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Journal Gazette & Times-Courier, October 11, 2006

Former UI biochemist Nelson Leonard dead at 90

CHAMPAIGN, Ill. - University of Illinois organic chemist Nelson J. Leonard, who went from developing antimalarial drugs during World War II to decades of postwar research into the fundamentals of life itself, has died at age 90.

Leonard, who retired from UI in 1986, died Monday at his home in Pasadena, Calif., where he had been a faculty associate at the California Institute of Technology since 1992.

In more than 40 years at UI, Leonard published more than 400 scientific papers and directed the research of hundreds of more than 200 graduate students and postdoctoral associates.

Leonard was considered a master in applying organic synthesis to solving important problems in chemistry, biochemistry, and plant physiology.

He was a native of Bronxville, N.Y., and graduated from Lehigh University in Bethlehem, Pa., before attending Oxford University as a Rhodes Scholar. Leonard's time in England was cut short by the outbreak of World War II in 1939.

Leonard earned his Ph.D. from Columbia University in 1942 with work on a naturally occurring antimalarial compound, which brought him to the attention of military authorities shortly after he joined the UI faculty in 1943.

He then joined a team researching the synthesis and production of the important antimalarial drug, Chloroquine, in time for its use in the Pacific theater.

Leonard later spent time in Europe as a scientific consultant and special investigator for Army Intelligence and the U.S. Department of Commerce.

On his return to the University of Illinois, he became a world leader in organic chemistry and a founder of the field of bioorganic chemistry.

For a dozen years, Leonard also had a successful side career as a choral bass-baritone soloist with leading orchestras in Chicago, Cleveland and St. Louis, but he decided to abandon singing and concentrate on chemistry when he was elected to the National Academy of Sciences in 1955.

Leonard is survived by his wife, Peggy Phelps; and two sons and a daughter by his first wife, Louise Vermeij Leonard, who died in 1987. He also had seven grandchildren.

Edwardsville Intelligencer, October 6, 2006

SIUE fall enrollment stays firm

Zhanda Malone , zmalone@theintelligencer.com

SIUE enrollment numbers for the fall semester show a slight increase in on-campus students compared with fall 2005. In addition, full-time student enrollment is up from 10,152 last fall to 10,396 this year.

Meanwhile, new freshmen number 1,764 this year compared with 1,706 last fall. In addition, SIUE's new freshmen have an average ACT score of 22.8, up from 22.5 last year and more than two points higher than the Illinois average of 20.5, while nearly two points higher than the national average 21.1.

"Overall, fall enrollment numbers show continued interest in SIUE, while at the same time indicate more students are remaining to finish their education at SIUE," Todd Burrell, the university's Director of Admissions said in a press release. Overall enrollment is 13,449, virtually the same as last year.

Jean Paterson, acting assistant vice chancellor for Enrollment Management, said each year the university must consider enrollment of students balanced against available faculty and adequate facilities.

"For example, right now there is a backlog of students who need to complete labs along with their science classes," Paterson said. "We continue to manage enrollment in that area to remain steady until we get the funding to proceed with the science building."

Patterson said each year, the university manages overall enrollment so that it can continue to bring a quality education to its students.

He also pointed out SIUE's housing is filled to capacity. Some 3,000 students live in the three residential halls &endash; Woodland, Prairie, and Bluff &endash; and in Cougar Village Apartments. A fourth residence hall &endash; Evergreen Hall &endash; is under construction to be completed by August 2007.

"We are not only excited about the continued interest in SIUE, bit we are equally pleased that we continue to attract excellent students as shown by our ACT averages," Paterson said. "More and more quality students and their parents view SIUE as a first choice institution due to our course offerings, first-rate residence halls, and the engagement of students inside and outside the classroom."

Springfield, The State Journal-Register, October 7, 2006 (Page 1 of 2)

Community college trustees file lawsuit

Ask court to determine schools are local agencies

CHICAGO - Illinois community college officials who say the state is meddling in their schools' affairs are suing the state's inspector general in protest.

At issue is a legal ruling by Attorney General Lisa Madigan saying that when it comes to ethics, community colleges are state - not local - agencies.

Now, ethics rules for more than 38,000 employees in the country's third-largest community college system are governed by Illinois Executive Inspector General James Wright's office and not, as has been the case for decades, by local codes and commissions.

Trustees of 34 college districts are listed as plaintiffs in the lawsuit, filed in DuPage County against Wright. The schools want a judge to declare community colleges are local agencies under the 2003 State Ethics Act.

"We are not called Richland State College, we are Richland Community College," said Lisa Gregory, a spokeswoman for the school in Decatur. "Our education is driven by local issues and local concerns, and we derive income in part from local taxes."

About a month ago, Richland was ordered by a Sangamon County judge to turn over documents requested by the inspector general. Richland is trying to block an investigation of the school launched by the office in November 2005. The precise nature of the probe has not been revealed.

Until the dispute is resolved, school officials at 39 community college districts and 48 schools are nervous about violating the act if they conduct themselves as they have since the 1960s - by destroying meeting tapes, for example, or accepting certain gifts. Schools also are scurrying to complete state-mandated employee ethics training.

"The state version of the ethics act simply does not fit the local units of government very well. One is not better than the other, they are just different," said Michael Monaghan, executive director of the Illinois Community College Trustees Association. "It's like wearing a black suit and putting brown shoes on. Brown shoes aren't wrong, they simply don't work."

Deputy Inspector Gilbert Jimenez said the colleges' angry response is disproportionate to the slight adjustments they've had to make.

The ruling "is not a burdensome thing for colleges," Jimenez said. "This year, we will provide ethics training to about 160,000 individuals who are considered state employees. The average training takes about 35 minutes to complete (and) is given online."

State officials are mistaken if they think the dispute solely revolves around ethics, Monaghan said. "The mistake that some folks make is thinking the community colleges are trying to get out of the ethics act and that is not the case," Monaghan said. "The lawsuit is not about ethics, it's about local control and the state's involvement in local government."

Springfield, The State Journal-Register, October 7, 2006 (Page 2 of 2)

Madigan issued the ruling in response to a letter from the Illinois Community College Board, which wanted a clarification of rules under the ethics act, said board spokesman Steve Morse.

"I think the way the law was written, the board found some confusion whether that law applied to community colleges," Morse said.

The attorney general's Oct. 5, 2005, decision was issued after "extensive research and analysis," said Madigan spokeswoman Cara Smith.

The next status hearing in the lawsuit, which was filed last month, is scheduled for Jan. 18 in DuPage County Circuit Court.

The Chicago Sun-Times, October 8, 2006 (Page 1 of 2)

Record freshman diversity at U. of C.

BY DAVE NEWBART Staff Reporter

Sitting in a bustling basement coffee shop at the University of Chicago, 21-year-old Anthonia Akitunde said the new faces in many of her classes this semester are "definitely noticeable."

"I'm used to being one of the only black people in classes," she said, as indie rock plays in the background. "Now I'm one of three."

The freshman class at U. of C. is the most diverse group of students to enroll at the Hyde Park campus, school officials say. One of four new students is either black, Hispanic or from a foreign country.

'We had a great year'

The class has the largest percentage of African-American students -- 6.3 percent, or 80 students -- and more international students than ever. The 97 Latino students are the second most in a freshman class.

The numbers represent progress at a school that -- like many of the nation's elite private schools -- has had trouble recruiting and retaining top students of color over the years. The black student total is one-third higher than last year.

"Historically we have been very disappointed in our results for African-American students," said Michael Behnke, dean of college enrollment. This year, "We had a great year."

City students recruited

The increase can be attributed to a number of initiatives, including intensive recruiting. The school flew in 100 prospective minority students -- targeting some who hadn't even applied. The school also stepped up international recruiting, going to countries in Africa, including Kenya, Ghana and South Africa for the first time.

And the school is finally receiving large numbers of applications from the Chicago Public Schools -- more than 300 this year. That's three times as many as five years ago. Forty-two enrolled, double the number in 2001.

U. of C. began reaching out to CPS students three years ago by starting a Collegiate Scholars program, which brought high school students to campus during the summer to take classes with U. of C. faculty and to learn interviewing skills.

The school also started to offer several full-tuition scholarships and to waive application fees for CPS students.

At the top 50 ranked national universities, on average 13 percent of undergraduates are underrepresented minorities, compared with 24 percent in colleges nationwide, according to Postsecondary Education Opportunity, a higher-education newsletter.

The Chicago Sun-Times, October 8, 2006 (Page 2 of 2)

'It's mostly all Anglo'

Mayra Lopez, 18, of Back of the Yards said she had never visited the U. of C. campus before she became a Collegiate Scholar. Most students she knows who considered going to college looked at Loyola and DePaul. She said she was intimidated by U. of C. at first but later decided she liked the school's programs and philosophy.

As a freshman, she still thinks the campus could be more diverse. The only person she has found to converse with in Spanish is a native of Peru.

"It's mostly all Anglo," she said. "I think there could be more" minorities.

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BY THE NUMBERS

	Entering Class '98	Entering Class '06
	No. of students	No. of students
African-American	49	80
	4.8% of total	6.3% of total
Hispanic	63	97
	6.20%	7.70%
International	58	120
	5.70%	9.50%
Total	170	297
	16.70%	23.50%

Herald & Review, October 9, 2006

Lincoln College puts together unique pre-med program

By CONNIE SEASTEDT - For the Herald & Review

LINCOLN - Lincoln College is putting plans together for a pre-medicine program called the "two-plus-four program," which President John Hutchinson said may be the only program of this kind offered at any junior college in the United States.

"I think we are breaking ground with this one, and it's designed to educate students in the necessary sciences needed for pre-med as a precursor to attending a European medical school, where it takes just four years to earn an M.D.," Hutchinson said.

U.S. medical schools require applicants to have a degree from a four-year undergraduate school.

The company that runs the program is called Source America of Chicago, and it will initially interview prospective students. The school will handle the education. Tuition is the same as any student within Lincoln College, Hutchinson said.

Hutchinson said general education programs will focus on courses geared toward a pre-med degree. The associate degree that will be offered through this program has not been named.

"For those leaving high school who really want to get into medicine, this program will offer a special curriculum, and really jump-start their career," Hutchinson said.

Hutchinson said the three main advantages for the program are:

Hutchinson said the program will be offered starting in the fall of 2007. Brochures are available by calling the campus at (800) 569-0556 or by visiting www.lincolncollege.edu and clicking on the link.

Lincoln is considering an alliance with two medical schools in Bulgaria, Hutchinson said. Both have fared well on licensing exams and are taught in English.

"After a student completes our two-year program and the four-year program overseas, they will come back to the United States and take the same exams as American medical schools, getting them into their residency programs much more quickly," Hutchinson said.

