

MINUTES – BOARD MEETING
April 12, 2011

Submitted for: Action.

Summary: Minutes of the April 12, 2011, meeting of the Illinois Board of Higher Education held at Northern Illinois University, Naperville, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the April 12, 2011, meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
April 12, 2011

A meeting of the Illinois Board of Higher Education was called to order at 1:15 p.m. in the Atrium at National-Louis University, Chicago, Illinois, on April 12, 2011.

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

The following Board members were present:

David Benjaiah	Suzanne Morris
Jay Bergman	Proshanta K. Nandi
Frances G. Carroll	Santos Rivera
Alice B. Hayes	Elmer L. Washington
Donald J. McNeil	Addison E. Woodward, Jr.
John P. Minogue	

Also present by invitation of the Board were:

G. W. Reid, Executive Director, Illinois Board of Higher Education
Andy Davis, Executive Director, Illinois Student Assistance Commission
Vinni Hall, Board Member, Illinois State Board of Education

Presidents and Chancellors

Alvin Goldfarb	Elaine Maimon
Sharon Hahs	John Peters
Max McGee	

Advisory Committee Chairpersons

Abbas Aminmansour, Faculty Advisory Council
Jerry Weber, Community College Presidents
Susan Friedberg, Proprietary Advisory Committee
John Peters, Public University Presidents
Dave Tretter, Independent College and University Advisory Committee

I. Call to Order

1. Call Meeting to Order, Chairwoman Carrie J. Hightman

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

2. Welcome by John Peters, President, Northern Illinois University - Naperville

President Peters welcomed everyone to Northern Illinois University's Naperville campus.

3. Welcome and remarks by Chairwoman Carrie J. Hightman

Chairwoman Hightman said, "Thank you very much and again thanks for your hospitality.

"Let me first start with the *Public Agenda*. We are going to hear in more detail about the Executive Director's 90-Day Agenda for implementation of the *Illinois Public Agenda*. I just wanted to say that taking one small issue, taking a piece of it and showing that we can accomplish a specific part of the *Agenda* is probably the way to establish that the *Public Agenda* itself is actually a document that can be implemented, and it is real, and it is viable, and that it is not just something we are putting on the shelf. I look forward to hearing about the progress, and I just want to have all of us keep in the back of our minds we -- implement it piece by piece, step by step by step, and that is what we are doing. Dr. Reid will talk more about that.

"The other point to make is that we are coordinating all of this, we do not make it happen ourselves, we have to work with all of you and to help provide some direction and support, and so that is how we view our role when it comes to getting the *Public Agenda* to be the actual reality here in Illinois.

"I wanted to also touch upon the Complete College America activities. So speaking of collaborating and all of us working together, at the last meeting I mentioned that a group of state officials and education leaders were going to attend a meeting in Miami as part of an academy hosted by Complete College America.

"Well, they were there. I am told they spent most of the time indoors. I do not know if I actually buy that, but that is what I was told. The team did come back energized and enthusiastic about the task ahead, which is to raise the college attainment level to 60 percent of adults by 2025.

"One of the offshoots of the Academy experience was the decision to apply for the Gates Foundation Completion Innovation Grant. Illinois is a charter state member of College Completion America's alliance of 26 states. Ten states will be selected to receive \$1 million grants to implement significant improvements in college completion. Illinois is going to apply, and keep your fingers crossed, everyone, that we get the money.

“Just so you know, the Team agreed that the focus in getting the money and requesting the money will be two-fold: 1) implementing performance funding for higher education, and 2) transforming remedial education statewide. Those are the two ways we would use the funds.

“As with all successful implementation plans, and in the spirit of the *Illinois Public Agenda*, the circle of partners is very wide. The Illinois TEAM is engaging our university and college partners, as well as other state leaders in business and in higher education. The deadline for submitting the request is mid-May. Again, keep your fingers crossed. We will see how that all works.

“I want to welcome some people and say goodbye to some people.

“Al Goldfarb is attending this meeting. After nine years as president of Western Illinois University, his term is coming to an end. I was originally going to say this is your last IBHE meeting, but what I have changed the remarks to say is this is your last IBHE meeting as President of Western Illinois University because I can only hope that you will come back here in some other capacity, or just because you care, and visit us and give us some words of wisdom and maybe volunteer to help us on something. So I am not saying this is your last meeting, Al, just so we are clear here, I am saying this is your last meeting as President of Western Illinois University. Good luck with everything and, again, thank you.

“Alice, actually you are on the agenda for a special resolution so I do not want to go too far now. I do not want to steal the thunder later of the person that is going to read the resolution to you, but I do want to note for the record just how much you have contributed to the higher education community and to the students and the State of Illinois over the seven years that you have been on this Board. I have enjoyed all the years that I have had a chance to work with you and will definitely miss you. You have been a great advocate for the institutions that you represent. We are grateful for your service and we will have a more formal recognition of everything that you have done in a minute or two.

“I also want to welcome Suzanne Morris, who is sitting in for Guy Alongi representing the ICCB.

“I want to mention and welcome the community college presidents who have joined us for lunch today. We had a very good discussion about communications, and dynamics, and issues facing us. We talked about a variety of things. I thought it was a very good conversation.

“Just a couple of housekeeping items, Vinni Hall who is our representative from ISBE has submitted a report that was provided with the Board materials that summarizes what happened at the last ISBE meeting. The materials are available and will be available on our website for those of you who have not seen it.

“I also want to note that the Faculty Advisory Council has provided a paper entitled, ‘On Criteria and Procedures in the Hiring and Promotion of Faculty.’ The Board has a copy of it and the paper is available on our website as well for those who want to see it.

“I want to welcome a special guest that is here today for our meeting. I call him Senator Miguel del Valle, but I guess I should probably call him Honorable Miguel del Valle, not that the two are inconsistent. I knew him first as a senator so that is why I say that. Senator del Valle would you stand up and say hello? He has been a strong supporter of higher education -- all

education in the State of Illinois. We appreciate your presence here today. Thank you very much and we look forward to the words of wisdom that I know you will be offering us at some point or another as we move forward, especially on some of the issues that we are looking at currently regarding certification and the regulation issue that we are looking at.

“Let me turn now to the budget. Let me tell you something you do not know. These continue to be very difficult financial times. So you came all the way here to hear that, right? To make matters worse, we are one of the worst states in terms of the backlog of bills, in terms of our unfunded pension obligations, everything. It is very difficult.

“Our last Board of Higher Education meeting was on the eve of the Governor’s budget address. I have to say at least the silver lining, if there is a silver lining, is that in the grand scheme of things higher education was treated pretty well and, in fact, we got a \$25 million increase for MAP funding -- at least in the Governor’s proposal for the budget. In fact, having level funding, which is what he proposed, is really the right thing when you look at all the areas where the budget had been cut back from the prior year.

“On the other hand, and there is always another hand when it comes to the budget, the colleges and universities, again you do not need me to tell you this, but continue to operate under tremendous pressure because of the cash flow issues. There is a \$1 billion backlog in unpaid state appropriations. You are operating without knowing exactly how much money you are going to get -- if you are going to get any of the money at all that is due to you. While this is not something we at the Board of Higher Education have complete control over, we are tracking this matter closely and have consistently and strongly made the case to the General Assembly and to the Administration that these issues affect your ability to manage your operations efficiently and effectively. We are trying to do whatever it is we can do, I know there is not much we can do, but we are on your side.

