

MINUTES – BOARD MEETING
April 6, 2010

Submitted for: Action.

Summary: Minutes of the April 6, 2010, meeting of the Illinois Board of Higher Education held at Harold Washington College, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the April 6, 2010, 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 1:15 p.m. in Washington Hall, Room 103, at Harold Washington College, Chicago, Illinois, on April 6, 2010.

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

The following Board members were present:

Jay D. Bergman	Suzanne Morris (for Guy Alongi)
Frances G. Carroll	Proshanta Nandi
Heba Hamouda	William Obuchowski
Alice B. Hayes	Santos Rivera
Dimitri Kametas	Elmer L. Washington
Donald J. McNeil	Addison E. Woodward, Jr.
John P. Minogue	

Also present by invitation of the Board were:

Judy Erwin, Executive Director, Illinois Board of Higher Education
Andy Davis, Executive Director, Illinois Student Assistance Commission
Geoffrey Obrzut, President/Chief Executive Officer, Illinois Community College Board
Vinni Hall, Board Member, Illinois State Board of Education

Presidents and Chancellors

Paula Allen-Meares	Elaine Maimon
Al Bowman	John Peters
Alvin Goldfarb	Wayne Watson
Sharon Hahs	

Advisory Committee Chairpersons

John Wozniak, 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 John Wozniak, President, Harold Washington College

Dr. Wozniak welcomed everyone to Harold Washington College and introduced Dr. Cheryl Hyman, the new Chancellor of City Colleges of Chicago.

Welcome and Remarks by Chairwoman Carrie J. Hightman

Chairwoman Hightman said, “Good afternoon and welcome to the April meeting of the Board of Higher Education. I want to thank President Wozniak and his staff for the outstanding hospitality you have shown us today. Congratulations and welcome Chancellor Hyman. We wish you well in your new role.

“There are a few individuals I want to welcome today. First, I want to welcome Heba Hamouda, an attorney with Accenture and more importantly, is a new mom. She is filling a seat that was held by Dea Meyer. Second, Santos Rivera, who retired in December 2008 as the senior executive director for affirmative action and institutional outreach initiatives at Northeastern Illinois University, and also served on the DFI Board from 2004 to 2008. Dr. Rivera succeeds the late Gil Rutman. Welcome to both of you. We look forward to working with you and to your contributions to the Board.

“We welcome a new face to the Board table, Dr. Vinni Hall who will represent the State Board of Education as its liaison to this Board. Among Dr. Hall’s many credentials, Dr. Hall was an associate professor and special education chair at Chicago State University and directed the Inclusive Schools Project for the Chicago Public Schools.

“I also want to note that the Student Advisory Committee has elected new representatives to serve on the Board. Dimitra Georgouses is the new Student Board member, and replaces William Obuchowski. Dimitra is a student at Roosevelt University. David Benjaih, a student at Northeastern Illinois University, will serve as the Nontraditional Student Board member. He succeeds Dimitri Kametas. The new student Board members will begin their service at our August meeting.

“Lucy Sloan has submitted her resignation to the Governor and is here today so that we can give her a proper sendoff. I feel very privileged to have had the opportunity to serve on this Board with Lucy. She is someone who is so committed to higher education, is so gracious, and has such an interesting and fun take on life.

“I also want to welcome Suzanne Morris, who is vice chair of the Illinois Community College Board, and is sitting in for Guy Alongi today.

“We are pleased to have with us today members of the Faculty Advisory Council. We had a very productive discussion over lunch, and I welcome all the faculty members who are here in attendance today.

“And finally, I am honored to welcome Chicago City Clerk and former State Senator Miguel del Valle to our meeting. Let me take this opportunity to say how fortunate we are to have Senator del Valle here with us today.

“Turning to legislation, I want to comment on one piece of legislation, Senate Bill 1946, which amends the Pension Code and passed the legislature faster than you can say unfunded liability. As you know, I now also chair the Board of the State Universities Retirement System (SURS), and we have been enormously concerned about the lack of sufficient funding of our pension obligation. A recent 10-year analysis showed, among other things, that the SURS investment portfolio has remained flat from 1999 to 2009, the result of underfunding and weak financial markets. But our liabilities have increased from \$12.6 billion to \$26.3 billion during that time period. The funding ratio has decreased from 85 percent in 1999 to 42 percent in 2010. The FY11 certified state contribution for SURS is \$848 million and for all five state pension systems, it is \$4.6 billion.

“Obviously, something has to be done. Not everyone was happy with SB1946 and it does not solve the immediate fiscal crisis. But it shows that the legislature clearly recognizes that something significant needs to be done and is willing to take dramatic action.

“The state’s fiscal crisis remains unsolved. The Governor’s proposed FY2011 budget basically adopts our Step 1 funding level, which is a reduction of four percent, which reflects the loss of federal stimulus funds that we had. We made clear when we passed the budget recommendation in January that we do not advocate a cut in funding for higher education. Our bottom line is, at a minimum, level funding for fiscal year 2011, which would necessitate an increase of about \$94 million in general fund expenditures. Our preferred investment levels were the upward steps -- increases of two percent or four percent. Despite the fiscal crisis -- or actually because of it -- we continue to advocate for a budget that adequately funds our colleges and universities. We are making our case on several levels.

“Last month, while I was in Springfield for a SURS Board meeting, I participated in a series of one-on-one meetings and gatherings with legislators as part of the higher education community’s legislative outreach efforts.

“I attended two breakfasts with legislators -- one sponsored by the Illinois Board of Higher Education and the other by the Higher Education Legislative Coalition. Both were well-attended by many key lawmakers in the budget-making process.

“I also met with the Republican leaders in both chambers to offer our assistance to them and make the case for additional resources for higher education. I am hopeful of meeting with the Democratic leaders later in the session.

“The SURS Board hosted an evening reception for all legislators and a dinner for members who have significant influence over the pension systems. That, too, was an opportunity to advocate for the higher education budget. Judy Erwin and Don Sevener joined us at the dinner.

“I visited with the editorial board of the Springfield *State Journal-Register* to comment on the Governor’s budget and to press our case for increased resources to help the state escape from this economic meltdown we have experienced. It was at that editorial board meeting that we talked about how a healthy, strong higher education system is key to the economic prosperity to the state to pull us out of where we are today.

“I will continue to be involved in the budget process insofar as I can be helpful. I encourage other Board members to do the same thing, with the assistance of Don and our legislative consultants. As we said at the Faculty Advisory Council lunch that we just had, all of you in this room can voice, and you have more power than you probably recognize that you have to make a difference, to cause change, and to drive the message home. We are more than happy to assist you in getting the message out and in helping direct you to who you should speak with if you want to get involved with the political process.

“There are other avenues we are pursuing. I want to thank Dimitra for her participation last month with the Illinois Community College Board-Student Advisory Committee in a planning session for an April rally in Springfield to present the higher education case directly to legislators. Student advocates are among the most effective because they have a compelling story to tell and legislators listen. There are two rally days scheduled this month in Springfield: April 21 is sponsored by the Responsible Budget Coalition and April 22 is when the community college students, most of our public universities, and the independent colleges and universities will be participating. Again, if anyone in this room, not just at this table, wants to be involved, talk to Judy or talk to Don. We will assist you.

“I would also encourage our leaders of the campuses to get other constituents and stakeholders involved. The legislature is out for recess for the rest of this week and it really is a great time to reach out to them when they are in their district offices.

“I understand that our colleges and universities have now received MAP reimbursements for the second semester as well as the American Recovery and Reinvestment Act federal stimulus funding. The infusion of these dollars will help ease the cash flow crisis they are experiencing somewhat. It still remains a crisis. The latest figures we have shows that the state is delinquent in payments to colleges and universities by nearly \$1 billion. This situation is clearly untenable and has both short-term and long-term consequences for students, faculty, and the ability of institutions to continue to offer high-quality academic programs that best serve students.

“I want to turn to one piece of legislation that bears notice, but it is on the federal level. As part of the health care bill enacted recently, Congress also took final action on student loan legislation affecting Pell grants. As with most legislation of this magnitude, there are winners and losers, pluses and minuses. The biggest plus is an increase in the Pell grant for low-income students. The final bill was not as generous as earlier administration proposals, but grants will rise annually pegged to inflation with a maximum of nearly \$6,000.

“The legislation also sustained funding for historically black and Hispanic-serving institutions. Northeastern Illinois University is a designated Hispanic-serving institution.