The Champaign-Urbana News-Gazette, October 9, 2006 (Page 1 of 2)

Scientists using carbon nanotubes to detect chemical weapons, explosives

By Greg Kline

Airport screening might become an easier process – for the screeners and the screenees – if things go the way University of Illinois Professor Michael Strano and colleagues plan.

Think simply walking down the hallway to your flight through a network of tiny sensors you don't see, which can sniff out even molecular-scale indications of explosives accurately, reliably and in real time as you and other passengers pass by.

A UI chemical engineering and chemistry professor, Strano and his students already have been working on similar technology employing carbon nanotube-based sensors to detect chemical weapons.

They've been able to catch agents like VX and sarin nerve gases at a level of 50 parts per trillion. A part per trillion is comparable to a drop of water in a swimming pool the size of a football field and 43 feet deep.

"Now we're explicitly going to look at explosives, which are more difficult," said Strano, whose research focuses on carbon nanotubes and the interesting properties exhibited by the minuscule structures.

Strano's lab is aiming to produce a working prototype of an explosives sensor for the Department of Homeland Security as part of a program U.S. Rep. Tim Johnson, R-Urbana, among others, announced with a \$250,000 initial grant for the UI research in late September.

Strano said he thinks the project will result in technology that can be deployed as early as the next four or five years.

The nanotubes are carbon atoms rolled into cylinders some 100,000 times thinner than a human hair. They occur in nature and can be manufactured as well, are a hundred times stronger than steel at a sixth the weight, and come with varied electronic properties.

Previously, Strano's lab has melded biological molecules to carbon nanotubes to make them fluoresce in the presence of minute amounts of toxins like mercury and more benign substances such as glucose.

Scientists can capture the light signals from the glowing nanotubes to tell if a substance is present and in what concentration.

The method for detecting chemical weapons works somewhat differently. In that case, the researchers collect electronic signals from nanotubes designed to shed electrons in the presence of certain substances.

Strano and Richa Sharma, a UI doctoral student in chemical and biomolecular engineering, are working on ways to prepare carbon nanotubes, which they do chemically, for similar use in detecting explosives.

The way in which the nanotubes release electrons makes them better for such purposes than other materials. While most materials scatter electrons willy-nilly, nanotubes tend to want to shoot electrons in a certain direction, like shooting billiard balls, Strano said.

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What the UI researchers do is prepare their nanotubes to scatter electrons like other materials, more like a lawn sprinkler than the nozzle of a garden hose – but only in the presence of the substance they're trying to detect. The technique makes for a signal easier to pick out of background "noise."

The nanotubes also have the advantage of being able to operate at low power and detect very little of a substance very quickly, in part because of their tiny scale. Detectors made from them could be small, cheap and operable on a battery for a long time – in other words, easily deployable almost anywhere.

Explosives present some challenges that chemical weapons don't, Strano said. Chemical weapons by nature are intended to disperse chemicals into the environment, which should make it easier to detect them. But explosives are designed to be a contained package, at least until they explode. That means they generally emit little in the way of trace materials to be picked up by a detector, requiring an extraordinarily sensitive device.

If the technology is going to be logistically useful in a setting like airport screening, the nanotubes also have to be designed to detect explosives, but not other things that may look like explosives, at a level that more or less eliminates "false positives," Strano said.

"That's the major challenge," he said, adding that the UI researchers believe they have some special chemistry to overcome the hurdle.

The Southern Illinoisan, October 9, 2006 (Page 1 of 2)

SIU Faces: Visiting professor John Jackson reflects on 27 years

BY CALEB HALE, THE SOUTHERN

Editor's note: SIU Faces is a monthly series on interesting people on the Carbondale campus. It runs the second Monday of the month.

CARBONDALE - John Jackson says Southern Illinois University Carbondale isn't the easiest place to be an administrator. In fact, he added, it's probably a little more difficult there than at other universities of comparable status.

The visiting political science professor, who first came to campus in 1969 with a one-year teaching contract for \$9,000, has a battle-worn view of university leadership. It's a perspective he gained over the past 37 years and from holding key positions during some of the most tumultuous times for the campus community.

Jackson was the Faculty Senate president in 1975, the year after SIUC administration decided to fire 104 professors as part of a budget cut plan. He was appointed the Carbondale campus' provost and vice chancellor in 1996 by then-Chancellor Don Beggs, but within three years he broke with the new chancellor, Jo Ann Argersinger, only to ultimately replace her when she was fired by the board of trustees in 1999. He then spent two years in interim leadership over SIUC, a tenure that saw backlash over Argersinger's firing, contentious negotiations with a fledgling faculty union and questions surrounding the future of the university system office.

It wasn't all grit and conflict for the Arkansas native, though.

Before moving into the upper administrative ranks, Jackson spent 11 largely peaceful years as dean of the College of Liberal Arts and an additional year as associate dean. And even though his interim as chancellor came in the middle of an uproar, Jackson said he was able to make a few notable hires to the campus ranks, including vice chancellor for student affairs Larry Dietz, SIU Foundation CEO Rickey McCurry, athletic director Paul Kowalczyk and Glenn Poshard, who was in 1999 hired as SIUC's vice chancellor for administration.

However, by 2001, when Jackson stepped down and current Chancellor Walter Wendler took over the helm of the campus, he was admittedly spent.

"I felt beat up. I was tired of the conflict and felt it was better if I not be part of the conflict anymore," Jackson said. "You can't have a sense of how tiring and demanding the role can be until you do it."

Jackson isn't one to expect sympathy for his tribulations. He has no regrets, but his matter-of-fact take on university affairs coupled with his own history means he had and still has his detractors.

"Certainly it's not all the faculty," he mused. "I like to think I had some faculty support but there certainly were some opponents."

His opponents, Jackson said, weren't unique to his time as chancellor. Some at SIUC, he said, are very vocal when they get upset, and he suggested there may be more to the discontent than strictly contempt for the person in charge.

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"We have a fair number of people who are just dissatisfied about being at SIU, and they'd rather be somewhere else," Jackson said. "People who think they will end up teaching at Stanford aren't satisfied teaching here. I think what we do is highly laudable in a sense of higher need. But, you can't be hung up on the notion of elite education for the elite. You can't think that's what universities are supposed to do."

These days, Jackson largely talks about university policy in past tense. After Jackson stepped down as chancellor, the late U.S. Sen. Paul Simon asked Jackson to join the Public Policy Institute on a visiting professor status. The move brings Jackson full circle in what he ultimately characterizes as a satisfying career with SIUC.

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The Chicago Tribune, October 9, 2006 (Page 1 of 2)

The college that went away to school

Shimer College's move from Waukegan to IIT brings about unique blend of students, learning

By Jeff Long
Tribune staff reporter

Students from a small liberal arts college in the far north suburbs have been mixing quietly for the past month in their new home on the Chicago main campus of the Illinois Institute of Technology, where students delve chiefly into things such as science and engineering.

Socrates likely would have been fascinated by the culture clash.

Shimer College has been in Waukegan for a quarter century, a haven for lively intellectual debate. Its "Great Books" curriculum goes directly to the source of learning: the works of Plato, Newton, and Darwin, for example.

But as much as anything else, the move to IIT's campus on Chicago's South Side is a practical one, Shimer's president told faculty, alumni and students at the college's convocation Sunday in the new IIT digs.

President William Craig Rice said more prospective students are contacting Shimer now that it is in Chicago, and fundraising is ahead of schedule.

With enrollment at about 80 students, he said there have been 570 inquiries from prospective students since August. Usually, there are about 400 inquiries by this time of year, he said.

Meanwhile, students from Shimer can take technical courses from IIT and IIT students can take courses from Shimer.

Although classes have been under way for a month, the convocation officially marked IIT's welcome of Shimer College to its campus.

After the convocation, Rice said Shimer's enrollment has been stagnant for 15 years, and he hopes the move will end that. He expects Shimer to remain Shimer, however.

"You sit down with the books and the conversation begins again," he said. "You could convene a Shimer class on a mountaintop in North Carolina and the conversation begins again."

Students attending Sunday's ceremony agreed.

Noah Kippley-Ogman, 20, is taking a differential equations class and calculus 3 from the IIT curriculum.

Because he wants to be a math teacher, the move means he'll be able to stay with Shimer by taking the IIT classes.

Otherwise, he'd have attended another college for those classes.

"I really like living in Chicago," he added. "It's a lot better than living in Waukegan."

The Chicago Tribune, October 9, 2006 (Page 2 of 2)

That helped tip the balance for Nicolette Stosur-Bassett, 17, who is in her first year at Shimer.

"It made it a lot more appealing to me, because I wanted to go to school in the city," she said.

Stosur-Bassett, who is from Glen Ellyn, said city life gives her easy access to the museums and theaters she loves.

Liz Todd, 17, is a second-year student. To some extent, she's sorry to leave the Waukegan campus. "It's really exciting in some ways, because you get to be in Chicago," she said. "But it's hard to leave behind a place you called home."

She already has been to the symphony, the Goodman Theatre and the Art Institute. "Living in Chicago is great," she said.

Shimer students also will have access to IIT student facilities and services under the long-term lease Shimer signed, Rice said, adding that he's looking forward to seeing how the two sets of students and faculties mix.

"It's the interchange between scientists and humanists," he said.

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The Daily Herald, October 11, 2006

A meeting like no other at this center

By Mike Riopell
Daily Herald Staff Writer

Just more than one year after the University Center of Lake County opened its doors to students in Grayslake, Illinois Higher Education officials from across the state gathered there to do business.

Illinois Board of Higher Education officials met Tuesday at the University Center for the first time in the institution's 10-year existence, Executive Director Gary Grace said.

The state board, which oversees state universities, created the center but has mostly turned it over since it was founded. And because the center is located in the northern reaches of the state, it isn't frequently visited by state officials.

"This is a good opportunity for us to make a statement," Grace said before the meeting.

In his welcome, Grace joked about people getting lost on their way to Grayslake.

But its distances from other state universities is why the University Center exists in the first place — formed so Lake County residents bound to the area by jobs could continue their education without having to drive too far or move. Before the new Grayslake building opened, the University Center was based mainly in Waukegan.

Eighteen member universities, public and private, offer 76 programs at the center.

And though it's out of the way, the center has had luck getting the money it needs in the last couple years, despite flat-lining state support for public universities.

A year later with a new building, the center's priorities now are developing more programs for people to complete partial bachelor's degrees, said Bryan Watkins, a member of the center's board.

Crain's Chicago Business, October 11, 2006

Bonus more than quadruples for outgoing DeVry CEO

By Lorene Yue

(Crain's) — Ronald Taylor, who will step down as CEO of DeVry Inc. in November, saw his bonus more than quadruple in a year where the for-profit education company saw higher enrollment boost its bottom line.