“I already talked about the *Public Agenda* and so I think at this point I am going to turn it over to Dr. Reid.”

4. Remarks by Executive Director G.W. Reid

Dr. George Reid said, “Thank you Madam Chairlady and members of the Board. For the last month and a half, and to begin my tenure here as Executive Director, I have tried to redouble our energies as we implemented the *Public Agenda for College and Career Success*.

“I want to recommend a book to you about implementing strategic plans. It is called: *Integrating Higher Education Planning and Assessment: A Practical Guide*, written by David Hollowell, Michael F. Middaugh, and Elizabeth Sibolski.

“The point that these authors make is that writing a strategic plan is a fairly easy process - all you have to do is make sure that the proper stakeholders are at the table. The hard part about strategic planning is implementing the plan, because a strategic plan is a wide-ranging endeavor. It seems daunting. By its very nature, it is strategic, it is all over the place, and to be able to implement it takes a great deal of skill and focus. So what we have tried to do here with the staff is to refocus our energies on accelerating the implementation of the *Public Agenda*.

“At the last meeting I talked about cutting a little slice out of the *Public Agenda* to form a smaller strategic plan that I called The Ninety-Day Agenda: Increased College Readiness and

Completion, Towards Performance Funding -- The Ninety-Day Agenda. I wanted to do three things with this Ninety-Day Agenda to begin my tenure. I wanted to show, as Madam Chairlady said, that if taken in reasonable portions, even a wide-ranging strategic plan, like the *Public Agenda* is manageable. Managing something that is wide-ranging is a very difficult proposition.

“Secondly, I wanted the Ninety-Day Agenda to show propulsion, to show an increase in motion in the implementation of the plan.

“And thirdly, I wanted to see how well the team and I worked together.

“We have accomplished all three of these things. Let me just tell you how. We are well underway in the implementation of this plan; this is a ninety-day plan. So on day ninety-one, we would have completed our first planning activity. Day ninety-one will be May 16, 2011. For us, it will be the day that we would have completed our Ninety-Day Agenda.

“Secondly, as you will see in just a few minutes, our leadership team here and I have been working hard to bring you some tangible results to report to you today.

“And thirdly, before July 1, 2011, I will evaluate the plan and the activities, what I have done to help to move it forward and what our team has done.

“There were four goals that I talked about in our last meeting. The first goal has to do with closing the achievement gap, which is Goal One of the *Public Agenda*. What Arthur Sutton has done, or is in the process of doing, is identifying what Complete College America calls ‘the low-hanging fruit’ – students who with a slight nudge could come back to college. These students are college dropouts, more likely than any other group of students to return to college. Arthur is trying to identify 90 of these students. He does not have to solve the financial problems and all the other problems connected with that. He has to show that these students, by his efforts, have become re-interested in college.

“The second goal that we are going to report on today is college readiness. You will hear Bob Blankenberger talk about how the high school faculty, under his leadership and the college faculties, are beginning to talk about what the core curriculum, what the real curriculum for college readiness should be, and when Bob and his group have run their course, what this will amount to is a curriculum properly taught and verified at the senior level in high school that will create a college-ready student.

“And thirdly, all you have to do is look around the room and you can see manifestations of our third goal. Our third goal is to raise the public awareness about the *Public Agenda* and this is something that Don Sevensen is going to talk more about.

“Our Fourth Goal that I presented to you on February 15, our first meeting, was a goal about performance funding, which since then has become a major topic of discussion and activity in the legislature. One of the reasons it has become major is because Mike Mann has been in counsel and in advisement with the staff over at the legislature encouraging them to create law to make performance funding a reality.

“I need to pause here to say a word or two about Mike. You know Mike Mann has been a tremendous help to us. When Mike Baumgartner went to Complete College America, we wondered who could help us to bridge this gap between Mike Baumgartner and another person.

Mike Mann stepped in, and he has done a stellar job, and if you do not mind ladies and gentlemen, allow me a personal privilege to ask all of you to join me in thanking Mike Mann. He is not going anywhere; he is just going to be doing some of the same things.

“How do we fill Mike Mann’s shoes and Mike Baumgartner’s shoes? I asked the senior staff to do a search for me. It was a national search -- extensive, several trade magazines and so on. We had 19 candidates. Of the 19 candidates, the search committee recommended to me -- the search committee included all of the fellows back here and Linda. They were guided by the leadership of Don Sevener and they recommended to me three finalists. I interviewed all three finalists and when I interviewed the three finalists, I realized that any of the three could have done this job, but there was one person who stood out as the top candidate, and I want to introduce him at this point.

“This person now serves as the vice president for administrative services and the chief financial officer at Kaskaskia College, and was also the Treasurer for the college foundation. In addition to his finance and administrative responsibilities, he is also a member of the South Central Illinois Growth Association, as well as the Illinois Small Business Development Center Advisory Council. Prior to these positions, he served in finance, management, and leadership positions in the federal government culminating in the position of chief operating officer for the Army Accessions Command, the Army’s premier employment and training organization responsible for the recruitment, education, and the training of over 180,000 soldiers and junior leaders in the execution of the Army’s advertisement and marketing efforts. He is a graduate of the United States Military Academy. He received his M.B.A. from the College of William and Mary. He received a Doctorate of Higher Education Administration from the George Washington University and has completed post-graduate work at the Massachusetts Institute of Technology and Strategy in Innovation. He is also a Harvard University Senior Fellow. Will Dr. Alan Phillips please stand. Alan, do you want to say just a word of welcome? ”

Dr. Alan Phillips said “I would like to thank you for the opportunity to serve. I am certainly delighted to be joining the Illinois Board of Higher Education. I am excited about being here and hope that I would be able to move education forward and help deal with many of the challenges that I know we all face. Working at a community college, as I told Dr. Reid, I understand all too well what happens when the state is suffering challenges and problems being on the receiving end of a lot of those things. I know all too well how important it is. I come from a family of educators. I am excited about the opportunity to continue that tradition. I am honored and privileged to have the opportunity to serve and work with the Board of Higher Education.”

Dr. Reid said, “Thank you so much.

“I am about at the end of my comments, but I wanted to sort of lead into the future. We have created this The Ninety-Day Agenda: Increased College Readiness and Completion, Towards Performance Funding. What is next?

“I think on the heels of the Ninety-Day Agenda we are going to implement a one year strategic plan. The one year strategic plan will start on July 1, 2011. The one year plan will not depart a great deal from the Ninety-Day Plan except it will go deeper into the goals that the leadership team and I have begun to work with. We will stretch out farther and wider and over the next year or so beyond July 1, we will report to the Board, maybe between two and five times, on the progress that we are making with our new one year strategic plan. I will have more details

of that one year plan at the June meeting and we will talk about specific goals and that kind of thing.

“Madam Chairlady and Members of the Board, those are my comments for the day.”

Chairwoman Hightman said, “Not yet, we have one more thing before we move on. One more important thing, and I think I am turning the microphone over to Dr. Carroll.”

5. Resolution Honoring Alice Hayes

Dr. Frances Carroll read the following resolution:

We, the Members of the Illinois Board of Higher Education, express our deep gratitude and profound respect for Alice B. Hayes upon her retirement from the Board.

