilute the dollars we get. Even though they are in a similar situation, I am not sure that that would necessarily help us, but I would trust the smart people who will put together the campaign to figure out who to bring in. That is just my initial reaction."

Ms. Sloan said, "We are very closely allied with the hospitals in terms of the medical schools and in terms of the residents and interns. We have a lot of dollars going that way. I think that some connection would be to our advantage to bring them in as some player."

Chairwoman Hightman said, "Let me just suggest we should not micromanage this. I think the basic principles that I proposed in my motion are what we should agree to, and let the smart people who know how to do this do it right and figure out the stakeholders, the voices, etc., because otherwise we will not accomplish what we otherwise could."

Mr. Robert Ruiz said, "I think it is commendable that this Board is considering taking such a high-profile lead on this issue. It is a shame that it had to be because of such a dire crisis, but I think we need to do two parts. One is to be very specific about what is going to happen on these campuses and when it is likely to happen because you are not going to get the students to rise up, you are not going to get the parents and the constituents in those communities to rise up until they see, in very real terms, the fact that classrooms are going to start shutting down, that campuses are going to start shutting down, and that an educational program that they had counted on is not going to be there. That is the only way that you are going to get the public pressure to the legislature and to the Governor to do something about higher education and the crisis that it is in.

"As to the issue of whether or not we should take a position on how that revenue stream should be directed, you may want to consider separating the question if the Board wishes to vote on the issue of raising the profile of the problem versus addressing the issue of stream, but I am not making that as an amendment."

Chairwoman Hightman said, "Just so that I am clear where we stand, do you have the same position as Jay?"

Mr. Ruiz said, "No, I do not."

Chairwoman Hightman said, "So you are willing to go forward. So far everybody who has spoken up, except Jay, has agreed with the outline that deals with additional revenue. We have not gotten there yet, but it is a solution.

"Let me just say something. I want the record to reflect that Don McNeil arrived a while ago because he is going to speak and I want to make sure the record is clear on that."

Mr. Don McNeil said, "As you know I have been through this type of discussion relatively recently as chairman of the Pension Organization Task Force, which faced the daunting task of trying to make up for 30 years of irresponsible actions by the General Assembly and governors over time and not doing what had to be done to avoid what we now face, which is a \$70 billion unfunded liability.

"One of the decisions we made with regard to that was that, obviously, we need more revenue. We need more money. But we decided not to endorse particular proposals, but instead to say that these things need to be fully funded, and I think the folks of this campaign should do that -- that there needs to be enough money to keep the doors open and to do what the schools have to do. There are still those in the legislature who think this can be resolved through cuts. God bless them if they can find a way to do it. More likely than not it is going to be revenue, but it does not matter really to us how they do it, so long as they do it. That has been the problem. They skated for this fiscal year. They did not address the problem. They made it worse in the sense that we now probably face a \$12 billion shortfall. We have to find between now and the start of the next fiscal year, \$12 billion. If someone thinks they can do that through cuts, God bless them. But more likely than not it is going to come from a revenue increase, but we should

not get involved in that. Just as was true in the MAP program, we did not take a position regarding the cigarette tax. We did not take a position regarding how this was going to be funded. We focused and organized around the fact that it had to be funded or dire consequences would follow. I think that should be our focus here.

“The MAP campaign showed, a little bit to my surprise, that what happened in the late 1960s could happen again. You can organize students, the faculty, and the administration around an issue when it is important enough, and it is up to the people running the campaign to make these dire consequences vivid in the students’ minds so that there are more than this, but I think it can be done, and I think that the MAP campaign showed that it can be done. But the focus has to be on having the Governor and having the legislature act responsibly with regard to the balancing of the budget for this year and next year. There is no money that is being held back from the universities and colleges. Now it is not there.

“About a week ago a lobbyist told me that he had heard from a relatively prominent member from one of the houses that they did not intend to call a revenue bill before the general election this year. If that is the way they are going to act, we have to hold their feet to the fire and not let them get away with it. That, I think, has to be the focus of the campaign, that they have to act now and they have to act responsibly. We will focus on our issue but the bottom line is that it is just going to help the hospitals because the ultimate solution is not going to focus on us, it is going to focus on the budget as a whole.”

