

MINUTES – BOARD MEETING
March 27, 2007

Submitted for: Action.

Summary: Minutes of the March 27, 2007, meeting of the Illinois Board of Higher Education held at the Hilton Hotel, Springfield, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the March 27, 2007 meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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A meeting of the Illinois Board of Higher Education was called to order at 9:15 a.m. in the Prairie Room, located on the mezzanine level of the Hilton Hotel, Springfield, Illinois.

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

The following Board Members were present:

Guy Alongi	Robert J. Ruiz
Steven Anderson, Student Alternate	Gilbert L. Rutman
Frances G. Carroll	Lucy Sloan
Matt DeRosa	Elmer L. Washington
Donald J. McNeil	Addison E. Woodward, Jr.
Proshanta K. Nandi	

Also present by invitation of the Board were:

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

Presidents and Chancellors

Al Bowman	Stephanie Marshall
Elnora Daniel	John Peters
John Dunn	Glenn Poshard
Stuart Fagan	Richard Ringeisen
Sharon Hahs	Vaughn Vandegrift
Louis Hencken	Joseph White

Advisory Committee Chairpersons

Jerry Dill, Proprietary	Jason Wallace, Alternate, Student Advisory
Keith Miller, Community College	Curtis White, Faculty Advisory Council
Dave Tretter, Private	

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

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

2. Announcements and Remarks, Chairwoman Carrie J. Hightman

Chairwoman Hightman said, "In the few short weeks since my appointment, I have been working hard to bring myself up to speed as Chair of this very important Board. I would like to briefly relate to you what I have been doing and what I plan to do to educate myself about higher education in Illinois and the responsibilities and opportunities that we all face as leaders.

"A couple of weeks ago, I came to Springfield and met with the Chairs of the Higher Education Committees and the Appropriations Committees of the Senate and House. The meetings were very informative, as they always are when you meet with legislators, and I am pleased that those members will be with us today.

"One of my first meetings when I got this assignment was to meet with my predecessor, Jim Kaplan. I have had several conversations with him since then, and view him as a resource as I begin my new role. I also plan to visit one-on-one with all the members of the Board; and in one case, two-on-one -- they teamed up against me, but that that was OK -- to get their perspectives and insights. A couple of those meetings have yet to take place given my scheduling constraints and the constraints of others, but I know that I will have great meetings with all the Board members, and I know that all of you are way ahead of me on the learning curve. So, I will be tapping your knowledge and expertise as I move forward in my new role.

"I also want to meet with as many stakeholders as possible. I believe that the best way to learn is to talk to those who are impacted by the work of this Board. To that end, I have begun setting up meetings with the presidents of institutions and other leaders in the higher education community. I also plan to visit as many campuses as possible, and that will take some time considering the size of the state and the number of institutions that are here. But I think it is important for me to converse with students and faculty and administrators and to hear about their concerns, their expectations, and their ideas. It is not going to be easy to get everywhere, but my plan is to get to as many as I reasonably can as quickly as I can.

"In addition to all of these meetings that I have talked about, I have also attempted to read as much as I possibly can. I, for one, need at least six or seven hours of sleep, so I have not read everything that has been presented to me; but the point is that I recognize that I have much to learn; and I want to assure you that I am diligently working to carry out my responsibilities.

"One of the other things that I have done and Linda has been great -- she has given me copies of prior Board meeting minutes and agendas, and I think those have been very informative to show me what has been happening at these meetings and what issues there are. I think it is important -- as a matter of just a continuum to keep on moving and not to stop any progress that we have been making -- to understand the work that has already been done. I am not here to recreate the wheel; I am here to continue the fine work of the Board of Higher Education.

"So, I am really excited about today's meeting, not just because it is our first face-to-face, but also because we have a great agenda. We are most fortunate this morning that many of our legislative leaders of higher education will be joining us for a discussion of issues of mutual concern. We have extended an invitation to all members of the legislature's higher education committees and appropriation

committees that oversee higher education budgets, and we look forward to a panel discussion involving the Chairs and Minority Spokespersons from those committees. We want to hear their views, their ideas, their suggestions, and of course, constructive criticism on better meeting the educational needs of our citizens. I know many of these elected officials from my previous work, and as I said earlier, I visited again with them recently. I can say, with confidence, that we in the higher education community are extremely lucky to have such able, dedicated, and knowledgeable legislators guiding the legislative debate about higher education. They understand the interests of students and appreciate the contribution our colleges and universities make to the state and its social and economic well-being.

“We also welcome this morning a new recruit into the ranks of the higher education leadership of this state, Dr. Elaine Maimon, the President-Elect of Governors State University. She comes to Illinois from Alaska where she was the chancellor of the University of Alaska-Anchorage. She brings impressive credentials to her new position, including being a founder of the Writing Across the Curriculum initiative launched nationally more than 25 years ago. Congratulations to Dr. Maimon and welcome to Illinois.

“I also wish to extend a welcome to many members of the Board’s Faculty Advisory Council who are in the audience this morning, and I am looking forward to our lunch this afternoon after today’s meeting. It should provide for an engaging and informative discussion.

“The Board’s next meeting will be Tuesday, June 5, at the Abraham Lincoln Hotel & Conference Center in Springfield.”

3. Remarks by Judy Erwin, Executive Director

Ms. Erwin said, “Thank you Madam Chairwoman. It is a privilege to be working with you. I have a few brief comments. I also want to echo the Chairwoman’s comments on welcoming our legislators. We are not frequently at a Board meeting in the same location where the legislature is in session. We really do appreciate their coming today and their unfiltered views of what we all ought to be doing in higher education. We look forward to that.

“I had the opportunity to appear before the House Appropriations Committee, and Mike Baumgartner from our staff is working diligently with the rest of the fiscal staff to address concerns and questions that the appropriations committees have. The ball at this point is really in the legislative court, and so many of the legislators, I think, we may hear from today. We are working very hard to try to address concerns and issues that they may have, so we are certainly optimistic. Our Senate Appropriations hearing is on April 26.

“I also want to mention that there is a Higher Education Lobby Day on April 25. Many of the stakeholders that are here today are involved in that, particularly individual institutions, many of whom are sending students and faculty to the Lobby Day. The faculty professional organizations, the IEA, and the UPI are very involved as well. So, I encourage everybody to come and lobby your legislator on April 25.

“We sponsored a legislative meeting on higher education issues with the National Conference of State Legislators (NCSL) a little over a month ago. The NCSL did a report encouraging legislators to work with other stakeholders to develop a public agenda on higher education. This has been a big topic as we have talked with legislators over the last month or so, and I appreciate having many of our presidents there. A number of you helped sponsor it. So, I wanted to thank you for that, and we hope to continue that discussion with the legislators.

“I also want to extend regrets for Dave Tretter from the Federation of Independent Illinois Colleges and Universities for not being able to be here today. He is at jury duty.

“On May 5 through June 21, the Annual Collegiate Artists Competition will be on display at Oakton Community College; and we encourage you to come to the awards ceremony and reception, which again is at Oakton’s Museum of Art on May 5 from 3:00 p.m. to 6:00 p.m. Don Sevensen and Debbie Meisner-Bertauski and many of our staff worked very hard on this. So, we welcome you to come to that.

“Dr. Elaine Maimon, I want to welcome you, and we look forward to working with you.

“On a sad note, Dr. Stephanie Pace Marshall will be retiring from the Illinois Math and Science Academy after 20 years of exceptional leadership at that institution, which has very few peers in the United States and is in a group of its own internationally. She will be stepping down on June 30. We should all be very grateful; Dr. Marshall took the bold step of leaving her position as Superintendent of Batavia Schools to assume this enormous challenge. Dr. Leon Lederman, a Nobel Prize-winning physicist from the University of Chicago, Governor Jim Thompson, and legislative leaders decided that Illinois, indeed, needed to be in the forefront of encouraging exceptional students in math and science to stay in the state and to excel. Another huge part of Dr. Marshall’s leadership has been in professional development, particularly for math and science teachers. Twenty-one thousand teachers in this state and over 52,000 students have benefited from that professional development in math and science. Dr. Marshall, we will miss you; and we hope you do not go far, but thank you so much for your many, many contributions to making this a better state to work, live, and raise a family in.

“Let me conclude by saying that there are a wide variety of legislative issues that I suspect we will get into with our legislative panel -- the need for P-20 integration, which we talk a lot about, not only on this Board, but Dr. Elaine Johnson from the Community College Board and I were at the State Board of Education meeting last week discussing this. I was at the high school consortium meeting last week as well. We know that the issue of improving rigor in high schools to increase academic preparation is a critical issue. So, we are in our own way trying to merge these -- the education sectors -- so that there is better alignment. In all of this and in all of these many issues, I would like you to join me in thanking the terrific staff at IBHE who are working long hours and through weekends on many of these issues, and I would appreciate it if the IBHE staff would stand and be recognized. Thank you.”