Alice’s seven years of service as the representative of independent colleges and universities has been marked by one of the most turbulent periods of higher education history in Illinois – the accelerated use of technology, the increasingly competitive marketplace, and the challenges of severe, intractable fiscal crises have transformed the higher education landscape. During this time, Alice Hayes’ calm and deliberative manner have served the Board well.

Alice has brought a wealth of higher education experience to her service on the Board. From her formal collegiate education at both public and private Illinois colleges and universities, her teaching and administrative roles at Loyola University, and her executive leadership at St. Louis University and as president of the University of San Diego, Alice’s perspectives have been grounded in the ideals of the academy and in the best interests of students.

The wide diversity of her non-academic or “extra-academic” experiences has not only broadened Alice’s life but enriched her public service. Her work with accrediting bodies, in particular, has informed her review of Illinois college and university programs and provided the Board with a built-in expertise in undertaking one of its most vital regulatory functions.

Mostly, the Board has profited from Alice’s service as a collegial partner, a knowledgeable and thoughtful participant, and a caring friend of higher education.

We applaud Alice B. Hayes for her estimable service to the Illinois Board of Higher Education and wish her well in future endeavors.

Dr. Reid said “Thank you so much Madam Chairlady. Now I want my colleagues to come forward and talk about some of our progress that we have made. First I want Bob.”

II. The Illinois Public Agenda for College and Career Success

6. Public Agenda Update

Progress Report

Mr. Don Sevener presented the external relations portion of the Ninety-Day Agenda. No discussion followed his presentation.

Dr. Bob Blankenberger presented the Ninety-Day Goal for improving college and career readiness through the implementation of the common core. No discussion followed his presentation.

Dr. Arthur Sutton presented the Ninety- Day Goal related to outreach and diversity. No discussion followed his presentation.

Mr. Mike Mann presented the Ninety-Day Goal for performance funding. No discussion followed his presentation.

Dr. Reid said, “Taken into reasonable portion, regardless of the size of the strategic plan, it is manageable, but you have to look into the plan and grab some actual manifestations that you want to hold onto and then use those as goals. After a while you will look up and you have implemented the plan. But definitely this plan as I promised you many months ago when I talked to you first, is something that we will be implementing.”

Chairwoman Hightman said, “Great. Thank you and I like the idea of seeing what each of the senior staff’s roles are in moving forward. I think it is helpful.”

7. Public Agenda Showcase

Mr. Sevener said, “Thank you Madam Chairwoman. As you know we started the *Public Agenda* Showcase at the Board’s last meeting, and today we are fortunate and honored to have as a presenter, Dr. Elaine Johnson, the Vice President of Academic Affairs and Workforce Development from the Illinois Community College Board and some colleagues that she has brought with her to talk about the College and Career Readiness Program which was enacted into law under the sponsorship of Senator Ed Maloney several years ago. And so, without further ado, Elaine.”

College and Career Readiness Presentation by Elaine Johnson, Vice President for Academic Affairs and Workforce Development, Illinois Community College Board

Dr. Johnson said, “Thank you Madam Chairwoman and the Board for allowing us to be here, and a special welcome to my Board Member, Suzanne Morris. It really is a great pleasure to be able to talk about our College and Career Readiness Program. We have been doing this for several years now and have seen some great results. It really is a program that should be modeled across the state, but I will give you a little information. I do want to also thank throughout the legislative process, not only our Board, but Don Sevener and Candace Mueller, who were very active in and also in supporting our legislation to move this forward. Thank you for that.

“As Don mentioned, Senator Maloney was the sponsor and Representative Miller was the House sponsor in 2007. This really became one of the Senator’s main goals. He really carries this College and Career Readiness theme out wherever he goes. So we had it for a few years. We have \$750,000 appropriated to the Community College Board. It was re-authorized in 2010 with the thought that we would double the sites of our College and Career Readiness. We are still waiting for appropriations to do that. We keep encouraging more money. He is working on it as well. This project is part of a larger picture of college readiness that we are working on at the state and national levels. You will see that as we go on.

“The pilot sites for our state are Southwestern Illinois College, South Suburban College, Moraine Valley College, John A. Logan College, Shawnee Community College, Kankakee College, and College of Lake County. We do have some Presidents here. Jerry Weber is here from College of Lake County, which has a program. Terry Ludwig who is here from Moraine Valley is the assistant to the President on their project.

“The objectives of the College and Career Readiness are to diagnose college readiness, reduce need for remediation, align high school and college curriculum, enrich the senior year, and establish an evaluation process.

“On diagnosing the college readiness, when the original bill was written, we were going to use the ACT scores that we have in the state, because you know we are a universal ACT testing state. We are using the ACT score as well as our Compass test that we use at our colleges to go in at an early age in the junior year to assess their readiness to see if they are in need of developmental education. What we do after we determine that, they have to design an intervention team with the high school and the community college to say, okay, what do we need to do to enrich their senior year, what kind of summer camps do we need to have, what kind of instructions do we need to provide to these students in order for them to be ready to come to college when they walk in our doors or the university doors.

“One big piece of that, what you have heard about with the Common Core Standards, is aligning high school and college curriculum. Our pilot sites have been doing this from the beginning. We have used our sites to roll out the Common Core Standards and have actually used faculty members from our sites to lead the state team on the alignment process and to develop the Common Core Standards, the college readiness standards. Actually we have a faculty member from our split campus, Kevin Hanson, is actually leading the math for the State of Illinois in Common Core Standards and the PARCC assessments. We are really proud of him to do that.

“Again I want to thank our College and Career Readiness sites for hosting our meetings. John A. Logan was the first site that rolled out the Common Core Standards last week and our evaluators have truly said to us, after they went through week one of this rollout, that they can tell a difference between CCR sites and non because the work is so much more advanced at those colleges. I think that is really telling of what we do. That is one piece of it.

“The last part of it was to establish an evaluation process. It was very clear to the General Assembly that we had full support from both the House and Senate on this because no one would disagree that what we were doing was the right thing to do. The only thing we had a little disagreement on is how much money they would give us in this kind of time, but the commitment is there to continue to fund because it is a great program. They also wanted to see an evaluation process. University of Illinois serves as our evaluators on the project and in the end

of this Bill we will present an evaluation and report to the General Assembly on the progress that we have made.

“In the essence of time, and I knew the Chairwoman really would not want a hundred people up here, I did not invite all the college sites to come, but anytime you want another site, we will bring them and present this. We did invite John A. Logan to come today because they have a unique part of their program. All the programs are similar, but they have a piece that I think this Board will find very interesting. Someone asked last time when they were kind of surprised that high schools and postsecondary people were working together so I wanted to demonstrate a model of how the administration can get involved in this process as well.

“Here are some sample outcomes: in the seven sites we have had over 12,000 students enrolled, we have had curriculum alignment at the different sites, there are 75 high schools participating in this and last year’s results we had 384 students that transitioned to credit bearing courses. We have a huge evaluation. We do know this is working and students are reducing the remediation needs early on.

“With that, I am going to turn this over to John A. Logan and let them give you some campus specific information that they do and then at the end if you have any questions for myself, I can fill you in and Jerry Weber, I am sure would be more than happy to answer some as well. So it is my privilege to introduce the President of John A. Logan, Dr. Bob Mees.”

