

FACULTY SENATE MINUTES FOR 24 February 2009 (Vol. XXXVII, No. 14)

The 2008 – 2009 Faculty Senate minutes and other information are available on the Web at <http://www.eiu.edu/~FacSen> The Faculty Senate agenda is posted weekly on the Web, at McAfee Gymnasium 1102, and on the third-level bulletin board in Booth Library. Note: These minutes are not a complete verbatim transcript of the Senate meeting.

I. Call to order by Chair John Pommier at 2:00 p.m. (Booth Library Conference Room)

Present: J. Best, A. Brownson, J. Coit, R. Hoberman, R. Murray, K. Padmaraju, J. Pommier, J. Stimac, D. Van Gunten, A. White, M. Worthington, J. Alexander, M. Martin, and I. Sandidge. Excused: M.-L. Li, F. Mullins, M. Fero, and J. Russell.

Guests: B. Lord (Provost and VPAA), D. Hoadley (Dean, LCBAS), L. Hyder (IBHE Faculty Advisory Committee) and G. Sterling (CAA).

II. Approval of Minutes of 17 February.

Approval of the Minutes of 17 February as corrected (Fero / Murray) – Yes: Best, Brownson, Fero, Hoberman, Murray, Pommier, Stimac, White, and Worthington. Abstain: Coit, Padmaraju, and Van Gunten.

III. Announcements

IV. Communications

- A. Email of 19 February from President Perry, re: Emeriti Status and Wall.

V. Old Business

A. Committee Reports

1. Executive Committee: no report.
2. Nominations Committee: no report.
3. Elections Committee: Senator Brownson informed the Senate that a Special Election is being held until 4 PM today. Senator Brownson also encouraged faculty to consider running for an elected position in the upcoming faculty elections. Senator Van Gunten raised the question of asking deans for a list of faculty for appointments when the Senate is trying to fill positions. It should be noted that after the Faculty Senate meeting adjourned, the Special Election concluded. Via a “reply to all” in email (Brownson / Stimac), moved that the Faculty Senate certify Bill Addison as the winner. Yes: Best, Brownson, Fero, Hoberman, Li, Mullins, Murray, Padmaraju, Pommier, Stimac, Van Gunten, and Worthington. Abstain: Coit and White. Motion passes.
4. Faculty – Student Relations Committee: no report.
5. Faculty – Staff Relations Committee: no report.
6. Faculty Forum Committee: Senator Coit reported that the Faculty Forum, co-sponsored with the UPI, will be held on Monday, 9 March at 7 PM in the University Ballroom. Panelists are being finalized for the forum on Academic Freedom in the Age of Technology.
7. Other Reports
 - a. Provost’s Report: Provost Lord indicated that the search for a Dean in the College of Arts and Humanities continues. The recent Emergency Management Drill was successful in that Eastern Illinois University learned a great deal from the drill. Provost Lord reported that the next Board of Trustees meeting will be on 6 March starting at 1 PM. With respect to the Public Agenda, the Provost indicated that certain themes will also be in any type of public agenda, e.g., concern over Harper College offering bachelorette degrees, and dual credit programs. With respect to dual credit programs, they will gain traction since they offer affordable credit, but they should also be academically rigorous. On the topic of cell phone use in the classroom, Provost Lord indicated that he had discussed the issue with the General Counsel. It was suggested that if faculty require cell phones to be turned off in a classroom, that there must be some method by which emergency messaging can get to the class.
 - b. Budget Transparency Committee: no report.
 - c. Bylaws Committee: no report.

- d. Awards Committee: Senator White reported that the committee has been formed based on the original resolution from November 1979. Senator White added that applicants from last year are still eligible. Chair Pommier suggested that language from the resolution be added to the bylaws.

V. New Business

- A. Les Hyder, representative to the IBHE's Faculty Advisory Committee (FAC). Dr. Hyder handed out several abstracts on the topics of the discussion today including a memorandum to the Faculty Senate, an abstract on the American Diploma Project Benchmarks, an abstract on A Public Agenda for Illinois Higher Education, and an abstract concerning A Strategic Plan for the Illinois Board of Higher Education (attached at the end of these minutes). Senator Stimac asked about dual credit – if it is such a contentious issue why does did only one faculty member from Eastern Illinois University raise its question when the Public Agenda committee came to campus. Dr. Hyder replied that with respect to dual credit, as well as other issues, the Public Agenda slipped through major discussion of many points. Senator Coit asked why dual credit courses are being taught by high school students. Senator Murray said that usually adjunct faculty at the local community college are teaching the dual credit courses. Senator Coit also asked about the differences being spent on remediation between community colleges (\$120M) and universities (\$5M). Dr. Hyder replied that universities typically have higher standards so fewer number of students require remediation. Provost Lord added that remedial courses do not count toward graduation, so students typically will take them at a community college. Dr. Hyder stated that the American Diploma Project appears to be an effort to align secondary schools with colleges and that the project overall looks very good. As a matter of fact Dr. Ringuette (English) is on the standards committee. The next area for alignment will probably be science. In response to a question from Senator Coit as to why the Public Agenda was prepared, Provost Lord stated that it was in response to the IBHE struggling with recommendation made by the legislature. The plan allows the legislature to allocate funds to a set plan. Senator Coit asked about the statistics in the plan – the statistics are broken down by region yet students may not be going to school, and paying tuition, in the region they are from. Dr. Hyder replied that the task force responsible of the document did not go into detail about their analysis. Senator Murray the conflict between the five principles expressed in the Public Agenda and the Strategic Plan. Dr. Hyder agreed and stated that he wish he know why there were those differences, but added that some conflicts cannot be controlled. Senator Best stated that based on the Public Agenda, maybe there is the suggestion that if one wanted to major in physics, they should just attend one institution rather than any higher education institution. Senator Coit added that this is an unfunded mandate from the state. Dr. Hyder asked what the FACs position on this should be – he recommended being proactive. In response to a question from Senator Pommier, Dr. Hyder suggested that the Faculty Senate be proactive on these issues and work with CAA, CGS, and the CUPB. Senator Pommier asked about Harper College's attempt at offering B.S. degrees in nursing. Dr. Hyder replied that the IBHE and HERC are both suggesting that Harper College is gaining additional support each year in the legislature. He noted that the former president of Harper College is now the president of the College of Du Page, so COD may be try for similar measures there. Chair Pommier thanked Dr. Hyder for his report to Faculty Senate.