4. Resolution Honoring James L. Kaplan

Professor Nandi read the following resolution:

We, the members of Illinois Board of Higher Education, express our profound gratitude and deep respect to James Kaplan for his extraordinary leadership and his unparalleled commitment to public service.

His public career has been a long and distinguished one. Several themes or traits define Jim’s experience on the Board of Higher Education, his tenure as Chairman, and his contribution to higher education.

*First, **character.** Jim Kaplan is a man of intelligence, integrity, and tenacity. His ability to analyze issues, frame debates, and pursue a course of action has been among his most valuable qualities as Chairman. He has been dogged but never obdurate, self-assured but never self-righteous, demanding*

but never closed-minded. His wry sense of humor has been a valued source of pleasure for Board members; Jim has taken his work – but never himself – seriously.

*Second, **commitment to students.** Jim has been an unflinching champion of the needs of students and has been particularly vigorous in his advocacy of student access and success. The University Center of Lake County is a monument to Jim's wise counsel and determined energy to bring new educational opportunities to an underserved area of the state. But he has not been satisfied with access to college alone. He has been a leading – and sometimes lonely – voice for the responsibility of colleges and universities to not just get students in the door, but out of college with a degree in hand. In perhaps his most enduring legacy, Jim Kaplan single-handedly raised the consciousness of the Board and the higher education community to the needs and rights of students with disabilities.*

*Third, **accountability and efficiency.** Jim has been creative and unyielding in insisting that the higher education system operate productively, efficiently, and measurably. He has been resolute that the Board focus on visible results in its grants programs; on reasonable quality assurances in program review; and on opportunities to demonstrate good stewardship of taxpayer dollars in spending money. He created the Board's Priorities, Productivity, and Accountability Committee to seek ways to streamline regulatory obligations and to more clearly define the roles and expectations for institutional behavior. He created the Board's Utilities Committee to explore opportunities for cost-savings through cooperative purchasing. He created the Program Review Committee to ensure the Board's oversight of fledgling institutions and new academic programs met stringent standards of quality.*

*Finally, **leadership.** Jim Kaplan has guided higher education through one of the state's most difficult fiscal eras. His leadership style has been firm but collaborative, thoughtful but action-oriented, with a willingness to challenge convention and complacency. He prodded universities to cut administrative costs, encouraged elected officials to make higher education a budget priority, and sustained the Board's commitment to student access and affordability.*

Known for his literary good taste and patronage of student artists, Jim has exhibited a sense of personal sacrifice and public spirit that is a lasting model for all in public service.

Students and faculty, colleges and universities, elected officials, and the Board of Higher Education owe a deep debt of gratitude to Jim Kaplan for standing tall in pursuit of his conviction that all Illinoisans deserve the best college education a state can offer.

Professor Nandi said, "On a personal observation, the fact he was not an academician but was dealing with academic matters, made Jim appreciate views he did not unilaterally share or agree to. Like most of us, he was troubled by encroachment of business into matters educational. He strongly agreed with the view of U.S. Supreme Court Justice William Douglas that education should not be adjunct of business, nor of the military, nor of the government. He had opinions and values, but he never forced those on anyone. If he did not like something, he would argue about it, but would never use his position to stifle discourse. He treated people with respect. No one felt small in his presence."

5. Resolution Honoring Cordelia C. Meyer

Ms. Sloan read the following resolution:

We, the members of the Illinois Board of Higher Education, salute Dea Meyer for her dedicated service to higher education, the Board, and the citizens of Illinois.

Dea has served the Board and the state's education community with distinction and purpose. She has been a strong and vocal advocate for expanding the vision of policymakers to a P-20 view of education – a stairway of learning grounded on a solid foundation of preschool, climbing through a rich and rigorous K-12 schooling, to a relevant and demanding postsecondary experience that has increasingly become the essential gateway to economic wellbeing.

Dea's experience as Vice President of the Civic Committee of the Commercial Club of Chicago has been an invaluable asset to the Board. She has been a determined and forthright supporter of accountability as she consistently held policies and programs to a yardstick of performance, achievement, and results. Her service on the Board's Priorities, Productivity, and Accountability Committee provided constructive guidance on institutional mission.

We especially appreciate Dea's leadership on the issues of teacher preparation and student learning. Her expertise and passion contributed to the far-reaching recommendations of the Board's Commission on School Leader Preparation, and her thoughtful presence provided a sense of purpose for the Joint Education Committee.

Her fellow Board members have profited from her keen intelligence, her passion, and her lucid reasoning.

We congratulate Dea Meyer for her commitment to students and bid her best wishes in all future endeavors.

6. Resolution Honoring Steven M. Taslitz

Dr. Carroll read the following resolution:

We, the members of the Illinois Board of Higher Education, express our deep appreciation to Steve Taslitz for his estimable service to the Board, to the higher education community, and to the citizens of Illinois.

Steve brought a valuable perspective to the Board, one that he articulated with vigor and clarity.

His sense of the higher education marketplace and his keen insights into the rapidly changing landscape of postsecondary education have given Board members a fresh vantage point with which to consider issues of student performance, productivity, and accountability.

The Board has benefited from Steve's passion. His willingness to defy conventional wisdom and his affinity to question tradition for tradition's sake have challenged the Board to examine new solutions for old problems.

Steve has not been afraid to ask tough questions or champion unpopular positions, traits that are often undervalued in a culture of consensus. His views on the market forces sweeping postsecondary education, on the transforming nature of technology in the classroom, and on the need to serve nontraditional students all have been useful contributions to Board deliberations.

His direct and pointed style made for spirited discussions, as his well-reasoned arguments helped sharpen the wits of staff and Board colleagues.

The Board is grateful for Steve's commitment to higher education and wishes him well in future endeavors.

7. Advisory Committee Reports

Curtis White, representing the Faculty Advisory Council, presented his report to the Board. There was no discussion following his report.

Jason Wallace, representing the Student Advisory Committee, presented his report to the Board (see attached). There was no discussion following his report.

Keith Miller, representing the Council of Community College Presidents, presented his report to the Board (see attached). There was no discussion following his report.

Jerry Dill, representing the Proprietary Advisory Committee, presented his report to the Board (see attached). There was no discussion following his report.

8. Legislator Briefing

Chairwoman Hightman welcomed the legislators.

Chairwoman Hightman welcomed legislators and said, "Senator Althoff, who is the Republican Spokesperson on the Senate Appropriations III Committee, represents the 32nd District. Prior to taking on this role, she was Mayor of McHenry City as well as City Clerk. So, she is the queen of McHenry County and a great legislator; someone I have worked with before in my prior role. So, I am pleased to have her here.

"Next, we have Senator Luechtefeld, who is a champion of higher education. We have worked together before, and I am so pleased that you are here.

"Representative David Miller -- we have just met a couple of weeks ago to talk about higher education. He is the Chair of the House Appropriations-Higher Education Committee, serving the 29th District.

"Senator Maloney -- we also had a chance to visit a couple of weeks ago. We are so pleased that you are here as well. He is the Chair of the Senate Higher Education Committee, and he represents the 18th District.

"Representative Monique Davis -- we have worked together over the years, and you are obviously a long-time leader on education issues from the City of Chicago. We are pleased to have you here.

"Representative Myers -- we have had dinner out in western Illinois, and it is great to have you here today. He is the Republican Spokesperson for the House Appropriations-Higher Education Committee, representing the 94th District. Thank you for being here.

"This is a great opportunity for the Board and for all the attendees to be able to hear your views on higher education issues and for us to answer any questions you might have as well. I am not sure if this is a first for this Board. I can throw out some questions, if you would like, or, if you would like to begin by speaking about your thoughts. Of course, the budget is an issue on all of our minds lately, and so any observations that you can give us about your priorities on the higher education budget and

prospects for new revenues, perhaps, would be timely. So, I will throw it out to Representative Miller to start.”

Representative David Miller said, “Thank you, and once again, I want to congratulate you on your new appointment and those new Board members, and it is great to be here for the first time. There are a couple of things I want to address in terms of our Committee so that new Board members and old Board members understand. The one thing that I have learned, this is my second term as Chairman of Appropriations-Higher Education in the House, is that it is really a bipartisan effort. Representative Myers and I work hand-in-hand, and you really do not see a lot of political partisanship that you may see in other committees. I think everybody that is on our Committee is committed to higher education. There are no new members from last year to this year; so, either I have done a good job and Rich has done a good job; that is the way I like to look at it because I think that is our hidden gem. But there are some things I need to address -- and I want to just take a quick second and then turn it over -- is basically the direction of higher education in the state of Illinois in a lot of different ways.