Mr. Taylor, who will vacate his CEO position on Nov. 15 to become a senior adviser at Oakbrook Terrace-based DeVry, earned the same \$900,000 salary in fiscal 2006 as he did the previous year, but his bonus spiked considerably, according to DeVry's proxy statement filed Tuesday with the Securities and Exchange Commission.

His \$810,113 bonus, up from \$180,000 the previous year, boosted his total compensation to more than \$1.8 million. Mr. Taylor also received \$134,730 in other compensation such as life insurance premiums, directors' fees and other medical insurance contributions.

Comparing Mr. Taylor's 2006 and 2005 bonuses is "a bad comparison," a spokeswoman for DeVry said. "His bonus was so low the year before when earnings had fallen."

In fiscal 2004, Mr. Taylor received a bonus of \$475,000, but that amount dropped by nearly one-third in fiscal 2005 as DeVry posted lower earnings, in part because of an \$8.4-million buyout expense.

"Our business was suffering," the spokeswoman said. "It's beginning to turn around."

Profits rose in fiscal 2006 to \$43.1 million, or 61 cents a share, compared to \$17.8 million, or 25 cents a share, the previous year.

When Mr. Taylor becomes a senior adviser, he will be paid \$420,000 for the first five years of the 15-year senior adviser contract and \$50,000 a year for the remaining 10 years. He will receive paid health, welfare and pension benefits as well as fringe benefits including a car and club dues, according to the proxy.

"It looks like a rich package," said Claudia Allen, a partner at Chicago law firm Neal Gerber & Eisenberg LLP who follows corporate governance. "I think 15 years is a very long-term. The question is, what is he getting paid for for 15 years?"

For his first four months as a senior adviser, Mr. Taylor is required to make himself available to DeVry executives for 40 hours a week and will be paid an additional \$140,000 in salary and receive a pro-rated bonus.

"He will help transition his duties to Daniel Hamburger," the spokeswoman said.

Mr. Taylor was one of three of DeVry's highest-paid executives to see no increase in base salary in fiscal 2006, but a big bonus bump. DeVry President Mr. Hamburger, who will become CEO, had a salary of \$400,000, the same as the previous year, but a bonus of \$272,880. His bonus in 2005 was \$180,000.

O. John Skubiak, vice-president, saw his bonus grow to \$169,009 from \$108,500, while his base salary remained \$310,000.

Chicago Tribune, October 12, 2006

Harper College teachers approve 4-year contract

Published October 12, 2006

PALATINE -- Harper College's faculty union voted 164-27 Wednesday to accept a new four-year contract that secures 17 percent salary increases next year for 70 faculty members getting promotions.

The contract also guarantees minimum 4.3 percent raises for all of the 216 full-time faculty members over the life of the contract, said Perry Buckley, president of the Cook County College Teachers Union.

A bargaining session Saturday averted a strike that was planned for this week.

College spokesman Phil Burdick said college trustees are expected to approve the contract Oct. 24.

Daily Southtown, October 12, 2006 (Page 1 of 2)

In uniform

Air Force learning to fight financial fraud

By Jim Hook Staff writer

The Air Force has enlisted the help of Saint Xavier University in training five of its special agents to detect procurement fraud.

Air Force officials selected Saint Xavier's Graham School of Management's MBA in Financial Fraud Examination and Management program.

It is the only classroom-based MBA program in financial fraud and identity theft in the country.

The 18-month program combines elements of law enforcement, law, accounting and general business education.

The agents enrolled in the program in August as full-time students. All five are felony-level criminal investigators in the Air Force.

The Chicago Police Department also uses Saint Xavier's program to train its officers in financial fraud and identity theft.

The need for financial fraud examiners is growing rapidly, officials said, largely because of the new federal laws requiring auditors to take additional steps to identify fraud as well as new accounting standards enacted since the Enron scandal.

A memory garden planned

A tribute to military veterans and to the men and women who continue to serve in the U.S. military drew a crowd of more than 75 people.

Called "Freedom is not Free," the ceremony was held Sept. 28 outside the Baymont Inn in Alsip.

Several military and civilian personnel spoke at the ceremony.

The event also featured a 21-gun salute, the playing of taps, the singing of God Bless America, the release of 100 balloons and the planting of a Tree of Remembrance.

The Baymont Inn will plant a garden next spring and build a sitting area around the newly dedicated tree.

Moraine Valley gets flag from Iraq

Navy Seabee Reservist Joshua Zajac presented Moraine Valley Community College officials with a special gift.

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The 23-year-old Chicago man donated a U.S. flag that had flown over Iraq.

Zajac was stationed at Task Force Wolfpack headquarters at Camp Korean Village in the Al Anbar Province.

He mailed the flag, along with a certificate of authenticity and other items, to the Palos Hills campus where it will be displayed in the library.

"I flew the flag for Moraine Valley to show my appreciation for the kindness and support all the teachers and staff showed me while I attended classes there," he said.

"Some of my teachers even excused me from missing class so I could fulfill my military obligations at Fort McCoy in Wisconsin."

Before being recalled to active duty in support of Operation Iraqi Freedom, Zajac was a student in the college's TRIO/Student Support Services program, which helps students with disabilities, those who are first generation, or who are economically disadvantaged succeed in college.

He is the first in his family to attend college. Zajac is in the business management program. He is expected to resume college in the spring.

Zajac hopes to transfer to the University of Illinois at Chicago. He wants to work for the Department of Veterans Affairs.

In Uniform is a regular column about local people and military-related items that appears every Thursday. Suggestions for In Uniform can be sent to Jim Hook at jhook@dailysouthtown.com or (708) 633-5961.

Belleville News Democrat, October 13, 2006 (Page 1 of 2)

Q&A with head of U. of Phoenix

JUSTIN POPE
Associated Press

Bill Pepicello was recently appointed president of the University of Phoenix, the largest accredited private university in the country. Owned by Apollo Group, Inc. - a Phoenix-based public company - the for-profit chain of schools enrolls just under 300,000 students and operates in 39 states and online.

The Associated Press sat down with Pepicello while he was in Boston this week to talk about the university's mission, plans and the landscape of for-profit higher education. His responses are excerpted.

AP: The University of Phoenix recently said it would pay \$154.5 million over the next 20 years for naming rights to the Arizona Cardinals' new football stadium. Why?

Pepicello: If you go to any given state, our presence is actually pretty modest. We like to say we got big by being small. Often people locally don't have a real idea about what the University of Phoenix is, what the network is like, what they're really part of in the University of Phoenix system. So the naming rights (are) part of a larger branding initiative.

AP: One of the concerns some people have about for-profit higher education is how much money goes to marketing instead of education. According to its latest annual report, in 2005 Apollo Group spent nearly \$485 million on selling and promotional expenses and \$936 million on instructional costs and services.

Pepicello: When people say, 'You can put some of that money into education,' I guess I'd have to (say), 'Why do they think we're not doing that?' We have a very detailed and robust curriculum development machine that allows us to use our over 20,000 faculty to develop that curriculum and then deliver it. It's a matter of scale, instead of not dedicating the necessary resources to other aspects of it.

We don't spend money on football stadiums - to build them, at least - or on brick and mortar libraries, on all sorts of facilities that are the trappings of traditional higher education. So that frees up some money to go in other directions.

AP: Another concern people have with for-profits is that Wall Street demands constant growth, whereas traditional universities can be the size they think best for students.

Pepicello: Our philosophy for serving students is the same as Harvard or Ohio State, and that is we're mission-driven. The mission of, say, Harvard is to serve a certain sector of the population and their mission is not to grow. And that's true of higher education in general. The reason the University of Phoenix exists at all is that is that all of those various (universities) and their missions did not provide access to a large number of students who are capable and wanted access to higher education. And that's our mission.

AP: Can you continue to grow? A big part of your business is online learning, and that business is seeing slower growth and growing competition.

Pepicello: I think there's room to grow. Right now, certainly growth has slowed some across the industry. What we are looking at now is not, 'How can we keep growing with what we've been doing,' but, 'What are

Belleville News Democrat, October 13, 2006 (Page 2 of 2)

we missing?' Are there populations that are not being served as well as they might? We're looking at ways to help address the nursing shortage and the shortage of high school teachers. Most of those people are not necessarily the 18- to 22-year olds, but people who are looking at retooling their careers.

AP: How much does it cost to earn a bachelor's degree at the University of Phoenix?

Pepicello: Students come to us at different parts in their career, plus our tuition varies by geographical region. But if you're looking for a homogenized number, probably between \$30,000 and \$40,000.

AP: And how many students finish the degree programs they start?

Pepicello: Around 60 percent.

AP: That's a little better than the national average. But that's still a lot of people who pay tuition and don't finish. Why do they drop out?

Pepicello: The two largest reasons they give us are, No. 1, financial and No. 2, life gets in the way. For adult students, obviously that makes sense.

AP: Community colleges often resent the competition from for-profits. Should they refine their missions, and leave the for-profits to focus on what they do best?

Pepicello: I think community colleges have a strong and noble mission. They shouldn't stray from that. Community colleges, especially in the West, are oversubscribed to the point where they simply can't deal with the number of students that come in. The University of Phoenix and other institutions offer another route to access.

AP: You're a university president, but also employed by a shareholder-owned company. Aren't there times when the best academic decision you can make isn't the best business decision?

Pepicello: When people say for-profits don't have as high a quality as traditional higher education, we have to, because our existence depends on delivering a quality education to our students. If we don't, they don't come to us and we go out of business. We have to be sure our students and employers - because about 40 percent of our students have some sort of employer reimbursement - see the value.

We've got 250,00 graduates and close to 300,000 enrolled. That says something about the quality of what we do.

St. Louis Post-Dispatch, October 13, 2006

SIU makes a deal for electricity

CARBONDALE

Southern Illinois University will begin buying electricity in bulk at a fixed rate through a university consortium to save an estimated \$9 million or more in the next two fiscal years.

The university's Board of Trustees approved the agreement at a meeting Thursday. The agreement will take effect Jan. 1, when non-residential consumers will be able to look for electrical energy suppliers while maintaining the local utility's control over the delivery of electricity.

The Edwardsville and Carbondale campuses along with Western Illinois University and Eastern Illinois University joined the consortium in anticipation of rising electrical costs. The universities selected MidAmerican Energy from four proposals.

Crain's Chicago Business, October 12, 2006

U of C Hospitals' operating profit plunges

By Mike Colias

(Crain's) — University of Chicago Hospitals badly missed its financial targets during its most recent fiscal year, as lower-than-expected revenue and ballooning expenses pushed operating profits down 81%.

Income from operations sank to \$13 million, from \$70 million a year earlier, according to preliminary results for fiscal 2006 (ended June 30) released by U of C Thursday.

Hospital officials had anticipated a smaller bottom line because of higher costs related to its new children's hospital and lower Medicaid payments, but the result was \$33 million off what U of C Hospitals expected.

