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Champaign, The News-Gazette, January 14, 2006

Acting dean of LAS gets job full time

By JODI HECKEL

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Published Online January 14, 2006

URBANA – Sarah Mangelsdorf, who has been acting dean of the College of Liberal Arts and Sciences since September 2004, is getting the job on a permanent basis.

She is the first woman to serve as dean of the largest college on the University of Illinois' Urbana campus. The UI Board of Trustees will vote on her appointment at its meeting Thursday in Chicago.

Mangelsdorf said budgetary issues are the most important issues facing the college.

"How we can maintain our strength and even enhance our strength in certain areas with the budget situation being the way it is now," she said. "It's not just about can we give people raises, can we recruit people with competitive salaries, can we retain the people we want to retain. It's also, can students be educated in high-quality classrooms and can we give faculty the lab space to do their research."

Mangelsdorf said the hardest part of being dean has been having to say no to good ideas.

"People have come to me with some really wonderful ideas," she said. "I can't fund everybody's great ideas and hire everyone people want me to hire. That's where the strategic planning process will help concentrate our efforts."

It also will help her and others in the college make decisions about how big it should be. Mangelsdorf noted LAS has had record enrollments of freshmen each of the last three years.

"We have been growing in size, partly as a result of demographic pressures in the state, and also as a source of revenue," she said. "Tuition money from those students has been important in helping us maintain our quality, but personally, I'm not convinced getting bigger and bigger is the answer. We need to look critically at our resources and think about what size we want to be."

When Mangelsdorf took over as LAS dean, she began doing fund raising for the first time. She wasn't sure she'd be comfortable with it, but she's found it to be enjoyable.

"When I heard about this part of the job, I thought, 'What's that going to be like, meeting people and asking them for money?' In fact, it's been really fun to meet our alumni," she said. "I find it fascinating to hear about people's lives and how the English major became secretary of the Department of Labor, and how people get from point a to point b."

"Alums want to be involved, and they say, 'What is the college's greatest priority and how can I help?' It's about developing relationships with people," she continued. "It's connecting them back to the university. These are people who want to help."

She has also enjoyed learning more about all the research going on in the college, "from black holes to French poetry, as well as psychology, which is my own passion," she said. "It reminds me of being an undergraduate in a liberal arts college, which I really loved."

Mangelsdorf is a psychology professor who was serving as head of the psychology department when she was named acting dean of LAS. She replaces Jesse Delia, who has been serving as acting/interim provost since August 2004. Delia will continue to serve the campus in another position once the new provost, Linda Katehi, takes office, but he decided not to return to his dean position.

Chancellor Richard Herman said in a written statement that Mangelsdorf has served as acting dean with "considerable wisdom," and she has the support of the faculty and the LAS executive committee.

Mangelsdorf studies social and emotional development in infancy and early childhood. She received her undergraduate degree from Oberlin College and her Ph.D from the University of Minnesota-Twin Cities.

She taught at the University of Michigan for four years before coming to the UI in 1991. She was associate head of the psychology department from 2000 to 2001, an associate provost from 2001 to 2003, and head of the psychology department from 2003 to 2004.

Her salary as LAS dean will be \$265,000 per year.

Galesburg, The Register Mail, January 17, 2006

College board of trustees names new member

Tuesday, January 17, 2006

GALESBURG - David Soskin of Darien, Conn., a marketing and communications expert, has been elected to the Board of Trustees of Knox College.

A 1964 Knox graduate, Soskin is president and chief executive officer of David Soskin Associates Inc., a private equity and marketing consulting company.

"David Soskin is a highly regarded communications professional who has advanced the field through his career, teaching and speaking at national and international conferences," said Knox College President Roger Taylor. "He will be a great asset to the Knox College Board."