“One way is the fact that we have seen legislation piece-mealed together on where we are going. So, you see that there is a bill dealing with Harper College, and it is sort of a fundamental different relationship between the four-year universities and the community college. There was another piece of legislation dealing with the way community colleges have dorms. And so, that starts to say what direction are we going and what is the interrelationship between our four-year universities and also our community colleges. I would look at the Board of Higher Education as being an instrument to try to help provide some type of future and some type of direction for our system and what kind of recommendations that I think are needed.

“Representative McCarthy and Senator Maloney put together a fine presentation earlier this year dealing with some of the trends in higher education in terms with the National Conference of State Legislatures. One fact that was overwhelmingly seen by me, was the fact that African Americans out of any other group, particularly African American males, are lower than any graduation group in the state. You cannot even use the word minorities because the Asians do very well in terms of higher education and going to higher education. So, if we are looking at higher education, is this Board looking at higher education as the touchdown, which we all do? That problem has to be addressed because this is not a black problem; this is a statewide problem. In my household, growing up in Evanston, and I represent the south suburbs now, it was not whether I was going to college, it was which college I was going to, which all of us did. I am not the first, second, or third generation person going to college; and I am not the second doctor in the family. So, that is an anomaly; however, the reality is that this problem has to be addressed. So, if the Board of Higher Education cannot identify somebody, or something, or a person that I can go to the Black Caucus or any member of the General Assembly to say to deal with this problem, we will continue to have this problem ten years down the road.

“The other aspect is dealing with the independent students. There has been a series of legislation that has been introduced dealing with those students who are single mothers who decide to go back to school. There are those individuals who have been incarcerated, or not incarcerated, or just had trouble, or whatever the situation, decided to better themselves because they believe in higher education; however, that opportunity and affordability are not there. So, I have introduced legislation that basically identifies and sort of ramps up to the current-day student. Northeastern calls it the Millennium Student. Governors State has serviced this population, among other state universities. That has to be addressed and dealt with by this Board. This is no ifs, ands, and buts because that is the current day status and environment that we are dealing with.

“Two other quick points is diversification of procurement. Every university will talk to me about their university being an economic engine, as all of you know. Now the University of Illinois and

Southern Illinois have done some initiatives to deal with the diversification of the procurement process, meaning including African Americans and professional services, and other minorities, and those things that make the university tick. What it does is two-fold: live up to that commitment of economic engine, not to just certain communities, but all communities. And the second tier is if you have the University of Illinois or these schools on your résumé, then it becomes an important part of trying to develop businesses. And when we talk about trying to develop in a community, or when we are trying to talk about higher education, some of the budgets of the university is higher than some of the departments for the state. So, that has to be dealt with, and once again, I look at the Board of Higher Education as part of that integration into those things.

“And lastly, as we talk about gross tax receipts, or HB750, or whatever taxation, higher education has to have some skin in the game on this. You cannot say thank you for the money and let us go about. Whether you believe -- I am the lead sponsor on HB750 -- but if you believe gross tax receipts is the way to go for higher education, then say it. If you believe in HB750, then say it. If you want to have a meeting or discussion about it, then say it. But sitting on sidelines is no longer acceptable and will not be tolerated by members of the General Assembly. I would argue that members of the General Assembly will look towards the Board of Higher Education in an advisory capacity to help try to reform some good public policy in the state of Illinois, because the one thing you do have from every member on my Committee and every member, I think, on this panel, is the commitment to higher education. Thank you.”

Senator Edward Maloney said, “First of all, relative to the budget, I did not know you guys needed any money. I mentioned that before. Since I have been charged with the Higher Education Chairmanship by Senator Jones, I really relish this opportunity, and in that time I have tried to educate myself as much as possible about the issues confronting higher education. To that end, we have held hearings on graduation/retention rates in the state of Illinois, participated in NCSL sponsored meetings, met with the presidents, and I participated in a community college task force. I have read, I have listened to people, and what I have learned, I think in general terms, while we have done a good job in this state of increasing access to higher education, affordability does continue to be an issue. We have, as David referenced, a large number of what we term nontraditional students to contend with in this state. This is no longer the area of simply 18- to 22-year olds. We found out that the remediation or developmental courses and aggressive counseling have a positive impact on retention rates and graduation rates in Illinois. Teacher recruitment and retention becomes an issue -- that is very, very important -- and the value of a degree is so important not only to the individual, but to the state.

“So, as a result of what I have learned, we happened to have legislation passed that now we have a nontraditional student on this Board. We passed legislation relative to teacher mentoring; and currently, we have legislation aimed at the remediation and counseling aspect of this. I have also sent a letter to President Jones and copied Senator Halverson -- Judy Erwin has a copy -- outlining my views on the importance of higher education and how higher education, in this inevitable discussion on education funding that is going to take place this spring, should be part of that. It should not be viewed as a separate entity, and anything that you can do to make sure that that takes place would be helpful. David also referenced the NCSL report called *Transforming Higher Education – National Imperative – State Responsibility*. There are many state action recommendations in that report that I would recommend for your perusal. I think that, too, we can concentrate on, as a state, our rethinking financial aid, both merit-based and need-based. I think that we need to begin to somehow reward the students that are on schedule, that graduate promptly, whether that comes in terms of reduced interest rates or whatever it is, but I think that encourages people to get going, and I think there needs to be improved preparation at the high school level. I do not think that we can simply say that that is the high school’s problem anymore. One of the things that became clear is that part of this P-16 approach that I am advocating is that there needs to be a much better communication between the universities and the high schools in terms of what their

expectations are, because clearly, all the numbers are showing that many of our young people are coming to the universities and colleges not totally prepared for the higher education experience.

“So, one of the things, from a public relations point of view that I might suggest, and I am borrowing this from the Illinois Farm Bureau because they have a program called Adopt A Legislator, which was tremendously effective in my learning about issues that impact agriculture and how they impact the entire state. I would suggest that the universities adopt something like that because I am not sure that all the members of the General Assembly have been on a college campus recently; and for them to find out exactly what is going on, some of the good things that are happening both at the community college and the university level would be very, very useful. So, again, thank you for the opportunity to speak.”

Senator Pamela Althoff said, “Congratulations. It is delightful to be working with you again in this capacity. I am an Illinois product. I am a graduate of Illinois State University. I was, as Carrie has stated, a mayor. I also serve on my local community college’s foundation board and have so for the last seven years. I really am dedicated to higher education because I see this as an economic engine. This is our future. The state of Illinois has to depend upon higher education not only to train our upcoming youth, but also to retrain many of our adults who are being forced out of their current positions and have to retool themselves to deal with newer technology and innovations.

“I am basically here as the Minority Spokesperson on Appropriations, and funding is going to be crucial as we go forward. I think we have to retrain or rethink how we look at education. I think the P-20 is absolutely imperative, crucial. We have got to train ourselves to rethink education so that we do include higher education. We cannot leave our students at high school. We have to encourage them to have access to, and want to achieve, higher education. So, basically, I am looking forward to a long-term dialog. I think we are all on the same page. We just have to make sure we are working collaboratively and cooperatively together to do what is best for the state of Illinois.”

Senator David Luechtefeld said, “Congratulations. I come from a background of education; I taught at the secondary education for some 33 years. I come to the legislature -- you know we all come to the legislature with some background and some expertise -- but if there is a topic that we all think we know about, it is education. Most politicians will tell you they are going to fix it, no matter what, they are going to fix it; and most of us do not have a clue. I spent most of my adult life in education, and I do not have a lot of fixes for the elementary and secondary problems that we are having right now. It is a tough issue. Obviously, the Higher Education Board has done a good job. I do not think we need to say that we are going to try to fix something that obviously is not broken. I think Illinois rates as one of the best higher education systems in the country. That does not necessarily mean that we should not look at it and make some changes when necessary, but I do believe that we have to look at you as the experts. Most of us have gone to college, and that is about what we know about higher education. Again, we have to look at you for some of those answers. Obviously, you have budget problems. I know over the last several years, you have really taken a hit. I have been surprised that higher education has been able to absorb that, and actually continue to prosper and succeed. One of the issues that I think we have, and sooner or later it is going to impact you -- Senator Maloney hit on that -- and that is the problems that we are having at the secondary and elementary education levels. These are issues most of us as politicians are going to fix, but we really do not know how to fix, and it is not an easy fix. And a lot of times, it is not a fix that we can legislate. I have always said that you will have good education if you have two things: you will have good education if you have good parents and good teachers. I do not even say anything about the students; they will be fine if you have good parents. And that has become a real problem in this country, obviously, that we are sending kids to school without a lot of respect for authority, a lot of discipline, a lot of desire to learn, a lot of goals. And that is something that I think higher education also needs to start

dealing with, with some ideas on how you start changing that. It is not an easy change, obviously. I do not have a lot of solutions to that problem, but it is one that we better face up to.