VI. Adjournment at 3:20 p.m.

Future Agenda Items: Financial Affairs, Campus-Charleston Master Plan, Integrated Academics, and Capital Campaign.

Respectfully submitted,

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MEMORANDUM

TO: John Pommier, Chair
Faculty Senate

DATE: February 20, 2009

SUBJECT: Report on IBHE Faculty Advisory Council

In advance of meeting with the Faculty Senate Tuesday, I hope it will be useful if I provide a written report in the interest of making best use of the time. I perceive my meetings with the Senate as an opportunity to receive feedback on issues that FAC is considering as well as suggestions regarding others that FAC should address. It is important to me that my contributions to FAC reflect the values and concerns of my faculty colleagues and serve the interests of the university.

In addition to the Faculty Senate, I routinely copy the chair of the Council on Academic Affairs, Council on Graduate Studies, Council on University Planning and Budget, Council of Chairs, the provost, and the president and encouraged them to share with their members and others as they think appropriate and to provide feedback and suggestions to me.

For some issues I have prepared an abstract that provides an overview of the issue. Information in the abstract has been taken from documents program for or from IBHE. If the original documents and other information are available online, I have provided a link to the site. Note: The abstract reflects my interpretation and perspective about what is important and what it means. Senate members and others should review the original documents and other information and come to their own conclusions.

IBHE STRATEGIC PLAN

See Abstract, "A Strategic Plan for the Illinois Board of Higher Education"

Source: www.ibhe.org

Legislation establishing IBHE assigned to it statutory responsibility for master planning:

"The Board shall analyze the present and future aims, needs and requirements of higher education in the State of Illinois and prepare a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula and standards of higher education for public institutions of higher education in the areas of teaching, research and public service."

The 2007 plan affirmed the board's mission to provide "greater access and affordability to a quality postsecondary education for all Illinois residents in an effective and efficient manner to meet the needs of the state." To meet this commitment, IBHE will use "its statutory programmatic, budget, and coordinating authority, as well as its leadership position, to advocate and advance increased educational attainment of all Illinois residents." Describing its vision in the strategic plan, the board stated, "In an era of rapid economic technological, and demographic change, the vision of the Illinois Board of Higher Education is to help build an economically and socially stronger Illinois through increased success in postsecondary degree completion for all residents of Illinois."

To achieve that vision, the board declared that it will use its budgetary authority to recommend allocation of resources; statutory authority to approve new programs, recommend new and review existing academic programs; coordination authority to foster the mission and focus of institutions; advocacy role to inform and educate elected officials; and leadership role to promote diversity and success. This will be achieved by focusing on four goals:

1. Affordability
2. Educational attainment
3. Diversity
4. Efficiency

Because of turnover in the staff as well and the board membership coupled with the lack of clear and consistent direction and support from the legislative and executive branches (IBHE reports to both branches), the practical effect has been limited. Whether the latter will change is not yet clear. But it appears that executive director Judy Erwin and board chair Carrie Hightman intend to change how the board functions, beginning with what is included on meeting agenda starting in April. When considering staff recommendations on issues and matters, especially those coming from institutions of higher education, board members' questions will be in the context of the public agenda, which is keyed to the strategic plan. However, the board's power to effect change will be limited without a stronger voice in influencing appropriations of funds. Most institutions have strong and effective lobbyists and advocates who are direct access to legislators and the governor and their staffs and advisers.

PUBLIC AGENDA

See Abstract, "A Public Agenda for Illinois Higher Education: Planning for College and Career Success"
Source: www.ibhe.org

The public agenda, approved January 27, 2009, is the latest initiative of the board to define how it will fulfill its mission and implement the strategic plan. The public agenda differs from previous efforts in that it was produced in response to a 2008 legislative mandate. While it has not always been so of such mandates, at this time it should be assumed that the changed political environment in Springfield could mean that the public agenda may well guide public policy on higher education as reflected in appropriations and other legislation related to higher education. Of course, appropriations are of greatest importance to the four year public universities but less so to community colleges, each of which has a community college district with taxation authority, and private institutions, which have access to other funds and are subject to fewer constraints, oversight and accountability from public bodies.

The agenda is predicated on the premise that there are two separate and distinct states within the one State of Illinois. One is made up of parts of Chicago and Cook County and many of the northeastern counties that border Cook County, which mostly are more affluent and have a better educated populace than other parts of Chicago and Cook County and most of the remainder of the state. Generally, the farther south in the state the greater the disparity.

The public agenda promises to rectify this disparity through a vision of one state "where all residents have affordable access to high-quality educational opportunities that prepare them for the jobs of the present and the future." This "one state" will have a populace that is among the best educated in the world, will be one of the most affordable states in the nation in which to pursue a college education, have a well educated workforce with the skills and competencies to compete in the modern economy, and rank among the top five states in economic growth and vitality.

Five principles guided the deliberations of the task force that produced the public agenda.

1. Higher education is a public good.
2. Priorities, policies, and budget must align with state goals.
3. The integrity of institutional and sector missions must be respected and supported while aligning those missions with state goals.
4. Adequate and equitable P-20 funding, deployed effectively and efficiently.