Chairwoman Hightman said, “I want to make sure because I am trying to figure out where we are going to end up, and I want to make sure that I fully understand the Board members’ positions as we get closer to a vote on this, and I want everyone to be on board. I do not want to have a position that one Board member, or less than all, agree with.”

Mr. McNeil said, “I do not know that it requires an amendment to your motion, but I would suggest that the motion is that the Board will engage or will request that those responsible for the MAP campaign organize and implement a campaign to focus on full funding of the state’s obligations to its colleges and universities.”

Chairwoman Hightman said, “That is the other half of it and I want to make sure I understand your view on the other half and see where we end up. I think you are aligned with what Jay was saying on not taking an issue with the source of the dollars. The Board can vote to take a position, but the campaign does not necessarily have to get into detail on it. We can sort of split the baby here. First, I proposed that the Board take the position that we cannot solve this problem through additional borrowing, and my question is do you agree, Don? I do not think you do based on what you said.”

Mr. McNeil said, “No, not at all, because the answer with regard to the \$4.7 billion contribution that we will owe for next year to the pension funds and the \$700 million in servicing of the existing debt and the pension obligation bonds may be to borrow one more time. There are arguments for and against that, but it may be that, bottom line, it is going to be that the budget will be balanced through a combination of borrowing, revenue increases, and cuts. And we should not tie the hands of the people who actually support us by telling them how to do it.”

Chairwoman Hightman said, “We should not cut off our nose to spite our face either.”

Mr. McNeil said, “Politics is the art of making friends, not enemies.”

Chairwoman Hightman said, "That was the whole reason that we never got into this in the first place. I am trying to balance by taking a firm enough position, taking the right position, but not making enemies."

Mr. McNeil said, "It is not so much the firmness of the position. Nobody is opposed to full funding of the state's obligations to its institutions of higher learning. No one is opposed to that. What we need to do, as we did with regard to the MAP campaign, is make it vivid and hit home not only with the legislators but with the people who ultimately are going to put pressure on them, which are the people who have to vote them in this election year. But they must act responsibly this year, and present the state with a balanced budget that includes full funding of the state's obligations to its institutions of higher learning."

Mr. William Obuchowski said, "I would agree with Don's statement."

Mr. Dimitri Kametas said, "I am fully for any source of income to help fund the education system; if it be a tax increase, so be it. We need this money now and it needs to be done right away."

Chairwoman Hightman said, "Given Mr. Bergman's and Mr. McNeil's comments, it seems as if that, in order to have unanimity, we should tailor my motion slightly. The motion would be that we ask Don, with the assistance of everybody who participated in the MAP campaign, to re-form that group and to make it their priority, starting immediately, to put together and implement a campaign to demand that our state government fully fund higher education, and that outlines the specific problems -- the crisis that would occur -- specifically if funding does not occur.

"At this point it seems as if there is not unanimity among the Board and I do not want to push it because this is all impromptu. I would rather have further discussion before I push the other piece of this, but I would propose that we table, for now, any specifics as to funding. It seems as if to the extent that some of my least favorite funding options might be the ones that are used, and if it gets us money, I guess it gets us money. I do not want to be in a position to not get that money. Maybe it would not be worthwhile to actually take the position that further borrowing would not be the way to go. In terms of other revenue sources I think our position should be that you have to find a way to fund it, whatever that way is.

"With that revised motion, we will move it to a vote."

Dr. Woodward said, "I think you need my permission."

Chairwoman Hightman said, "Will you give me permission?"

Dr. Woodward said, "I think you are going to need another second."

Chairwoman Hightman said, "Are you willing to second it?"

Dr. Woodward said, "No, I am not. I do not think it is strong enough. I think every year we hear that we have balanced the budget, and the budget is not balanced. I mean, it was balanced this year, but it is not balanced. It was balanced the year before, and it was not balanced. I do not buy the balance of the budget idea. We need an increase in revenue."