“Amid the gains, we are disappointed that the American Graduation Initiative, which would have allocated \$10 billion to community colleges, fell by the wayside in the final bill. However, on the positive side, some of those funds will be directed to another initiative -- the Community College and Career Training Grant Program, which is a \$2 billion pot of money aimed at improving the skills for individuals who have lost jobs.

“One of the biggest changes is in the student loan market. I have asked Don McNeil and Andy Davis to comment briefly on this aspect of the legislation and its impact on the Illinois Student Assistance Commission.”

Mr. Andy Davis, Executive Director, Illinois Student Assistance Commission, said, "Federal funding programs is a reasonably complex territory, but it boils down to what is important for this group and for the time given to answer the questions, is that the impact on students should be negligible to nonexistent. They are eligible for just as much money as they were before in terms of borrowing at the same rates as before. Actually, there is one improvement in that the Direct Loan Program has an income contingent repayment possibility that will allow every student to be eligible for that. It is a good thing for students who racked up a larger loan who are going to lesser paying careers or, in this environment, noncareers until the economy gets going again. So that is a positive.

"For the Illinois institutions that are already so-called DL schools -- direct lending schools -- for them, there is negligible impact. They were already participating in the program. For the schools that were in the Federal Family Education Loan Program (FFELP), there are going to be some issues. They have a relatively brief window in which to transition to direct lending. The number of schools that need to transition and the time with which they have to do it would appear to be daunting. I have no doubt that there will be some significant challenges as the last of several thousand schools, nationally, get prepared for this federal program in really less than three months. But we are confident that they will do it. The U.S. Department of Education knows that they have a big responsibility and so far, have been doing a good job of transitioning.

"Finally, as far as our agency is concerned, to the extent that it is relevant to the people outside our agency, FFELP programs have traditionally provided surpluses for our operations. As you will recall, since 2006, our agency has received zero general revenue funding for administrative purposes, so we fund ourselves off of surpluses that we have earned in the federal programs. We have been well aware that this was coming and are well positioned for it. Going back as far as three years ago, we sold off three-quarters of our federal loans that made out-of-state students go to out-of-state schools and received premium for them rather than the discounts that are eligible for them in the market today."

Resolution Honoring Lucy A. Sloan

Dr. Elmer Washington read the following resolution:

We, the Members of the Illinois Board of Higher Education, express our profound gratitude and heartfelt esteem to Lucy A. Sloan in commemoration of her years of service to the Board and her deep commitment to Illinois higher education.

Board Members have benefited from Lucy's voice of calm and reason throughout her tenure that has spanned nearly two decades. Her diverse experience and background, along with her varied interests have been valuable assets to the Board.

We applaud Lucy for her extraordinary record of service, both in her role as a Member of the Board of Higher Education and in numerous endeavors and voluntary activities. She has served as Vice Chair of the Board, as chair of the Board's budget committee, and as a member of the Committee on Affordability. In addition, Lucy has been an active participant in several vital Board initiatives, including development of the University Center of Lake County, the Illinois Century Network, the Diversified Faculty in Illinois Higher Education program, and the Illinois Public Agenda for College and Career Success.

We admire Lucy's longstanding commitment to education at all levels. A graduate of DePauw University, Lucy taught in first and second grades and assisted youngsters with special needs. She has served on the Herrin High School Advisory Committee and its committees on workforce and technology and on college preparation. In addition to her service on the Board of Higher Education, Lucy has been vice president of the John A. Logan College Foundation, and a member of the Southern Illinois University Chancellor's Council and the Paul Simon Public Policy Institute Board of Directors.

Lucy has been honored with a Certificate of Merit by the Illinois Community College Trustees Association for her advocacy for community colleges, and recognized by the SIU Diversity Department as a leader and mentor, and by the IBHE staff as the generous benefactor of the annual pizza luncheon.

Her good humor, her upbeat spirit, and her estimable sense of public service will be missed by her colleagues on the Board, who extend best wishes to Lucy A. Sloan in her future endeavors.

Ms. Lucy Sloan said, "I would be remiss if I did not say thank you. Brevity is a blessing, so this will be very short. I want to thank Chairwoman Hightman for her leadership, and our director Judy Erwin for all of the work that you put into developing the *Public Agenda for College and Career Success*. It provides a wonderful map for us in times of greatest challenge. I would like to thank you on behalf of four generations of my family for affordable, accessible education in southern Illinois. My grandmother graduated in 1898 starting a family of teachers, professors, and physicians. Without access and affordable education, our family would not have the professional careers that we have had. So I thank you on their behalf. I would also like to thank the students. I have been very impressed with the students who put education first. Your professionalism, you were always prepared, and you are the future of Illinois and we are counting on you to go out and educate our legislators. I stood with Governor Quinn on the stage at Southern Illinois University and spoke with the student body there about what we need to do. So, I thank you. This has been a labor of love. Thank you very much."

Presentation by The Honorable Miguel del Valle, Chairman, P-20 Council

Chairwoman Hightman said, "It is a pleasure to introduce our special guest this morning. Miguel del Valle has been a very special public servant, particularly in the education arena.

"He came to Chicago from Puerto Rico at the age of four and attended Chicago Public Schools. Senator del Valle graduated from Northeastern Illinois University with a B.A. and M.A. in education and guidance. He has played a number of leadership roles in his career as a community activist, state senator and, since December 2006, as the City Clerk of Chicago. He has been a strong voice for diversity in the legislative and judicial branches of government. Senator del Valle helped personally to diversify the State Senate when, in 1987, he was elected the first Hispanic senator in the General Assembly. He also became the first Hispanic assistant majority leader in the Senate.

"But perhaps his most significant role has been as an advocate for education. In his distinguished legislative career, Senator del Valle sponsored much legislation to improve education -- from preschool to higher education. He sponsored a measure that directed the Board of Higher Education to annually publish a report to the Governor and the General Assembly regarding the status of underrepresented groups in Illinois Higher Education, and was the chief

sponsor of a measure to combine two former fellowship programs into the Diversifying Faculty in Illinois Higher Education program. He lobbied to increase the number of early childhood teachers in Illinois and for increasing funding for Advanced Placement courses in Illinois high schools. He chaired the Senate Education Committee, co-chaired the Select Senate Committee on Education Funding Reform, and served on the Higher Education Committee.

“The Senator cofounded the Illinois Legislative Latino Caucus and the Illinois Latino Advisory Council on Higher Education. Senator del Valle serves on the Board of Directors for Advance Illinois, an education reform advocacy organization. And as perhaps the culmination of all his work in education, last year he was appointed Chairman of the Illinois P-20 Coordinating Council by Governor Quinn. It is my privilege to present to you, Miguel del Valle.”

Senator Miguel del Valle said, “Thank you for the opportunity to be here and to address you briefly about the P-20 Council. A few years ago, before I left the Illinois Senate, I was advocating for the creation of a vehicle that would ensure and facilitate communication, coordination, and collaboration among the different education agencies. I remember a time when my goal to support former Governor Rod Blagojevich’s proposal to privatize the lottery to generate money for education for the creation of this vehicle. They did not call it the P-20 Council back then, but the idea surfaced. Other states were well on their way in creating councils or had created councils and we thought that Illinois needed one. His proposal did not go anywhere and we are once again exploring the idea of privatizing the lottery. But the idea remained and after I left, Senator Demuzio sponsored legislation to create a P-20 Council. The bill got assigned in September of 2007 and in December of 2009, Governor Quinn made appointments to the P-20 Council and I was asked to chair the Council. I gladly accepted because I feel very strongly about what we are doing in education in the State of Illinois. I feel strongly about our past accomplishments and the challenges that remain in front of us. So, I accepted the chairmanship.

“The public act establishing the Council is very prescriptive. It indicated to me that it is a Council that has civic leaders on it, it has educators, and it has legislators. Unlike other councils in many other states, there are legislative members on the Council, which I think is a big plus because it allows us and will allow us to take policy recommendations and translate those quickly into legislative proposals that will be jammed in by legislative members of the Council. We were able to convene in December. And I have to be honest with you, one of the reasons it happened in December was because we needed to strengthen our application for Race to the Top dollars. And the creation of the Council was an important component of that application because we needed to demonstrate that we are leaning towards creating this seamless system of education that we have certainly paid a lot of lip service to over the years, and that I still find difficult to accomplish even though we have moved in the right direction. And we succeeded in filing our Race to the Top application, and part of as a result of the creation of the Council, as well as legislative action that was taken in Springfield in January tying student performance to teacher evaluations, creating alternative routes for certification, and a few other areas, and as a result of some of the steps we had already taken in the State of Illinois to create a longitudinal data system that you have been involved with, accepting common core standards, working with the American Diploma Project, and a number of other steps that have been taken as a result of all that, we went in with a very, very strong application. And even though we did not win the first round, I think we are going to win in the second round. I think we are going to be able to come up with at least \$400 million that we can apply towards reform measures in the State of Illinois. We are excited about that.