5. A comprehensive P-20 student information system is vital for sound policy making and accountability.

The public agenda established four goals, crosscutting and interrelated, that will lead to progress and prosperity.

- Increase educational attainment to match best-performing U.S. states and world countries.
- Ensure college affordability for students, families, and taxpayers.
- Increase the number of quality postsecondary credentials to meet demands of the economy and an increasingly global society.
- Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

AMERICAN DIPLOMA PROJECT

See Abstract, "American Diploma Project Benchmarks"

Source: <http://www.achieve.org/>

The American Diploma Project is a program of Achieve, which was created in 1996 by the nation's governors and corporate leaders. Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability. Although not widely known outside academia, or with the academy for that matter, Education Week named Achieve in 2006 as one of the most influential education groups in the nation.

Since then it has become even more influential as California, Florida and Illinois have joined. Membership requires the commitment of leaders from four sectors—the Office of the Governor, P-12 education, higher education, and the business community. All four must commit to working together on a policy agenda of college and career-ready academic standards, graduation requirements, assessments, data collection, and accountability systems. In addition to the Office of the Governor and the business community, the Illinois State Board of Education, the Illinois Community College Board, and IBHE have endorsed participation in ADP.

The coalition of states in the ADP Network have committed to graduating students from high school who are prepared for college and the contemporary workforce by ensuring that the states:

- Align high school standards and assessments with the knowledge and skill required for success after high school.
- Require all graduates to take rigorous courses—aligned to college and career ready standards.
- Streamline the assessment system, so that tests students take in high school can also serve as placement tests for college.
- Hold high schools accountable for graduating students who are college and career ready and hold post secondary institutions accountable for students' success once enrolled.

HARPER COLLEGE'S EFFORTS TO OFFER BACCALAUREATE DEGREES

If not already done, legislative supporters are expected to again introduce bills in this session that will allow Harper College, a suburban community college north of Chicago, to offer baccalaureate degrees. In the past, Harper College has expressed its desire to expand programs such as nursing and homeland security. In seeking this authority, Harper argues that these are two fields in which the demand for professionals with college degrees exceeds the supply and that public universities in the region have not responded to this need.

While there also may be other reasons why universities have been slow to respond to such needs, appropriations have not provided funding for such new or expanded programs by the universities. For example, EIU is creating a nursing program but received little if any funding to do so. About two years ago, funds were provided for existing nursing program to retain critical faculty, but EIU received nothing

because it was still being established and had no faculty who qualified. Too, it is not clear that there is indeed a critical need for some of these programs. It is clearly evident that the need for nurses with a baccalaureate degree exists; it is not as clear that the demand exists for homeland security.

DUAL CREDIT

Dual credit courses are those that are taken by students while still in high school for which they can also receive college credit. The time has passed for a meaningful debate about whether or not the concept of dual credit courses is a good idea. Several high schools and community colleges have enthusiastically embraced such courses, which thousands of high school are or have been enrolled. There are financial benefits for both. Dual credit courses are among the provisions in the public agenda as a way to address the affordability goal.

While accepting the dual credit is a reality, most FAC members (especially me) have expressed reservations about both the concept and how it is being implemented. FAC is preparing a position paper for IBHE's April meeting expressing concern that these courses be properly monitored to assure academic quality. If the content is not aligned with benchmarks for college level courses, especially those that are prerequisites for higher level college courses, students will be required to take, and pay for, remediation courses offered by the colleges. In addition to the cost of tuition and fees, this will probably extend the time to degree completion.

HIGHER EDUCATION FUNDING

There is little that I can report about what to expect from the Governor and legislature relative to higher education funding. Governor Quinn, speaking at the University of Illinois Urbana-Champaign, made positive and encouraging comments about the value and role of higher education that have not been heard for more than six years. That said, the state still faces a projected deficit of \$9 billion. We should be attentive to his budget recommendations, which will be presented to the legislature in mid-March, and especially to the committee hearings in the House and Senate that will follow.

Watch to see what is proposed relative to funding for base budgets. But also look for proposals indicating that IBHE's Public Agenda is being used to guide public policy for additional appropriations or, more significantly, in lieu of increases in base budgets.

LONGITUDINAL P-20 DATA SYSTEM

IBHE is supporting legislation for a mandated statewide system that will collect individualized data about students from pre-school through 12th grade and into college and employment. Currently information is collected by the state from local districts. The K-12 data does not include early childhood or post secondary institutions, which does not provide the information needed to make public policy decisions about what strategies lead to success in college or the workforce. The proposed legislation will create a data warehouse that makes it possible to link and compare education data, grow and change as education priorities and measures evolve, and link record through a student's academic career from pre-K to post secondary education. Sensitive data will be protected from unauthorized disclosures and have enhanced security measures and protocols.

IBHE FACULTY FELLOW

The board staff is considering establishing a program for a faculty fellow. As envisioned the fellow would continue to be paid by his/her university but would be assigned to IBHE for one year, which would be responsible for paying expenses. It is possible that some or all of the salary and expenses could be paid from a grant. The fellow would participate in IBHE staff meetings and activities, gather and analyze data, contribute to discussions regarding policy and review of programs and institutions, and serve as a liaison to some IBHE advisory committees. This proposal in the early formative stages and may or may not be realized.

HELIC LEGISLATIVE COALITION

HELIC's membership includes representatives of higher education institutions, organization, UPI, FAC, Illinois Federation of Teachers, and others groups who have an interest in promoting higher education's legislative agenda. This includes communication with the public as well as public and special interest constituencies. Jill Nilsen, EIU's vice president for external relations, played a crucial role in creating HELIC and has been an effective and influential leader of the coalition. The frequency of meetings depends on what is going on at the time. It generally meets at least once each month, more often during legislative sessions. Its purpose is to present a consistent and coordinated message about the needs and priorities of higher education in an effort to reduce the mixed messages and to reflect the priorities on which there is widespread agreement.