“Again, the issue of money, it does not appear that IBHE is going to have a real good year this year, at least at the present time, unless there is a huge amount of money pumped into not only higher education, but a lot of other educational programs and certainly a lot of programs in this state. I worry about what is going to happen in this legislature. I have talked with a lot of legislators who have been around here for a long time, who really feel that this may be the most unpredictable year that we have ever had. These are problems that may be so great that we may end up just patching together a budget and closing our eyes and holding our nose and go home. I hope that does not happen, but that could be a real problem.

“I think Senator Maloney or someone made a statement here that these are issues that certainly IBHE does need to get on board with -- what they think we need to do with regard to funding. Funding is a problem. It truly is a problem, and it is going to be a problem for a long time. The pension systems -- and there are so many needs out there right now -- one of things that we have done lately, in particular, is start a lot of new programs when we cannot pay for the old ones, and that has been a real problem, I think, for higher education. So, again, I am here to listen more than anything else. I do not have the answers. You all know more about higher education than I do, but I do believe that we need to listen and work with you and take some of your suggestions. So, thank you.”

Representative Monique Davis said, “Congratulations. Glad to see you in that seat, and you did so well in the other one. I would like to commend all of you for the work that you do, for the service that you provide to our state, and we know that it has been very difficult. But we know that you are expecting great things now that we do have a Democratic governor, a Democratic senate, a Democratic house, and I think that it is working together and pulling together, we can show that we really do care about education and not just talk about it, but actually put some dollars behind it.

“One of my major concerns, of course, is access and diversity. Many of you come before one of the committees that I sit on, and that is Higher Education Appropriation, and you come with laudable goals. The presidents of the colleges come with laudable goals and promises. I have been in the legislature twenty years. I would truly like to see a larger number of African American professors in front of those kids. It is important for those who are there, and it is important to those who will come. The reason it is important is because, in my opinion, your universities should look like society. It is not all male; it is not all Caucasian; and it is not all one thing. I do not know if you are aware of this, but in our elementary schools -- not just Chicago, especially Chicago, but not just Chicago -- a large number of students are failing to meet the federal annual yearly progress that is expected. As Dr. Carroll knows, students are expected to make one year’s growth. It is such a large number and it is not just Chicago, some very ritzy places are failing to provide for those students. Whatever it is they need, and I believe that you, as the highest professionals in our state, will have to find those solutions. I believe that you will have to work with the superintendents of these schools and break the doors down and show them what it means to not just provide information on a computer, but what it means to truly educate, what it means to truly motivate, because if we do not this, we will not have a workforce in the state of Illinois.

“Governor Blagojevich wants to tax businesses who have not paid any of their fair share of taxes. Surely if that happens, higher education can look to benefit greatly. I believe that when we talk about access and diversity, it must be a plan with dollars behind it. If we do not do that, we are going to continue to produce fewer engineers, fewer scientists than India and China; and I do not think we want to do that. You are the experts; you are the ones with the brilliant minds. Break those doors down and share your knowledge. Thank you.”

Representative Rich Myers said, “Madam Chairwoman, congratulations on your new responsibilities. I think a lot has been said about the role that higher education has in continuing the whole education process and the continuity of the education stream, and to that end, I echo the sentiments of my colleagues in saying that I think you need to be working together with ISBE in coordinating how that P-20 concept continues to flow. We know that it is a very important process. The primary role of higher education is to produce educated students, and many of those educated students go on to then educate other students. It is certainly an important critical function of higher education, and I know that you work very well in that and will continue to work with ISBE in trying to make sure that that seam is a seamless stream for our students in the state of Illinois.

“So, on one end you need to be a coordinator. On the other hand, you need to be an advocate; you need to advocate for higher education. And we have all talked about the revenue necessary to sustain a good higher education system in the state of Illinois. I do not have any answers for that. I do not know what the revenue stream should be. We look to you for guidance on what level you need to have that income, but we can work together in our Assembly to try to devise that revenue stream once we know what your needs and your goals are. So, we look to you to be an advocate; we look to you for guidance on how the policies of the entire higher educational system should be implemented.

“Let me go one step farther beyond the educational part of higher education that I have not heard mentioned this morning, and that is the other component that I think that higher education provides, and that is one of, to a certain extent, economic development. It is certainly an economic engine in the communities that have not only the institutions of higher education -- the four-year colleges, but also the community colleges. It is an economic engine in terms of the research that is provided by the universities.

“My former occupation before becoming a legislator was in a field that looked to the universities on an ongoing basis for new information. That new information to help me and my occupation and my profession came as a result of the research that the different institutions did, whether it was my alma mater or the flagship institution for the state of Illinois. They all have a role in that regard, and that role is critical, I think, in the future, not only of the state of Illinois, but of the country. I think it is highlighted even more by the recent announcement that the University of Illinois received a fairly sizable grant for what they say is a reputation for big science. We do not want to let that go. That is a very critical element that I think the state of Illinois can be very proud of. But if we do not have a focus on that as well as the educational component, then we may lose that in the future; and not that there is anything wrong with just turning out teachers for the next generation, but we have got to have something more. We have to have it go beyond just turning out the teachers because the education that the future teachers get is in many ways impacted by the research component -- the economic development component -- that the universities provide.

“So, we would look to you to help foster that additional charge -- that additional role -- that the universities play in the society that we have, in the whole educational system that we have, and we look to you to be an advocate, and make sure that our educational system is the top in the nation, that our students have access, that our students can afford the education that they get, and that the students are successful. I realize that that is a big charge that all of you have, and I know that you are all up to it. Thank you.”

Senator Mattie Hunter said, “Thank you, Madam Chair. Congratulations on your new position. I look forward to working with you. I am home-grown, as well, here in Illinois. I attended school in Chicago, K-12, Monmouth College, minored in secondary education. I have always been a proponent for education. I do not know right now what is the best solution in fully funding education. I do believe that we need to level the playing field in funding education so that we can prepare our students so that they can compete globally. However, there are so many different variables that educators are faced with today, particularly with the demographic changes that we are faced with here in Illinois, as well as the

general need of the student. The students today have more needs personally than we did when we were students. So, I think we need to figure out how are we going to approach all of these issues, but I do know that you all as educators cannot do it by yourselves, nor can we as legislators. I think a comprehensive approach is needed where the students play a role, the administrators play a role, the business community plays a role, the alumni play a role -- that there is an opportunity for lots and lots of advocacy and collaborations that should take place because you do not have all the answers, and we certainly do not have all the answers, but I think that if we could possibly get all of these folks at the table, we could figure some of these issues out.

“So, I am here to learn. I am here to listen, and of course, maybe we can figure something out here. Thank you.”

Chairwoman Hightman said, “I think one of the common threads -- actually there were a lot of common threads running through all of your presentations -- deals with getting students ready when they are in K-12 to actually be able to get into higher education and succeed. There are issues about the gap and what causes that. Then there are issues about making sure we offer what we need in the higher education area. There are issues about the impact on the state of not having the best system K-20. So, my question for all of you is, ‘What do you view the General Assembly’s role to be in addressing those issues, and do you believe that we need an overall state policy on education generally?’”

Representative David Miller said, “I think what we are hearing, at least what I have seen, is that the classic student has changed. I think members need to really understand that point. Each university sort of serves a particular need besides our flagships; for instance, Governors State has a specific need -- different population. With that said, if we are going to try to move forward in higher education, that student is different. I think that where all of the messages get back to, is the fact that it is somebody who takes not just four years anymore, five years to get out of college. When I graduated from the University of Illinois Dental School, my loan debt was \$60,000. Now, it is over \$100,000 for those who decide to pursue. Those are dramatic changes, and I can go on and on and on, of just the way life is right now. So, the Board of Higher Education needs to try to really grapple with what direction do we want to see higher education in 20 years. Do we want to see it for just a select few who can afford it at our state universities? Do we want to see open access to everybody? I think those questions need to be developed now, and it cannot be done in a vacuum. Legislators can make recommendations. However, these policies that you implement today will have these long-term effects as we go forward. Historically, higher education is looked at as the great equalizer, but when we see, once again, African American or Latinos graduate at a lower rate, it is good that we are talking about not just higher education as higher education, but higher education from all the way through. The goal is for the Board to establish these pipeline programs to be able to address these problems with these specific populations.”