“But the role of the P-20 Council is very important. It is a Council that hopes to create a framework to guide education forward and to integrate education from pre-kindergarten through grade 20. I describe our situation today as the best of times and the worst of times. On the other hand, we have the most collaboration and the most coordination that I have seen in the last 25 to 30 years. That certainly bodes well for the future. We have IBHE, under the leadership of Carrie Hightman and Judy Erwin, who have put together the *Public Agenda for College and Career Success*. We have ICCB where Geoff Obrzut has been doing a great job of moving things forward. We have Andy Davis at ISAC, who has come up with some very creative proposals that we need to support, such as the bond program for MAP so that we can generate more dollars. Then we have the Department of Commerce and Economic Opportunity (DCEO), Darren Carter with the P-20 Council. We have the Early Learning Council as a member of the P-20 Council. We have everyone at the table. We have all the educational entities at the table and we collaborate and communicate.

“One of the activities of the P-20 Council is to convene the ex-officio members on a regular basis -- everyone, as a matter of fact. We are meeting in Springfield and, basically, planning and laying out the groundwork for activities that will ensure that the collaboration translates into effective, positive change in all educational arenas. We are talking about kindergarten readiness. We are talking about increasing the graduation rates in our universities. We are talking about not just recruitment and not just enrollment, but we are talking about completion. There is a lot of talk about completion. We know that there has to be vehicles that will support your work as individual institutions as well as the work of the overall state in making sure that the quality of public education improves.

“The P-20 Council will develop a statewide agenda that will move the state toward common educational goals working in collaboration with all of you. We are looking at improving academic achievement, particularly math and science, increasing college access and success, increasing completion rates, and improving the use of existing data measurements. And I am very excited about the longitudinal data system that will provide feedback in a timely manner to teachers, principals, and leaders in our schools, and provide feedback from our universities to our high schools.

“One of the first bills I sponsored in 1987 was to require that colleges provide high schools with feedback on the performance of their graduates. I was told we cannot do this because we do not have the money. These are the kinds of things that are being done now thanks to the leadership of IBHE. It is a must to provide that kind of feedback. We, of course, want to look at readiness. I was interviewed today about Northeastern and Chicago State by a national publication. The question came up about completion rates. I said, ‘Well, those completion rates are improving, but in order for those completion rates to be what they are, what they need to do, we are going to have to make sure that students graduating from high schools are ready. And many of those are not.’ Is that Chicago State’s responsibility? Is it Northeastern University’s responsibility? This is the responsibility of the City Colleges of Chicago to ensure that the transfer students are better prepared so that they can attain that four-year degree? These are questions that we ask regularly and discuss regularly, but my response to the author of the article today is that we are all in this together. We cannot point fingers at one institution and say that if we radically change the one institution, things are going to change in the State of Illinois. That is not the case. Change will occur when all of us change together, when we complement each other, and when we see ourselves as an integral part of the P-20 system in the State of Illinois -- one system -- a single system that will ensure more accountability. That is what we are moving toward. We want to see the day when we do not have to do the remediation that we do now. All

of the governmental forces that end up costing students and families because they have used up their financial assistance, and the paying and staying longer, and getting frustrated, and taking six years to graduate instead of five or four. We want to promote teaching as a career path for academically talented students so that we can make sure that effective, highly qualified teachers will be available for every classroom in the State of Illinois. Our Race to the Top application was rated not as high as it should be rated in that area. They were not convinced that we have a real plan to distribute highly effective teachers to the lowest performing schools. And they are right. We do not have a strong enough plan. In the process, we want to make sure that we will have the diversity that we need, that we have African Americans, Latino teachers, Asian teachers in these classrooms throughout the entire State of Illinois. That is a must.

“So these are some of the areas that we will be working on, and we want to formalize the collaboration across early learning, K through 12, and postsecondary providers, and we want to shine the spotlight on the needs for change and reform, and ensure that all students have the opportunity and encouragement to maximize their education. We will do this by advocating aggressively. We are going to be very aggressive in our approach and I am pleased with the direction we are going in. The collaboration has never been greater. I consider myself fortunate to have been given this opportunity by the Governor to be able to move this agenda along.

“I remember the dean of the College of Education for the University of Illinois Champaign-Urbana. She gave me this report, *New Learning: A Charter for Change in Education*. How many of you have read this document? I see two hands. It is a wonderful document addressing the need for us to lay the foundation for a knowledge society, to invest in education as an investment in the future, to transform the education profession, and to teach to a new basics. It says that today’s curricula are grounded in basics that have not changed much for over a century. What do our students need to learn today? What knowledge, capacities, and sensibilities do 21st century learners need? It says we must create a more responsive learning feedback system. That is our longitudinal data system. It says we need a new system for aligning our assessment with our common core standards, moving away from relying on the current yearly assessments, and doing more formative assessments so that students and teachers get immediate feedback. It says we must educate for global and local citizenship, educate for sustainability, and shape more resilient structures of educational governance.

“I point this out only because we have so many wonderful thinkers in the State of Illinois and in our institutions of higher education learning, and yet, a document like this can be produced and where in this room full of higher education people, I only saw two or three hands go up. It is an example of how we need to improve our communication. We need to share our work with one another. We need to collaborate. We need to make sure that whenever a fantastic proposal like Andy’s proposal to generate \$100 million to provide more MAP grants to community college students who are not able to go to school because they cannot afford it, we need to get behind these kinds of creative proposals, encourage other institutions to step forward, put these creative proposals on the table, and not just let them sit on a shelf. But rather we need to get behind them and put our full force as institutions of higher learning behind these kinds of proposals, working in partnership with K–12 and with our economic development employees with the State of Illinois because the bottom line is that that is what it is all about -- preparing the workforce for the future and positioning Illinois to be competitive globally. So, I look forward to working with all of you. Thank you for this opportunity. Thank you.”

Mr. Jay Bergman said, “Obviously, Senator Miguel del Valle thinks that this is a wonderful publication. It is put out by the University of Illinois Champaign, and it is probably

available in an electronic format. Judy, perhaps, you could get that and e-mail it to all of us on the Board and anyone else who requests it.”

Chairwoman Hightman said, “We talk often on the Board and in our working sessions when others come and meet with us about the dire financial situation in the State of Illinois and what we can do to try to help the higher education system in the state. We get frustrated because we do not always get the money that we hope we will get. I am curious about your insight because you were there for so long and have had such leadership roles, is there any advice or any words of wisdom you can impart to us to help us better advocate for higher education?”

Senator del Valle said, “I encourage everyone to be very clear about their position and anyone who is not willing to state, in no uncertain terms, that new revenue is needed in the State of Illinois, then you are not stepping up to the plate. I think that it is important for that message to be sent. I think that when the Illinois Student Assistance Commission was confronted with not being able to award the MAP awards, and the subsequent mobilization that occurred, I think that serves as an example of the kind of activity that we need to generate. I do not feel that the one percent is enough because the one percent is going to be used to replace the Recovery Act dollars that we will not be getting for K-12. That is \$1 billion. I think we need to look at other proposals, but at the same time, I can understand people saying, ‘Well, if all we can get is the one percent that is going to allow for restoration of some of those dollars that currently are not in the proposed budget, then we will take that.’ I would take that, too, if that is all I had. But let us not lose sight of the fact that for us to be able to look long-term, we have to have revenues that go beyond the one percent, and frankly, you only get one bite at the apple. I cannot see us going to the taxpayers again in a couple of years for another surcharge increase. It is just not going to happen. It is a real dilemma, but we must not stand on the sidelines on this issue. We have to be aggressive. We have got to educate the general public. One of things that the P-20 Council will be doing is moving throughout the state to try and create that climate for change and to provide people a vehicle that will allow them to voice their concerns about the financial hardships that many school districts in the state are fighting. The legislation calls for us to make recommendations and also to recommend funding levels for those recommendations.”

Chairwoman Hightman said, “Thank you for taking the time to be with us and thank you for all that you do for education. We wish you success in your efforts, and we will assist you in any we can. Thank you.”