Two FAC members, one each from Olney Community College and Southern Illinois University-Carbondale, alternate in attending coalition meetings. Since FAC began sending a representative to coalition meetings in 2006, coalition members have been receptive to and supportive of FAC's positions and perspectives on most issues.

During its February 19 meeting, the coalition focused on these issues:

- Ethics legislation that will address ethics issues raised by the Blagojevich administration's intrusion into management and direction of state employee retirement systems
- Legislation authorizing Harper College to offer baccalaureate degrees. HELIC is promoting a plan that will encourage four year public institutions and community colleges to establish partnerships to facilitate degree completion
- Pension reform legislation
- Legislation proposed by the State Treasurer to consolidate employee pension plans
- Dual credit
- A bill that would require a moment of silence in higher education classrooms on Veterans Day

It is probable that other issues will arise as a result of legislation or amendments yet to be proposed.

Upcoming events of interest:

- March 18 – reception for legislators and constitutional officers, 5-7 p.m., Illinois State Museum
- April 22 - higher education lobby day
- April 29 – community colleges lobby day

GOVERNANCE, ACADEMIC FREEDOM AT COLLEGE OF DuPAGE

The FAC has asked IBHE to affirm the following statement and make it known to the chairs of the governing bodies and presidents of each post-secondary institution in Illinois.

“The governing boards, administrators and policy making bodies of Illinois' colleges and universities will assure that all policies and procedure support and enhance the academic mission of higher education institutions to be bastions of free thought and expression, including that which is unpopular or critical, and that those in public institutions assure the rights guaranteed by the First Amendment against prior restraint and censorship.”

This was prompted by what appears to be a coordinated effort to select members of the board of trustees for the College of DuPage who share the perceptions and concerns of some conservatives that believe America's colleges and universities are bastions of professors who are mostly liberal and determined to instill their liberal orthodoxies through indoctrination of their students. Many have been influenced by one-time self-described “left wing political radical” David Horowitz who renounced those beliefs and is now an activist for religious causes. He is frequent speaker before conservative groups and often a talk radio guest as well as author of a column that is published in newspapers across the nation. His writings have won an audience among conservative state and federal lawmakers.

COD faculty members have protested the intrusion by the board into matters that they perceive as being the province of the faculty and actions. There have been administrative threats, actual and implied, against the most outspoken faculty members. This influence is also reflected by COD

administrators who threatened actions against reporters and editors of the student newspaper that could be in violation of the First Amendment and who have failed to be responsive to requests for access to public records and provide notice of meetings that are subject to Illinois public meetings laws.

Also prompting the FAC's initiative was a proposal by the president of Northeastern Illinois University that would have required prior approval of literature distributed or posted on campus and about which administrative approval could have been based on content. That proposal has since been withdrawn.

FAC's intent is to send forth the message that such initiatives were not go unnoticed or unchallenged. The resolution, which was passed at FAC's December meeting was not on the board's January agenda. The FAC executive committee has requested an explanation from Ms. Hightman and asked that it be on the agenda of the next meeting, in early April.

ABSTRACT

AMERICAN DIPLOMA PROJECT BENCHMARKS

Achieve

Created in 1996 by the nation's governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability. In 2006, Achieve was named by Education Week as one of the most influential education groups in the nation. Illinois is the latest state to join, becoming the 35th member.

The cornerstone of American Diploma Project (ADP) are English and math benchmarks that define the knowledge and skills high school graduates need to be successful. Achieve plans to next develop science benchmarks. Dr. Dana Ringuette, chair of EIU's Department of English, is one of four representatives of Illinois' four-year public universities on the State of Illinois Alignment Team. California, Florida and Illinois form one ADP cohort.

Defining Rigor: Reading Lists and Sample Mathematics Problems

In both English and mathematics, a deliberate attempt has been made to indicate the quality and complexity of the expectations by providing examples of the kinds of reading and mathematical problems the benchmarks are meant to describe.

In English, for example, it's not enough to ask students to analyze texts. According to employers and postsecondary faculty, students must have been expected to analyze particular kinds of rigorous texts, so that as graduates they will be prepared to meet the demands that face them after high school. Thus, the ADP English benchmarks are to be used in close coordination with the Indiana and Massachusetts reading lists, which not only define the quality and complexity of reading expected of all high school students, but also suggest a common level of "cultural literacy" expected of all high school students.

Benchmarks

The English and mathematics benchmarks were identified and refined over 18 months of research conducted in postsecondary institutions and high-performance workplaces, both within and beyond the ADP partner states (Indiana, Kentucky, Massachusetts, Nevada and Texas) and in conjunction with K-12 educators. (See [Research](#) for a description of the development process.) The benchmarks are accompanied by workplace tasks and postsecondary assignments that illustrate the intellectual demand that high school students will encounter in high-performance workplaces or in credit-bearing first-year college and university courses. Science benchmarks are now being developed.

English benchmarks are organized into eight strands:

- [Language](#)
- [Communication](#)
- [Writing](#)
- [Research](#)
- [Logic](#)
- [Informational Text](#)
- [Media](#)
- [Literature](#)

Mathematics benchmarks are organized into four strands:

- [Number Sense and Numerical Operations](#)
- [Algebra](#)
- [Geometry](#)
- [Data Interpretation, Statistics and Probability](#)

Workplace Tasks and Postsecondary Assignments

[Workplace tasks](#) and [postsecondary assignments](#) accompany the benchmarks. Please note that these

are not meant to describe the quality and complexity of high school assignments. Although the benchmarks, tasks and assignments may be used in the future to inform the development of high school lessons, these are designed simply to illustrate the intellectual rigor of real-world environments beyond high school and the applicability of the ADP benchmarks in postsecondary and workplace settings. Within each sample, the corresponding English and mathematics benchmarks are called out so that readers may easily recognize how, and in what context, the benchmarks are applied.