Shrinking profits pose problems for U of C's plan to build a \$650-million hospital pavilion on its Hyde Park campus. It is seeking state approval to start work in 2008 and would pay for it through operating profits, fund raising and debt.

The gap between U of C's stagnating revenue and rising costs "is not sustainable and if continued would result in significant operating deficits," interim president Kenneth Kates wrote in a staff newsletter this month, in which he urged all employees to "hold the line on expenses."

Operating revenue of \$884 million was up just 1.7%, while operating expenses jumped 9%.

Mr. Kates was not available for comment Thursday. A Hospitals spokesman said the health system may look to cut costs through attrition but does not plan any layoffs or program cuts.

Mr. Kates blamed the lower results partly on the health system having treated a higher percentage of patients covered by Medicaid and other government programs for the needy, which generally don't pay enough to cover costs. Lower payment rates from some managed care companies also squeezed profits during the year.

"Market trends suggest revenue challenges will continue into the current fiscal year and beyond," he wrote.

The planned hospital pavilion is central to U of C's strategy under James Madara, who on July 1 became CEO of the medical center (which includes the health system and medical school). Several new, state-of-the-art facilities, including research labs and the Comer Children's Hospital, have helped Dr. Madara recruit top faculty since his arrival as medical school dean in 2002.

U of C's financial straits also coincide with its search for a president to replace Michael Riordan, who resigned earlier this year and is now CEO at a large hospital system in South Carolina. The new president will report to Dr. Madara.

The financial squeeze could give candidates pause, said Willis Bultje, a vice-president at B.E. Smith Inc., a health care executive search firm near Kansas City.

It also could affect U of C's selection, perhaps swaying its board to choose someone with a strong operational background, rather than a visionary, Mr. Bultje said. "If they didn't see this coming and they had been moving in one direction, they may step back and rethink things," he said.

The Chicago Tribune, October 10, 2006

Gates Foundation to help build new Chicago charter schools

By Donna Gordon Blankinship
Associated Press Writer

SEATTLE -- The Bill & Melinda Gates Foundation is spending \$30 million to help build 200 new charter schools for low-income students in Chicago and around the country.

The grant to the NewSchools Venture Fund, announced this week, is the foundation's second donation to the organization that supports nonprofit charter management organizations, which start and run charter schools, said foundation spokesman Eli Yim.

A \$22 million Gates grant in 2003 gave NewSchools the money to help create five new charter management organizations. The NewSchools Venture Fund supports charter organizations running schools in California, Connecticut, Illinois, New Jersey, New York, Pennsylvania and Washington, D.C., that enroll more than 26,000 students a year.

This year's grant will help support as many as 20 charter networks that are expected to start 200 schools and eventually educate 100,000 students in low-income urban areas in New York, Los Angeles, Chicago and Washington, D.C., the foundation said.

The foundation's support for charter schools will focus on high schools, Yim said. He said the foundation's officers have been impressed by the results of NewSchools' efforts, especially preparing low-income students to succeed in college.

NewSchools said low-income students in the charter schools it supports were outperforming students in their host districts by 36 percent in math and 52 percent in reading.

"The charter school movement holds the promise of improving radically the quality of public schooling in America," said Ted Mitchell, chief executive officer of NewSchools Venture Fund. "These schools are proving that all children can meet high standards if given the right tools and the right environment."

Yim said the \$30 million grant is not a renewal of the previous \$22 million grant; it is an expansion of support.

"We don't really renew grants," he said. "They came to us with a proposal for another grant."

The foundation headed by the Microsoft Corp. chairman and his wife continues to invest in American high schools in a number of different ways -- from paying large schools to recreate themselves into groups of small learning communities to supporting new technology and teacher training initiatives. Foundation money has affected a total of 1,100 schools serving an estimated 700,000 students.

"We continue to just work from the strategy of trying to improve student outcomes. We continue to explore a wide range of entry points to do that," Yim said, emphasizing that the foundation is not changing its education program to focus on charter schools.

"We want our money to be catalytic and do whatever works for a particular community," Yim said.

The Chicago Tribune, October 12, 2006

New data show more earn 6-year degree

By Jodi S. Cohen
Tribune higher education reporter

More Chicago public school graduates earn a bachelor's degree in six years than researchers originally thought, according to corrected data from the Consortium on Chicago School Research released on Wednesday.

Figures from the updated study, which tracked Chicago high school students who graduated in 1998 and 1999, found that of those who immediately went to a four-year college, 45 percent earned a bachelor's degree within six years, compared with 64 percent of students nationally. The original report, released earlier this year, put the number at 35 percent.

According to corrected figures, of every 100 freshmen who enter a Chicago public high school, about eight will earn a bachelor's degree by the time they're in their mid-20s. A story on the front page of the Chicago Tribune in April reported that six out of 100 would get a college degree in that time.

Chicago schools chief Arne Duncan called the change good news, but said "obviously we still have a long way to go."

Study co-author Elaine Allensworth said that after the original report was published, researchers learned that they had significantly incomplete graduation records from the University of Illinois at Urbana-Champaign and Southern Illinois University. "We thought we had been careful," Allensworth said. "We are trying to make it right now."

The researchers used data from the non-profit National Student Clearinghouse, a group that collects student information from colleges and secondary school officials who want to verify enrollment and graduation information. It was the first time that researchers used data from the clearinghouse to track the progress of students from a large school district.

At the U. of I., researchers now say that 72 percent--not 42 percent--of Chicago students who begin college in Urbana graduate in six years. About 81 percent of all U. of I. students graduate in six years.

"We are concerned about making sure the corrected data now gets out, particularly to the students and parents and educators in the Chicago public schools," said Keith Marshall, U. of I.'s associate provost for enrollment management. "We want to make sure they know we are one of the best places for them to send their students."

The updated report excludes Southern Illinois University because officials there disputed the study's findings but didn't provide updated records to the clearinghouse.

The new report also includes data from several institutions that only recently began providing information to the clearinghouse. This includes DePaul University, which has a 76-percent graduation rate for Chicago students, the highest among the most popular Illinois colleges for the city's public school alumni.

Some findings didn't change. African-American and Latino students graduate in lower numbers than their white peers, and high school grades remain the best predictor of college success. About 15 percent of Chicago students who graduate from high school with a GPA of 2.0 or lower complete college in six years.

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The Chronicle of Higher Education, October 11, 2006 (Page 1 of 2)

Higher-education groups urge Supreme Court to preserve race-based school assignments

By PETER SCHMIDT
Washington

The American Council on Education joined at least 19 other higher-education groups on Tuesday in urging the U.S. Supreme Court to preserve race-conscious public-school assignments in two cases seen as potentially affecting affirmative action at colleges.

The amicus curiae, or "friend of the court," brief submitted by the council is one of several from higher-education groups and scholars urging the high court to uphold the power of schools to consider race in the two cases, which involve schools in Louisville, Ky., and Seattle. Among the others that have filed briefs in support of the school districts in recent days are the American Educational Research Association, the Brennan Center for Justice at the New York University School of Law, the National Collegiate Athletic Association, and 19 former chancellors of campuses of the University of California.

In addition, more than 550 social scientists and researchers have signed on to a separate brief, submitted Tuesday, which argues that students and their communities benefit from integrated schools.

On the other side of the issue, briefs opposing the two school systems' race-based assignment of students were filed last month by the U.S. Justice Department, the National Association of Scholars, and several other groups and individuals that have led the fight against race-conscious admissions at the college level. They include the American Civil Rights Institute, the Center for Equal Opportunity, the Center for Individual Rights, the Pacific Legal Foundation, and the scholars Abigail and Stephen Thernstrom. Most of those briefs challenge the view that race-conscious school-assignment policies offer clear educational benefits and argue that such policies violate the U.S. Constitution's equal-protection clause.

The two cases are the first involving racial preferences at educational institutions taken up by the Supreme Court since its landmark 2003 rulings in two cases involving race-conscious admissions policies at the University of Michigan at Ann Arbor (*The Chronicle*, July 4, 2003). College lawyers are looking to the Supreme Court's rulings in the two cases for hints of how two new members of the court, Chief Justice John G. Roberts Jr. and Justice Samuel A. Alito Jr., might rule on any future disputes involving affirmative action at colleges.

It is also possible that the Supreme Court's rulings in the public-school cases, involving lawsuits filed by parents who contend that using race as a factor in school assignments is unconstitutional, might provide colleges with guidance on how to apply the Supreme Court's 2003 decisions, or might suggest that the Supreme Court is open to revisiting its Michigan rulings sometime soon.

The American Council on Education's brief argues that the Supreme Court should show the educational judgments of the Seattle and Jefferson County, Ky., school districts the same deference that it showed toward higher education in the University of Michigan cases and in its other landmark ruling on affirmative action in college admissions, the *University of California Board of Regents v. Bakke* decision of 1978. The council's brief asserts that students who attend diverse elementary and secondary schools "are better prepared for the demands of higher education and are more likely to attend desegregated colleges," in addition to being better able to understand the falsity of stereotypes and having "a greater sense of civic and political engagement."

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Among the 19 other higher-education groups that had signed on to the brief as of late Tuesday afternoon were the American Association of Community Colleges, the American Association of State Colleges and Universities, the American Association of University Professors, the Association of Jesuit Colleges and Universities, the College Board, and the National Association for College Admission Counseling. Officials at the council were seeking on Tuesday night to add to the brief a 20th group, the National Association of State Universities and Land-Grant Colleges, which had been left off the version submitted earlier in the day through a clerical error.

In its separate brief, the American Educational Research Association argues that research supports the idea that diverse elementary and secondary schools provide enough educational benefits that the government has a compelling interest in allowing race-conscious school assignments. A similar argument was offered in the statement signed by more than 550 social scientists and submitted to the Supreme Court on Tuesday by scholars affiliated with the Civil Rights Project at Harvard University.

The brief submitted by the former University of California chancellors argues that a Supreme Court decision striking down race-conscious school admissions policies would impede efforts to make enrollments more diverse at selective colleges.

Briefs in support of the two school systems have also been submitted by several civil-rights groups, including the NAACP Legal Defense and Educational Fund, and the Leadership Conference on Civil Rights.

Edwardsville Intelligencer, October 9, 2006 (Page 1 of 2)

LCCC receives nursing program funds

By ZHANDA MALONE, zmalone@theintelligencer.com
10/09/2006

Lewis and Clark Community College will soon receive funds to staff and operate a rural nurse practitioner clinic.

Congressman Jerry Costello has announced recently that the college's Nursing Department will be receiving a \$645,000 grant from the U.S. Department of Health and Human Services. The grant is designed to enhance rural health care opportunities.

Costello said he is pleased to see the Nurse Education Practitioner and Retention (NEPR) grant awarded to the college.