Remarks by Executive Director Judy Erwin

Ms. Judy Erwin said, “My first report item is about the affordability summit that we held along with the Illinois Student Assistance Commission and the Illinois Community College Board at the University of Illinois at Chicago. I would note that Senator del Valle stayed the entire day and took copious notes on the all of the discussions. The affordability summit was an effort to focus attention on what we can do in this state. It is largely a function of more dollars, but it is also a function of how we spend the dollars we have at whatever rate. I would like to thank all those who attended -- Dr. Frances Carroll, Don McNeil, Illinois Student Assistance Commission Board Member Mary Ann Louderback, Dimitra Georgouses, John Bennett from the Faculty Advisory Council, and many people in this room. Putting it together was a feat unto itself. The main speakers were Dennis Jones and Aims McGuinness from the National Center for Higher Education Management Systems (NCHEMS), as well as David Longanecker, a national expert in affordability and higher education finance, who is the president of the Western Illinois

Compact for Higher Education (WICHE). Thank you to Paula Allen-Meares, Chancellor at University of Illinois at Chicago, who was a very gracious host.

“We are looking for a number of things to come out of the affordability summit, one of which you are going to hear more about later, *i.e.*, the report on the efficiency and sustainability of the Monetary Award Program. This comes as a result of a resolution by Representative McCarthy. Again, as with the affordability summit, much credit goes to the Illinois Student Assistance Commission -- Andy Davis playing a critical role along with Katherine Gricevich on his staff, and Geoff Obrzut and the staff at the Illinois Community College Board.

“The legislature may not be passing dollars to help fund us, but they are passing a lot of resolutions. Some of them are helpful. If we could only get some money to back it up.

“The next resolution is similar. There is a resolution that we are working on very closely with Senator Maloney and Representative Crespo to create a higher education finance study commission. As I recall during the development of the *Public Agenda*, Dr. Washington and many of the members of the Board mentioned more than once, if we do not put our money where our mouth is on these issues and appropriate dollars in a way to effect and incentive change, it is not going to change. We hope the Higher Education Finance Commission will help move that along.

“At the last meeting of the P-20 Council, it was higher education’s turn to report and I want to thank Geoff Obrzut, Andy Davis, Dr. Elaine Johnson and Dr. Karen Hunter Anderson for all their work. I also want to thank Candace Mueller and Debbie Meisner-Bertauski from our staff, who made the higher education presentation to the P-20 Council. They all did a spectacular job, as they always do.

“Another initiative that we are collaboratively involved in is the Alliance of States in Complete College America. Illinois was invited to participate along with 16 other states. We hope this will put us, as Senator del Valle mentioned, in the forefront of helping to improve retention and graduation rates, specifically of low-income and minority students.

“The DFI fellow applications are under review and have been sent out to many reviewers. We want to thank Dr. Arthur Sutton for overseeing that. The DFI Board is working to try to ensure that it gets funded. As you know, every year this involves lobbying. The funding was cut back last year. We are working with them to ensure that it is funded again.

“I would like to thank the academic leadership group that we meet with. This is largely provosts and academic leaders at both the two-year and four-year public institutions, particularly Paul Sarvela, who is here from Southern Illinois University Carbondale. They help review our application process in terms of effectiveness and efficiency, and also how it may help move the *Public Agenda*. Paul has put in a lot of time and hours on that, along with Bob Blankenberger and Ocheng Jany on our staff. This is also a great opportunity for me to introduce you to a new academic affairs staff member, Dr. Michael Afolayan. He is coming to us as a tenured professor from Southern Illinois University at Edwardsville in the College of Education. I would also note there are 170 academic program and operating application in queue right now. There is not a backlog though. I certainly want to thank the staff for their yeomen’s work on that.”

The Illinois Public Agenda for College and Career Success

Update on Implementation Progress (Judy Erwin)

Ms. Erwin said, “You will recall that at most Board meetings, Carrie has asked us to give an update on the *Public Agenda*. We are trying to find the best way to do this. We welcome your critique and suggestions. Interestingly, Miguel del Valle virtually gave the whole report. So I will be able to be fairly brief because a number of the items that he has mentioned are, in fact, the implementation strategies that we are using. We are going to review what it is, what the goals are, and try to go through what we are doing.

“And I mean ‘we’ very generally. By ‘we,’ I mean our partners -- the State Board of Education with Dr. Chris Koch and chair Jesse Ruiz, the Illinois Community College Board, the Illinois Student Assistance Commission, the Department of Commerce and Economic Opportunity, and Julie Smith with the Governor’s office, who has been a great advocate. Really almost everyone in this room, one way or another, has been involved in the implementation.

“The issue we are confronting is the tale of two states. We have a growing achievement gap that is a prosperity gap between those who have greater educational attainment and those who do not. The work culminated in four goals, which are: increase attainment, ensure affordability, increase the number of high quality credentials, and then better integrate our educational, research, and innovation assets to meet the economic needs.

“Goal 1 is specifically looking at the achievement gap. The demographics in this state really tell us what we need to do. With the growing population that has a lower educational attainment, our achievement gap is getting wider. We will never meet the demands of the economy unless we do a better job increasing adult learner credentials, as well, and then reducing geographic disparities.

“The pipeline issues you are fairly familiar with. For the first time in American history, the younger generation is less well-educated than the Baby Boomers. The diversity issues, again, you are fairly familiar with. Throughout the pipeline, the system has been failing students who are disadvantaged through no fault of their own in the first instance.

“What are we doing since we passed this? In the recommendations for the *Public Agenda*, one of the two over-arching issues that we all agreed we had to have was the P-20 Council to coordinate the integration. That is up and running, although not unlike the *Public Agenda*, it was passed, but the state funding that was supposed to fund it did not materialize. So not unlike the fact that Carrie Hightman had to go out and raise private dollars to do the *Public Agenda*, the P-20 Council is doing the same thing. This was supposed to have been funded. It was not. The Governor’s office is very committed to making sure that this goes. So Senator del Valle and a number of us are out pounding the pavement for nonprofit grants to fund it.

“The longitudinal data system -- you should be very proud of that. As we look at where other states are, we have made huge progress in a short period of time, enough so that we received the National Data Quality Campaign Award for the most significant progress. Much of the credit goes to Mike Baumgartner and his work with institutional researchers around the state, to Marilyn Marshall and Charlie Evans, to Chris Koch with the Illinois State Board of Education, and to Scott Parke with the Illinois Community College Board and their staff. It is no mean task to take higher education, which was off in its own world, and this includes private colleges and universities. I am happy to say the Federation of Independent Illinois Colleges and Universities, represented by David Tretter, is involved in it. We are literally creating the consortium of higher education data that will be connected with P-12 data and community college data and ultimately work for us, so that we cannot only hold ourselves accountable, but intervene earlier so that we

do not wait until someone is a freshman in college having to take remedial math. This is a slow process. There are lots of lawyers involved. The data agreements seem endless, but I think everyone in Illinois should be really proud of that. Again, the Governor's office has been very supportive.

"You have heard much over the last year about the American Diploma Project that this Board approved, which is essentially to align curriculum, rigor, and expectations, high school to postsecondary. Your faculties have been working on that with high school faculty members. Since the election of Barack Obama and Arne Duncan, it is on steroids. We now, within less than a year, have agreed on common core standards that define college and career readiness. This is not 877 school districts deciding what it means to be ready, which is what Illinois has been doing. It is not 48 states deciding what it means -- Texas and Alaska did not agree -- but it is 48 states that agree on the competencies you need in math to become an electrician or to go to college are the same competencies that you need in all 50 states, and in fact, internationally. That is critical, fast-moving support by the federal government.

"Rolling into that is another major initiative, which is Complete College America. That is working in the pipeline to improve academic preparation.

"The biggest initiative in reducing remediation is the College and Career Readiness pilot that is being shepherded with great success by Elaine Johnson. It is taking the ACT information and turning it into a diagnostic tool so that students who are going to need remediation do not need to wait until they are at community colleges or at a four-year institution -- remediation is done in 11th or 12th grade. Complete College America says, out of the students who are admitted to colleges and universities, even if the institution is open enrollment, what are they doing with those students to ensure that they complete a credential? Not necessarily complete a four-year degree or an associate's degree, but a credential that identifies a competency that they have. It is a national effort. Governor Quinn signed a letter accepting Illinois' commitment. Our colleges and universities will be hearing a lot more about that.

"The teacher and school leader standards that the School Leader Initiative started at this Board five years ago with a school leadership proposal. Dea Meyer and Diane Ashby from Illinois State University were the original authors, along with a lot of staff. We are changing, significantly, what it will take and what it means to be a high-quality classroom teacher and a high-quality school leader. We will need your help in implementing those standards. If we do not raise the bar, we know that students will be less likely to succeed.