Workplace tasks. A key aspect of the American Diploma Project (ADP) is that benchmarks are grounded in empirical evidence of what employers and educators actually require of employees and students. The workplace tasks vividly illustrate the practical application of the "must-have" competencies described in the benchmarks themselves, helping states answer questions such as "Why do I have to learn this stuff?" The workplace tasks aren't meant to describe the quality and complexity of high school assignments. Although the benchmarks and tasks may be used to inform the development of high school lessons, the tasks included here are designed simply to illustrate the intellectual rigor of real-world environments beyond high school and the applicability of the ADP benchmarks in workplace settings.

The workplace tasks were gathered primarily from companies in the five ADP partner states (Indiana, Kentucky, Massachusetts, Nevada and Texas) whose workforces encompass the fast-growing occupations identified in the ADP workplace study including plant managers; marketing managers; engineers; medical professionals; environmental science technicians; financial, insurance and real estate professionals; machine operators; information technology (IT) workers; service technicians; and teachers. Tasks include:

Task #1: [Machine Operator](#)

Task #2: [Licensed Nurse](#)

Task #3: [Actuary](#)

Task #4: [Wafer Fabrication Technician and Manufacturing Technician](#)

Task #5: [Events Manager](#)

Task #6: [Loan Officer](#)

Web-Only Task #1: [Production Manager & Industrial Engineer](#)

Web-Only Task #2: [Industrial Engineer & Statistician](#)

Web-Only Task #3: [Forester](#)

Web-Only Task #4: [Construction Manager](#)

Most real workplace tasks require employees to use knowledge and skills that are contained in more than one ADP benchmark. Mastering individual skills without understanding their connections to other skills both within and across content areas is inconsistent with what is expected beyond high school, according to those who participated in the research. The tasks therefore illustrate the need to integrate and apply more than one benchmark at a time.

Within each sample, the corresponding English and mathematics benchmarks are called out so that readers may easily recognize how, and in what context, the benchmarks are applied.

Postsecondary Assignments. A key aspect of the American Diploma Project (ADP) work is that the benchmarks are grounded in empirical evidence of what employers and educators actually require of employees and students. The postsecondary assignments vividly illustrate the practical application of the "must-have" competencies described in the benchmarks themselves, helping states answer questions such as "Why do I have to learn this stuff?"

As work continues, ADP will add to the postsecondary assignments on the website to illustrate examples of the ADP benchmarks being used in other courses.

The postsecondary assignments are not meant to describe the quality and complexity of high school assignments. Although the benchmarks and assignments may be used in the future to inform the development of high school lessons, the assignments included here are designed simply to illustrate the intellectual rigor of real-world environments beyond high school and the applicability of the ADP benchmarks in postsecondary settings.

The postsecondary assignments were gathered primarily from two- and four-year postsecondary institutions in the five ADP partner states (Indiana, Kentucky, Massachusetts, Nevada and Texas), representing a broad range of English, mathematics, humanities, science and social science coursework. Assignments include:

Assignment #1: [College Algebra and Calculus](#)
Assignment #2: [Introductory Chemistry](#)
Assignment #3: [Introductory Microeconomics](#)
Assignment #4: [Introductory English Survey Course](#)
Assignment #5: [Introductory Philosophy](#)
Assignment #6: [Introductory English](#)
Web-Only Assignment #1: [Introductory Physical Sciences](#)
Web-Only Assignment #2: [Introductory Engineering](#)
Web-Only Assignment #3: [Introductory Economics](#)
Web-Only Assignment #4: [Introductory English](#)

Most real postsecondary assignments require students to use knowledge and skills that are contained in more than one ADP benchmark. Mastering individual skills without understanding their connections to other skills both within and across content areas is inconsistent with what is expected beyond high school, according to those who participated in the research. The assignments thus illustrate the need to integrate and apply more than one benchmark at a time.

Within each sample, the corresponding English and mathematics benchmarks are called out so that readers may easily recognize how, and in what context, the benchmarks are applied.

ABSTRACT
**A PUBLIC AGENDA FOR ILLINOIS HIGHER EDUCATION:
PLANNING FOR COLLEGE AND CAREER SUCCESS**

What it is

The Public Agenda for Illinois Higher Education is a planning blueprint for the State of Illinois to direct state policies and resources to the higher education and career needs of Illinois residents and to address the current and future economic needs of the state.

What it is not

The Public Agenda is not a plan for higher education institutions or the various sectors within the higher education system, including community colleges, public universities, and nonprofit and for-profit private institutions.

Background

The Illinois Board of Higher Education has the statutory responsibility for master planning, as stated in the IBHE enabling act:

“The Board shall analyze the present and future aims, needs and requirements of higher education in the State of Illinois and prepare a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula and standards of higher education for public institutions of higher education in the areas of teaching, research and public service.”

In its spring 2007 session, the General Assembly approved House Joint Resolution 69, directing the Board of Higher Education to develop a Public Agenda for higher education through a broad-based task force *“to study the challenges and opportunities facing higher education, the State’s workforce needs, demographic trends, and higher education funding and student financial aid.”*

Purpose

The purpose of the planning initiative is to develop an action agenda, based on quantifiable evidence, for institutions, state education agencies, and the Governor and General Assembly to address the education, workforce, social, and economic needs of the State by setting priorities, developing policies, and allocating resources.