Chairwoman Hightman said, "The motion did not reference the budget being balanced."

Dr. Woodward said, "But I have heard the argument."

Chairwoman Hightman said, "A lot of people said a lot of things."

Dr. Woodward said, "Yes, so I want to be sure. We need an increase in revenue and if your motion maintains that and drops the anti-borrowing phrase, that is fine with me."

Chairwoman Hightman said, "Mr. McNeil, any thoughts?"

Mr. McNeil said, "I think we should perhaps recess for five or ten minutes and draft something so that it is clear what people are voting on."

Chairwoman Hightman said, "Right. Because I want to make sure that we have the full Board on board. I think it is important."

The Board took a 15 minute break and reconvened at 11:15 a.m.

Chairwoman Hightman said, "What I want to do, based on some one-on-ones we had here or some two-on-ones, I would like to withdraw the motion that I made previously that was seconded, and ask Mr. McNeil to make a new motion."

Mr. McNeil said, "I would move that the Board support the following motion. That the Illinois Board of Higher Education instructs staff to organize a campaign (utilizing the resources developed during the recent campaign supporting MAP) to support full funding of the state's financial obligations to its postsecondary institutions including whatever revenue sources and cost-saving measures are necessary to accomplish that goal."

The Illinois Board of Higher Education, on motion made by Mr. McNeil and seconded by Dr. Woodward, unanimously instructs staff to organize a campaign (utilizing the resources developed during the recent campaign supporting MAP) to support full funding of the state's financial obligations to its postsecondary institutions including whatever revenue sources and cost-saving measures are necessary to accomplish that goal.

Chairwoman Hightman said, "I have Bob Ruiz's proxy. He also supports the motion, and with that, the motion carries and I appreciate the support of the Board for moving forward in this way. I think it is the right thing for us to do given the dire circumstances that the higher education community in the State of Illinois currently faces. Is there any other discussion of this issue?"

Mr. Bergman said, "Point of order you may want to check with our counsel. I do not think as a director in this situation you can give a proxy. Motion still passed, but you said you had Bob Ruiz's and I do not believe that you can legally do that."

Chairwoman Hightman said, "Then Bob will not have a vote on this, but we have a unanimous vote of those who are here."

Ms. Sloan said, “Just one more comment. This does not really address the cost or consequences of what will happen if this is not done, and I do not know if that is something we want to discuss at this point.”

Chairwoman Hightman said, “No, that is what they will determine factually, and then how best to message it. What we have done is told them -- that group -- to go forward and find all the facts that are relevant, develop a communications plan, and a campaign to get those facts out through the right speakers.”

Ms. Erwin said, “One clarification to make sure we are clear about the motion that you have approved. That when we talk about full funding of the state’s support to institutions, that this includes students and that would include the MAP grant, so that if we want to fully fund our obligations, we are also talking about those dollars that go to MAP as well.”

Chairwoman Hightman said, “Yes. Actually, I guess, Don, it is your motion.”

Mr. McNeil said, “That would certainly be included in the concept of the state’s financial obligations to the institutions.”

Chairwoman Hightman said, “And that is what the Board intended.”

1. ACTION ITEMS

1a. New Units of Instruction at Public Community Colleges

Dr. Bob Blankenberger said, “We have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through November 6, a total of 133. Since then, four additional proposals have been received; three from independent institutions, and one from a public institution. As of Friday, December 4, there were three new requests for program modifications.

Dr. Blankenberger briefly outlined the contents of this item. Following his report the following discussion took place:

Mr. William Obuchowski said, “In my information, it says 11, but it is four though?”

Dr. Blankenberger said, “One of them is a consortium. The nursing program is actually a consortium that includes a number of institutions. Yes.”

Mr. Obuchowski said, “That would explain it. Thank you.”