"The High School Success Report is actually the High School Feedback Report that Miguel del Valle referred to. It was passed into law and it did exist, but we discovered it was a secret. It was not used to inform high schools, teachers, families, students, alumni, superintendents, and school boards on what was actually happening to their graduates when they left. This will be a transparent, open, constructive, and positive report. It is using data as a flashlight, not as a hammer. The University of Illinois has been the data folks -- the servers -- on this. Actually, they are more than servers. They have been doing the analytical work. It has really helped to get the dialogue going about the question, why is it that 50 percent of our high school graduates need remediation when they leave our high schools?

"Coming into play in both affordability and in terms of the achievement gap, is the ISACorps, which is a group of recent graduates who are working directly in high schools to improve the number of students who complete the FAFSA or the application needed for a

financial aid grant, both PELL and MAP. As recent graduates they understand the ins and outs and the problems. I believe we have some former MAP recipients who are in the ISACorps.

“No Child Left Behind -- that is changing on a federal level, so we are actively working as best as we can with the federal government on that as well.

“Goal 2 is affordability and we talked about this a lot. These next slides reiterate the sad state of affairs in terms of the proportionate family income required. That is the metric that is basically used nationally now. What is the proportion of family income that is required to pay for postsecondary education? That keeps getting higher. Tuition is outpacing financial aid. We have not increased the MAP maximum award for a number of years. This has become known as the MAP gap and it keeps getting larger. While the federal government has increased PELL dollars, we have not increased MAP.

“This is probably one of the more troubling slides and one that explains why tuition is increasing. Why is the public university and public college tuition increasing? If we go back to 2002, two-thirds of the operational dollars were coming from the state and about one-third was coming from tuition. If you look at where we are today, we have some institutions where tuition is bringing in more operational dollars than state funding. As state funding has diminished, tuition dollars have to go up. There in a nutshell -- when somebody asks why tuition is so high, the answer is that the state has not lived up to its responsibility. This is true certainly for community colleges. Again, this is just another explanation of the fact that for low-income families, we are increasingly pricing them out of a postsecondary education. We are working on it. In terms of the active implementation, many people in this room worked hard to restore MAP. Now to restore the statutory language, we have to keep fighting to make sure the dollars are behind it. As Senator Rock, who was the Senate President and my old boss, always said, ‘Nothing in government is self-executing.’ So we have to keep pushing.

“The college affordability summit is something that brought a lot of expertise to bear on different models, and you will be hearing more about this MAP report in a little while.

“The Higher Education Finance Commission that is being created by a resolution is something that we are working very closely with the sponsors on. We really look for that rethinking as those financial aid dollars are not as big as they used to be. Are we spending them in the most effective way to get the best outcome? Andy Davis and his staff have been very involved in this.

“As Miguel del Valle rightfully acknowledged, there is an exciting initiative to actually carve out dollars for MAP for community college students. The effort will be to pass authorizing legislation this spring to be able to do this. For instance, the Illinois Student Assistance Commission has a great partnership with the Chicago Public Schools (CPS). The Illinois Student Assistance Commission reports back to CPS the numbers, not identifying the name, maintaining privacy, but only X percentage of your students have completed and filed a FAFSA, which is what has to be filed for financial aid. So CPS now has direct and immediate feedback. Because of those efforts, they have increased students who applied for financial aid by 35 percent. This is a huge issue. You find a lot of students who decide late that they want to go. We know that more students at risk are late deciders to go to college and more frequently, are applying to community colleges when the application deadline is already over. Getting up into the sixtieth percentile for CPS students is a huge accomplishment and something for which Andy Davis, his staff, CPS, and others should be very proud of and that we need to bring to scale statewide.

“Goal 3 is increasing postsecondary credentials. This is the sheer numbers of quality degrees. We know we have an achievement gap, but in sheer numbers, Illinois lags fairly significantly behind the nation. We are the fifth wealthiest, fifth largest state and we are underproducing bachelor’s degrees, associate’s degrees, and certificates. When we say completion, we do not just mean a four-year degree, but we mean -- quoting Don Sevener -- the ‘essential credential’ that assures a competency that is welcomed in the workforce.

“The geographic disparities are fairly well known and so we will be drilling down on many of these things.

“The transfer rate is something that if the majority of students -- undergraduates -- are in community colleges, and we want to increase the number of bachelor’s degrees, it is that critical articulation and transfer that is so important. Efforts are being made by the university presidents, both public and private, and I would certainly point out the efforts of John Peters at Northern Illinois University and the efforts of Elaine Maimon at Governors State University. The articulation agreements and the transfer agreements -- this is not something that once we do it, it is over, it is a continuing dynamic effort. But the only way we are going to increase the number of degrees is by doing a better job removing barriers for students to that completion.

“Complete College America -- there are a lot of efforts going on with Karen Hunter Anderson leading the way in adult education. Also, there are efforts going on with the Perkins Programs of Study that are career pathways. Our friends from Women Employed have been huge supporters of having us work to make sure that there is a pathway for students to a career and whether or not you start out with a credential, there are steps you can take for the associate’s degree and then to the bachelor’s degree and beyond.

“U.select is something that not a lot of people probably know about, but that we have got to do more with. This is one of the things that I would love to mandate, and maybe we are going to have to do that. This is the former Course Applicability System (CAS), the electronic means by which students can determine and find out on their own how their credits will transfer and be accepted. For example, if a student in Lincoln Land Community College is thinking about transferring, has X number of credits, and wants to go into sociology or psychology at Eastern Illinois University or at Western Illinois University, that student can get on that website and manipulate the possibilities electronically. It is absolutely critical, and yet, we do not have all the four-year institutions in this u.select plan. It is a function of funding and not unlike the longitudinal data system, you have to do it. Marilyn Marshall from the University of Illinois at Urbana-Champaign works the most on that. That could be one of the best tools to help students move to completion.

“Goal 4 is integrating or leveraging the educational, research, and economic development assets in the state to promote economic development. This is sort of the technological transfer world, the research world. Because of our outstanding research institutions -- Argonne and Fermi -- Illinois has a core here, and yet in other states we find the states making major investments into that to attract more federal and nonprofit research dollars. Unfortunately, we have gone the other way. We had a critical matching grant program that matched federal research dollars for public and private universities. It was \$19 million. In a lot of grants, you have to have a local contribution or you do not get the federal contribution. The \$19 million is gone. Texas just made a huge investment in something almost exactly like this. We definitely have a ways to go in terms of bringing the innovation assets to bear.

“We are, however, working on a number of things. Diversifying Faculty in Illinois and Work Study are the last standing grant programs we have. The Work Study Grant Program is directed at students so that they can get practical experience and work in the field of study while they are still in school. We are still administering that. We are looking at other models. The Community College Board is working on green training and sustainability as are a number of the public universities. The Governor has announced and funded a number of initiatives to expand broadband access, which impacts the geographic disparity in educational attainment. The American Recovery and Reinvestment Act funds have gone through the National Institutes of Health, the National Science Foundation, and others directly to our institutions to provide a lot more research dollars.

“That is an update of what the education staffs having been working on with the Legislature. Thank you very much, Don and Candace, for putting this together.”

Legislative Update - Don Sevenser

Mr. Don Sevenser gave a report on the status of the 96th General Assembly.

After Mr. Sevenser’s report, the Board had the following discussion:

Dr. Frances Carroll said, “Is it possible for me to get a copy of those bills that relate to education?”

Mr. Sevenser said, “Yes, of course.”

Dr. Addison Woodward said, “Have you examined Senate Bill 1946 for any unintended consequences for higher education and certainly for adult education? They make recruitment, for faculty, for teachers, and other professionals a little more difficult. And there may be some other unintended consequences, but I think we ought to be looking at that.”

Mr. Sevenser said, “We have analyzed the features of the bill and on the face of it, those provisions that were enacted. We have not examined it for intended or unintended consequences.”

House Joint Resolution 75 Monetary Award Program Report - Mike Baumgartner

Dr. Mike Baumgartner gave a report on the Monetary Award Program. After his report, the Board had the following discussion:

Dr. Carroll said, “Can you tell me how many students there are in Illinois because we have about 270,000 instead of 120,000 who have received the grant, about 130,000 who did not receive it. Do you have an idea how many and all, not just counting those who applied for the grant?”

Dr. Baumgartner said, “There are around one million students in Illinois. Some of those are very part-time.”