Members of the Public Agenda Task Force

Seven college and university faculty members were among the 30-member task force, including UPI Local 4100 president Susan Kaufman, professor of Journalism at EIU; Perry Buckley, Cook County College Teachers Union; and Faculty Advisory Council chair John Bennett, Professor of Humanities at Lake Land College. Other faculty members were Dr. Morteza Daneshdoost, professor of Electrical and Computer Engineering at SIU-Carbondale; Laura Saret, professor of business and computer technologies at Oakton Community College, and Dr. Colleen Sexton, professor of Education at Governors State University.

Two State Senators and two State Representatives, including Chapin Rose, 110th District, served on the task force. William Obuchowski, chair of the IBHE Student Advisory Committee, represented students.

Other members included one community college trustee, the executive director of the Illinois Student Assistance Commission, one four year public university president, Dr. Al Goldfarb of Western Illinois University; Dr. Stan Ikenberry, president emeritus of the University of Illinois, two private university presidents, one community college president; the executive vice president of the University of Chicago Medical Center.

Members not affiliated with higher education included one public schools superintendent, two representatives of Illinois labor unions; four business and industry representatives, including IBHE chair Carrie Hightman; and two representatives of public interest organizations. Ms. Hightman chaired the task

force.

A PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS

The Public Agenda for College and Career Success is the pathway to one Illinois, where all residents have affordable access to high-quality educational opportunities that prepare them for the jobs of the present and the future.

FIVE PRINCIPLES, FOUR GOALS, ONE STATE

Five Principles

The Task Force embraced five principles to guide its deliberations:

- ◆ **Higher education is a public good.** There is general recognition that individuals benefit from a college degree through greater personal satisfaction, increased life-time earnings, healthier lifestyles, and greater wealth accumulation. There must be a commensurate recognition of the societal value of higher education. College grooms good citizens who vote, volunteer their time, donate to worthy causes, and contribute to their communities. Society also benefits from reduced healthcare and criminal justice costs, and increased tax revenue. As a public good, higher education also is a public responsibility.
- ◆ **Priorities, policies, and budgets must align with state goals.** The Public Agenda is a blueprint for the state, meant to guide the actions of policymakers, including the Governor and General Assembly, in setting priorities, allocating resources, and enacting policies aimed at raising Illinois' educational and economic standing in the nation and the world.
- ◆ **The integrity of institutional and sector missions must be respected and supported while aligning those missions with state goals.** The strength of Illinois' system of higher education is its diversity, a varied menu of institutional missions and distinct roles for each higher education sector – public universities, independent nonprofit and for-profit institutions, and community colleges – that well serve the assorted needs of the state and its residents. Even so, institutions are the means to an end. Each college and university must accept responsibility for helping achieve state goals.
- ◆ **Adequate and equitable P-20 funding, deployed effectively and efficiently, is essential.** Vast funding disparities among P-12 schools mean that zip code can be a greater determinant of success in school than academic ability. Inadequate resources force colleges and universities to compromise academic offerings and/or increase the financial burden on students.
- ◆ **A comprehensive P-20 student information system is vital for sound policy making and accountability.** Policymaking and accountability must be objective and data-driven. Data on students in Illinois are fragmented and inadequate to answer key policy questions regarding student demographics, mobility, and performance. A comprehensive data collection system – including readiness for kindergarten, college, and careers – is vital for informed policy decisions and accountability.

Four Goals

The Public Agenda for College and Career Success establishes four goals, crosscutting and interrelated, to a new pathway of progress and prosperity. They are to:

- ◆ **Increase educational attainment** to match best-performing U.S. states and world countries.
- ◆ **Ensure college affordability** for students, families, and taxpayers.

- ◆ **Increase the number of quality postsecondary credentials** to meet demands of the economy and an increasingly global society.
- ◆ **Better integrate Illinois' educational, research, and innovation assets to meet economic needs** of the state and its regions.

Vision: For the Two States in Illinois to Become One

The **vision** of the Public Agenda for College and Career Success is that **the two states of Illinois become one state where all residents have affordable access to high-quality educational opportunities** that prepare them for the jobs of the present and the future.

What will that one Illinois look like?

- ◆ Its **populace will be among the best educated in the world**. Illinois will be among the leaders in the states and developed nations in the proportion of its population with a high school diploma and college credentials. It will narrow the achievement gap by race at all stages of the educational pipeline and will increase college attainment for persons of color and those with disabilities to compete with the leading states. It will rank among the top states in number of adult learners with college credentials and will raise college attainment in underserved geographic regions of the state to levels of the best-performing counties.
- ◆ It will be **one of the five most affordable states in the nation** in which to pursue a college education. Illinois will reduce the proportion of family income needed to pay for college for the lowest income quintile to compete with the best-performing states. Similarly, the average student debt load will be in line with leading states. And the college participation rate for low-income students will rise annually to the level of the top states.
- ◆ It will **have a well-educated workforce with the skills and competencies to compete in the modern economy**. Illinois will increase the number of people with quality postsecondary credentials, with particular emphasis on fields of critical skills shortages, such as, initially, nursing, allied health professions, and information technology. It will remove barriers to transfer between associate and bachelor degree levels to meet the needs of students and employers.
- ◆ It will **rank among the five top states in economic growth and vitality**. Illinois will use its vast research, education and training, and innovation assets as the sparkplug to spur entrepreneurial activity and economic expansion to compete with the leading New Economy states, those which have embedded knowledge, technology, and innovation into their economies.

ABSTRACT
A STRATEGIC PLAN FOR THE ILLINOIS BOARD OF HIGHER EDUCATION
Approved October 2, 2007

MISSION STATEMENT

The Illinois Board of Higher Education is dedicated to providing greater access and affordability to a quality postsecondary education for all Illinois residents in an effective and efficient manner to meet the needs of the State.