Soskin formerly was senior vice president of SFN Companies, a privately held company that owned electronic media outlets in the United States and Puerto Rico, and publishing companies Scott Foresman, Silver Burdett and South-Western. Previously he was president of Soskin-Thompson, the direct marketing division of the J. Walter Thompson advertising agency; and corporate vice president for marketing and advertising of Time-Warner's Book-of-the-Month Club.

Soskin has taught publishing and direct marketing at the business schools of Harvard, Columbia and New York University.

Soskin received his bachelor's degree in English at Knox and was associate editor of the student newspaper and student literary magazine. He is a member of Beta Theta Pi and played football and baseball while at Knox. He also has served as a member of the college's Business Advisory Council.

The Champaign-Urbana News-Gazette, January 17, 2006 (Page 1 of 2)

New provost big on teamwork, communication

By JODI HECKEL
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WEST LAFAYETTE, Ind. – Linda Katehi was hired as head of the engineering college at Purdue University when the campus was in the midst of preparing a new strategic plan. She helped develop a plan to expand the engineering school by adding new faculty and increasing research funding, and she oversaw a \$500 million capital campaign.

Then, two weeks after she was hired, came the Sept. 11, 2001, terrorist attacks.

"Things looked very uncertain for a couple of months," Katehi said. "We all were shaken emotionally and economically. Purdue was starting a very aggressive plan at the time, and we were not sure we could raise the money."

The lessons Katehi learned during those tough times will help her as she joins the University of Illinois and works on its new strategic plan. She'll start April 1 as provost of the Urbana campus – the second-highest administrator for the campus, who oversees academic and budgetary policy. The UI Board of Trustees is scheduled to vote on her appointment at its Thursday meeting in Chicago.

At the UI, she'll be expected to help guide the campus toward its goal of being the top public university in the country, and do so with dwindling support from the state. Katehi said she learned at Purdue that, even in the best of circumstances, there is never enough money to do everything a university would like to do.

"There will always be a need to make very hard choices," she said. "There is no better time than lean times for investment. These are lessons for life because you really find a way to invest, even if at times you seriously worry about money to run your operation. And you need to get the academic community involved when difficult decisions are made. Communication is critical – two-way communication, not just top down."

Purdue's Vice Provost for Academic Affairs Christine Ladisch said Katehi is well-prepared for the UI job. Her experience at Purdue includes setting priorities for the engineering college when it was provided money for 50 new faculty hires. She made the decision to hire faculty in eight "signature" interdisciplinary areas only, rather than in existing departments.

"There was a lot of disagreement in the beginning about hiring in those areas not seen as our core strengths," Katehi said. "What we found was we could do both. When we hired those people, the same people could support the core areas."

Ladisch said Katehi made a strong commitment to diversity in hiring, and she increased the number of women faculty in engineering by 12 percent and the number of underrepresented minorities on the faculty by 73 percent in 2004. She said the engineering department's rankings for both the undergraduate and graduate programs have risen during Katehi's tenure.

Ladisch said Katehi's working style is a "blend of strong leadership with the ability to guide people rather than dictate to them."

"She was able to assemble a very strong leadership team to work with her," Ladisch continued. "You can't do that without the respect of the faculty."

Katehi has been a strong advocate for change and growth at Purdue, says Vincent Bralts, associate dean for resource planning and management for Purdue's College of Engineering. He said Katehi is fair and believes in group decision making and openness regarding budgets and policies. She has improved budget management, tenure and promotion, and staff recognition at Purdue, he said.

"She is not afraid to change policies if they are ill-conceived or negatively impacting the students or faculty or staff of the college," Bralts said via e-mail. "The notion that we are doing something 'because that is the way we have always done it' would not stand up to her scrutiny."

Katehi said she'll meet regularly with UI faculty through Senate and committee meetings, informal gatherings, and one-on-one discussions of various issues.

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"It has been the biggest part of my job as dean, and I expect it to be the biggest part of my job as provost. I enjoy it tremendously, and I learn a lot about the institution," she said. "I may not be able to speak to every single faculty member but by speaking to faculty, I learn a lot about the aspirations and needs and goals the community has.