"Lewis and Clark does a great job of providing services to the community and preparing its nursing students for the future," Costello said in a press release. "With a shortage of nurses and other health care professionals, promoting health careers is extremely important."

Nursing Department Director Donna Meyer said the grant will enable the program to place three nurse practitioners in a rural clinic and offer medical services for adults, families, and newborns.

"The practitioners will be working with collaborating physicians to provide services such as diabetes and blood pressure screenings, athletic physicals, well-family services, and child care visits," Meyer said in the release. "They will also be providing follow-up services for discharged patients, immunizations, care of expectant mothers and counseling."

She added that the clinic will provide meaningful experiences for nursing students in primary care, health education and nurse management.

Partners in the grant include Jersey Community Hospital, Carlinville Area Hospital and the Jersey and Macoupin county public health departments.

The services will be provided over a three-year period, with \$188,000 provided in the first year. The clinic will receive \$226,000 in the second year of the grant and \$231,000 in the third year.

Lewis and Clark President Dale Chapman called the collaboration an asset for the region.

"Lewis and Clark's nurse practitioners will be working with the Jerseyville and Carlinville Hospitals, as well as physicians in the area, to expand health care opportunities," Chapman said. "The clinic will help enhance health care, plus provide additional clinical training for the college's nursing students. The grant funding and the opening of Lewis and Clark's new Templin Nursing Building in 11 months will both help the college meet the growing demand for health care services."

Dean George Banziger said Lewis and Clark is one of 41 funded colleges and universities in the U.S. to receive a NEPR grant, and the creation of the new clinic will prove invaluable to nursing students.

"A total of 156 nursing students will work with patients at the clinic by year three of the grant, with an estimated 1,200 individuals receiving services during the first year," Banziger said.

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He added that many of the services provided by the clinic will focus on preventive medicine.

"Training will be provided on improved dietary practices and exercise programs for children to prevent obesity, as well as education on diabetes, risk of cardiac disease and cancer, pregnancy education for young mothers, and substance abuse prevention programs," Banziger said.

Lewis and Clark recently received a Department of Agriculture grant that involves using telemedicine in rural, underserved areas in the College's district. The telemedicine technology will allow a physician in another location to diagnose patients using interactive video and communication devices in conjunction with a nurse practitioner from Lewis and Clark. Alton Memorial Hospital will be working with the college on that project, and will also be providing some services as part of the NEPR grant. Other partners in the Telemedicine grant include the Carrollton, Greenfield, Calhoun and Brussels school districts.

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Amid rising costs and criticism, some colleges cut back merit aid

By ROBERT TOMSHO
October 11, 2006; Page A 1

As colleges and universities consider whether to join Harvard and Princeton in abandoning early-admissions programs, some are also trying to roll back another popular recruiting tool: merit aid.

Colleges offer merit aid, which is typically awarded on the basis of grades, class rank and test scores, to students who ordinarily wouldn't qualify for financial help. Because merit aid can be a deciding factor in these students' choice of schools, it has become a major weapon in the bidding wars among colleges for high achievers who can help boost their national rankings.

The National Association of Student Financial Aid Administrators says merit awards accounted for \$7.3 billion, or 16%, of all college financial-aid grants in the U.S. for the 2003-2004 academic year, the latest for which data are available. That's up sharply from \$1.2 billion, or 6% of the total, in 1993-1994.

But the cost of such programs has mounted as their use has expanded and tuition has risen. Meanwhile, criticism has grown that they disproportionately benefit students from wealthier communities with better school systems, siphoning resources away from lower-income students with greater financial need. In some cases, students who qualify for neither need- nor merit-based aid end up paying even more to cover a college's costs. As a result, a small but growing number of schools and university systems are trying to reduce their merit offerings.

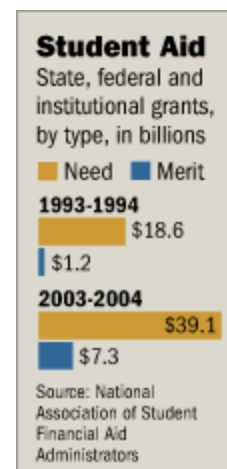
The University of Florida recently slashed the value of its four-year scholarships for in-state scholars who qualified under the National Merit program by 79% to a total of \$5,000.

Last year, Illinois eliminated funding for a statewide merit program. Since 2004, the state of Maryland has been phasing out one merit program and flat-funding another while nearly doubling need-based college aid, to about \$83.3 million a year.

Many highly selective private schools like Harvard and Stanford universities don't offer merit aid, but some colleges that do are paring back sharply.

Allegheny College, in Meadville, Pa., where annual tuition and fees total about \$28,300, gave its \$15,000-a-year merit scholarships to 15% of this year's freshmen, down from about 33% three years ago. To free up funding for more need-based aid, Rhode Island's Providence College scuttled its smaller merit scholarships and raised the eligibility requirements for its larger ones: A grade-point average of about 3.7 on a 4.0 scale used to be good enough; now it takes around a 3.83. Providence's merit scholarships can run as high as full tuition, which is \$26,780 this year.

Private-college associations in Pennsylvania and Minnesota are also taking early steps that could lead to broader cutbacks. They have been gathering data and weighing whether to ask the Justice Department for an antitrust exemption so their members can discuss joint action to reduce merit aid. With many colleges fearful that unilateral cuts will drive talented applicants into the hands of competitors, "it's going to take a group effort," says David Laird, president of the Minnesota Private College Council.



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But many college administrators fear that even discussing collective action will trigger an expensive repeat of 1991, when the Justice Department sued the Massachusetts Institute of Technology and eight Ivy League schools, charging them with antitrust violations for agreeing to adjust their financial aid offers so that a family's out-of-pocket price would be the same at every school. The suit was eventually settled, and a subsequent federal law permits 28 elite universities to agree on standards for granting financial aid but bars them from trading data on individuals.

Efforts to cut back on merit aid also risk setting off a backlash from middle- and upper-income families who don't qualify for need-based aid but are finding the rising cost of a college to be a daunting stretch. "Family income isn't keeping pace with the things driving higher-education costs," says Jim Scannell, a partner at Scannell & Kurz Inc., a Pittsford, N.Y., consulting firm that works with colleges on enrollment issues.

Some high-achieving applicants target schools that have merit-aid programs, hoping to win a tuition break. With tuition and fees at many private schools surpassing \$40,000 a year, small private liberal-arts colleges that lack the cachet of the Ivy League but whose tuitions far exceed those of state colleges could have the most to lose from any cutbacks in merit aid.

For many parents, merit aid "has become more of an expectation," says David Hawkins, public policy director for the National Association for College Admissions Counseling. James Boyle, president of College Parents of America, an advocacy group, adds that, "From a political standpoint, its difficult to take away."

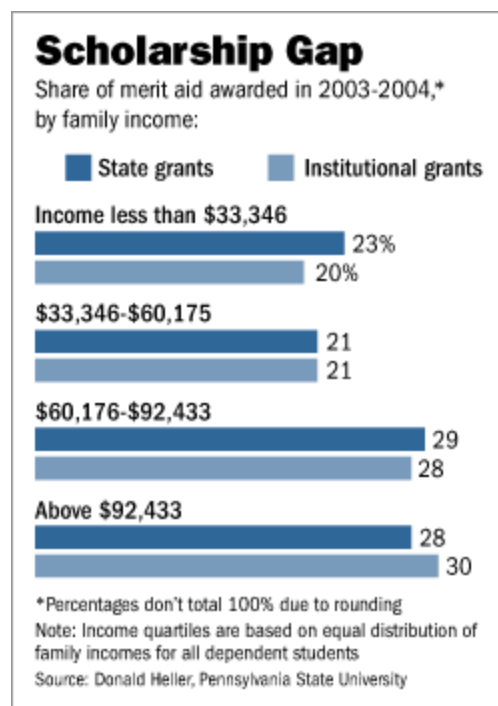
Indeed, efforts to contain the cost of statewide merit programs have sparked legislative battles in Georgia and other states. Despite the rising costs of aid, Georgia and Michigan have bet on merit-based scholarship programs as an economic-development tool, hoping to attract and keep academic talent and ultimately to spur research and innovation.

Many institutions have no intention of cutting back on merit aid. Baylor University, a Baptist college in Waco, Texas, recently increased the value of the merit awards it gives to all incoming freshmen who score at least 1,300 points out of a possible 1,600 on SAT reading and math exams. The awards, which rise in value in tandem with a student's SAT scores, range from \$2,000 to \$4,000 a year.

Jackie Diaz, Baylor's assistant vice president for student financial services, says the average SAT score for this fall's freshmen was 1,213, up from 1,196 a year ago. "I certainly think the financial-aid awarding has something to do with that," says Ms. Diaz, whose university gave merit packages valued at an average of \$6,880 a year to about a third of last year's freshmen class.

For some smaller schools, merit aid is less about boosting rankings than adding revenue by swelling enrollment. In most cases, students are still paying substantial sums for tuition even after receiving a scholarship. "I think in many cases it's misleading to call it merit aid," says Michael McPherson, president of the Spencer Foundation, a Chicago-based educational research group. "It's 'get 'em in the door' aid."

At private Wilkes University, Wilkes Barre, Pa., where tuition and fees are about \$23,000 a year, only 81 of this year's 580 incoming freshmen didn't get merit aid. To land a scholarship, which starts at \$6,000 a



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year, students have to have graduated in the top half of their high-school class and to have scored a combined total of at least a 900 on the SAT reading and math exams, not much above average.

Mike Frantz, Wilkes's vice president for enrollment and marketing, concedes that the school's minimum requirement for merit aid "isn't incredibly high" but says the offers are necessary to persuade many cost-conscious students to seriously consider Wilkes.

Most institutions, meanwhile, have shied away from cutting athletic scholarships, which often come out of a separate pocket. The University of Florida, for example, while downsizing the value of its National Merit scholarships, hasn't tinkered with its athletic awards. University officials say the \$6.9 million in athletic scholarships it awarded last year were entirely funded by private donations and that revenue generated by the athletic program contributed more than \$1 million to Florida's budget for need-based aid last year. Athletic scholarships at many schools are funded at least in part by private donors.

During the 2003-2004 academic year, according to the most recent federal data, about half of the nation's students received need- or merit-based grants, averaging about \$4,000 each, and about a third took out student loans averaging \$5,800, with those groups, in some cases, overlapping.

Colleges that have whittled down their merit offerings have generally not raised income caps for need-based aid eligibility or otherwise altered their formulas for determining who qualifies for financial aid. With most schools unable to meet the existing demand for such aid, "they are not looking for ways to generate new measures of need," says Sandy Baum, an economist at Skidmore College.

Although families with earnings of \$100,000 or more might qualify for need-based aid, depending on factors such as how many college-aged children they have, college administrators say many such families usually don't bother to apply for need-based aid because they presume they won't get it.