Dr. Bob Mees said, “Thank you Elaine, Madam Chairwoman, and the Members of the Board. We are happy to be here today. We are happy to be a part of this project. It has been a great success story for us, because it is important for all of our students to be college ready.

“We have 11 high schools that participate that are part of our college district and this spring 1,279 seniors graduated from those high schools and 536 of those seniors came to John A. Logan. That is 42 percent of our senior graduates come to our college. This program is designed to help facilitate that seamless transfer between high school and college and reduce the number of developmental classes that students have to take. As you saw from this, approximately 75 percent of our students need developmental math and 27 percent need developmental English. Since the program has been in place, 80 percent of the students that we have tested have come into college at a higher level than they would have before and are not taking any developmental classes at all. That is very, very important, and we could not have done that without the cooperation of the high schools we work with.

“This also fits right in with the college completion agenda because if we can bring students in at a higher level, they are going to have a greater chance of completing their degree or certificate or whatever, because community colleges are unique. Completing the degree might not be the total focus of the student. They might be coming there to get a certificate. They might be coming there to take one or two classes to go on to a university. They might be coming to the college to get some training for a business or industry that they work for, or whatever. That success has to be determined very carefully when we talk about performance funding.

“We could not have done this program without the great support of the people at the college. We have two Board members that are on our committee. Mike Hopkins, our board chair is here today; he is on the committee. Dr. John O’Keefe would have been here, but he just got out of the hospital. Dr. O’Keefe was talking about this for years before it was ever implemented and how important it was to reduce the number of developmental classes students take. Dr. Julia

Schroeder is with me today; she is vice president for instruction. This has been a passion of hers for many years. Dr. Denise Crews, our associate dean for educational programs, who actually coordinates the program and meets regularly with the key people at our high schools.

“So this is a very important program that we are very proud of. It is definitely one that we think should go statewide. It will help us succeed so much better and we are just very happy with where things are right now. At this time I would like to introduce our Board Chair Mike Hopkins to make a few comments.”

Mr. Mike Hopkins said, “Thank you for allowing me to be here today. Our purpose for College and Career Readiness was to reduce the remediation, decrease the need for remedial coursework in math, reading, and writing in the college level. We do this by increasing the number of students enrolled in the college prep-core curriculum, also to assist our students to improve their college readiness skills and to increase successful students transitions into post-secondary education. Our goal was to align our high schools and the college curriculum together. At this time I would like to have Dr. Julia Schroeder come up.”

Dr. Julia Schroeder said, “Good afternoon. We are very fortunate at John A. Logan College because our Board has been so involved in this process, and we have been going around to our area feeder high schools and presenting to their boards so that they have the proper information that they need about this particular program. We have identified particular deficiencies that we found that our seniors have before they move from their senior year of high school into the college. We have made significant gains at our college by doing this. We are preparing students, not only to enter our community college, but we are also preparing these seniors who are leaving high school to enter any college. So that means, Paul Sarvela, they should be ready to enter SIU-Carbondale, or Charlie Evans, they could attend University of Illinois or any of my other colleagues from the four-year schools in the room. I would have to say that taxpayers should be pleased at this. That it is a big bang for their buck. We have identified gaps that we found between the high school and the community college. We have changed textbooks. We have found materials that we believe are effective. Some of you may be aware of the Pearson product of My Math Lab, My Foundations Lab, or My Reading Lab. We are using those at both the high schools and also on our campus. We have identified common projects that are important that all seniors take in high school. One of those that we have found that is very important is that all seniors who are taking English in high school complete a research paper because when they enter college they are going to need to know how to do a research paper. We have also developed assessment tools that have shared rubrics and that way we can be assured that students who finish at high school A have the same standards and outcomes and they will be ready for college as those who come from high school B. Next, I would like to introduce Dr. Denise Crews. She is highly respected throughout the state. She is over our College and Career Readiness Project and she is also the co-chair of the statewide Development Education Advisory Group.”

Dr. Denise Crews said, “Good afternoon. This particular slide highlights some of the activities which occur during the fall and spring semester. The activities are site-based at the high school. We have two of our high schools that developed courses called ‘Essentials for College’ directed at our high school seniors. The courses surround the essential skills of both math and English. We have high school readiness tutoring sessions which are facilitated by high school faculty and also our community college faculty. The sessions take place after school and then we have one particular session that is called ‘Learning Over Lunch’ at one of our high school sites. The activities include face-to-face instruction along with some online supplemental materials.

We have some readiness binders which were developed by our teams and these materials include just a variety of problem solving activities that our teachers have shared district-wide with the other high schools. Then we do have one high school that was able to secure a grant based on the readiness partnership, the foundational activities that we had accomplished.

“The Smart Move Program is a program that is located on John A. Logan College’s campus over the summer. It is kind of a boot camp of essential skills. The content based activities include math, reading, and writing. We also bring in our college faculty members from different departments and they highlight the different careers. They talk about the courses that are required for a particular career. The salaries, the benefits, and then they will go and take them to the facility. If it is an automotive faculty member they will take them to the automotive shop, cosmetology, and that kind of thing. Now all these activities, again, I want emphasize are team taught by the high schools and the college faculty members. We also include navigating the college system, so we bring in admissions people. We bring in people to show the students how to fill out the FASFA forms, those kinds of things. I think that was mentioned earlier as one of the essential skills. College survival skills, time management, learning preferences, study skills -- that is all incorporated into this Smart Move boot camp program.

“We also offer these students the opportunity to take an online college success and career exploration course and they all have the opportunity to also have an educational guide which serves as a mentor to them. Each student has the opportunity to have one assigned to them individually, and this support is ongoing for those students. Thank you very much.”

Dr. Santos Rivera said, “I noticed you talked about readiness workshops. Briefly could you tell us what do you cover in that course and what is covered in the tutoring sessions.”

Dr. Crews said, “In the tutoring sessions, it is basically looking at where the student is at, at that particular time and increasing their skill set and that is the tutoring session. Now with the course, it includes a lot of the college readiness or college knowledge skills, such as the time management, stress management, study skills, but then it is also integrated with the content areas that are focused more at the college level. Those gateway courses.”

Dr. Rivera said, “I would like to get some information from you. I will give you my card, if you could forward that to me.”

Dr. Crews said, “Sure, absolutely”

Dr. Jerry Weber said, “I have just a general question, do all of these appear then on the website, all these presentations we have seen today?”

Chairwoman Hightman said, “Yes, always.”

Dr. Frances Carroll said, “My interest is in how you get the students involved. Are they assigned classes or are there required courses or classes? Just how do you get them involved because you have so many students to go to, to transfer to the college?”

Dr. Crews said, “We have actually used our high school faculty and counselors to help recruit students, but we have also managed to get the parents involved and we found that is really key. Especially for those students that are not quite 18. The parents are very helpful.”

Dr. Carroll said, “What do you do to get the parents involved?”

Dr. Crews said, “We have gone out into the community and held meetings -- like forums to inform the parents of what we have to offer and a lot of times they will go ahead and sign their student up right then.”