"Faculty know where they want to go," she continued. "The debate is about how to get there, what path to take. That debate is a very healthy one because it forces people to challenge their assumptions and work as a team."

Her priorities as UI's provost will be those areas that can address important social and economic issues facing the state, Katehi said. Solving those problems will require the work of faculty in a variety of subject areas. Katehi said she is excited about interdisciplinary collaborations, especially those that combine the arts and humanities with science and engineering.

"What I need to find is faculty with vision – their vision, not mine, – with energy, and make sure their creative energy ... will help meet institutional goals," she said. "I may have great ideas, but I'm not going to do the work. My ideas are not important. What's important is finding faculty with great ideas and empowering them to accomplish their objectives."

While money is important in helping them do so, Katehi said she has learned a faculty member or department can do a lot with a small amount of money and some creativity.

For example, a \$50,000 gift was used to start a summer research fellowship program for undergraduate engineering students at Purdue. The first year, 50 students participated. Now, three years later, the program has grown to 250 students, including 20 international students, and Intel is providing some of the money to run it.

Purdue also developed its Department of Engineering Education, the first such department in the country, while Katehi was dean. A group of faculty started with between \$100,000 and \$200,000 to develop a research area to look at how students learn about engineering, working in teams and working with people around the world, and whether the current curriculum is the best way to teach it. Now it is a separate department with a \$5 million gift from a Purdue graduate and plans to increase its faculty to 20.

"Sometimes, if you have the right environment, a small (amount of money) can start something exciting," Katehi said. "If you have the vision, you can go out and raise funds."

The UI is lucky to have someone with such leadership abilities, said Klod Kokini, associate dean for academic affairs in Purdue's engineering department.

"(Katehi) is one of the smartest, most energetic, creative and hardest-working individuals I have had the privilege of working with," Kokini said via e-mail.

Champaign, The News-Gazette, January 13, 2006

Foreign student issues get attention

By JODI HECKEL

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URBANA – International students do much of the work in research labs at the University of Illinois, providing the basis for important scientific discoveries. After graduation, they supply brain power to U.S. universities and corporations.

But the ability of the UI and other universities to attract international students has been hampered by more stringent visa requirements after 9/11 and competition from universities in other countries. So discussions by federal officials – starting with President Bush – about efforts to bring more such students to the United States was welcome news to Chancellor Richard Herman.

Herman was among 100 college administrators in Washington, D.C., last week for a summit on international education. Bush used the summit to announce a new foreign language initiative, but he also said it is in the national interest to solve visa issues.

"The signal that was coming from the United States was, 'Stay away,' or 'It's hard to get in.' (The administration) is determined to change that signal," Herman said. "One of the most important things that was said (at the summit) was they understand the visa situation, the difficulties of international students coming here."

The percentage of international graduate students at the UI has dropped the last two years.

Applications fell by 25 percent for the 2004-05 academic year, but the UI ended up with a drop of 2.5 percent in the number of international students. They made up 37.2 percent of all graduate students, down from about 40 percent during the previous three years. The percentage of international graduate students fell again this year, to 36.5 percent of the UI's graduate students.

Julie Misa, director of the UI's Office of International Student Affairs, said State Department officials seem more sensitive to student visa issues recently.

"It has gotten better over the last several months, but the memories still linger," Misa said. "Students are fearful of traveling home or going to international conferences for fear they won't get a visa to come back."

Herman said the free flow of scholars into the U.S. benefits universities and the private sector.

"Some of our most capable people have come from abroad and some have chosen to stay," he said. "Universities like ours have benefited greatly from scholars who have wanted to come and work here. Whether or not they come here and go back, it improves relations with the country when they return, having alumni throughout the world.