Several studies have shown that merit aid benefits a disproportionate number of more-affluent students. During the 2003-2004 academic year, colleges gave about 30% of their merit aid to students from families with incomes above \$92,400; about 20% went to families with incomes of \$33,350 or less, according to a recent study by Donald Heller, an education professor at Penn State.

Write to Robert Tomsho at rob.tomsho@wsj.com²

The Southern Illinoisan, October 13, 2006

Initiative brings \$400,000 to SIU

BY CALEB HALE, THE SOUTHERN

CARBONDALE - Illinois Department of Commerce and Economic Opportunity Director Jack Lavin, on behalf of Gov. Rod Blagojevich, presented Southern Illinois University with \$400,000 for the Connect SI regional broadband Internet initiative Thursday on the SIU Carbondale campus.

"We cannot overstate the importance of broadband access when it comes to growing the Illinois economy and linking our communities to the world," Lavin said. "Gov. Blagojevich and I are excited to be a part of the collaborative efforts taking place across the Southern Illinois region to advance the communications infrastructure, and we will continue to be strong advocates for increased connectivity statewide."

The money comes from DCEO's Opportunity Returns initiative, which was announced for Southern Illinois in November of 2003.

Rex Duncan, executive director of the Connect SI project housed at SIUC, said the \$400,000 grant will go toward hiring expert consultants and graduate assistants who will help design the plan for implementing broadband Internet access across the 20 southernmost counties of the state. Duncan said the money will also be used to obtain Global Information Systems mapping to determine where broadband is and is not available in the region.

SIU President Glenn Poshard said the money from the state is a great start and a great opportunity to carry forward.

"It represents not just the money we need to get started, but to continue the project," he said.

Earlier in the day, Lavin was in Mount Vernon to announce a \$500,000 grant to support Power Holdings of Illinois LLC's efforts to construct a \$1 billion coal gasification facility that will produce pipeline quality synthesis natural gas.

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Inside Higher Ed, October 9, 2006 (Page 1 of 3)

Opening up online learning

This has not exactly been a season of peace, love and harmony on the higher education technology landscape. A patent fight has broken out among major developers of course management systems. Academic publishers and university officials are warring over open access to federally sponsored research. And textbook makers are taking a pounding for — among other things — the ways in which digital enhancements are running up the prices of their products.

In that context, many may be heartened by the announcement later today at the Educause meeting in Dallas that three dozen academic publishers, providers of learning management software, and others have agreed on a common, open standard that will make it possible to move digital content into and out of widely divergent online education systems without expensive and time consuming reengineering. The agreement by the diverse group of publishers and software companies, who compete intensely with one another, is being heralded as an important breakthrough that could expand the array of digital content available to professors and students and make it easier for colleges to switch among makers of learning systems.

Of course, that's only if the new standard, known as the "Common Cartridge," becomes widely adopted, which is always the question with developments deemed to be potential technological advances.

Many observers believe this one has promise, especially because so many of the key players have been involved in it. Working through the IMS Global Learning Consortium, leading publishers like Pearson Education and McGraw-Hill Education and course-management system makers such as Blackboard, ANGEL Learning and open-source Sakai have worked to develop the technical specifications for the common cartridge, and all of them have vowed to begin incorporating the new standard into their products by next spring — except Blackboard, which says it will do so eventually, but has not set a timeline for when.

What exactly is the Common Cartridge? In lay terms, it is a set of specifications and standards, commonly agreed to by an IMS working group, that would allow digitally produced content — supplements to textbooks such as assessments or secondary readings, say, or faculty-produced course add-ons like discussion groups — to "play," or appear, the same in any course management system, from proprietary ones like Blackboard/WebCT and Desire2Learn to open source systems like Moodle and Sakai.

"It is essentially a common 'container,' so you can import it and load it and have it look similar when you get it inside" your local course system, says Ray Henderson, chief products officer at ANGEL, who helped conceive of the idea when he was president of the digital publishing unit at Pearson.

The Common Cartridge approach is designed to deal with two major issues: (1) the significant cost and time that publishers now must spend (or others, if the costs are passed along) to produce the material they produce for multiple, differing learning management systems, and (2) the inability to move courses produced in one course platform to another, which makes it difficult for professors to move their courses from one college to another and for campuses to consider switching course management providers.

The clearest and surest upside of the new standard, most observers agree, is that it could help lower publishers' production costs and, in turn, allow them to focus their energies on producing more and better content. David O'Connor, senior vice president for product development at Pearson Education's core technology group, says his company and other major publishers spend "many hundreds of thousands of dollars a year effectively moving content around" so that ancillary material for textbooks can work in multiple course management systems.

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Because Blackboard and Web CT together own in the neighborhood of 75 percent of the course management market, Pearson and other publishers produce virtually all of their materials to work in those proprietary systems. Materials are typically produced on demand for smaller players like ANGEL, Desire2Learn and Sakai, and it is even harder to find usable materials for colleges' homemade systems. While big publishers such as Pearson and McGraw-Hill have sizable media groups that can, when they choose to, spend what's necessary to modify digital content for selected textbooks, "small publishers often have to say no," O'Connor says. As a result, "there are just fewer options for people who aren't using Blackboard and WebCT, and more hurdles to getting it."

Supporters hope that adoption of the common cartridge will allow publishers to spend less time and money adapting one textbook's digital content for multiple course platforms and more time producing more and better content. "This should have the result of broadening choice in content to institutions," says Catherine Burdt, an analyst at Eduventures, an education research firm. "Colleges would no longer be limited to the content that's supported by their LMS platform, but could now go out and choose the best content that aligns with what's happening in their curriculum."

Less clear is how successful the effort will be at improving the portability of course materials from one learning management system to another. If all the major providers introduce "export capability," there is significant promise, says Michael Feldstein, who writes the blog e-Literate and is assistant director of the State University of New York Learning Network. "This has the potential to be one of the most important standards to come out in a while, particularly for faculty," says Feldstein, who notes that his comments here represent his own views, not SUNY's. "It would become much easier for them to take rich course content and course designs and migrate them from one system to another with far less pain."

But while easier transferability would obviously benefit the smaller players in the course management market — and ANGEL and Sakai plan to announce today that their systems will soon allow professors to create Common Cartridges for export out of their systems — such a system would only take off if the dominant player in the market, the combined Blackboard/WebCT, eventually does the same. "I'm not sure how excited Blackboard would be about making it easier for faculty to migrate out of their product and into one of their competitors," says Feldstein.

Chris Vento, senior vice president of technology and product development at Blackboard, was a leading proponent of the IMS Common Cartridge concept when he was a leading official at WebCT before last year's merger. In an interview, he acknowledged the question lots of others are asking: "What's in it for Blackboard? Why wouldn't you just lock up the format and force everybody to use it?" His answer, he says, is that by helping the entire industry, he says, the project cannot help but benefit its biggest player, too.

"This will enable publishers to really do the best job of producing their content, making it richer and better for students and faculty, and more lucrative for publishers from the business perspective," says Vento. "Anything we can do to enable that content to be built, and more of it and better quality, the more lucrative it is eventually for us."

Blackboard is fully behind the project, Vento says. Having endorsed the Common Cartridge charter, Blackboard has also committed to incorporating the new standard into its products, and that Blackboard intends to make export of course materials possible out of its platform. "Exactly how that maps to our product roadmap has not been finalized," he said, "but in the end, we're all going to have to do this. It's just a question of when." There will, he says, "be a lot of pressures to do this."

That pressure is likely to be intensified because of the public relations pounding Blackboard has taken among many in the academic technology world because of its attempt to patent technology that many

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people believe is fundamental to e-learning systems. O'Connor of Pearson says he believes Blackboard could benefit from its involvement in the Common Cartridge movement by being seen "as the dominant player, to be someone supporting openness in the community." He adds: "There is an opportunity for them to mend some of the damage from the patent issue."

Like virtually all technological advances — or would-be ones — Common Cartridge's success will ultimately rise and fall, says Burdt of Eduventures, on whether Blackboard and others embrace it. "Everything comes down to adoption," she says. "The challenge with every standard is the adoption model. Some are out the door too early. Some evolve too early and are eclipsed by substitutes. For others, suppliers decide not to support it for various reasons."

Those behind the Common Cartridge believe it's off to a good start with the large number of disparate parties not only involved in creating it, but already committing to incorporate it into their offerings.

Yet even as they launch this standard, some of them are already looking ahead to the next challenge. While the Common Cartridge, if widely adopted, will allow for easier movement of digital course materials into and out of course management systems, it does not ensure that users will be able to do the same thing with third-party e-learning tools (like subject-specific tutoring modules) that are not part of course management systems, or with the next generation of tools that may emerge down the road. For that, the same parties would have to reach a similar agreement on a standard for "tool interoperability," which is next on the IMS agenda.

"This is only one step," Pearson's O'Connor says of the Common Cartridge. But it is, he says, an important one.

— Doug Lederman

The Chronicle of Higher Education, October 11, 2006

More college classrooms have wireless access, survey finds

By ANDREA L. FOSTER

A majority of college classrooms have wireless access, and colleges continue to list their top information-technology concern as network and data security, according to the Campus Computing Project, an annual survey of how colleges use information technology.

Kenneth C. Green, director of the Campus Computing Project, says campuses are investing more in wireless technology because it allows students and faculty members to work on their computers on the go and because more students are purchasing laptop computers and have wireless access at home.

He released some of the survey findings on Tuesday at the annual Educause conference, which continues through Thursday in Dallas (see article).

"It comes as no surprise that students and faculty come to campus expecting that their college or university would provide, at a minimum, the same wireless connectivity that they experience and enjoy in their homes," Mr. Green said in a written statement.

According to the survey, 51.2 percent of college classrooms have wireless access, up from 42.7 percent in 2005. The latest survey was based on responses from 538 colleges over the last several weeks.

For the third year in a row, colleges listed network and data security as their top concern. This year 29.5 percent of colleges said the issue was the most important information-technology concern, about the same as the 30 percent who responded that way in 2005.

The survey shows a decline from last year in the number of reports of hacking incidents, virus and spyware infestations, and stolen computers that contain confidential data. But 11.3 percent of colleges said confidential data had been exposed on decentralized computer servers. And about 10 percent of colleges reported a security breach linked to a social-networking site such as MySpace or Facebook.

The survey reveals that colleges remain skeptical of open-source software. Fifty-four percent of college technology officials say open-source software "will play an increasingly important role in our campus IT strategy." But only 28.2 of officials surveyed said such software "offers a viable alternative" to campus administrative, personnel, financial, and student systems.

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Time to retire out-of-step Chief Illiniwek

CHAMPAIGN — It is homecoming day at the University of Illinois. Pristine rays of sunshine beam down from a cloudless October sky. The smoky aroma of tailgate barbecue permeates the air.