Dr. Johnson said, “I will just go ahead and close up here. What John A. Logan is doing is very similar to what our other institutions, our College and Career Readiness sites are doing. The one thing that I think we missed, and I think Mike did not give himself enough credit on the Board piece, is what they did. Logan’s Trustees created a College and Career Readiness team of board members and they actually travel to the local high school board meetings and talk about college and career readiness to the board, so the board gets involved at the local high school level. That is the unique part that is so significant on theirs, is that they are taking it down to the local high schools administrative boards. This is good work.

“We have evaluations on the programs, and we would be more than happy to share with you what the colleges are all doing and just encourage you to continue to get support for our programs because it really is a model that other states are looking at as well. Thank you very much for having the opportunity to do this showcase.”

Chairwoman Hightman said, “Great presentation, and it really fit in with the conversation we had earlier at lunch.

“What I would like to do is, we wanted to give Senator del Valle an opportunity to speak before we take our break, and then after he is done we will take a break and then come back and do the action items that are on the agenda. For everyone’s information at the end of this meeting we are going to go into executive session for a very brief conversation. Just so the Board knows.”

Senator del Valle said, “Thank you Madam Chairwoman. I appreciate the opportunity. I had intended to speak to one of your committees, but there was a scheduling problem and so I appreciate you giving me an opportunity to share briefly with you what I wanted to speak with the committee about.

“Just yesterday there was an article in the *New York Times* about student loan debt. The article starts out by saying ‘student loan debt outpaced credit card debt for the first time last year and is likely to top a trillion dollars this year as more students go to college and a growing share borrow money to do so.’ In that same article it indicates that students who borrow to attend for-profit colleges are especially likely to default. They make up about 12% of those enrolled in higher education, but almost half of those defaulting on student loans. According to the Department of Education, about one-quarter of students at for-profit institutions defaulted on their student loans within three years of starting to repay them.

“There are two reports that I wanted to bring to the attention of the Board Members and I am sure most of you, if not all of you, are familiar with those reports. One was put out by the Education Trust in November of last year, entitled *Subprime Opportunity -- The Unfulfilled Promise of For-Profit Colleges and Universities*. The other report, issued in March by the Institute for Higher Education Policy, is entitled *Delinquency -- The Untold Story of Student Loan Borrowing*. This is a very important report that shows that not only are the default rates increasing, but also the delinquency rates are increasing. And, of course, many students are having their credit damaged greatly. They are experiencing serious problems, and as you proceed

to implement this wonderful agenda -- the *Public Agenda for College and Career Success* -- and I underline the word success, as you attempt to re-enroll students who need to come back, you are going to encounter many who have a problem with their credit record. They defaulted on a loan. They have been delinquent about that. So, while there are good things that we are doing, we are certainly looking at the increasing financial literacy in the State of Illinois and we have been talking about that for years. The ISAC, for example, has a wonderful program in the College Illinois Corps that goes out and prepares students and informs them about financial aid and what their obligations are as they take on debt. But the fact of the matter is that, and this is the scary part, is that federal student loans are now the single largest source of financial aid available to both undergraduate and graduate students.

“So, we have this goal. I am chairman of the P-20 Council, and we have adopted the same goal that the Illinois Student Assistance Commission established, and you, of course, are in line with, and that is to have 60 percent or more of our residents to have a postsecondary education by the year 2025. If we are going to reach that goal, we are going to have to bring adults back into the system. This is an issue that we have to address.

“Now, having said that, I am not here to indict all public colleges, or I should say for-profit colleges, because there is still also a problem with students who attend community colleges and default rates there. But the fact of the matter is that we have to look at what is happening with our for-profits and the ones that are advertising on TV. In very tiny letters that you can barely read, if you are looking closely, you will see a statement saying we do not guarantee employment or a salary. This advertising is being used to lure students, and some of these for-profits are doing a wonderful job, but there are too many that are not doing a wonderful job -- leaving students without credentials, default of loans, and not being able to re-enter because of that, the educational system that will allow them to get the credentials that will allow them to become gainfully employed that then, in turn, will allow them to be able to pay off their debts.

“And so, I just wanted to ask IBHE, and it is something that we will be dealing with in our Council as well, to look at a number of issues, to look at financial literacy, to look at how we are reporting default rates. As we develop our longitudinal data system in the State of Illinois, and as we get information out to consumers, it is going to be important that we include default rates for institutions so that people can make informed decisions, and certainly, the student college and career planning portals that are going to link up with our data systems are going to make a big difference down the road. We are going to have a much better informed consumer. But between now and then, I think there are a lot of steps that have to be taken to make sure that we protect the students and that we do what is right to make sure that we reach our goals here in the State of Illinois.

“So, once again, this is an abbreviated version of what I was going to share with the committee, but I appreciate the opportunity to be here today, and I thank you for the wonderful work that you are doing.”

Chairwoman Hightman said, “Thanks and we will, the meetings that the committee is going to have going forward will be open meetings, so you will be invited to attend, as anybody else could as well to help us look at some of the regulatory type issues out there”

Dr. Carroll said, “Your Honor, I would like to know about your last comment that we should make it public about the universities default record.”

Senator del Valle said, "Default rates."

Dr. Carroll said, "Rates. Can we, is that legal, can we do that without being sued?"

Senator del Valle said, "We know default rates and that information is available. What we have to do is certainly along with that, the graduation rates are already made public, they are very important, but as we develop our longitudinal data system and we make more information available to students and parents, I think it is important to include this type of information."

Dr. Carroll said, "I do too, I agree with you 100 percent."

Senator del Valle said, "Thank you very much."

Chairwoman Hightman said, "Thank you very much too. "

III. Action Items

8. New Units of Instruction at Public Community Colleges

Dr. Blankenberger said, "First, I would like to take a moment to introduce one of our new academic affairs staff, Dave Knopp, who is here today. He came over straight from the Higher Learning Commission meeting and Dave joins us from most recently the Kansas City Community College District, where he did great work with assessment. So thank you Dave, welcome to the team. He started in late December.

"Madam Chairwoman, we have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through April 1. Since then, two additional proposals have been received. One from an independent institution and one from a public university. One application has been withdrawn since the last Board meeting. As of Monday, April 11, there was one new request for program modification in addition to the 37 reported in the memo.

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

The Illinois Board of Higher Education hereby grants authority to Frontier Community College to offer the Associate of Applied Science in Health Informatics 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.

The Illinois Board of Higher Education hereby grants authority to Highland Community College to offer the Associate of Applied Science in Equine Science 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.

The Illinois Board of Higher Education hereby grants authority to Illinois Eastern Community Colleges (Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College) to offer the Associate in Engineering Science 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.

The Illinois Board of Higher Education hereby grants authority to Moraine Valley Community College to offer the Associate of Applied Science in Mechatronics 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.

Dr. Addison Woodward said, "I do have one question. There are 37 academic program change requests that you have listed. What is the nature of those changes?"

Chairwoman Hightman said, "You know, can we just do one thing. Let's finish the vote and then get to that afterwards, if you don't mind."

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

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

The Illinois Board of Higher Education hereby grants to Adler School of Professional Psychology Authorization to Grant the Master of Arts in Criminology 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.

The Illinois Board of Higher Education hereby grants to Chicago School of Professional Psychology Authorization to Grant the Doctor of Education in School Psychology and the Doctor of Philosophy in Counselor Education and Supervision 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.