"Also, many of the research problems we work on require global engagement to work on them well," Herman continued. "The environment is the most obvious one. We can't solve the problems of the environment, the most significant ones, within our country's borders."

A new International Fulbright Science Award for Outstanding Foreign Students in Science and Technology was announced at the summit. The award will help students come to the U.S. for graduate study.

Karen Hughes of the State Department said at the summit that the administration wants to market the U.S. as "the world's education destination." She said efforts will include organizing traveling delegations of university officials to promote American education.

Herman said he also wants to encourage more UI students to study abroad. And he said Bush's foreign language initiative fits perfectly with his efforts to increase relationships between the UI and Chinese universities.

The initiative aims to increase the number of Americans fluent in critical foreign languages such as Arabic, Chinese and Russian, by increasing federal spending on K-12 language training, encouraging partnerships between K-12 and higher education, and bringing more native speakers to the U.S. to teach.

Herman said he would like to expand opportunities to learn the Chinese language in Champaign-Urbana by working with the school districts.

Bloomington, The Pantagraph, January 14, 2006

Heartland may add sports

*By Michele Steinbacher
msteinbacher@pantagraph*

NORMAL - A sports program - and imposing a \$5 per-credit-hour fee to pay for it - could be in the lineup for Heartland Community College.

Heartland administrators and board members discussed the idea Friday during an annual daylong work session, but no formal proposal was made.

Expanding extracurricular activities, which drew mixed reviews, will be discussed again at Tuesday's regular board meeting, but no vote is expected until the Feb. 20 meeting.

Heartland has seen a trend toward younger, full-time students over the years.

That changing student profile, which mimics the national trend at other U.S. community colleges, has Heartland leaders looking at ways to meet that type of student's campus expectations.

Intercollegiate sports are a possibility, said Jon Astroth, Heartland's president. Such sports are part of every Illinois community college, except for Heartland in Normal and Richland Community College in Decatur, he said.

"Student-life expansions - including any sports - would be fee supported, not tax supported," he said Friday.

The idea of expanding Heartland's student-life program next fall with a \$5 per credit hour student fee drew mixed reviews at the meeting.

The proposal is only an idea at this point, board President Cindy Brand said.

Some argued the expansion could boost enrollment and retain students on campus.

Critics said the fee increase - \$75 a semester for a full-time student - would be another burden for cash-strapped students.

Others said the Twin Cities already are saturated with collegiate sports.

Heartland could avoid having to build a sports facility by starting with sports that don't need a structure, such as soccer, softball or golf.

Now, Heartland provides about 20 clubs \$200 each annually and sponsors the fall and spring festivals. Individual clubs depend on volunteers' initiative.

An expanded program would build on that with more structured, college-led programming.

That could include hiring an athletic director, expanding city bus service and shifting the cost of child-care facilities to student fees.

The Daily Herald, January 14, 2006 (Page 1 of 2)

Professor collects immigrants' experience into book

By Mike Riopell
Daily Herald Staff Writer

Posted Saturday, January 14, 2006

As he read piles of stories from hundreds of students in his College of Lake County composition classes, teacher Nicholas Schevera singled out those written by immigrants.

They were personal stories of sometimes painful adaptation to a new culture and new language and often more interesting than those written by most local students.

So Schevera talked with about a dozen immigrant students, recorded what they had to say, and compiled an 85-page spiral-bound collection of stories.

"They're stories of survival in many ways," he said. "I thought it would be wonderful to capture this and share it with other people."

The collection demonstrates how immigrants hailing from countries across Africa, South America, Central America and Eastern Europe cope with the language barrier and even more severe challenges.

One woman escaped Cameroon seeking political asylum.

But many came seeking an educational opportunity and earn money by caring for local children in the meantime.

The collection is housed at the college library, and Schevera says he hopes teachers and students will take time to read through it.

He created the project with grant money and could afford to print only about 60 copies.

He says it's important for teachers and classmates to understand what some students go through to just get an education.