Undergrads are tossing footballs, alums are swapping memories and boys with faces painted orange and blue are getting stoked up for the game.

For generations, University of Illinois students, alumni, officials, families and fans have returned on homecoming to cheer for the team and to celebrate with Chief Illiniwek, mascot of the school's athletic teams since 1926.

I came to this leafy, quintessentially Midwestern campus on homecoming weekend to see the Illiniwek spectacle for myself.

During my time here, I also saw that:

After eight decades of institutionalized cultural insensitivity, the timing is right for the university to officially terminate the demeaning fantasy of Chief Illiniwek and the equally demeaning nickname "Fighting Illini."

The university dogma that has perpetuated Chief Illiniwek has no basis in coherent reality.

A climate of fear and intimidation permeates the lives of Native American administrators, faculty members and students who exercise their First Amendment freedom to speak out against Chief Illiniwek.

Sanctions imposed on the university by the National Collegiate Athletic Association because of Chief Illiniwek have created hope that the chief's retirement may come soon.

The Illiniwek culture is so deeply ingrained — from cradle to grave — that loyalists hope to somehow keep the chief alive even after the university's board of trustees delivers the inevitable coup de grace.

The shadow of Illiniwek is reflected in diverse voices all across campus.

Christina Rodriguez, 21, a senior from Chicago, says, "The chief is a symbol of divisiveness against Native Americans. I find it an offensive stereotype and a blatant misrepresentation"

Judith Estrada, 24, a graduate student and Chicana from Los Angeles, gives me a campus tour, pointing out Antonio's Pizza, where the walls are festooned with images of Chief Illiniwek. "We don't go there anymore," said Estrada. "I don't want to see the chief while I'm eating."

Inside Follett's bookstore and Game Day Sports, garish arrays of "chief" merchandise include Illiniwek blankets, caps, sofa decorations, shirts, pennants, car ornaments, baby outfits, wristbands, videos, briefcases, Christmas stockings, hair bows and teddy bears.

Nyle Bolliger of Homer, a director of software programming at the university and a supporter of the chief, said that "because of the NCAA sanctions, at the end of the year I think he'll be retired. ... Most people are resigned to the fact that he'll be going."

That would be wonderful news to Wanda S. Pillow, director of Native American House and the American Indian Studies Program at Illinois. Pillow has lobbied top university officials to retire Chief Illiniwek "in image, logo and name."

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Once, Pillow discovered that the lug nuts had been removed from the wheels of her car. Now, before she starts her car, Pillow says, "I look. I walk around the car and look for anything out of the ordinary. ... There is something tangible (going on) here on campus that we can feel."

Debbie Reese, a Nambe Pueblo, is an assistant professor of Indian studies who also has implored trustees, the NCAA and U.S. Sen. Barack Obama to retire Chief Illiniwek. "My dad does not want me working here," Reese said.

Jay Rosenstein is an associate professor of journalism and a TV documentary producer whose landmark work, "In Whose Honor? American Indian Mascots in Sports," focused national attention on Chief Illiniwek in 1997.

"The climate here has changed in many ways, and 'In Whose Honor' had something to do with that," Rosenstein said. "Before, protests did not even register. Now it is accepted that there is another side to this issue. Now it has teeth."

And what of Chief Illiniwek himself?

Frankly, the chief's halftime act was a colossal letdown.

A barefoot little Caucasian guy, Dan Maloney of Galesburg aka, Chief Illiniwek, strutted, pirouetted and pranced in faux Indian buckskins, feathers and face paint while the Marching Illini band played three traditional Illinois songs.

The orange-clad Illiniwek faithful rose, swaying left and right, singing the school songs and chanting "Chieeeeef, Chieeeeef."

After all the hype — some people had even described the chief's performance as "erotic" — I found that what the P.A. announcer described as "the most exciting four minutes in college athletics" was a sad and underwhelming nonevent.

The chief struck me as a pathetic, offensive anachronism badly out of step at a time when a cultural renaissance is occurring among real Native Americans outside the Urbana-Champaign city limits.

One hopes — prays — that this was the chief's final homecoming dance.

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St. Louis Post-Dispatch, October 8, 2006 (Page 1 of 2)

Colleges lure home-schoolers in quest for best students

By Alan Scher Zagier
THE ASSOCIATED PRESS
COLUMBIA, MO.

Bombarded by choices at a college job fair, Sara Kianmehr quickly found her match: Columbia College, a small, private school that didn't mind that her transcripts came from her parents.

The college "was the only institution that didn't have a puzzled look and say, 'Home school,' and ask me a million questions," the 19-year-old junior said. "There was a big appeal."

With colleges and universities aggressively competing for the best students, a growing number of institutions are actively courting homebound high achievers like Kianmehr, who took community college courses her senior year of high school and hopes to eventually study filmmaking at New York University or another top graduate school.

The courtship can be as subtle as admissions office websites geared to home-schooled applicants or, in the case of Columbia College, as direct as purchasing mailing lists and holding special recruiting sessions.

After years of skepticism, even mistrust, many college officials now realize it's in their best interest to seek out home-schoolers, said Barmak Nassirian, associate executive director of the American Association of Collegiate Registrars and Admissions Officers.

"There was a tendency to kind of dismiss home schooling as inherently less rigorous," he said. "The attitude of the admissions profession could have at best been described as skeptical."

Home-schooled students - whose numbers in this country range from an estimated 1.1 million to as high as 2 million - often come to college equipped with the skills necessary to succeed in higher education, said Regina Morin, admissions director of Columbia College.

Such assets include intellectual curiosity, independent study habits and critical thinking skills, she said.

"It's one of the fastest-growing college pools in the nation," she said. "And they tend to be some of the best-prepared."

The number of home-schooled graduates enrolled at Columbia College is small - about a dozen out of a full-time undergraduate population that hovers near 1,000. But they count among their supporters an influential advocate.

Terry Smith, a political science professor and the school's dean of academic affairs, home-schooled three of his four children in the 1970s and '80s. Each of those children went on to graduate from college, with two earning master's degrees.

"All of my professional work has been influenced by this family schooling experience," he said. "We're all teachers and learners. They're just the apprentices, and we're the master learners."

The school's admissions standards for home-schooled students are identical to those for traditional graduates - minus the formal transcript requirement. Some colleges and universities, though, continue to require home-schoolers to earn a GED high-school equivalency diploma or take subject-specific SAT tests along with the standard requirements.

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At Stanford, sympathetic admissions officers have helped make the university a beacon for high-achieving home-schoolers. The support can be seen on the Stanford admissions office's website.

"The central issue for us is the manner in which you have gone about the learning process, not how many hurdles you have jumped," the office advises home-schooled students. "We look for a clear sense of intellectual growth and a quest for knowledge in all of our applicants."

Jon Reider, a former senior associate admissions director at Stanford, said the school's pursuit of home-schoolers fits its academic and social mission.

He also acknowledged that Stanford and other schools now realize that home-schooled students are a prominent enough population that can only be ignored at a university's own peril.

"Part of it is driven by demographics," said Reider, now a guidance counselor at a private high school in San Francisco. "There's a surplus of college spaces" and attracting good

students to them is important everywhere.

Magdalene Pride, a first-year Columbia College student, was a beneficiary of the school's aggressive recruitment of home-schoolers.

After earning more than 50 credit hours through a combination of community college classes near her suburban St. Louis home and online Advanced Placement courses, Price was awarded a four-year scholarship to Columbia College that covers the school's \$12,414 annual tuition.

Among those who helped sell her on Columbia College was Kianmehr, a student ambassador who spoke at a college fair Pride attended.

"They're so open to home-schoolers here," she said. "No one looks down on me or treats me different. It's very accepting."

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Profiling the certificate student

Some of the most rapid growth in higher education is in certificate programs, which tend to be quicker and less expensive than traditional degree programs, and serve a wider range of students. The archetype: a young, single, mobile female looking to change jobs or advance her career, according to a survey by Eduventures, an education research and consulting company.

Among the findings of "Consumer Preferences for Certificate Programs," a survey of more than 1,800 students, is that program participants see earning a certificate as a means to a practical end. Nearly half of respondents said a certificate would help facilitate a career change or allow them to fulfill a continuing education requirement in their field of employment.

"In the career changer, you are typically looking at someone who wants to make a move and make it fast," said David Overbye, dean of curriculum at DeVry University, which offers a range of graduate certificates and enrolls a high percentage of students a few years out of college, whom Overbye said are often lacking direction. "They are typically in their mid- to late 20s, with a sense of urgency. Give me the essential elements of the field as quickly as possible to get my foot in the door, and once I get a job with better pay and a tuition refund, I can go back and get a full degree on the company nickel."

The report measures "certificate consumers" against those in other type of adult continuing and professional education programs. Data indicate that certificate students are 36 percent more likely to be career changers, 13 percent less likely to be primarily motivated by improving job performance and 31 percent less likely to be primarily motivated by personal enrichment as are their counterparts.

Certificate enrollees are also less likely to be employed full time (63 percent) than their counterparts (67 percent). They are slightly younger and more transient, as well as more likely to be female, single and without dependent children.

"Overall, [the report] is consistent with what we find here," said Maida Hastings, associate dean for academic affairs at UCLA Extension, the lifelong learning arm of the University of California at Los Angeles, which offers about 100 certificate programs (and no degree programs). "For the most part, students are interested in upgrading or changing careers."

Hastings said UCLA has a large cohort of students in their late 20s and early 30s and is starting to attract more mid-career professionals from the Baby Boom generation. Some of the most popular fields for certificate programs there are in entertainment, business management and international finance, she said.

Those are three of the most popular fields over all for students interested in certificate programs, the Eduventures report notes. They are a part of what the survey calls the "practice oriented" disciplines that are more geared toward certificates than those disciplines that tend to require degrees and prioritize educational credentialing in career advancement, such as the sciences, engineering and health care, the report says.

The largest percentage of both certificate seekers and their counterparts are employed in the education, management, financial operations, and training and library fields, according to the survey.

A "strong majority" of students who responded to Eduventures said they are interested in counting their certificate credit toward a degree.

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Dave Szatmary, vice provost for educational outreach at University of Washington Extension, said almost all students in its 120 certificate programs have at least a bachelor's degree — with the largest group being those who want to remain in their career but move up quickly.

Szatmary said he wasn't surprised with the survey results, but said he did not agree with the report's findings that students demanded few certificate programs in fields such as health care and sciences. Online certificate programs and those with an emphasis in Internet technology remain popular, he said.

Overbye, the DeVry dean, said the institution often attracts students with liberal arts degrees who want to learn skills in technical fields such as computer programming.

It isn't so much the field, Szatmary said, but the circumstances that determine whether a student should pursue a certificate. "A degree is more portable," he said. "You can take it to basically any institution or to another part of the country, while a certificate usually has its greatest credibility in the community where you studied."