Dr. Carroll said, “ Now with this legislation that we are about to present, I think that that will give you a very important point, that we have all these students in Illinois and we have

130,000, and that is just the ones we know about, that did not receive any grants or any assistance. Whether or not they dropped out, I was wondering if you had that information, but I think that is something we can certainly approach our legislators about. Is there a possibility that you can identify the districts where these students who did not receive the grant come from? Is there some resource we could have where we can help with?"

Dr. Baumgartner said, "Yes, through the MAP database."

Dr. Carroll said, "That would be excellent because then we could identify them."

Dr. Baumgartner said, "Yes. We will work with ISAC."

Dr. Alice Hayes said, "I am very concerned that this very detailed and comprehensive report is being given to us to look at just days before going to the state legislature. It really is not letting us have an opportunity to view it or to form questions. I wonder if there is an opportunity for us to at least make comments or take a position on any of the recommendations."

Dr. Baumgartner said, "Yes, but there are legislative deadlines."

Ms. Erwin said, "We would have loved to have gotten this report to everyone earlier. The legislature passes these resolutions and gives us a deadline -- we are actually past the deadline -- with very little understanding of the work that is required to do the research. This was not taking a position on anything."

Dr. Hayes said, "No, I'm just saying that it needs further investigation and further research."

Ms. Erwin said, "In terms of the Higher Education Finance Group that is going to be formed, this is just basic research."

Dr. Hayes said, "Because there are some good ideas here."

Dr. Carroll said, "Dr. Hayes is asking if we still could have another pass, beyond this meeting, where we could give Mike some of our comments."

Ms. Erwin said, "Sure. We will just tell Kevin McCarthy and the legislators we are not ready yet. It is a matter of, like with a lot of things, it just has been, literally, in the midst of this budget crisis, trying to do this."

Ms. Hightman said, "Let me just say this, the world will not end if we take a week to look at this, so we will absolutely take the time. Is a week enough for you all?"

Dr. Carroll said, "This is excellent. A week would be enough for me."

Dr. Hayes said, "There is a lot of information and a lot of ideas in here. Some of them might be viewed by some leaders as potentially threatening while others might view them as marginally threatening. Even though this is just surfacing, these are ideas, each of which we need to consider."

Ms. Erwin said, "We have to attach the actual resolution."

Dr. Baumgartner said, "It is."

Ms. Erwin said, "We were asked, explicitly, to look at those things. It was not as though we decided, let's decide that only blondes get MAP, or something like that. It was very prescriptive in terms of what we looked at."

Dr. Carroll said, "But I can agree with Dr. Hayes that it could be interpreted, because it says submitted by the Illinois Board of Higher Education, and there is nobody there to explain that we are just responding. So I agree with her that there needs to be some tweaking of how we submit this."

Dr. Hayes said, "Yes. Perhaps submit it by adding the staff of the Illinois Board of Higher Education."

Ms. Suzanne Morris, Vice Chairman of the Illinois Community College Board, said, "I agree with you. The whole bond-to-funding issue for community colleges was just presented to us a week ago to the Illinois Community College Board and it was a totally new concept that we were not familiar with. There were not any questions at the time because it was so new, but since that time, there have been some questions and concerns about the long-range effect of separating out community colleges from the regular MAP grants and that that would be dependent upon bond issues that would have to be annually renewed every year. It would be costly. So, I agree with you. It was presented to us and, from the Illinois Community College Board, I would hope Andy Davis or someone could meet with our Board chair and we could have some input into that whole concept."

Chairwoman Hightman said, "Were you not involved in the preparation of this?"

Ms. Morris said, "I was not aware of it. As the finance area, I do not think our CFO was involved."

Chairwoman Hightman said, "But there was representation of ICCB?"

Ms. Morris said, "Yes. But from the Illinois Community College Board, the financing idea was new."

Chairwoman Hightman said, "Perception is reality. With the Board you can use debating to make people think that you support something when you are just looking at it because you have to. Wording is important. I do not think that we should ever get ahead of ourselves when the Board is not comfortable with the document going out with our names on it. So I totally agree with Dr. Hayes, and I am glad she suggested that. So the real question is, and I am not sure what the review the Illinois Community College Board is going to do, but did they talk about it?"

Ms. Morris said, "This is just talk between people on the Board and staff that we would just like more information and would like to have some input on that."

Chairwoman Hightman said, "Perhaps this is a good opportunity for your organization as well as IBHE. Andy, I do not know if your group is totally comfortable with where you all are, but we will take additional time. What we should do is give comments to Mike within a week. And I think you should do the same."

Ms. Dimitra Georgouses said, “I just had a question about the borrowing idea Andy Davis talked about a couple of months ago at the affordability summit. Could you explain that a little bit better?”

Dr. Baumgartner said, “I can explain it, or we could see if Andy would like to explain it.”

Chairwoman Hightman said, “The two-second version is it is securing the future revenue earnings, or the taxes on the earnings that a person who gets a degree with this money will provide to the state.”

Mr. Davis said, “Currently, we will spend this year about \$400 million on MAP if we get what we are asking for. It was pointed out earlier that over 100,000 students will be eligible but get nothing. That is assuming that all of the monies that have been appropriated have gotten paid. The last year we have learned that appropriations and cash flow are not the same thing. The idea is we have looked at the partial revenue, looked at the income of students of a community college as opposed to the incomes over time that students from similar family circumstances and what happened to their family incomes, and there is a very distinct -- what we are calling community college bump, where in the first six years of enrollment the incomes go up six, seven, eight, nine, ten, eleven percent a year, in that range. Family incomes of families whose average household income is about \$50,000, which is what the average MAP recipient going to a community college is, they are only going up about one percent a year. The theory then is if you can get more people to go to school, they will pay more taxes, and the state will get paid back on its investment. Fundamentally, what that data led us to believe is that what we always talk about is that education is an investment, we always, as a state, funded out of the current income. We ask the students to go into debt. We tell them that is fine. You should go into debt because it is a lifelong asset and that makes sense. But we at the state say we can only afford what we can afford on current income. It makes no sense from a basic financial standpoint. What we are suggesting is that we bond out a portion of the program, the eligibility for the program, move that money, all the things exactly the same. It provides a second stream of revenue. And I might add, a dramatically more dependable one than GRF is at this point, so that if we were to have this bill that we are proposing approved this coming year we would be able to fund an additional 50,000 students, who as it stands, if we get the full appropriation from the Board, will get nothing.”

Chairwoman Hightman said, “Are there any other questions? If not, Mike, we will get our comments to you, if there are any. Thank you.”

1. ACTION ITEMS

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 March 23, a total of 172. Since then, one additional proposal has been received. This was from a public institution. As of Monday, April 5, there was only one new request for program modification in addition to those reported in the memo.

Chairwoman Hightman said, “One of the ways to judge our performance is how quickly we can address and resolve pending applications. But if I want to know how well we are doing, one of the facts would be, to me, how quickly do we process them and get them done?”

Dr. Blankenberger said, "As a measure, it might be a little difficult. Essentially, we are at the mercy of the quality of the application. If we get institutional applications that are better or easier to process and satisfy the criteria for the record, then we are able to process them more quickly. One of the advantages to this system that we have implemented is to be able to take all of the applications that have come in, assign an analyst more quickly so that the better applications are able to move through the system more expeditiously. The institutions that have a more difficult time answering the questions necessary to achieve approval, they tend to slow down. Some of the applications that may have come in relatively recently and yet still appear before you as general approval items."

Chairwoman Hightman said, "I am wondering whether it would be useful to know what the average time span is from start to finish with applications, maybe by sector?"

Ms. Erwin said, "As Bob pointed out, if you think about it, in terms of anything, applying for a mortgage let us say, if you do not provide the lender with accurate, appropriate information that is required to process the loan, it is not going to get processed."

Chairwoman Hightman said, "Well, I understand that. It is dependent, in part, on the quality of the application. But to me, there might be anything from relevant information to informative information. In understanding how long, on average, it takes, I think you can pick out the ones that can be done in a really short amount of time and the ones that the work will take forever. Maybe we could get some useful data on, as an organization, how quickly they are processed. I am not making a request yet. I am hoping you can see if it is possible to develop that kind of information for us, just like you developed the information about pending applications."

Dr. Blankenberger said, "It would be difficult, but we could come up with something. We could come up with the start date and the application dates as we received them, and then the approval dates, and then measure that length of time by sector or by institution size."

Chairwoman Hightman said, "Maybe you could do it once the application is complete. Like Judy's example, where you might have left out a tax form or something, so maybe once you know the application is complete and they have provided all the documents that you need, that might be more helpful or more relevant."