The Illinois Board of Higher Education hereby grants to Lindenwood University Authorization to Grant the Bachelor of Arts in Psychology in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Robert Morris University - Illinois Authorization to Grant the Associate of Applied Science in Computer Aided Drafting in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Argosy University – Chicago Campus Authorization to Grant the Master of Arts in Marriage and Family Therapy 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.

The Illinois Board of Higher Education hereby grants to Kendall College Authorization to Grant the Bachelor of Arts in Food Service 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 this authorization is granted.

The Illinois Board of Higher Education hereby grants to Sanford-Brown College – Hillside Campus the Certificate of Approval and Authorization to Operate and to Grant the Associate of Applied Science in Cardiovascular Sonography, the Associate of Applied Science in Diagnostic Medical Sonography, and the Associate of Applied Science in Health Information Technology in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Sanford-Brown College – Tinley Park Campus the Certificate of Approval and Authorization to Operate and to Grant the Associate of Applied Science in Cardiovascular Sonography and the Associate of Applied Science in Diagnostic Medical Sonography in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

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

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

The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to establish the Center for Clean Energy Research and Education in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Chicago authorization to establish the Center for Cardiovascular Research 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.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Urbana-Champaign authorization to establish the Master of Arts in Religion in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Dr. Woodward said, "So back to the question on the academic program changes, I was curious about the nature of them and what the process is. Some cases there are a lot of changes and we go through a long process of review, and I am not sure if some of these institutions are overreaching with the number of programs that they come in with and then cut back. So talk a little about that."

Chairwoman Hightman said, "Or do they cut back on your advice?"

Dr. Blankenberger said, "They can, yes."

Dr. Woodward said, "No, these have already been approved."

Dr. Blankenberger said, "Right, these are for approved programs and the institutions are required to submit changes to their conditions of approval. So if an institution has been approved by the Board, under certain conditions then it is the expectation that they will continue to deliver under those conditions. If they make changes, if they want to make curricular changes or changes to names of programs, etc., then they would submit those changes to our staff and the staff would review those. If there is an indication that the changes are so significant that they really take the program in a new direction, that it is a different program, that it is a new degree, then we require that the institutions turn these in as new applications. So the staff will review what has been delivered and then we make a determination as to whether or not this fits within basically the conditions of approval. Some are as simple as changes to what math courses are offered, the name of a program. Others are a little more substantive. If an institution is changing multiple programs, then they will have to submit under several. So for example, if you have the documents in front of you, we have the list of academic program change requests. There is no detail to them, it is just which institutions have submitted, it is on page 17. We have an institution that submitted several. Well, they had changes that would have applied to a variety of programs because they were part of their general education package. That may be why they come in with such large numbers."

Dr. Woodward said, "Thank you."

IV. Consent Agenda

Mr. David Benjaih said, "First, on the minutes.

I have changes to the minutes and those have already been communicated to Linda. I just wanted to bring it to your attention, and she will take care of that."

Chairwoman Hightman said, "Okay, that is fine. Do you have any other comments?"

Mr. Benjaih said, "I have a comment on the noninstructional capital project item."

Chairwoman Hightman said, "So, how about if we take the noninstructional out for now and just vote on the others?"

Mr. Benjaih said, "It is only a comment. The comment being that the Student Advisory Committee is happy to see that all these noninstructional matters are taken care of under funds that are already available as opposed to going into deficit, with the exclusion of ISU -- and ISU has a situation that is impending that really needs to be addressed, and it is understandable that they actually have to do a little bit of deficit in order to obtain the results. Bearing in mind this strong desire we have to maintain funds within the academic realm, it is has been very well addressed for this particular agenda. Thank you."

Mr. Jay Bergman said, "Madam Chairwoman, I would like to request that we take out the noninstructional capital project item and vote on it separately."

Chairwoman Hightman said, "Are you going to recuse yourself?"

Mr. Bergman said, “Yes.”

Chairwoman Hightman said, “Ok, so let’s vote on the Consent Agenda, all items in the Consent Agenda except Item 15. Is there a motion to approve?”

The Board of Higher Education, on motion made by Dr. Washington and seconded by Mr. Benjaih, unanimously approved Item Nos. 11, 12, 13, and 14.

Chairwoman Hightman said, “Any other comments or questions in addition to the fact that the minutes are being revised per David’s suggestion to Linda?”

11. Board Meeting Minutes – February 15, 2011

The Illinois Board of Higher Education unanimously approved the Minutes of the February 15, 2011, meeting.

12. Fiscal Year 2011 Financial Report as of February 28, 2011

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2011 Financial Report as of February 28, 2011.

13. Proposed Amendments to Rules: Nursing School Grant Program

The Illinois Board of Higher Education unanimously approved the Proposed Amendments to Rules: Nursing School Grant Program.

14. Illinois Board of Higher Education Identity Protection Policy

The Illinois Board of Higher Education unanimously approved the Illinois Board of Higher Education Identity Protection Policy.

15. Public University Noninstructional Capital Project Approval

Chairwoman Hightman said, “So now separately, the Public University Noninstructional Capital Project Approval Item. Is there a motion?”

The Board of Higher Education, on motion made by Dr. Hayes and seconded by Dr. Washington, unanimously approved the Public University Noninstructional Capital Project Approval. Board member Mr. Jay Bergman abstained on this item.

V. Information Items

16. Legislative Report

Mr. Don Sevenser presented a brief summary of proposed legislation to transfer authority over schools under the Private Business and Vocational Act from the Illinois State Board of Education to the Board of Higher Education. Following his presentation the Board had the following discussion:

Father John Minogue said, "Just a simple question. Since these are technical schools. What we usually certify is that they have faculty, the resources and other things to do the educational higher education stuff. I do not think we are qualified to do dry martini vs. something else. Are we going to certify the education process or are we going to certify the technical accuracy of their products?"

Mr. Sevener said, "The educational process as we do now with the degree granting institutions. In other words, right now the state board must approve every single faculty member that teaches in one of these schools. So they have to review the qualifications of each bartending instructor."

Father Minogue said, "Sonography or something like that, school of sonography. If you start missing things when you are doing sonograms you can create some big problems. I am just wondering whether we are qualified to do this. It is just a question."

Dr. Reid said, "I think what will happen is that right now even in thinking about this coming over to us, Bob has begun to identify the staff so that they can begin to get training in these areas. The private career schools are reviewed under the authority of most of the coordinating boards throughout the country. So what we have to do is to train our existing staff and bring on others who have the expertise to make those evaluations."

"With those fees that Don was talking about and any other grants that we might get from the legislature to make this transition we will be able to do that."

Chairwoman Hightman said, "The challenge is going to be until you have a full cycle of fees. That is the worry. I have to say I think we got all the way deep into this way before Dr. Reid came on board, and it is what it is. Now we have to carry it through."

Dr. Hayes said, "Well I think that my question has been addressed. I am concerned about the staff. Whether we have the appropriate staff for this to take on 300 institutions is a lot of work. Our existing staff has traditional academic qualifications. While it is a good deed to address consumer protection, I think this is a big mouthful to chew."

Dr. Reid said, "It is a big mouthful. There is no question about that. The issue is that they consider themselves to be postsecondary institutions. ISBE has now said it is out of their purview to do it. Somebody has to regulate them, and it has fallen to us. We just have to staff up to try to get ready with the number of staff that we need."