One of those students is Ana Escobar, 26, who moved with her parents to Waukegan from Honduras in 1998.

She said she didn't feel comfortable speaking English in public until she had lived in the area for three years, during part of that which, she attended English classes at the college.

Now, Escobar works full time at the college's bookstore, where she has found a niche as the only employee who speaks Spanish.

For that reason, she's often the only one who can help people struggling in the early stages of their U.S. education the way she once was.

"They complain about not knowing the language," she said. "It is hard, but not impossible."

Among the immigrants Schevera interviewed, their obvious common thread is frequent difficulty with English.

But Schevera says their other common bond is a drive to overcome those difficulties to maximize opportunities available in the U.S.

"They don't have time to waste," Schevera said. "They all realize that they have to learn English."

The Daily Herald, January 14, 2006 (Page 2 of 2)

Escobar wastes no time, balancing two classes a semester at DeVry University in Gurnee with her job at the college and caring for her 3-year-old daughter, Ginna.

Credit from her CLC classes transferred to DeVry, and she now hopes to have her bachelors degree in computer programming in three years.

She'd like to keep working around education, but despite her obvious "in" with CLC, Escobar hasn't yet asked them for a job.

But she will.

Schevera she he admires the kind of drive Escobar shows, and often wonders if he could overcome the same barriers if he moved to another country, especially learning a new language.

"If you had to do it," Schevera said, "you would."

The Daily Southtown, January 15, 2006

JJC challenge course still a possibility

Estimated cost is now three times what was initially thought

By Ted Slowik
Special to the Daily Southtown

Joliet Junior College trustees will be asked to approve a somewhat controversial \$335,000 challenge course when the college board meets Jan. 31.

The latest plans call for activities such as climbing and crossing obstacles over a high ropes course, a linear ropes course, a vertical tower and other features. The entire course would be enclosed by a fence for security.

Estimated startup costs for the project have swelled from initial projections of \$100,000. The latest proposal adds features and recommends structures built of steel instead of wood at an extra cost of about \$65,000, said Andy Mihelich, vice president for extended campuses.

Some trustees have questioned the need for the course, but Mihelich believes it would be a valuable learning asset and recruitment tool and would pay for itself by hosting training sessions for businesses, nonprofit groups and high schools.

"It provides a venue for students to engage in activities that challenge them physically, socially, emotionally and intellectually," Mihelich says in a memo to trustees.

He said JJC's Institute of Economic Technology would use available funds to create the course, which would have an annual operating budget of about \$129,000 and an annual profit of about \$87,000.

The college would market the course for team-building exercises by outside employees and students. The course could host 288 training sessions per year, and if groups averaged 35 participants, it could serve about 10,000 people per year, Mihelich said.

Mihelich has proposed that the course be built near Centennial Commons on JJC's main campus and that outside participants could stay at the Centennial Commons student apartments during the summer.

He has recommended that JJC build its own course rather than collaborating with the Will County Forest Preserve District, which plans a challenge course on the former Moose Island property near Channahon.

The Wall Street Journal, January 17, 2006

Career Education's AIU gets action letter from accreditor

DOW JONES NEWSWIRE

HOFFMAN ESTATES, Ill. -- Career Education Corp. (CECO) said its American InterContinental University unit received an official action letter from its accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools.

Early last month, the accreditor placed AIU on a one-year probation for an undisclosed reason. If the accreditor withdraws its seal of approval, students would no longer be able to use federal financial aid for tuition at the school.

In a press release Tuesday, the company said AIU has formed an action plan and will document its progress over the next nine months. AIU also will provide a report to the accreditor in September, prior to a Special Committee onsite visit in October.

AIU will be able to respond to any remaining unresolved recommendations before the accreditor's annual meeting in December, where AIU's probation status will be reviewed.

Career Education said it is committed to address all the recommendations that the accreditor has identified and to comply fully with the accreditation process.