Representative Monique Davis said, “I think you should speak up. When children get out of school at 1:30 in the afternoon with no plan for any further learning, there is something wrong with that. And when we allow that to happen, I think we contribute to the fact that the progress is not what we would expect it to be. I think that someone else here stated that you should be the educational leaders in our state. You should accept your role. You were chosen because of your brightness, because of your ability, because of your ability to think and help us get through the process of education, and I would just like to see you be more of a leader in that role.

“As a legislator, what can we do? We will pass those laws that we feel will give a positive effect on education, but we need your leadership there also.”

Representative Rich Myers said, “You asked what role the general assembly could play in the higher education system. I think in a previous meeting that I discussed with you, and Judy, the role that

we want to provide, the resources to provide a good quality higher education system, we do not know necessarily what those resources are. We look to you for that guidance and for that advocacy to tell us is it 1.9 percent; is it 5.9 percent? How much does higher education need? How much is critical to them? What they want and what they really need may be two different figures, but we are not experts in that. Again, in my previous occupation, the thing that I always objected to was legislators who thought they knew more about my occupation and how I should do it than I did. I do not know that much about higher education other than I know it is a great asset to the state. So, we look to you to tell us what that resource needs to be in terms of dollars, in terms of policy, in terms of other areas. We can then sit down and discuss with you, debate with you, the merits of what you bring us and decide whether we can implement that, but we cannot go after additional resources for higher education unless we know what level that resource component needs to be. So, we are willing to work for those if you tell us what it is that we should be looking at.”

Dr. Washington said, “First of all, thank you for coming to talk with us today. Your insight is very valuable because you hear what is going on in your communities. We hear a lot, but some of the things that you hear, we do not hear; and some of things that we hear, you do not hear. So, it is good to have this kind of discussion. One of the common threads of the things that I have heard is that we need an education plan, P-20. Clearly, we have been operating without that, and therefore, we are looking at budget situations wherein we are more or less doing an ad hoc kind of thing -- program here, program there. But it does not fit within a total comprehensive plan, which the Board has been discussing to some extent, and that is direly needed. Rather than talk about the details of the plan, I would like to have some input as to the process. Some of you have made statements relative to that process, and I think the process we need to define in greater detail so that we can begin to pull together the constituencies that we need to pull together in order to be effective in having a plan that not only deals with the real problems that exist in our society today, but also effective in terms of leveraging the budget situation.”

Senator Maloney said, “I do not know what that process might be, except to say that I think one of the positive things about this is that every level of education, I think, feels that they do share this problem -- for example, lack of total preparation for the university experience. The high schools are pointing to the universities saying you guys are not telling us what we need here. The universities are saying you are sending us young people that are ill-prepared. The high schools are pointing to the grade schools. It is the whole thing. Businesses are then saying to the universities, that these are bright kids, but they do not have the practical skills that they need to think. So, it is a question of bringing representatives of the entire process together, instead of in an adversarial relationship, saying that we do have this problem in common. If we work together, it is going to do us all a lot of good. The finger-pointing time is over; let us see what we can do about it. So, again, I think the first step is increased communication between the appropriate people.”

Dr. Woodward said, “I want to thank you. I know my senator, Senator Maloney, is a supporter of higher education and I appreciate all of his work, and Representative Miller, I think you laid out some wonderful challenges. I hope the Board heard them. I think those are the challenges. Others of you have also challenged the Board to be more active and take a leadership role, and these are all things we have talked about, but we are not getting there yet. I think we heard those challenges, and I think we will work toward meeting them. So, thank you.”

Dr. Carroll said, “I would like to echo sentiments of the Board. I have been on this Board for four years, and this is the first time we have had the privilege and the opportunity of hearing from such great minds. When we want to have a particular request, we go to the legislators, but to have you come and to share the ideas with us, I think is monumental. It is a monumental step in a new direction, and I took lots of notes because as you spoke, I had ideas. I think that this Board will be able to move forward now in the new direction of collaboration. You have just empowered us. We have looked to various

decisions that met with our ongoing needs. You have empowered us to move in a new direction to help to resolve the problems. No one has one answer.

“I started out as a kindergarten primary teacher and moved through the ranks up through higher education. And having had that experience of over 40 years of education, I think it is really a shame that we are just now coming to that, and having a young man to lead us into trying to resolve this. I think that all educators want to have the answers and make the solutions. Your collaborative suggestion is one of the best. We have been blaming each level from the parent all the way through the secondary school, the level that receives the students. Now the businesses blame all of us. So, what we need to do is to come together and come up with solutions. I think that Representative Davis had many good solutions to how we can move forward. All of these people on the Board are very successful educators, but my concern today is that we need to have more of this. We need to have more meetings, Madam Chairwoman, of everyone coming together because the legislators are the guys with the money, and so when we go there, we tell them what we think they want to hear, but it is really wonderful for you to come to us and ask to work together. We will work to try to produce the funds, but we need to know what you want, and I think that that is a challenge for us and we need to do that. We have great educators; we will come up with some solutions and bring them to you.

“I still believe that educators -- trained educators -- are to be the leaders. I do not believe that businessmen can run our schools, and I think that that is one of the problems we are having. That might be a personal bias, but I think that we need to come together. If you have been trained to be a doctor, you do not need to have a dentist working on and operating on your sciatic nerve. I think that what we know is that people have multiple skills, and that is why we feel that certain people who are good in one thing can be good in all things. That is not true until they go to school. If higher education is valued, then they need to go to school to learn how to be a superintendent of schools. That is all I need to say right now.”

Chairwoman Hightman said, “I would like to echo Dr. Carroll’s sentiments. You said it well, as you always do. I feel like the Board is now more empowered than we ever were, having heard what you have all said. You are heaping praise on us for being the experts and having all the answers, but I think we look to you as being experts because it takes understanding of how to navigate your system to be able to come to an ultimate solution that actually produces results. It is great to have plans, great to have ideas, but if you cannot actually implement them, and operationalize them, and actually see results, it all does not really matter. So, we will work with you. We have always vowed to work with the legislature, and we continue to want to do that. I think this has been so helpful to hear what you think. We have heard some of this before, but in this kind of setting, with the folks that are in this room, I think that it is really, really valuable to have this discussion.”

Senator Mattie Hunter said, “I think it is important if we can keep the collaboration going on between the two of us throughout the year as opposed to waiting until budget time because we have so many deadlines ourselves with third readings and getting bills out of committee. But I think that all of us have an open-door policy, where you can feel free to set up an appointment, come in, and talk to us because, as Appropriations Chair, I try to meet with all of the heads of the universities, like pre-meetings, so that I can find out what is going on at the universities so that, hopefully, there is not much embarrassment during hearings. So, during the pre-meetings, I learn so much about what is going on with the universities, and I know many of the presidents talk about physical plant conditions. And I ask why they are waiting until now to talk to us about that; and they say -- well, the governor’s office knows about it, and we keep putting it in our budget, and it is taken out. We need to hear those kinds of things as well, and I think that the more information we have, the more information we will have, so that we can figure out what to do, hopefully, before budget.

“I know that last year I was over at Harold Washington College, and the student associations were meeting, and they talked to me about the problems with the skyrocketing costs of textbooks. So, in response to that, I have three bills that I am in the process of putting out -- it is out there already -- so, they are coming to the floor next week. So, it is those kinds of things that we need to hear about and just give us a little time to work on them to see if we can address some of those issues.”

Chairwoman Hightman said, “Your point is well taken.”

Senator Pamela Althoff said, “I am just going to add a little caveat here to Senator Hunter, who I work with very well. But what I think we have to remember, also, is the honesty of the dialog. Sometimes there are things that you want to tell us, or things that we want to tell you, that are difficult to hear. I think we really have to retain the integrity and the honesty between the working groups, so that we can really make a difference and achieve change.”

Chairwoman Hightman said, “We really appreciate you being here. I think this is great. This is my first real Board meeting, so I look at this as being a beginning of great collaboration and further meetings, and the doors are open. We want to work with you; we will work with you. We appreciate your guidance and your assistance and look forward to making great progress in the months and years ahead. So, thank you very much for taking the time.”

9. Update from the Disability Advisory Committee

Ms. Erwin said, “I would like to introduce Tom Thompson. I would also like to reintroduce one of our staff members, Ocheng Jany, who works with the Disability Advisory Committee, as well. He spends a lot of time on disability issues. Thank you very much.