Chairwoman Hightman said, "Did we ask for this? We did not ask for this. We were sort of put in the middle of it. Right?"

Mr. Sevener said, "That is right."

Mr. Bergman said, "Question. We talked about raising fees. As everyone has said here, our staff is stretched right now. We can hardly handle the amount of work we have now. That is why we have 200 things backed up. Are we going to be able to hire the number of additional people we need that will handle these 300 institutions and are we going to be able to raise the fees enough so it will be minimally revenue neutral?"

Mr. Sevenser said, "Yes. I think we have internally established a budget that would include an addition of six staff persons to run what would become a division of private business and vocational schools. That should be sufficient based upon the new approach to the regulation that we intend and with the streamlining the process itself. We anticipate that will be sufficient."

Chairwoman Hightman said, "Any other comments? We all have concerns. This has happened before where they wanted to give us that whole operating expense responsibility for the public institutions of higher education. Things happen. We have to deal with it and we will figure it out the best we can. We will be transparent and clear in our communications to everybody if we have a problem."

Mr. Sevenser said, "We have done that Madam Chairwoman. With respect to the fees and the special fund that would collect fees. It will be forwarded onto us or accessible to us for the payment of the staff that we would need to gear up for this. We have communicated very clearly that without those conditions we are not interested in taking over this responsibility."

Chairwoman Hightman said, "The status quo is that they are not even being looked at all. Right?"

Mr. Sevenser said, "Well they are being looked at. It is just taking an inordinate amount of time from the school's perspective and the State Board acknowledges that they really do not have the resources that they need. They do not now get the fee revenue. It does not amount to all that much, but they do not even get that much."

Chairwoman Hightman said, "Thank you. We need to move on unless you have something significant."

Dr. Minogue said, "Yes. It is the medical areas. I do not care if the drinks gets mixed up, but."

Chairwoman Hightman said, "We are not indemnifying anybody. We are doing the review. It is like anything else. I think we have already covered that we are in a tough spot. We do not make the decision. The legislature is going to decide it. We have communicated our concerns. We are not going to hold ourselves personally or as an agency responsible for whether they actually do all the right things. Right? That is just not how it works. We can debate all we want that we do not have enough resources, but I am not sure what else we can do as a board today on this."

Dr. Santos Rivera said, "What were you thinking Jack? What was your thought on this?"

Father Minogue said, "The state has an obligation to cover medical issues. If nothing else, they do not want to spend all the money paying for the legal suits that happen for bad malpractice. It just seems that is a different game than teaching people how to make drinks or even diesel mechanics."

Chairwoman Hightman said, "And my point is my point. We can talk about this all we want. Don you have made clear that we do not have the resources. We cannot stop them from giving us this responsibility. We can advocate against it, but if they do it, they do it. We do regulate some medical programs now. So it seems like there is some risk already, but I do not

think there is a risk that we need to have some exaggerated concern over. I would like to move on.”

17. Fiscal Year 2012 Governor’s Higher Education Budget Operations, Grants, and Capital Improvements

VI. Public Comment

There were no public comments.

VII. Other Matters

Chairwoman Hightman said, “The next Board of Higher Education meeting is June 7 at St. Augustine College. We will see you all there.”

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

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

Dr. Elmer Washington said, “I move that the Board of Higher Education go into executive session at 3:30p.m. on Tuesday, April 12, 2011, for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act.”

Chairwoman Hightman said, “Is there a second?”

Mr. Robert Ruiz said, “I second the motion.”

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

The Secretary called roll. The roll call vote on the motion was as follows: Yes -- Benjaih, Bergman, Carroll, Hayes, Hightman, Minogue, Morris, Nandi, Rivera, Washington, and Woodward.

Chairwoman Hightman said, “We will go into Executive Session and do not anticipate that we will re-convene for any Board action”

The Illinois Board of Higher Education proceeded into Executive Session.

Chairwoman Hightman, “Is there a motion and second to come out of executive session?”

Mr. Jay Bergman said, “I move that the Board of Higher Education come out of executive session at 3:30p.m. on Tuesday, April 12, 2011 and adjourn the regularly-scheduled meeting.”

Chairwoman Hightman said, “Is there a second?”

Dr. Washington said, "I second the motion."

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

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 12, 2011, meeting.

Faculty Advisory Council-Illinois Board of Higher Education
Position Statement
On Criteria and Procedures in the Hiring and Promotion of Faculty

It is our view that faculty are the backbone of our institutions and that the quality of higher education depends on recruiting and retaining excellent faculty. Towards that end it is imperative that institutions of higher learning have in place clear procedures and criteria on the hiring, evaluation and promotion of their faculty. Further, it is critical that these procedures and criteria are transparent and adhered to in a consistent manner in all cases. Hiring and promotion procedures should be based on standards and criteria developed by the faculty in collaboration with the administration, and when appropriate, should follow the guidelines established by the American Association of University Professors.

Clearly defined criteria and standards regarding recruitment, along with effective procedures in the evaluation and promotion of faculty, are the basic foundations for a healthy work environment. Such standards ultimately ensure quality and faculty dedication in an atmosphere of enhanced productivity, transparency and accountability. Academic freedom, tenure and due process are essential elements to this academic work environment. These can ensure a rich and learning environment not only for faculty but also for students who look to their instructors as sources of guidance, information and enlightenment. If the intellectual endeavors of faculty are threatened or compromised, it necessarily follows that the intellectual endeavors and experiences of their students will be diminished. When violations of established criteria and procedures occur they can lead to unnecessary tension, expensive legal procedures, low faculty morale and the waning of trust between faculty and administration. We strongly encourage all institutions of higher learning in our state to maintain, through their own faculty governance groups, clear standards, criteria and procedures on matters of hiring, tenure and promotion for faculty, to which all parties in the institution are expected and committed to adhere.

The Faculty Advisory Council of IBHE (Illinois Board of Higher Education) March 18, 2011

April 12, 2011 ISBE Report to IBHE
ILLINOIS STATE BOARD OF EDUCATION SUMMARY
February 17, 2011
March 16-17, 2011

Committee discussions at the March meeting included:

- **The Governmental Relations Committee had an extensive discussion of the Independent Charter Authorizer Commission** – Staff discussed a piece of legislation which would establish an independent charter school authorizer, creating a new agency with separate staff. The independent authorizer would relieve ISBE staff of intensive research obligations related to charter school appeals that come to the state level and the additional responsibility that comes to ISBE if a state charter is granted. Board members had some concerns regarding relinquishing that authority and after further discussion, the Board determined it would remain neutral on proposed legislation.
- **The Governmental Relations Committee voted to support Senate Bill 3.** SB 3 is the Quinn administration's debt restructuring plan. The bill proposes to issue bonds to pay down the state's debt and repay those bonds over a period of time with .5 percent of the income tax increase that was passed earlier this year. Under the plan, the state doesn't take on new debt, but rather consolidates its current debt and pays off bills that are more than 60 days in arrears. Unless the state is able to move forward with this debt consolidation education funding could be reduced even further than what is currently proposed.
- **The Education Policy Planning Committee received a presentation on Early Childhood Education from Diana Rauner from The Ounce of Prevention Fund**, providing current research in early childhood education and the status and impact of ISBE funded early childhood programs across the State. The presentation also provided information regarding the Early Childhood Block Grant's relationship to the Governor's new Budgeting for Outcomes initiative and the kindergarten readiness planning process.
- **The Board Operations Committee reviewed Board Member Expenditures** to ensure they are continuing to reduce Board-related expenses by at least 10%. The Board is still maintaining a 29% reduction in Board member expenses when comparing July through February of FY11 to the same period in FY10.