The Illinois Board of Higher Education, on motion made by Dr. Nandi and seconded by Dr. Washington, unanimously grants authority to College of DuPage to offer the Associate in Applied Science in Administrative Assistant & Meeting/Event Planning, the Associate in Applied Science in Cosmetology, and the Associate in Applied Science in Paralegal Studies subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants authority to John A. Logan College to offer the Associate in Applied Science in Residential Construction Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Rock Valley College to offer the Associate in Applied Science in Fitness, Wellness & Sport 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 The Southern Illinois Online Nursing Initiative (SIONI): Frontier Community College, John A. Logan College, Lincoln Trail College, Olney Central College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, and Wabash Valley College to offer the Hybrid Online Associate in Applied Science in Nursing subject to the institutions' implementation and maintenance of the conditions that were presented in their application and that form the basis upon which this authorization is granted.

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

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

The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Ms. Sloan, unanimously grants to Benedictine University Authorization to Grant the Bachelor of Arts in History, Bachelor of Arts in Sociology, Bachelor of Arts in Theology, Bachelor of Arts in Writing and Publishing, Bachelor of Business Administration in Finance, and the Bachelor of Business Administration in Marketing 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 these authorizations are granted.

And grants to Bradley University Authorization to Grant the Master of Arts in Leadership in Educational Administration in the Western 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 Erikson Institute Authorization to Operate 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 Missouri Baptist University Authorization to Grant the Master of Arts in Counseling in the Southwestern 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 DeVry University Authorization to Grant the Bachelor of Science in Management in the Chicago, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to Harrington College of Design Authorization to Grant the Bachelor of Fine Arts in Commercial Photography in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to ITT Technical Institute at Burr Ridge Authorization to Grant the Associate of Applied Science in Software Development Technology, Bachelor of Applied Science in Project Management, and the Bachelor of Applied Science in Software Applications Development in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to ITT Technical Institute at Mount Prospect Authorization to Grant the Associate of Applied Science in Software Development Technology, Bachelor of Applied Science in Project Management, and the Bachelor of Applied Science in Software Applications Development in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to ITT Technical Institute at Orland Park Authorization to Grant the Associate of Applied Science in Software Development Technology, Bachelor of Applied Science in Information Systems Security, Bachelor of Applied Science in Project Management, and the Bachelor of Applied Science in Software Applications Development 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 Rockford Career College (Formerly Rockford Business College) Authorization to Grant the Associate of Applied Science in Health Information Technology and the Associate of Applied Science in Medical Coding and Insurance 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.

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

Dr. Blankenberger briefly outlined the contents of this item. Following his report, the following discussion took place:

Dr. Woodward said, "I want to raise a concern regarding new programs. If a state institution, for profit, or even proprietary school wishes to offer an education program in this state, in order to do that they need Illinois State Board of Education (ISBE) approval. We have a disconnect because institutions that are out of state can come in to the state, and propose to offer an education program and they do not need ISBE approval. And this is of concern to me because we have no way of ensuring that Illinois standards are met. In some cases they might be exceeded, but in some cases, they may not be. And we have other education programs coming to the Board for approval from out-of-state institutions within the next year, within the next six months, and this is an issue. We cannot be asking for quality from P-12 and have other schools coming in from out of state that do not meet Illinois standards."

Chairwoman Hightman said, "My understanding is that the issue you raise is a function of the statutory authority granted to us. We only have the authority that the legislature has given

us, and we currently do not have the authority to approve those out-of-state institutions in the way that you described. That is our legal counsel's conclusion, and the question is how do we get more authority? It boils down to a question of how do we get more authority than we currently have."

Dr. Woodward said, "Or how do we bring ISBE into the equation?"

Ms. Erwin said, "The education programs do require dual approval. The State Board of Education has to approve them as well. They do not have a mechanism for approving out-of-state programs. So here is what happens. Think the reverse. Let us say Southern Illinois University takes a teacher education or school leadership program to Kentucky. Kentucky may not have a mechanism to approve out-of-state institutions in Kentucky either, but what happens is -- it could be a law degree, it could be any program -- you get certified in the state where the institution is based. In the case that we are discussing right now, it is in Missouri."