Company officials weren't immediately available to provide further details on what the accreditor has recommended.

Company Web site: <http://www.careered.com>

-Karen M. Lee; Dow Jones Newswires; 201-938-5400; AskNewswires@dowjones.com

The Chicago Tribune, January 17, 2006 (Page 1 of 2)

Moraine Valley wants to expand

College seeks voter OK for tax increase

By Stanley Ziemba
Tribune staff reporter

Faced with a sharp spike in enrollment in recent years, Moraine Valley Community College officials are planning to keep pace by adding buildings and renovating facilities on the school's 294-acre Palos Hills campus.

But to undertake the improvements--including a new science building, job-training center and satellite campus in the southwest suburbs--voters in the 26 towns served by the college would have to approve an \$89 million bond referendum measure on the March 21 primary election ballot.

The question, the first in 20 years by the college, would add roughly \$59 a year to the property tax on a \$200,000 home, Moraine Valley officials estimate.

Approval is critical if the two-year public college, 10900 S. 88th Ave., which has seen enrollment grow by 23 percent in four years, is to continue to provide a quality education to its 17,000-plus students, officials contend.

About one-third of high school graduates in the area served by the college attend Moraine and more are expected to enroll as the southwest suburbs continue to grow, officials say. Adults seeking to upgrade their job skills also are enrolling in greater numbers, contributing to the space crunch.

"In fact, we've run out of room," said Sandra Wagner, chairwoman of Moraine's board of trustees. "We have more students enrolled than can be accommodated. The lack of space is limiting our students' access to the education and training they need for successful careers. We need the community to support our effort."

The nursing program typifies the problem, Moraine Valley President Vernon Crawley said.

"We had 345 students apply for the program this semester, but we could only accommodate 50 because of space restrictions," he said.

Seeking state funding is not an option, Moraine Valley officials say. The state budget crunch has resulted in flat funding for Moraine Valley, causing an actual loss of \$100 for each student over the last four years, they say.

To offset some of the loss, the college increased tuition by 30 percent over the last five years and implemented cost-containment measures.

The science building would include numerous biology, chemistry, natural science and physical science labs, including a cadaver lab and an open lab where students can learn on their own time. When completed, the college's existing 14 labs would be used for such health- and public service-related career programs as massage therapy, medical office assistant and addictions counseling, officials say.

The job-training center would be available to students, local business employees and managers, and residents seeking job training and personal development. The center would be available for workshops and corporate meetings and would enable the school to help local businesses improve efficiency and

The Chicago Tribune, January 17, 2006 (Page 2 of 2)

effectiveness--thereby helping the economic growth of the region, officials say.

The satellite center at an undetermined location would be similar to the college's Blue Island satellite, which opened last year and serves more than 700 students. The facility would offer daytime, nighttime and Saturday college-credit and non-credit courses. Currently, the only off-campus courses offered by the college are night classes at Andrew High School in Tinley Park and Century Junior High School in Orland Park.

"The area is growing quickly," said Nancy Cure, Moraine Valley's dean of enrichment programs and services, noting the southwest suburban population grew by 36 percent from 1990 to 2000 and that an additional 35 percent growth is expected in the next 15 to 25 years.

"We want to bring the college closer to home for these residents," Cure said.

Money from the sale of the bonds also would be used to renovate and expand the Student and College Centers, which were designed for an enrollment of fewer than 10,000 students. The renovated College Center would house all student services (currently divided among four buildings), while the expanded Student Center, to be built adjacent to the gymnasium and health fitness center, would provide more space for student clubs, organizations, study areas and meeting rooms.

Four classroom buildings, built around the time the college was founded in 1967, would be technologically upgraded and renovated to alleviate cramped conditions.

"The last time we asked and received voter support for a bond referendum was in March 1986, which allowed us to build our Fine and Performing Arts Center," Crawley said. "Those bonds have been paid off. Now, we need their support so we can continue to provide the quality education and training their communities need."