To meet this commitment:

The Illinois Board of Higher Education will use its statutory programmatic, budget, and coordinating authority, as well as its leadership position, to advocate and advance increased educational attainment of all Illinois residents.

VISION STATEMENT

In an era of rapid economic, technological, and demographic change, the vision of the Illinois Board of Higher Education is to help build an economically and socially stronger Illinois through increased success in postsecondary degree completion for all residents of Illinois.

To realize this vision:

The Illinois Board of Higher Education will employ its:

- *Budgetary authority* to recommend allocation of resources to meet state priorities, improved educational attainment using performance measures, and improved productivity and efficiency.
- *Statutory authority* to approve new institutions, recommend high-quality academic programs, and review existing programs to ensure that Illinois colleges and universities provide academic programming that meets the educational needs of the diverse residents, students, and employers of the State.
- *Coordination authority* to foster the unique mission and focus of postsecondary institutions, to strengthen P-20 coordination by education level and sector, and to collect and analyze data to increase educational attainment and improve institutional and student performance.
- *Advocacy role* to inform and educate elected officials, the news media, employers, higher education constituency groups, and the general public of the value of postsecondary education completion and the means to attain it.
- *Leadership* to promote diversity and success among underrepresented groups and a seamless transition through P-16, removing barriers to student success for all Illinois residents and improving student and faculty diversity.

Goal I – Affordability

The Illinois Board of Higher Education will help ensure that college is affordable for all Illinoisans, particularly low-income students.

Budget:

- Advocate for increased Monetary Award Program (MAP) awards.
- Work with the Illinois Student Assistance Commission (ISAC), the General Assembly, and the Governor's office to leverage MAP awards grants to improve P-16 academic preparation.
- Work with public and private constituencies to improve the successful persistence, retention, and graduation of low-income students reducing the expense of postsecondary education.
- Work to reward academic college preparation to reduce the need for remedial education and increase likelihood of postsecondary completion.
- Identify barriers to affordability and potential solutions for low-income students, *i.e.*, working adults, place-bound students, and low achievers.

Performance Measures:

- Number of initiatives proposed and implemented by IBHE to/with the Governor's Office and General Assembly to improve affordability.
- IBHE budget recommendations to the Governor and General Assembly.
- Efforts to improve coordination on affordability measures with ISAC, Illinois Community College Board (ICCB).

Coordination:

- Work with ICCB and public and private postsecondary institutions to improve articulation and alignment of curriculum to reduce need for remediation, reducing college costs.
- Develop and implement measures to increase opportunities for dual enrollment and dual credit, reducing the time-to-degree for students and the cost of postsecondary education.
- Encourage deployment of educational delivery systems to meet the needs of working and place-bound students.
- Foster curricular alignment between associate and baccalaureate degree programs to allow greater access to baccalaureate programs through student/course transfer, enabling students to reduce time-to-degree, and to improve affordability.

Performance Measures:

- Collect and analyze outcomes of articulation agreements between community colleges and four-year institutions.
- Collect and analyze data on dual enrollment and dual credit efforts throughout the State.
- Analyze efforts with the Illinois State Board of Education (ISBE) and ICCB to improve curriculum alignment and academic preparation.
- Number and trend for college students taking remedial coursework.
- Number of MAP recipients improving time-to-degree and graduation rates.

Leadership/Advocacy:

- Work with ISAC to improve the public understanding and appreciation for needs based financial aid versus other types of financial aid.
- Develop strategies to improve academic preparation for low-income P-12 students to reduce need for remediation and decrease time-to-degree and overall costs of postsecondary education.
- Identify and employ federal, state, and nonprofit resources to help educate students, families, and communities on the availability of financial aid programs.
- Work with ICCB to increase dual enrollment and dual credit participation for low income students.
- Increase awareness and use of the Course Applicability System (CAS) by students to improve credit transfer and reduce college costs.
- Work with ISAC and other higher education constituencies to develop and disseminate an appropriate "State of College Affordability."

Performance Measures:

- Review of media placements and position statements by organizations in support of IBHE affordability policies.
- Evaluate efforts to increase dual credit and dual enrollment participation, improve articulation, and reduce remediation.
- Work with ISAC, ICCB, and ISBE to develop common Web-based student outreach resources.

Goal II--Attainment

The Illinois Board of Higher Education will work to improve educational attainment for all Illinois students, through a seamless P-20 system of high quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.

Budget:

- Develop performance- based funding targeted to high-demand careers.
- Increase funding and staff resources to the Course Applicability System (CAS) to improve student access to course transferability information.

- Direct IBHE resources to ensure an effective academic program approval process.
- Direct IBHE resources toward P-20 coordination activities, including data integration, improved articulation, and curriculum alignment.
- Working with ISBE, ICCB, and other education constituencies, direct IBHE resources to improvement of teacher and school leader preparation programs.
- Direct financial resources toward improved P-12 academic preparation.

Performance Measures:

- Performance funding directed toward high need careers.
- Increased funding and support for CAS.
- Leveraged funding to improve P-20 coordination.
- IBHE resources contributed to improved teacher and school leaders preparation programs.

Coordination:

- Improve collaboration with ISBE, ICCB, and other higher education constituencies to implement a P-20 seamless education system improving transition for students, including improved articulation.
- Seek national best practice resources to assist in creating a P-20 education continuum that aligns curriculum and increases expectations for students.
- Expand participation in the Associate of Arts in Teaching programs.
- Support the development of an Illinois P-20 Education Coordinating Council to remove barriers for students in making educational transitions and improving curriculum alignment and academic rigor.
- Improve collaboration with the Department of Commerce and Economic Opportunity, ICCB, ISBE, and ISAC to better align postsecondary education with critical Illinois workforce needs.
- Expand efforts to increase degree completion for high-need careers.
- Develop incentives to improve baccalaureate completion among all students.
- Development of a P-20 student unit record system that includes high school feedback and teacher training information.
- Increase participation in the Course Applicability System.