Dr. Blankenberger said, "What we do is inform the institutions well in advance of the meeting. That is usually six weeks in advance whether they will appear as an agenda item. Then, of course, it is up to the Board whether they have decided to approve the program."

Chairwoman Hightman said, "I am not sure what that means. I am not sure what you just said."

Dr. Blankenberger said, "The length of time it takes an institution to get through the application process is magnified because of two factors. One is the notice of intent, which has to remain for 30 days prior to the application submission. And two, we have to submit the materials in advance to the Board meeting for a fairly lengthy lead time, so that a number of different folks can review the applications as they are written up so that the report of recommendations that you receive will then have been reviewed by a number of people and will have given the Board members the opportunity several weeks in advance to ask questions of us to get back to the institutions."

Chairwoman Hightman said, "Yes, but that is part of the time that is part of the question. How long does it really take and why? I am thinking about that. Maybe you could help me determine what it is that would be useful information in that regard because that is one of the comments that I get when I talk to folks, especially, from the for-profit community, but from others as well, even from the public universities, that sometimes it just takes a really long time. We instituted the fees to help us fund additional support for reviewing the applications, so I am just wondering where we are, where we stand, and how well we are doing. And it is not necessarily how well we are doing, it is how long it takes."

Ms. Erwin said, "It is really almost one of the first times since I have been at the Illinois Board of Higher Education, that there is not a backlog."

Chairwoman Hightman said, "What does that mean?"

Ms. Erwin said, "It means that all of the applications come in -- 172. They have been assigned to analysts. For example, think about processing mortgages. They are assigned to the analyst and they are actively reviewing them. They are not sitting there unassigned."

Chairwoman Hightman said, "That happened before?"

Ms. Erwin said, "Yes. We had a huge backlog. We did not have enough staff or time because, again, the issue is with many of these the complexity of some of them takes a longer time. The good news is that, because of the fees, we have put extra people on to help. We are working with the Academic Affairs Committee on possibly amending the application so that it is more efficient. Maybe we are asking questions that are redundant. We could get the information from someplace else."

Chairwoman Hightman said, "That is great that we are doing that. But I still think there is something more that I am asking for. I am not making the formal request yet. So why don't you think about it and get back to me on what you think you can give us to show us on average how long it takes to reach a conclusion on a complete application."

Dr. Blankenberger said, "What we tell institutions when they apply, is that the process takes about six months."

Chairwoman Hightman said, "Yes, but I want it based on real data. I am not asking for it now, but I wanted you to know what I am thinking."

Dr. Carroll said, "My initial concern, or eye-opener, was that how do we get 172 applications out when through the past eight years that I have been on the Board, the most we have had has been 24? I know that you said that we assigned them to some other people, but we don't have a bigger staff. In fact, we have a smaller staff. So what did we do this time that we did not do in the past because the universities and colleges have been screaming about the time that it has taken? Then we get 172 that, I will be honest, I could not look at because it is just too many. What kind of rubric did you come up with this time that, besides one new person who, he replaced somebody, he wasn't an additional person, he just replaced someone that is gone. How did we do this? So we are subject now to the criticism that went before all these years of time. I think it is a good thing to look at the timeline as to how long it takes us to review an institution's

request because I don't want to look incompetent, and doing 172 since the last Board meeting is too much."

Dr. Blankenberger said, "As I understand it, the volume of applications has increased enormously over the last several years. Now, having said that, we have had a varying number of staff that has been able to deal with this number of applications. Part of the process that we have changed is based on the electronic submission process. As a part of the process of putting these online, we streamlined the application process. We took out the redundant application questions. We worked with Dr. Washington's committee and the applications themselves have been shortened to some degree. Having said that, the criteria are still the same and satisfying the criteria is still the issue. The application requests that come to us vary in quality enormously. We have some institution applications that are going to sit for quite some time because the institution is not able to meet the criteria."

Dr. Carroll said, "I am not talking about those because obviously these are the 172."

Dr. Blankenberger said, "Some are. The 172 are all of the applications that are outstanding. Those are all the ones that are out there right now waiting."

Dr. Carroll said, "So, what are you saying? You approved these 172?"

Chairwoman Hightman said, "It is not 172 new applications since the last meeting. It is 172 applications that are being worked on. Some of them would have been on the list last time and are in the numbers that they gave us."

Mr. Erwin said, "You mean last year."

Chairwoman Hightman said, "Because they take a good deal of time."

Dr. Carroll said, "Ok, so you have submitted a total of everything that you have?"

Chairwoman Hightman said, "Everything that is being worked on right now."

Ms. Erwin said, "That is what the report asked us to report on."

Chairwoman Hightman said, "While headcount might not have gone up and, in fact, it is just a blind headcount? Well, were you saying on-contract people? So it has not gone up. We are using contract people."

Dr. Carroll said, "So you hired some more people?"

Chairwoman Hightman said, "Just on contract. We cannot hire because we do not have enough experience with the fees to know that we can actually have enough money for a new, full-time person. So, we have been doing it on contract based on what we have seen so far."

Dr. Carroll said, "How many contract people do we have? So, if we get in a bind, we can contract."

Ms. Erwin said, "In some instances, there is one school that may file 30 separate program applications. So there are varying complexities. We have one public institution that filed an

application and has not moved it because they do not have the resources to actually do it, so it is just sitting there. So there are all kinds of reasons why you do not finally complete.”

Chairwoman Hightman said, “We understand. Let me just think about this. Maybe you and Judy can think about what I asked and see if there is some information that you can provide to us that gives us a feel for how long it really takes.”

1a. New Units of Instruction at Public Community Colleges

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. Nandi and seconded by Mr. Kametas, unanimously hereby grants authority to Carl Sandburg College to offer the Associate in Arts in Teaching in Early Childhood Education, Statewide Model Curriculum, subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to College of DuPage to offer the Associate in Arts in Teaching in Early Childhood Education, Statewide Model Curriculum, subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Highland Community College to offer the Associate in Arts in Teaching in Early Childhood Education, Statewide Model Curriculum, subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Kankakee Community College to offer the Associate in Arts in Teaching in Early Childhood Education, Statewide Model Curriculum, subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Heartland Community College to offer the Associate in Applied Science in Laborer Apprentice 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 John A. Logan College to offer the Associate in Applied Science in Welding Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Lewis and Clark Community College to offer the Associate in Applied Science in Welding Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Southeastern Illinois College to offer the Associate in Applied Science in Graphic Design subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

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

Dr. Addison Woodward said, "I have raised this before. We have an out-of-state institution that is coming in and now wants to offer a degree in elementary education and they are not going through the State Board of Education for approval. It may be a high quality program, it may be an average program, or it could be a low quality program. But we have no say in the matter. We have heard how important it is to increase our teacher standards, and we have heard from Senator del Valle on how important this is to get at, and yet we are going to approve a program that has a physical presence and will be graduating 100 elementary education folks, and they are going to get the certification from Missouri and not from Illinois. I have a problem with the process."

Chairwoman Hightman said, "Let us be specific. Which one is this so that everyone knows?"

Dr. Woodward said, "Lindenwood."

Ms. Erwin said, "This is something that Addison is absolutely right. The Illinois State Board of Education's rules do not recognize out-of-state institutions. They do not have a process for dealing with them. We have asked them in reviewing their rules. There are a lot of rules changes going on. Unfortunately, this part of the rules is not one of them. Our rules and statutes, however, having a responsibility for us. We mentioned this before. We did not think that legally we could say we cannot approve you because the Illinois State Board of Education will not do something, because our statutes and rules require that the institution show a pathway to having that teacher be licensed and accredited and, indeed, there is a pathway, albeit messy, inadvertent, requires having them go back to Missouri. So it is really this incongruous nature of our two sets of rules."

Dr. Woodward said, "But this is an institution, bought a building, 100,000 square feet, in Illinois, training teachers in Illinois, and to me, it makes no sense. If Dr. Koch wants to send a letter and say I do not want this responsibility, it is your responsibility, that is one thing. But the process needs to be clear. It is a gray area. I raised the question before, and there was some discussion before. Go back to the minutes of January, I expressed my concerns in December and it does not happen."

Ms. Erwin said, "They did respond."

Chairwoman Hightman said, "What we found was it is not within our statutory authority to reject this. You might not like the answer, but we got a legal response and our hands are tied because this is not a basis for denying the application."

Dr. Woodward said, "I understand that, but I have not heard the communication from Dr. Koch."

Ms. Erwin said, "We have the letters, which we can send you. Basically, they say we do not do this."

Dr. Woodward said, "So, as long as everyone knows, we want our P-12 education improved, but we are going to let Missouri deal with this."