- - -

College seeks OK for expansion

Moraine Valley Community College in Palos Hills will seek voter approval to expand its facilities.

PROPOSED PROJECTS

New science building

New instructional and Job Training Center

Expand Student Services Building

Expand Student Center

Technology upgrades to buildings

Sources: Moraine Valley Community College, ESRI

Chicago Tribune

- See microfilm for complete graphic.

The Courier News, January 18, 2006 (Page 1 of 2)

Eye diagnosis tool tied to NIU

Souped-up version: Clinical trials under way in Germany

By Tom Polansek

STAFF WRITER

Optometrists may be able to diagnose problems that threaten vision, including macular degeneration and glaucoma, earlier than ever before with a new tool being developed by a Northern Illinois University researcher.

Elizabeth Gaillard, who holds a joint appointment in chemistry and biology at NIU, said the tool is a "souped-up" version of a machine that already is common in the offices of most eye doctors.

"You know how some people buy a car and add stuff to the engine to make it run faster?" Gaillard asked. "We kind of did that."

The machine, called an ophthalmoscope, traditionally is used to examine the eye's interior structures. A more advanced scanning laser version also can identify some specific compounds in the eye after a fluorescent dye has been injected.

Some of the compounds accumulate as a result of disease, while others are naturally present in healthy tissue.

The problem always has been, however, that ophthalmoscopes could not tell the difference between the normal compounds and the abnormal compounds. That's where Gaillard's work comes in.

"If something is unhealthy, we can see a change in its fluorescence," she said. "We can actually discriminate between that molecule and another molecule."

Gaillard's research group, which includes research scientists at Columbia University in New York and the University of Jena in Germany, has built two prototypes of the modified ophthalmoscope so far. Both machines are being used in clinical trials in Germany, although the group hopes to build two more instruments and bring one to the United States.

Gaillard estimated it would be at least five years before patients begin to see the machines in their optometrists' offices. The researchers first have to partner with a manufacturer, and the instrument needs to be approved by the U.S. Food and Drug Administration.

When the machine becomes available, eye experts say it may be able to help treat patients at risk for blinding diseases.

Liz Trauernicht, president of the Macular Degeneration Foundation, said early diagnoses could prompt people to quit unhealthy habits, such as smoking, that can contribute to the progression of macular degeneration. The disease is the most common cause of vision loss in the United States in people older than 50.

However, Trauernicht warned there is not much that can be done to treat people, other than prescribing vitamins.

"There is no cure," she said.

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As for glaucoma, Gaillard said the most common test for the disease misses 25 percent to 30 percent of cases. She said the new high-tech ophthalmoscope may be able to reduce that number.

Dr. R. Tracy Williams, executive director of the Deicke Center for Visual Rehabilitation in Wheaton, added that it is possible to improve the condition of someone suffering from vision loss if it is caught early enough.

"If you can detect that a person had a vision problem," Williams said, "it naturally gets them in the hands of the specialist who can best address what might be possible to stop any proliferation."

Peoria Journal Star, January 18, 2006

WIU to offer African studies

MACOMB - People of African heritage living in other parts of the world will be the focus of a new program at Western Illinois University.

The study of Africa and the African diaspora will be offered starting this spring. The new certificate program has been approved by the Illinois Board of Higher Education.

"This is a truly global interdisciplinary area of study that offers students advanced opportunity for intellectual inquiry about people of African descent in the United States, Africa, South America and the Caribbean, Europe and other parts of the world that people of African ancestry call home," said Abdul-Rasheed Na'Allah, associate professor and chairman of Western's department of African American studies.

Na'Allah said the program has a natural link to WIU's Peace Corps Fellows Program.

The 12-semester hour program will include theory, research methods and study electives that promote the thoughtful analysis in literacy, political, cultural, educational, legal, health and other disciplines in African and African Diaspora World Studies beyond the realms of traditional disciplines of mainstream academia, according to Na'Allah.