Dr. Woodward said, "We are not discussing a case."

Ms. Erwin said, "I understand. Our difficulty is the State Board does not currently have a mechanism. The student goes to whatever state, and they get the license because the institution, just like if it were SIU, the teacher would come back, they would be certified in Illinois because SIU is in Illinois, even though they might live across the border in Kentucky. So what the State Board then does is they take that out-of-state certificate, they analyze it, it is not unlike reciprocity or taking a bar exam in another state, they look at that, and then they accept or decline on that basis. It is not the way we like to do it. The State Board of Education does not have a mechanism right now. They are going to open up teacher certification. It is going to change teacher training and school leadership, and we hope to be able to do this. This difficulty is, as Dr. Woodward knows, that if there is actually a way to do it we might legally not be able to, at least according to our legal counsel, stand on the fact of declining it because if there is a path to certification, even though it is not pretty, we legally cannot decline them, we do not think."

Chairwoman Hightman said, "This is an issue that really is not on the agenda and an issue that I am not sure if there is a solution other than in conversations with the ISBE. We can raise the problem to them. Our authority is that we cannot withhold approval if these institutions present programs that otherwise meet our criteria. While I recognize that this is an issue of concern and one that raises some issues of quality, my recommendation is that Judy work with Addison and go through ISBE and see what they think and how they want to handle it. I think it is out of our hands, so to speak. I am not sure that we want the statute to be changed to give us more authority with regard to these institutions. I do not think that is the best solution. I appreciate your bringing the issue to the Board, but I think we can work on it as a policy matter behind the scenes and see where we can, and maybe you can come back and give us an update on where we stand. Does that make sense?"

Dr. Woodward said, "Yes."

Chairwoman Hightman said, "I know there had been some work done by Bill Feurer. I know I have looked at some of the memos that were prepared. I know we have done a lot of work on this already, not necessarily to your satisfaction, but there was work that was done."

The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Dr. Washington with Mr. Bergman voting present, hereby grants to Governors State University authorization to establish the Doctor of Education (Ed.D.) in Counselor Education and Supervision in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Illinois State University authorization to establish the Master of Chemistry Education (MCE) 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.

And grants to Northern Illinois University authorization to establish the Doctor of Physical Therapy (DPT) 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 this authorization is granted.

And grants to the University of Illinois at Chicago authorization to establish the Master of Arts (M.A.) in Design Criticism in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to the University of Illinois at Urbana-Champaign authority to establish the Master of Science (M.S.) in Financial Engineering in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

2. CONSENT AGENDA

Chairwoman Hightman said, "Item 2g is not on the agenda and it is an item that we do every year. It is the presentation of the Board's 2010 Regulatory Agenda. It is part of the Consent Agenda because of the nature of what it is. All the Board members have copies of that item at their seats, and copies are available for others in the public who want to see it, and so I am moving the Consent Agenda include Items 2a through 2g.

"I would note that not only do we have a noninstructional capital item, but we also have the rule that we put together that has gone through the JCAR process, and the rule addressing approval of noninstructional capital items. So I just note that we have made progress as you all will recall because of some issues that arose, at least in the minds of some Board members, and I think justifiably, regarding the timing of noninstructional capital projects coming to us. We, the staff, and the Board, worked with the stakeholders, the institutions of higher education, the community colleges, and the publics, to figure out a better way of doing this, that our involvement in the process is more meaningful, and it resulted in the rule that was proposed. It has already gone to JCAR. It has gone through without any comments being filed, which is a good thing, and so it is back on our agenda for the final steps of formally adopting it. I am pleased that we are there, and we are getting it put into place, as well as the other rule regarding tuition and fee waiver guidelines."

The Illinois Board of Higher Education, on motion made by Ms. Sloan and seconded by Mr. Bergman, unanimously approved the following items:

2a. Board Meeting Minutes – October 6, 2009

The Illinois Board of Higher Education unanimously approved the Minutes of the October 6, 2009, meeting.