Jean Redeker, assistant dean of University of Kansas Continuing Education, said undergraduate students also find use in certificate programs. The university's Office of International Programs offers a global awareness certificate for students who complete foreign language, international studies and study abroad requirements.

"More and more businesses are looking to hire students with experiences overseas, and this makes them more marketable," she said.

— Elia Powers

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Despite a doctorate and top students, unqualified to teach

By SAMUEL G. FREEDMAN

Jefferds Huyck stood in a corner of the gymnasium, comfortable in being inconspicuous, as the annual awards ceremony began one Friday last May at Pacific Collegiate School in Santa Cruz, Calif. He listened as the principal named 16 of Mr. Huyck's students who had earned honors in a nationwide Latin exam, and he applauded as those protégés gathered near center court to receive their certificates.

Then the principal, Andrew Goldenkranz, said, "And here's their teacher." Hundreds of students and parents and colleagues rose unbidden in a standing ovation. In that gesture, they were both celebrating and protesting.

As virtually everyone in the audience knew, Mr. Huyck would be leaving Pacific Collegiate, a charter school, after commencement. Despite his doctorate in classics from Harvard, despite his 22 years teaching in high school and college, despite the classroom successes he had so demonstrably achieved with his Latin students in Santa Cruz, he was not considered "highly qualified" by California education officials under their interpretation of the federal No Child Left Behind law.

Rather than submit to what he considered an expensive, time-consuming indignity, a teacher-certification program geared to beginners that would last two years and cost about \$15,000, Mr. Huyck decided to resign and move across town to teach in a private school. And in his exasperation, he was not alone.

Two other teachers with doctorates left Pacific Collegiate this year at least in part because of the credentialing requirement, Mr. Goldenkranz said. (One of the departed teachers, Barbara Allen Logan, said she left largely out of concern that the school was not diverse enough.) Nine other faculty members who already hold doctoral degrees or are working toward them are taking the teacher-certification classes, stealing time away from their own students at Pacific Collegiate.

TO call this situation perverse, to ascribe it to the principle of unintended consequences, is to be, if anything, too reasonable. With the quality of teacher training being widely assailed as undemanding, most recently in a report last month by the Education Schools Project, a nonpartisan group, Pacific Collegiate in 2005 had what certainly looked like the solution. Out of a faculty of 29, 12 already had or were nearing doctoral degrees, primarily related to the subjects they taught.

And if the performance of the school mattered for anything, which unfortunately it does not in the credentialing issue, then Pacific Collegiate could show results. Admitting its 400 students in Grades 7 through 12 by lottery rather than by admissions exam, it recorded an average of 1,982 out of a possible 2,400 on the three-part SAT and sent graduates to Yale, Princeton, Stanford, Swarthmore and the Massachusetts Institute of Technology, among other elite universities.

Yet when Mr. Goldenkranz became principal in September 2005, he was informed by the Santa Cruz County Office of Education that, as he recalled in a recent interview, "in no uncertain terms, we had to develop a path to compliance with N.C.L.B." Once the teachers were certified, Pacific Collegiate itself would have to pay \$6,000 per teacher to the state for their enrollment in a program devised to improve retention of new faculty members.

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Mr. Goldenkranz had Pacific Collegiate's lawyers poke for any loopholes. The word came back from the county. If Pacific Collegiate failed to have every one of its supposedly unqualified teachers enrolled in a certification program within two years, it would risk losing its charter to operate or its stream of public financing.

Under California law, a teacher must successfully complete a certification program to fulfill the mandate of No Child Left Behind that there be a "highly qualified" instructor in every classroom. Marilyn Errett, an administrator with the state Commission on Teacher Credentialing, said California did offer a fast-track route for experienced teachers in the core subjects of English, science and math, as well as a path that combined a teaching internship with 100 hours of college course work.

She was not sympathetic, however, to the notion that teachers with doctorates and instructional experience at college get some kind of waiver. "Certainly, no one is questioning their grasp of the subject matter," she said. But she added that they need to learn how to work with children in immigrant families who have limited English skills and students being moved from special education classes to regular ones. "Those are skills we think they need to have," she said.

Mr. Huyck had watched his wife, Sarah Whittier, also a faculty member at Pacific Collegiate, plod through a certification course. At the age of 53, after receiving a doctorate in English literature and winning a statewide award for excellence in teaching — both at the University of California, Santa Cruz — she was racing most afternoons straight from Pacific Collegiate to teacher-certification classes 90 minutes away in the Monterey area. There, seated among classmates in their early 20's, some of them headed for positions in elementary school, she received lessons in such topics as writing a lesson plan and maintaining classroom order.

"To me, it's a badge of shame," she said of the teaching certification. "It's an embarrassment. It's infantilizing."

Having witnessed his wife's humiliation, Mr. Huyck decided to leave Pacific Collegiate rather than comply with California's requirements under the federal law. Going against his characteristic modesty, he also made certain that people around the school knew what he was doing and why he was doing it. "I wanted my position to be known," he said in an interview. "I think knowledge in this case inspires indignation."

CONNIE TCHIR has stayed at Pacific Collegiate as a Spanish teacher, but she shared that indignation. She is taking 17 hours of teacher-certification classes every week, even though she has a joint doctorate in Spanish literature and women's studies, and a dozen years on college and high school faculties.

Those 17 hours, and the time she spends commuting and doing assignments, have come at the expense of her commitment to her Pacific Collegiate students. She gets up at 4 a.m. on weekdays to catch up on their work, and even so, she said, she does not have the detailed sense of each student's skills and progress that she always had in the past. She has given up the after-school tutoring she used to provide and the extra field trips to Spanish-language films and Day of the Dead celebrations.

"I've just about had it," she said in an interview. "I know the state is under constraints, but they're driving out teachers."

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Inside Higher Ed, October 13, 2006

A brief history of American Ph.D.'s

Forget Ask.com. If you have a question about American graduate education over the last 100 years, you can probably find the answer in a data-heavy report released this week by the National Science Foundation.

The report, "U.S. Doctorates in the 20th Century," contains an almost mind-numbing array of statistics about who received Ph.D.'s, what fields the degrees were in, the institutional paths the recipients took to their doctorates, and how they paid for their educations, among other topics. Generally, the report lays out a history of remarkable growth and, particularly of late, changing demographics.

Among the report's findings:

- Of the more than 1.35 million doctorates awarded by universities in the United States between 1920 and 1999, 62 percent were in science and engineering fields — but more were given out in education than in any other single discipline in every year from 1962 on.
- Although men received 73 percent of the doctorates throughout the century, the proportion earned by women rose from 15 percent in the early 1920s to 41 percent by century's end. Among other demographic changes: The proportion of Ph.D.s earned by members of minority groups rose to 14 percent in the period from 1995-99, up from 6 percent in 1975-79. And foreign nationals earned almost one of every three doctorates granted by American universities by the late 1990s, up from one in four just a decade earlier.
- Fifty baccalaureate institutions produced more than a third of the people who went on to earn doctorates between 1920 and 1999. Of those 50 institutions, Oberlin College was the only one that does not itself award doctorates. (Oberlin ranked 35th.) Community colleges played an increasing role in the doctoral pipeline, the report found: More than 11 percent of all U.S. citizens awarded doctorates in 1995–99 had attended two-year colleges, up from about 10 percent in the late 1970s. But the overall proportion of doctorate earners who had attended a community college actually fell to 8 percent from 9 percent, seemingly because of the significant increase in the number of foreigners in the pool of doctorate earners.
- Ph.D. recipients have increasingly had to go into debt to earn their degrees. By 1999, for the first time, more than 50 percent of graduating doctorate earners had accumulated education debt, and the proportion who said they owed more than \$20,000 had climbed to 20 percent, up from less than 7 percent a decade earlier.
- That finding may be related to another striking result: The median time it took to complete a Ph.D. (after receipt of a bachelor's degree) increased from 7 years in 1920-24 to almost 11 years in 1995-99.

— Doug Lederman

The Wall Street Journal, October 13, 2006

Who profits from college sports?

Alarm bells usually go off any time the government thinks about taking more money out of people's hands, including the hands at nonprofit organizations. So it's easy to imagine that the National Collegiate Athletics Association freaked out when it received a letter this month from a congressional committee that has been investigating the tax-exempt status of nonprofits.

Writing on Oct. 2 to NCAA President Myles Brand, House Ways and Means Committee Chairman Bill Thomas (R., Calif.) asked enough probing questions to keep Mr. Brand and his university associates busy for ages. They must now scramble to prove that their underlying mission is educational in nature -- the basis on which college-sports revenue traditionally has been sheltered from the taxman. For the average reader, however, the letter contains some bombshells that could make it difficult to have much sympathy for the NCAA and its member schools during their current ordeal under the congressional microscope.

The grilling is already pretty intense. Rep. Thomas notes that under the terms of the NCAA's deal with CBS for broadcast rights to the men's basketball tournament, the organization is set to earn a yearly average of \$545 million in tax-free money. Then he asks: "How does the transformation of the NCAA men's basketball championship into commercialized entertainment further the educational purpose of the NCAA and its member institutions?"

Rep. Thomas also brings up the favorable tax treatment that corporations and others can get in return for "sponsorship payments." Then there's the \$100 million that the NCAA doles out each year among Division I championship basketball teams. What's the educational purpose of all that?

More to the point, as the letter asks: "From the standpoint of a Federal taxpayer, what benefits does the NCAA provide taxpayers in exchange for its tax exemption?"

Also in the torrent of questions are zingers like this: "Why should the Federal government subsidize the athletic activities of educational institutions when that subsidy is being used to help pay for escalating coaches' salaries, costly chartered travel and state-of-the art athletic facilities?" And what about NCAA reports showing that public universities spent as much as \$600,000 per men's basketball player during the 2004-05 school year: "How [does that] further the educational mission of universities?" Congress also wants to know: "What percentage of NCAA revenue is spent by your member institutions on solely academic matters?" And so on.

The letter zeroes in on some familiar criticisms for the NCAA, such as low-graduation rates among athletes -- only 55% for football players at Division I-A schools, Rep. Thomas writes, and 38% for basketball, compared with 64% for all students. In his reply, Mr. Brand undoubtedly will cite some signs of improvement, particularly with regard to graduation rates among black athletes -- the students most often victims of schools that want their players' touchdowns and baskets without having to give them an education.

A general, initial response to the congressional letter came from NCAA spokesman Erik Christianson. "We simply disagree with the fundamental assertion that intercollegiate athletics is not part of higher education," he told the Chronicle of Higher Education this week. Let's hope Mr. Brand doesn't try to rest his case on that bland assertion. In a battle like this one, the NCAA will need a large and powerful roster of convincing details to prevail.