The Committee also reviewed information about both Board Member Ethics Requirements as well as Procurement Code requirements for reporting ex-parte communications.

The Board took action in its February and March Plenary Sessions as follows:

- **Rules for Initial Review**
 - **Part 1 (Public Schools Evaluation, Recognition and Supervision)** These amendments encompass several aspects of these rules as summarized below.
 - State Assessment. Eliminates an obsolete reference to the administration of the Terra Nova assessment for students in grade 2.

- Annual Measurable Achievement Objectives (English language learners). Sets forth the annual measurable achievement objectives (AMAOs) for educational agencies that use funds from Title III of the Act.
- Exemptions from Mandates. This new section sets forth the requirements for the mandates appeal process.
 - Supervisory and Administrative Qualifications. Section 1.705 sets forth the qualifications for supervisory and administrative staff and must be updated to include consideration of the new principal's endorsement. Additionally, Section 1.705(g) is being corrected to reflect requirements for special education director that are set forth in Section 226.800(g) of rules governing Special Education.
- **Part 350 (Secular Textbook Loan)** P.A. 96-1403, effective July 29, 2010, authorizes school districts to purchase electronic textbooks and technological equipment necessary to gain access to and use electronic textbooks under the Textbook Loan Program. New statutory language is being added to the definition of "Textbook" to include digitized materials.

- **Rules for Adoption**

- Part 151 (School Construction Program) P.A. 96-37, effective August 25, 2009, made several changes to the School Construction Program, including setting forth "green" building standards for any school construction projects for which school districts make application. The amendment provides clarity and ensures districts' awareness of all applicable requirements.
- Part 5001 (Access to Information of the State Board of Education under FOIA) P.A. 96-542, effective January 1, 2010, made several changes in the Illinois Freedom of Information Act (FOIA) that affect the agency's rules governing FOIA requests. While most of the changes in the law are specific and need no further edification in rules, changes to align the rules to statute are being proposed. Chiefly, Subpart D regarding an appeal of an agency's decision to deny a FOIA request is being repealed, as the responsibility for review is now housed with the Illinois Attorney General's Public Access Counselor. The proposal also provides that oral requests will not be accepted (although the law authorizes agencies to accept them) and that requests must indicate if they are being made for a commercial purpose, as these types of requests are treated differently under the law.

In addition, further clarification is being added in Section 5001.300 concerning the type of responses that the agency might provide to a request. The agency repealed the substance of these proposed changes in 2005 as part of the statutorily mandated requirement to review and "streamline" administrative rules but their inclusion is instructive to the reader. Finally, a provision waiving the fee for duplication if the total cost was \$10 or less is being removed since the law requires government agencies to provide the first 50 pages free, and State Board staff will waive any charges assessed beyond the first 50 pages that are \$7.50 or less.

- **Spring 2011 Waiver Report** – The Board approved the Spring 2011 Waiver Report, the thirty-second report to be submitted to the General Assembly. This report contained 82 requests to waive mandates of School Code provisions upon which the General Assembly must act. These requests addressed driver education fees (19 requests), daily physical education (15 requests), nonresident tuition (12 requests), limitation of administrative costs (11 requests), requests to use other practice driving methods in place of the required six hours of behind-the-wheel instruction in a dual control car on public roadways (nine requests), school improvement (eight requests), parent-teacher conferences (three requests), two requests each for content of evaluation plans and statement of affairs, and one request for General State Aid.
- **Election of Officers** – The Board re-elected Dr. Christopher Ward as Vice-Chairman and Dr. Vinni Hall as Secretary. Both will be serving a two-year term.
- **FY11 Mandated Categorical Transfers** - The State Board of Education approved transfers be made to reallocate the FY 2011 Mandated Categorical line items.
- **West Harvey-Dixmoor School District 147** – The State Board of Education authorized the State Superintendent to enter into a Grant Funds Recovery settlement agreement with West Harvey-Dixmoor School District #147 to include the following items, without limitation:
 - Beginning in April 2011 and over the next three years, ISBE will offset a total of \$1.3 million from General State Aid and/or federal and state grant awards,
 - The District must perform monthly reconciliations of all grant program accounts to its general ledger,
 - Grant staff and local board members must complete training at the District's expense.
 - The training must consist of at least eight (8) hours per fiscal year and relate to federal and state grant program administration,
 - The District must contract with and pay for an independent third party monitor to oversee the District's grant administration, subject to ISBE's approval,
 - The monitor is in addition to a grant director who will likely be an employee of the District,
 - Required reports regarding training and the monitor's activities shall be sent to ISBE's General Counsel.
- **Approval Annual Financial Profile of School Districts** – The Financial Profile is based on data from Fiscal Year 2010, which ended June 30, 2010. The State Board of Education is required to calculate each district's finances to add late payments, thus removing any impact of late payments for mandated categoricals such as pupil transportation, special education and other expenditures due to the state and national recession. The school code was amended, effective August 2009, to specifically ensure that districts are not designated as being in financial difficulty solely due to delayed state payments.

ISBE developed the Financial Profile in 2003 to help monitor the finances of school districts and identify which ones are in or moving toward financial difficulty. The 2011 Financial Profile data provided to ISBE showed a 2.5 percent increase in the number of districts that achieved Financial Recognition, going from 63.3 percent of districts last year to 65.8 percent this year. The 2011 Financial Watch list – those districts facing the most severe financial problems – decreased to 32 or 3.7 percent from 39 districts or 4.5 percent last year.

For the 2011 Financial Profile of 868 districts, there are:

- 604 Financial Recognition school districts, based on FY10 revised data, up from 449 in 2005 and up from 578 with revised data in 2010.
- 188 Financial Review school districts, down from 249 in 2005 and down from 196 with revised data in 2010.
- 52 Financial Early Warning school districts, down from 111 in 2005 and down from 66 with revised data in 2010.
- 24 Financial Watch school districts, down from 79 districts in 2005 and down from 29 with revised data in 2010.

Results of the Financial Profile:

FY 10 Financial Profile Based on FY 09 Revised Data		FY 11 Financial Profile Based on FY 10 Data		FY 11 Financial Profile Based on FY 10 Revised Data		
#	%	#	%	#	%	
Financial Recognition	578	66.5%	571	65.8%	604	69.6%
Financial Review	196	22.6%	203	23.4%	188	21.6%
Financial Early Warning	66	7.6%	62	7.1%	52	6%
Financial Watch	29	3.3%	32	3.7%	24	2.8%
Total	869	100%	868	100%	868	100%

The list is created by using five indicators of financial performance:

- Fund Balance to Revenue Ratio
- Expenditures to Revenues Ratio
- Days Cash on Hand
- Percent of short-term borrowing available
- Percent of long-term debt remaining

The 2011 Financial Profile for all districts in Illinois can be found online at <http://www.isbe.net/sfms/P/profile.htm>