“Tom Thompson is the Chairman of the IBHE Disability Advisory Committee. He is also the Director of Disability Services at William Rainey Harper College in Palatine. In addition to his responsibilities working with our advisory committee, he has provided critical leadership for providing services to students with disabilities on his own campus, and he is actively engaged at the state and national levels with issues about disabilities. He is a Board member of the National Association of Higher Education and Disability, a standing committee member on Disability for American College Personnel Association, a consultant for the American Disabilities Act, a grant evaluator for numerous colleges throughout the United States, and an adjunct faculty member at Northern Illinois University and Northeastern Illinois University. On behalf of our Board and on behalf of our past Chairman, Jim Kaplan, as well, we really appreciate your leadership on this committee and the time you and the members of your committee spend advising us on how we can do a better job making post secondary education more accessible to students with disabilities.”

Mr. Thompson gave his report. After his report, the Board had the following comments:

Ms. Sloan said, “Southern Illinois University-Carbondale and the Paul Simon Institute have undertaken a serious commitment to improve the employment rate of people with disabilities, and they have developed a transitions office there. They had their first conference, and they are going to be having conferences throughout the state. It would be good for me to have an update.”

Chairwoman Hightman said, “I am pleased with the work that you are doing, and I think that it is really important in the big picture of higher education in the state. I applaud your efforts, and look forward to working with you further.”

10. New Units of Instruction at Public Community Colleges

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

The Illinois Board of Higher Education, on motion made by Mr. Alongi and seconded by Dr. Carroll, unanimously granted authority to Black Hawk College to offer the Associate of Applied Science Apprenticeship Pipe Trades.

And granted authority to William Rainey Harper College to offer the Associate of Applied Science in Public Relations.

And granted authority to John Wood Community College to offer the Associate of Fine Arts, Music Performance and Music Education.

And granted authority to Rock Valley College to offer the Associate in Engineering Science.

And granted authority to Spoon River College to offer the Associate of Arts in Teaching in Special Education.

And granted authority to Harry S Truman College to offer the Associate of Fine Arts, emphasis in Studio Art.

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

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

The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Mr. Alongi, unanimously granted Argosy University/Chicago and Argosy University Schaumburg, Authorization to Grant the Doctor of Education in Counselor Education and Supervision, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted

And granted to Robert Morris College Authorization to Grant the Bachelor of Professional Studies in the Central, Chicago, North Suburban, South Metro, and West Suburban Regions, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And granted to Southern Baptist Theological Seminary the Certificate of Approval and Authorization to Operate in the Chicago Region and further grants Authorization to Grant the Master of Divinity and the Master of Arts in Christian Education, subject to the institution's maintenance of the conditions that were presented in its application and form the basis upon which these authorizations are granted.

12. No Child Left Behind Act: Improving Teacher Quality State Grant Program Fiscal Year 2007 Grant Allocation

Ms. Debbie Meisner-Bertauski briefly outlined the contents of this item. After her presentation, the Board had the following discussion:

Chairwoman Hightman said, "I have two questions. First, I am just curious actually for this one and the next agenda item, which is not yours. These are for fiscal year 2007; are they on a calendar year? It seems like we are almost done with our fiscal year for the state, so I am curious about the timing."

Ms. Meisner-Bertauski said, "The funding year for federal monies is different from the state funding."

Chairwoman Hightman said, "Is that calendar year?"

Ms. Meisner-Bertauski said, "No, it is October 1 through September 30 for the federal."

Chairwoman Hightman said, "So, is it every year at this time that we are doing these?"

Ms. Meisner-Bertauski said, "Yes."

Chairwoman Hightman said, "I was pretty impressed with the matrix for evaluating requests for these funds. Does the result change significantly with this analysis tool, or is it just really formalizing the process that was in place before?"

Ms. Meisner-Bertauski said, "It helps to really define what the applications have. Before, there were just some basic questions; it was a little more subjective, and this helps to actually describe those components of grant applications that meet the RFP."

Dr. Carroll said, "I just have a question. I heard you ask for approval; you recommended these particular titles for the project. Were you asking for a motion? Did you make a motion to ask for approval?"

Ms. Meisner-Bertauski said, "I am asking for approval for the grant applications."

Dr. Carroll said, "But before we do this, and maybe Terry, you can answer. I am looking at the institutions that have been allocated the monies, and I do not see our neediest institution--Chicago State--on here. I am wondering how these institutions were selected?"

Chairwoman Hightman said, "Did Chicago State request these funds?"

Ms. Meisner-Bertauski said, "Not every institution applied."

Dr. Carroll said, "I think Chicago State applied; I am sure that they did."

Ms. Meisner-Bertauski said, "I do not recall if they did or not."

Dr. Carroll said, "Could I ask the president. Was there an application from Chicago State; and if not, why not?"

Dr. Daniel's response from the audience was inaudible.

Chairwoman Hightman said, "So, maybe you can help explain the process for determining which schools you recommend get these grants?"

Ms. Erwin said, "I think the other thing is that Under No Child Left Behind all of the funds did not need to be expended immediately. There was a sense that there were a number that we needed to go

back on -- external evaluators suggestions -- we needed to go back, and there was also a sense that a wider net needs to be cast. I think sometimes with some of these grants, people get comfortable in that they get the same grant every year for something, so the evaluators, as time goes on, are saying let's take a broader view. So, this is not the total list of No Child Left Behind grants. There is, which we will be happy to share with anyone, an objective scoring system. Again, there is first an internal evaluation, then external independent evaluators score them, but this is not the final list. There are more that will come to you at later Board meetings."

Dr. Carroll said, "With a university having the largest number of diverse African American students, I do not see how they could be left off of any list ever because the history of Chicago State has been that they did not receive funding. So, I know that No Child Left Behind -- is what, five years old now, six years old -- so, they could not have been afforded the money over the last forty years. So, my question is -- and I think it will always be a question -- is Chicago State serving the population of students that we serve in Chicago, that that particular institution should always have access to the money to help to bring those students up to a playing level where the other universities are?"

Ms. Erwin said, "Dr. Carroll, we could not agree with you more. What the federal requirements are, in this instance, dealing with professional development for math and science teachers, and Chicago State, as with many institutions in this state, do a terrific job. It is trying to look at the professional development programs and collaboration with a school district or a particular school. I think as you all talked with legislators before, the concern of P-20 and the collaboration maybe with a high school, elementary, middle school, high school, community college and a four-year; so, there are many, many things that are taken into consideration; but we will certainly be happy to go back and review everyone's comments on those applications."

Dr. Carroll said, "Could I see the seven, plus Chicago State -- could I be afforded the opportunity to look at those?"

Ms. Meisner-Bertauski said, "The Chicago Public Schools are being represented with these grants. We made sure we looked at the demographics of the schools being served through each one of these grants. So, Chicago Public Schools has representation."

Dr. Carroll said, "I see where Chicago Public Schools also is listed in here as a grant. I am sorry; I did not see the amount. What is it; did they get more money?"

Ms. Meisner-Bertauski said, "For which ...?"

Dr. Carroll said, "For Chicago Public Schools."

Ms. Meisner-Bertauski said, "It is embedded within each one of these."

Dr. Carroll said, "I am talking Chicago Public Schools."

Chairwoman Hightman said, "Illinois State is with Chicago Public Schools for \$125,000; it looks like Columbia is \$318,000."

Ms. Erwin said, "Almost all of these universities are working with the Chicago Public School. Because it is professional development, again, in math and science in particular, there is major concern on the stem career areas, as we have talked about. So, there is, most of these if not all, are working with Chicago Public Schools and the neediest elementary or K-12 schools in the state."

Dr. Carroll said, "Once again, that is direct staff development for Chicago Public Schools, so that is really a serious interest of mine. Once again, I am going to say and then drop this for right now, that Chicago State University and staff development, where we get most of our teachers in Chicago from Chicago State, many of the other institutions listed here who have large educational programs do not send their teachers to Chicago. So, I would like to always undergird the university where we get our teachers from. So, I do not see Chicago State being left out of staff development, and if they are left out of a grant to receive staff development, that to me, is really a critical area. So, that is all I am going to say."

Ms. Meisner-Bertauski said, "Dr. Carroll, with the Illinois State University grant, one of the partnership members is Chicago State, along with Dominican. So, they are included in as a partner in the Illinois State University grant."

Dr. Carroll said, "I said I was not going to say anything else about this until I look at the proposals."

Chairwoman Hightman said, "Can I just ask a follow-up -- the materials for this agenda item state that we are recommending distributing \$1.28 million in funds. What is the total amount for the year? And therefore, how much is left?"

Ms. Meisner-Bertauski said, "There is \$3 million, and that can be rolled over for use for grants in the future."