Performance Measures:

- Decreased participation in postsecondary remedial course-taking.
- Increased enrollment in AAT programs.
- Initiatives undertaken and achieved to develop a stronger P-20 educational system.
- Number and quality of initiatives jointly undertaken with ISBE, ICCB, and ISAC.
- Record of the instances national leaders/organizations were involved in assisting Illinois' P-20 collaboration.
- Increased institutional involvement in the Illinois Articulation Initiative General Education Core Curriculum and Major/Discipline Cores and other articulation agreements.
- Trend in completion of associate's and bachelor's degrees.
- Number of baccalaureate degree completion programs offered by Illinois public institutions in cooperation with Illinois community colleges.
- Percent students served by baccalaureate completion programs.
- Creation of a P-20 student unit record system including transparent high school feedback and teacher training information.

Goal III--Diversity

The Illinois Board of Higher Education will work to increase access and success in more diverse college student body and faculty ranks, including those with disabilities.

Budget:

- Maintain and increase funding to the Diversifying Faculty in Illinois Higher Education (DFI) program.
- Leverage other IBHE resources to improve diversity efforts.

- Direct resources to programs demonstrated to improve educational attainment for minority and non-traditional students.
- Direct funding and programmatic resources to proven strategies to improve access and success for disabled students.
- Leverage ISAC, ISBE, and ICCB funding to improve access and success for minority and non-traditional students.

Performance Measures:

- State appropriations for DFI program.
- Increased participation and success by disabled, minority, and nontraditional students in postsecondary education.

Coordination:

- Work with DFI Board, ICCB, public and private universities, and other resources to employ evidence-based strategies to increase the number of minority faculty in Illinois colleges and universities.
- Improve articulation agreements with ISBE and ICCB to improve educational attainment for disabled, minority, and non-traditional students.
- Enlist national best practices to improve sector coordination to improve educational attainment of Illinois minority and non-traditional students.
- In collaboration with ISBE, ICCB, ISAC, and appropriate state or national partners, develop strategies to increase minority and disabled participation in postsecondary education.
- Foster the development of programs in high-need workforce areas serving underrepresented populations.

Performance Measures:

- Number of new programs in high-need areas serving underrepresented groups.
- Number of off-campus programs, particularly baccalaureate completion programs, serving underrepresented populations.
- Number of new minority and disabled faculty employed in Illinois institutions of higher education.
- Number of minority and disabled individuals participating in postsecondary education.

Leadership/Advocacy:

- Promote best practice strategies to close the educational achievement gap for minority, disabled, and non-traditional students.
- Revise the IBHE Underrepresented Groups Report to the Governor and General Assembly, detailing minority and non-traditional participation in postsecondary education to ensure that the report is relevant to informing state policy.

Performance Measures:

- College enrollment, persistence, and graduation for minority, disabled and non-traditional students.
- Placement of DFI graduates in Illinois faculty positions.
- Number and trend of minority faculty ranks at Illinois colleges and universities.

Goal IV—Efficiency

The Illinois Board of Higher Education will promote efficiency and accountability in higher education operations.

Budget:

- Develop a new master plan for Illinois higher education.
- Direct state higher education funding toward the State's highest priorities.
- In collaboration with the Governor's office and the General Assembly, develop performance funding for high-need career areas.
- Leverage IBHE program funding with ISBE, ICCB, and ISAC to ensure the most efficient use of

state funds.

Performance Measures:

- Appropriation for master planning.
- Inclusion of performance funding in the IBHE approved budget. IBHE funds directed to high-need career areas.
- Continuation and improvement of shared services between ICCB and ISAC.

Coordination:

- Work with ISBE, ICCB, and ISAC to examine additional opportunities for shared services among the agencies.
- Leverage intellectual capital of IBHE, ISBE, and ISAC to improve coordination of teacher and school leader training and certification and student academic preparation, easing student transitions through P-20.
- Align the approval of new programs with the documented need and available resources of the State to avoid program redundancies and rationalize the use of resources.

Performance Measures:

- Increased areas of shared services.
- Development of a P-20 coordinating council.
- Emphasis on aligning need and available resources in program review and approved processes.

Leadership/Advocacy:

- Promote the development and use of an Illinois higher education master plan to use limited state resources in a more efficient manner.
- Promote the development of a P-20 education coordinating council.
- Promote greater efficiency in the public college and university purchases including utilities and course redesign.
- Research, promote, and disseminate evidence-based strategies to provide costs savings at colleges and universities.
- Enlist support from colleges and universities on cost savings and efficiency measures.
- Develop performance contracts directly tied to public institutions' academic mission.

Performance Measures:

- Master Plan development for higher education.
- Collect and analyze savings from college course redesign and more efficient purchasing agreements.
- Number of new program approvals linked directly to the institution's focal mission.
- Program modifications/eliminations linked directly to institutional focal mission.

End Notes:

The performance measures contained in this plan represent the yardsticks by which progress can be gauged. However, the Board is committed to developing specific statewide metrics, based on those performance measures, to establish and evaluate the success in achieving the strategic goals of this plan. Any useful and meaningful strategic plan must be organic – adaptable to changing conditions, shifting needs, fresh agendas. To ensure this plan continues to be relevant and constructive, the staff shall report annually to the Board:

- the progress in achieving the goals of this plan,
- the action steps initiated and completed,
- the results of those activities as quantified through performance measures, and
- recommendations for revising and updating the strategic plan of the Illinois Board of Higher Education.