Ms. Erwin said, "I am meeting with Chris Koch tomorrow. We have raised it multiple times. They have said we are not getting to that yet."

Chairwoman Hightman said, "I think there is nothing else. We have answered your concerns."

Dr. Woodward said, "You have answered my question."

Ms. Erwin said, "Yes."

Chairwoman Hightman said, "OK."

Dr. Woodward said, "I cannot support it."

Chairwoman Hightman said, "Are there any other questions or comments?"

Dr. John Bennett said, "There is a question and I understand that the Board may not have statutory authority, but a concern, which I think underscores Board Member Woodward's position, is that the figures, the estimates vary, but between 5,000 and 8,000 elementary school teachers are or will shortly be unemployed in the State of Illinois. And it is a very real concern when we have institutions within the system that are producing elementary school educators that will, presumably move out of state to find employment and then adding to the capacity here even if the certification is going to be a Missouri certification."

Ms. Erwin said, "That make perfect sense except that, again, our statutes require that for a public institution you have to show need, but for non-profits, for independent schools, the statutes basically say it is your dime, you do not have to show need. So, while it is logical, we are looking at the legal legs we have to stand on."

Chairwoman Hightman said, "I would also suggest that one could argue that they are building a school in our state, they are employing people in this state, they are making an investment in this state, they are paying property taxes in this state, and there is a positive economic impact of being another entity doing business in this state. I am not taking an opinion. That, to me, is not the basis for our decision here. We have statutory considerations that we have to make."

The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Dr. Nandi, hereby grants to Adler School of Professional Psychology Authorization to Grant the Master of Arts in Police Psychology 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 Aurora University Authorization to Operate in the Central, South Metropolitan, and Western Regions and further Grants Authorization to Grant the Master of Arts in Curriculum and Instruction in the Central, North Suburban, South Metropolitan, and Western Regions; Master of Arts in Educational Leadership in the Central, North Suburban, South Metropolitan, West Suburban, and Western Regions; and the Master of Arts in Reading Instruction in the Central, North Suburban, South Metropolitan, West Suburban, and Western 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 Lewis University the Authorization to Grant the Bachelor of Arts in Management in the Chicago Region, the Bachelor of Science in Business Administration in the Chicago Region, and the Bachelor of Science in Information Technology Management in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to Lindenwood University Authorization to Grant the Bachelor of Arts in Elementary Education 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 Saint Xavier University Authorization to Grant the Master of Arts in Early Childhood Education in the Central, Fox Valley, North Suburban, South Metropolitan, West Suburban, and Western Regions; Master of Arts in Education with a concentration in English as a Second Language in the Central, Fox Valley, North Suburban, South Metropolitan, West Suburban, and Western Regions; Master of Arts in Educational Administration and Supervision in the Central, West Suburban, and Western Regions; and the Master of Arts in Reading in the Central and Western 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.

Dr. Elmer Washington and Dr. Addison Woodward voted no on this item.

Dr. Santos Rivera voted present on this item.

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

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

Chairwoman Hightman said, "I am trying to remember if we have ever had one of these before. It is interesting to me that the enrollment criterion is not applicable to this proposal because it is a research institute. Have we done that?"

Dr. Blankenberger said, "We are required to approve those."

Chairwoman Hightman said, "I am not saying we are not. I am asking whether the past few years we have had them before."

Ms. Erwin said, “Centers, yes.”

Chairwoman Hightman said, “Have we had Centers?”

Dr. Blankenberger said, “Yes.”

Chairwoman Hightman said, “I just do not remember and do not think we have had one in awhile.”

Dr. Blankenberger said, “I think it has been a little while.”

The Illinois Board of Higher Education, on motion made by Mr. Obuchowski and seconded by Dr. Carroll, unanimously hereby grants to Chicago State University, Authorization to Establish the HIV/AIDS Research and Policy Institute (HARPI), 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 Southern Illinois University Edwardsville authority to establish the Doctor of Nursing Practice (DNP) 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.

1d. Capital Improvement Projects: Long-Term Planning List

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

Dr. Hayes said, “Is there any money available?”

Ms. Erwin said, “There are capital dollars because the state has sold bonds. There are real dollars getting spent on bricks and mortar. It is operations funds. They cannot turn their lights on, but they can fix their boiler.”

Chairwoman Hightman said, “So these will actually get paid for. There is no question?”

Dr. Baumgartner said, “These are projects that are on our wish list going forward.”

Chairwoman Hightman said, “So I think it is a different answer to the question Alice asked.”

Dr. Baumgartner said, “No, none of the projects on this are projects that were included in the \$1.6 million appropriated last year. These are all different projects. There is no money appropriated for the \$1.3 billion. The \$1.6 billion has the appropriation and the bonding authorization for most of the projects. So that is going to roll out over a period of years. This would be for planning purposes, projects that the Board is planning for future years.”

Dr. Carroll said, “Mike, the only question I have is on Table 3 on page 69, where the amount requested for each institution, public universities, and then the total amount. Is that the amount that is allocated?”

Dr. Baumgartner said, “The amount requested is the amount of the requests that the institutions submitted to us this year. The total to the right is the amount that is included in the long-term funding list that we have presented to you today.”

Chairwoman Hightman said, “In other words we do not recommend approval of everything they have asked for.”

Dr. Baumgartner said, “That is correct.”

Dr. Carroll said, “So that they get just a portion, each year they get a different portion of it, or they get all of it?”

Chairwoman Hightman said, “Is it project specific, Mike?”

Dr. Baumgartner said, “It is project specific except for the capital renewals.”

Dr. Carroll said, “Let us take the first one, Chicago State University?”

Dr. Baumgartner said, “Chicago State University requested \$72 million.”

Chairwoman Hightman said, “It seemed like there were more projects and you submitted a few. Is that how it works?”

Dr. Baumgartner said, “There are many more projects.”

Dr. Carroll said, “OK.”

Chairwoman Hightman said, “There are more specifics that are not shown here. Actually, are they shown earlier?”

Dr. Baumgartner said, “Are you looking for more specific criteria?”

Chairwoman Hightman said, “What projects is the \$16 million.”

Dr. Baumgartner said, “Table 2 shows the projects and then there is a great deal of sundry information provided in Appendix A.”

The Illinois Board of Higher Education, on motion made by Ms. Hamouda and seconded by Dr. Nandi, unanimously hereby approves the Capital Planning List presented in Table 2 and described in the appendices of this item.

2. CONSENT AGENDA

Chairwoman Hightman said, “Are there any comments or questions concerning any of the items that are in the Consent Agenda? I would point out so that everybody knows there is one noninstructional capital project approval, which usually somebody says something about, so I want to make sure that you know that it is here.”

The Illinois Board of Higher Education, on motion made by Dr. Hayes and seconded by Mr. Obuchowski, approved the following items.

2a. Board Meeting Minutes – January 26, 2010

The Illinois Board of Higher Education unanimously approved the Minutes of the January 26, 2010, meeting.

2b. Board Working Session Minutes - January 26, 2010

The Illinois Board of Higher Education unanimously approved the Minutes of the January 26, 2010, Board working session.

2c. Financial Report as of February 28, 2010

The Illinois Board of Higher Education unanimously approved the financial report dated February 28, 2010.

2d. No Child Left Behind Act (NCLB): Improving Teacher Quality State Grant Program Fiscal Year 2010 Grant Allocation

The Illinois Board of Higher Education hereby allocates fiscal year 2010 grants totaling \$2,950,997 for the No Child Left Behind - Improving Teacher Quality State Grant Program to the institutions specified and in the amounts shown in Table 1. In the event that funds are not requested by a partnership in their entirety, the Executive Director shall have the authority to re-allocate funds to another partnership.

2e. Public University Noninstructional Capital Project Approval

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

2f. Confidentiality of Executive Session Minutes

The Illinois Board of Higher Education hereby resolves: Resolved, that the Illinois Board of Higher Education finds that the need for confidentiality still exists for the minutes of the IBHE Executive Sessions of June 2, 2009, and July 28, 2009, and that such minutes shall continue to remain confidential.

3. INFORMATION ITEMS (Written Report)

3a. 96th General Assembly, 2010 Session Legislative Report

4. OTHER MATTERS/PUBLIC COMMENT PERIOD

Chairwoman Hightman said, “We have changed the date and the venue for the June Board meeting. Instead of meeting on June 1 in Springfield, it is going to be held on June 21 at Roosevelt University in Chicago. The change was intended to avoid many people having to travel on the holiday.”

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 4:00 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 April 6, 2010, meeting.