Chairwoman Hightman said, "And you said it was through September 30?"

Ms. Meisner-Bertauski said, "Yes. Monies have been rolled over in past years."

Chairwoman Hightman said, "Are we already planning to roll it over?"

Ms. Meisner-Bertauski said, "Yes."

Chairwoman Hightman said, "And why wouldn't we use it sooner rather than later?"

Ms. Meisner-Bertauski said, "With the new rubric and the new focus on the collaborative process, we are looking to, like Judy said, cast out a wider net to get those proposals which do more collaboration and then fund those up front in the next cycle. Rather than funding something that was not making the top scores, to market more as to what we are actually looking for to advance state goals rather than having projects that are kind of here. We want to be able to leverage what available funds that we have. For example, some of these projects could leverage what they are doing with the math/science partnership grants over with ISBE. Or there are other grants that are out there -- foundation grants -- that we could take the collaboration, which is being built in these projects and leverage it with other external funding."

Chairwoman Hightman said, "So, nothing would preclude us from actually giving further grants for No Child Left Behind this fiscal year?"

Ms. Meisner-Bertauski said, "No."

Chairwoman Hightman said, "That is what I am asking -- which ends September 30, I think is what you said. Is there any risk that we end up losing this money? You are saying that there is no risk, you can roll it over. But is there a possibility that funds are appropriated away?"

Ms. Meisner-Bertauski said, “No. The way the money is distributed, we would end this year’s money before the deadline next year.”

Chairwoman Hightman said, “I do not know that I understood what you just said. I thought that you said that your proposal is to not use over half of the funds -- you have not actually made a recommendation for distributing over half of the funds that are available to us under this act during this fiscal year, right?”

Ms. Meisner-Bertauski said, “Right.”

Chairwoman Hightman said, “OK, because I thought you said that those funds could roll over to the next fiscal year.”

Ms. Meisner-Bertauski said, “Yes, we could use those. There is a no-cost extension that we can use to give these funds out before ...”

Ms. Erwin said, “That has been used before.”

Chairwoman Hightman said, “And there is never any risk you lose them?”

Ms. Meisner-Bertauski said, “No.”

Ms. Erwin said, “We would never, ever lose federal money.”

Chairwoman Hightman said, “You and I agree on that.”

Ms. Erwin said, “The other thing is, as Debbie said in the very beginning, that 97 percent of the funds, or more, go to the State Board of Education. And so, however, as she said, we can take the limited dollars we are given to leverage what the State Board of Education is doing, what other foundations are doing. In discussion with the Chicago Public Schools, this is a major focus of theirs that every contribution, be it from the state, the federal government, a foundation, that we can all leverage each other’s investments. So, that sort of collaboration is something that we all agree -- try to get the biggest bang for the buck.”

Ms. Meisner-Bertauski said, “And we have been working with the State Board on their RFP for this year, so we will encourage our projects to apply for those also and really have a very high quality approach.”

Ms. Karon said, “A significant portion of our funds are directed to this particularly in the Chicago area. And I could not give you off the top of my head a valid percentage, but as I recall, it is vastly more than the rest of the state gets because we do recognize the need there. And in our teacher and mentoring programs and new grants that have been given, we have a significant program being ramped up for Chicago, so they have a lot going from our end.”

The Illinois Board of Higher Education on motion made by Dr. Washington and seconded by Ms. Sloan hereby approves allocation of Fiscal Year 2007 grants totaling \$1,282,137.00 for the No Child Left Behind - Improving Teacher Quality State Grant Program to the institutions specified and in the amounts shown in Table 1.

Dr. Carroll voted no on the motion to approve allocation of the FY07 No Child Left Behind Grants.

13. Illinois Cooperative Work Study Program Fiscal Year 2007 Grant Allocation

Mr. Nunn briefly outlined the contents of this item. After his presentation, the Board had the following discussion:

Chairwoman Hightman said, "What is the fiscal year for this year?"

Mr. Nunn said, "These funds were available July 1, 2006, so, fiscal year 2007 funds. However, because of the way our cycle has been over time through grants, we have always been able to distribute this time of the year, just because of staff workloads. The application goes out about November or December, in that time period. They are completed, and then we go through the process of presenting them to the Board for recommendations. All of our grants do not start at the same time. The grants that Debbie just talked about, they were federal fiscal year dollars that became available to us, but they do have a 27-month life in which they can be obligated by us to the institutions."

Chairwoman Hightman said, "But like this, you have to use this year or you lose it?"

Mr. Nunn said, "We have got to use these funds this year. These funds will be out of the door to the institutions, and they will have the ability to use them over about a 12- to 13-month period."

The Illinois Board of Higher Education, on motion made by Dr. Nandi and seconded by Dr. Carroll hereby approves the allocation of \$2,058,000 for Illinois Cooperative Work Study grants for fiscal year 2007 as detailed in Table 1. The Board authorizes the Executive Director to withhold payment or adjust grant allocations, if necessary, to conform with existing statute and rules.

14. Proposed Amendments to Rules: Appropriation Transfers

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

Chairwoman Hightman said, "I applaud our efforts to clean up our rules. I worked with other state agencies that have rules that do not even make sense because times have changed, so I think it is a great project. Not that we are looking for projects to do, but you are already engaged in this. How far along are we in this process? Are we close to being done, are we half-way through?"

Dr. Baumgartner said, "The best person to ask is Sandi Gillilan, who is our Administrative Rules Coordinator."

Ms. Gillilan said, "Thank you. To answer your question, we are probably half-way through. However, being the Administrative Rules Coordinator is one piece of my job, so we are doing them as they come along and doing the highest priority. We had a list of high priority issues; this was not one of the highest priorities although it is one of the older rules we had to update. For example, new nursing grants came in. We need to develop rules; those took precedent. DFI took precedent. We still do have quite a few rules that we need to review and those will be coming. We are probably half-way through."

Chairwoman Hightman said, "Thank you."

The Illinois Board of Higher Education, on motion made by Mr. Ruiz and seconded by Dr. Woodward, hereby approves the proposed amendments to rules for Appropriation Transfers (23 Ill. Adm. Code 1060) as detailed in the attached document for publication in the Illinois Register.

15. Legislative Report

Mr. Sevener gave a brief report updating the Board on General Assembly activity at the mid-point of the spring legislative session. The report includes a summary of bills passed or still under consideration by the General Assembly.

After Mr. Sevener's presentation, the Board had the following discussion:

Dr. Carroll said, "I want to reference the last two bills. Would they fall under the offer from our panel this morning to let them know that we need more money?"

Mr. Sevener said, "Yes."

Dr. Carroll said, "Because didn't we just a couple of years ago, take psychology out?"

Mr. Sevener said, "No, we did not."

Dr. Carroll said, "When we had those public hearings, we did not take psychology out?"

Mr. Sevener said, "We did not."

Dr. Carroll said, "Then why are they putting it back in?"

Mr. Sevener said, "It has not been in."

Dr. Carroll said, "Psychology was not one of the issues that was brought to the public meeting? I know I sat at that meeting. Psychology should be in -- chiropractor was another one. I think that this might be an opportunity for us to start to ask for additional funding for the support of these bills, for the disciplines they are requesting. Also, your comments were right on the money and the new direction. I want to thank whoever had the power to bring these folks here because now we can work together."

Ms. Erwin said, "Thank you, Don, for all your work. Don works regularly with the legislature, who calls him at many odd hours of the day and night with requests. Also note that Representative Bob Pritchard from the DeKalb-Sycamore area was with us and unfortunately could not stay as was Representative Chapin Rose who came today. Representative Kevin McCarthy called with his regrets as did a number of them. So, I think it was a great dialogue, and we look forward to working with them."

16. Meeting Updates from Board Members

Professor Nandi said, "I am the liaison to the Illinois State Board of Education from the Illinois Board of Higher Education, and my counterpart, Joyce Karon, is sitting here next to me who is a member of the Illinois State Board of Education, and the objective is to keep in touch with what is going on in each other's Board. This is a report on the meeting of the Illinois State Board of Education (ISBE) held in Springfield on March 21 and 22, 2007. ISBE met on March 21 and 22 in Springfield under the chairmanship of Jesse Ruiz. The first day of the meeting was devoted to reports and discussions by the Board's committees. The second day was the plenary session, which I attended. After adopting a number of resolutions, the Board opened the meeting to public participation. One of the presentations that was conspicuous was on the importance of arts and foreign languages in the school curriculum, which was recognized as having a lasting effect on the potential of graduating students in terms of public relations, business prospects, and cultural awareness.