2b. Financial Report as of October 31, 2009

The Illinois Board of Higher Education unanimously approved the financial report dated October 31, 2009.

2c. Nurse Educator Fellowship Awards

The Illinois Board of Higher Education unanimously approved the allocation of \$180,000 to eligible institutions on behalf of the 18 individuals recommended to receive \$10,000 Nurse Educator Fellowship awards for Fiscal Year 2010 (see Appendix 1).

2d. Public University Noninstructional Capital Project Approval

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

2e. Adopted Amendments to Rules: Tuition and Fee Waiver Guidelines

The Illinois Board of Higher Education unanimously adopted the amendments for Tuition and Fee Waiver Guidelines (23 Ill. Adm. Code 1075) as detailed in the agenda item.

2f. Adopted Amendments to rules: Approval of Noninstructional Capital Projects

The Illinois Board of Higher Education unanimously adopted the amendments for Approval of Noninstructional Capital Projects (23 Ill. Adm. Code 1040) as detailed in the agenda item.

2g. IBHE Administrative Rules: Regulatory Agenda for 2010

The Illinois Board of Higher Education unanimously adopted the proposed Regulatory Agenda for publication in the Illinois Register.

3. INFORMATION ITEMS (Written Reports)

3a. Full-Time Faculty and Civil Service Salaries at Illinois Colleges and Universities

3b. Preliminary Fall 2009 Enrollments in Illinois Higher Education

3c. 96th General Assembly, 2009 Session Legislative Report

3d. IBHE 2010 Meeting Calendar

3e. 2009 Underrepresented Groups Report

4. OTHER MATTERS/PUBLIC COMMENT PERIOD

Chairwoman Hightman said, “I am pleased with how this meeting surprisingly went, and always believe we need to speak loudly, but we need to speak in a way that ends up with action and that we cannot sit back. We have a duty in our role as members of the Board of Higher Education to let the public, the legislature, the Governor, and all of the elected officials know if there is an issue. Everybody was clear, and there was full consensus that the state’s higher education community is facing a crisis like it has never seen before, and that requires action on our part. Given the success of the team that put together the MAP campaign, and the fact that they are going to be a part of our new campaign, and that Don will be leading it, I am confident that we will be successful, but we need all of your help. Taking this step was a big deal, but you all need to help us. The advisory committee members, we need all of your support more now than ever, and I look forward to getting to our next Board meeting where we can say we did all these things, and look what happened. Let us all plan for that.

“I want to wish everyone here happy holidays and a happy New Year, and let us hope that 2010 will show more promise on these issues, and show some improvement, and show that we can actually make a difference, and really help the state, and help the students, and help the institutions.”

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

Respectfully submitted by Linda Oseland, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the December 8, 2009, meeting.

**Submitted Report of John Erwin, Chair
Illinois Council of Public Community College Presidents
Illinois Board of Higher Education Meeting - December 8, 2009**

Highlights of the Illinois Council of Public Community College Presidents meeting in Chicago, November 13, 2009:

1. Congratulations to all of the people who supported and participated in the MAP rally in Springfield. Many presidents wrote editorials, visited editorial boards, contacted elected officials, and garnered student support for this project.
2. The Presidents' Council endorsed Women Employed's program "Clear Connections" which will assist high risk students with wrap around services at our colleges in order to create student success.
3. The Illinois Sustainability Network received a grant from DCEO for \$1 million. The money will be distributed to the community colleges based upon the initiative at each college, e.g., if a center is established, grants will be at \$50,000, or if the college needs start-up dollars, the grant may be at \$5,000. Each college will receive some money from the award to sustainability.
4. President Vern Crawley of Moraine Valley was recognized as "The CEO of the Year" by ACCT.
5. The presidents continue to work on the "Public Agenda" with facilitation of the four teams supporting the four major goals of the strategic plan: affordability, student attainment, curriculum & workforce, and economy and research. Updates will be given as team progress is made on these goals.