“A report on the charter schools was presented. Most of the charter schools are located in Chicago. ISBE entered into a memorandum of understanding with the Gates Foundation to develop and support state policies and programs to ensure that Illinois students would be prepared for college and for work. The educational policy and planning committee held a lengthy discussion with the officials of IBHE and ICCB concerning ISBE’s strategy goal of high school reform. This was followed by a discussion of the P-20 council to better address linkages between secondary and higher education.

“A report on the financial condition of the schools throughout the state was presented. Generally, the districts appear to be moving into a better financial condition. What the report does not show is what programs and services have to be eliminated. For example, arts, music, and physical education in order to achieve this balanced budget picture.

“Finally, the Board discussed the budget and compared it to the Governor’s proposed budget. I also understand, I do not know if it is public knowledge, that ISBE has concluded its discussion on its election of a superintendent and the name has gone to the Governor’s office, and the word has not come back yet. So, we will be waiting for that announcement.”

Chairwoman Hightman said, “I am hopeful that you will send a message to your Board, Ms. Karon, about what we talked about, the P-20 issue, the statewide plan, the need to work together, which we worked with you closely, but this seems like a new mandate. And now we are empowered, so you are empowered.”

Ms. Karon said, “We have had this on the burner for a couple of years and just needed the right mix, I think. As Judy says, I think the stars and moons are aligned.”

Chairwoman Hightman said, “It is a perfect storm.”

Dr. Washington said, “I am wondering what has happened. You mentioned programs that have been eliminated. What is happening with things like music and art, which are great enhancement programs, which of course, have suffered over the years? Is anything turning around in that direction?”

Ms. Karon said, “By and large, no. In fact, many of what I call the lighthouse school districts are having to pare those back. That is what has made some of those school districts the full embodiment of educational opportunities. What is happening is that as schools have to devote more and more time to the subgroups as identified in NCLB, they are having to take resources that would generally be given over to supporting arts and music and foreign language, and dealing with those subgroups, in terms of NCLB and requirements. So, what you see is a paring down of some of the richness that school districts have been able to maintain.”

Dr. Washington said, “That is too bad.”

Ms. Karon said, “It is a sad look at what is happening. As more and more schools attempt to make the yearly AYP goals that are set by that, more and more emphasis is put on that as opposed to what make a child whole.”

Dr. Washington said, “The Illinois Student Assistance Commission has not met since our last meeting. We will meet on March 30, this Friday, at Milliken University in Decatur, Illinois. If you have any questions, you can ask Don McNeil.”

Mr. McNeil said, “No, we have not met. Our Executive Director has testified several times before the legislature and the media. Friday will be our next regular meeting since Elmer reported, and we will give an update to the Board the next time that we meet.”

Dr. Woodward said “The Illinois Community College Board had a video conference meeting in February that dealt with really only two issues -- one was a collective bargaining contract with the staff, and the other was a package to resolve difficulty with staff that was leaving. There was a Community College Board meeting yesterday, which I did not attend.”

17. Consent Agenda

CA-1. Board Minutes – February 6, 2007

The Illinois Board of Higher Education unanimously approved the minutes of the February 6, 2007, meeting.

CA-2. Board Video Conference Meeting Minutes – February 22, 2007

The Illinois Board of Higher Education unanimously approved the minutes of the February 22, 2007, video conference meeting.

CA-3. Financial Report

The Illinois Board of Higher Education unanimously approved the update on expenditures and obligations from the fiscal year 2007 appropriations to the Illinois Board of Higher Education as of the end of February 2007.

CA-4. Public University Noninstructional Capital Project Approval

The Illinois Board of Higher Education unanimously approved a noninstructional capital improvement project at University of Illinois at Chicago.

CA-5. Appropriation Transfers for Fiscal Year 2007

The Illinois Board of Higher Education unanimously approved appropriation transfers for the Illinois Mathematics and Science Academy.

18. Other Matters/Public Comment Period

Ms. Karon said, “I just wanted to say how much our Board appreciated Judy and Elaine Johnson coming to our meeting this month and the discussion that we had was so on target with where we are going. So, I just wanted to say thank you to both of you from our Board and how much we felt was accomplished by it.”

Mr. Rutman said, “We were supposed to give a report on the Utilities Committee, but we will do it next meeting. Mark Pruitt, as I understand it, is pulling together the data. I am not sure you know who Mark Pruitt is.”

Chairwoman Hightman said, “I know of him, and I understand the work that Mark and this Board are doing in effort to reduce gas costs basically for universities, which I think is wonderful. Then we have to figure out the electric side, and then we will have it set.”

Mr. Rutman said, “That report, Madam Chairwoman will be at the next meeting.”

Ms. Erwin said, “So, we should be able to have that in June.”

Mr. Rutman said, “Hopefully.”

Chairwoman Hightman said, “I do want to say that I appreciate the great working relationship we have with all the different Boards, Commissions, stakeholders, and individuals. It just amazes me, this Board meeting has been a really great experience, and I look forward to feeling the same after every future Board meeting that I attend. Thank you all.”

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 11:57 a.m.

Respectfully submitted by Linda Oseland, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the March 27, 2007 meeting.

Student Advisory Committee Report

Good morning everyone. Ms Danielle Gaines was unable to make it this morning because of a personal injury. The Student Advisory Committee had its annual election and awards meeting this weekend at Elmhurst College. The election results were as follows:

Matt DeRosa from UIUC was re-elected as Student Board Member, Jerry Thor from MVCC was elected as Alternate Student Board Member, Sarah Anderson from Lake Land College was elected as Executive Secretary, Malachi Dean from Richard J. Daley College was re-elected as our Executive Vice-Chair, and I will be taking over Danie's position as Chair as I am already here giving the report as Chair since she could not make it this morning.

For our awards, Dr. Nancy Bentley, Vice President of Student Development, Moraine Valley Community College received Administrator of the year. Professor Richard Wolfe also from Moraine Valley Community College received Faculty member of the year. Chapin Rose received legislator of the year.

I would like to thank Mr. Richard Tapai and Arthur Sutton for their help and attendance this weekend and look forward to working with them in the future with the Student Advisory Committee.

The private institution sector passed a resolution encouraging further future student involvement with a SGA and Student representative to the governing bodies of each institution. I have the resolution available upon request if anyone is interested in reading it.

I would like to comment that Danie served the SAC for the past three years, her leadership is a great example for other students to follow, and we will miss her.

Finally, I would like to close by letting everyone know that we will be turning in our year-end report at the next meeting in June. Thank you everyone for your time.

Illinois Board of Higher Education
March 27, 2007

Keith Miller, President
Illinois Council of Community College Presidents

Chairwoman Hightman, members of the Board, executive director Erwin

On behalf of the Council of Community College Presidents I would like to congratulate Ms. Carrie Hightman on her appointment to this Board. We look forward to working together as we move higher education in Illinois forward.

Educational benefits to Illinois Military Veterans: Public institutions of higher education are required by law to waive tuition and fees for all eligible military veterans. We remain committed to provide educational services to our veterans, not because we are required to do so but because it's the right thing to do. The Council of Community College Presidents also believes that it is the responsibility of the State to fully fund these grants since it is state law that requires the waiver. We appreciate your support.

FY08 Budget: We appreciate the fact that this Board realizes that higher education in Illinois is a tool for economic recovery and we recognize the hard work that went into crafting the FY08 budget as presented. The Council of Community College Presidents supports your on-going efforts to design a budget that will help us do our job and we look forward to an invigorating legislative session where everything will be discussed.

Thank You!!

Illinois Board of Higher Education Meeting
March 27, 2007

Proprietary Advisory Committee Report
Submitted by Jerry R. Dill

Good morning madam chairwoman, on behalf of the schools in our sector, let me offer our congratulations to you on your appointment to this important position of educational leadership in the state. As you continue your orientation to the higher education community, we would be pleased to have the opportunity to talk with you and other new board members, at some point in the future, about the educational program opportunities that the degree granting schools in our sector make available to students in Illinois.

As you have noted, on the agenda today is a panel discussion with legislative leaders as part of a review and re-thinking of the public policy agenda for higher education in the state. We look forward to this discussion as we affirm the role that proprietary institutions can play in offering educational opportunities to students, and the role of public policy in maintaining access and choice to help students achieve their educational goals of becoming successful and productive citizens.

Finally, we appreciate the opportunity we have had to participate with the board committee on the review of the institutional and program approval process. This process continues to move forward with a committee of school representatives that is working with the board staff on some ideas that could help in expediting the approval process where appropriate, and offer training to new institutions on the program application process. We think that both of these steps as well as others that the committee is considering will result in a more productive process for both the board staff, and institutions.

Thank you.