Applicants to the certificate program must hold a bachelor's degree from an accredited institution and be admissible to WIU as a non-degree graduate student. Current or future master's degree students also may enroll.

For more information contact Na'Allah at A-Naallah@wiu.edu, call 298-1181 or visit the Web site at www.wiu.edu/AAS.

Bloomington, The Pantagraph, January 19, 2006

Kiplinger puts ISU in top 100

By Michele Steinbacher
msteinbacher@pantagraph

NORMAL - For the second time in a row, Illinois State University has landed on the list of Kiplinger's 100 Best Values in Public Colleges.

"This institution has really made substantial progress over the years. And this is another external validation of that," said ISU President Al Bowman.

As in 2003 - the last time Kiplinger's Personal Finance Magazine released its report - ISU and University of Illinois at Urbana-Champaign are the only two Illinois schools to make the list.

U of I's ranking remained at 8. ISU was 83, down 10 spots from its 2003 ranking of 73.

ISU officials don't know what factors altered the rank change, said Jay Groves, university spokesman. "We're just thrilled to be among the only two state universities to make the top 100," he said.

"We don't make decisions based on where we'll land on a survey. But (making the list) is significant because it looks at quality indicators and academic measures," Bowman said.

The president said he believes Illinois State's efforts to recruit and retain quality faculty and staff, and its focus on the undergraduate classroom experience, helped it land in the Top 100.

In this school year, ISU saw record figures in its six-year graduation rate (63 percent), its freshmen retention rate (85 percent), and its average ACT score (23.8), said Bowman.

"For me the graduation rate is a real source of pride," he said, because it shows the ISU students see through completion.

Ranking measures include freshman class ACT scores, admission rates, student-faculty ratios, four- and six-year graduation rates and the percentage of faculty with the highest degree in their field, according to Kiplinger's Web site.

Other measures include how much each school spends on instruction for each student, and how much each school spends on its library facilities.

Decatur, The Herald & Review, January 19, 2006

Millikin business project top in country: Success boosts students' confidence in real-world work

By AMY HOAK
H&R Staff Writer

DECATUR - Five Millikin business students entered a business policy course this fall with one objective: to be the best team in their class.

Little did they know their efforts on a simulation project also would rank them No. 1 among 1,000 competing teams across the country.

"We've never had the distinction," said associate professor Michael Pettus. "This group was up against some stiff competition."

Each Millikin business student is required to take the course before they graduate. The simulation is orchestrated online, with teams from numerous schools submitting decisions on their mock businesses online.

The winning team, "Digby," finished with a profit of more than \$600 million. The second-place team was \$20 million behind them, Pettus said.

Participants were from some prominent schools, including the University of Colorado, University of Wisconsin, Vanderbilt University, Rensselaer Polytechnic Institute and Auburn University, according to a Millikin news release.

Knowing that he had the skills to compete with students from big-name schools gave Millikin senior Nick Noell of Geneva a jolt of self-esteem.

"I got just as good as an education - maybe even better," he said. "This definitely has been a boost on what my future possibilities are."

Other students on his team were finance major Elizabeth York of Decatur, accounting major Derrick Knight of Decatur, marketing major Patrick Ryan of Argenta and finance major Andrea Robinson of Chicago.

Pettus said the team's success is an example of the university's ability for teaching theory and also showing how it applies in real-world situations. It also shows how Millikin can compete with other business schools, thereby making it somewhat of a recruiting tool, he said.

Noell saw another favorable byproduct of winning.

"The class that goes along with the simulation is the hardest class for business students," he said. "Almost no one gets an 'A' in the class."

Each member of Digby scored the top grade.

The News Sun, January 19, 2006 (Page 1 of 2)

Shimer bolts county

College to move: Operations to IIT campus in Chicago

**By Dan Moran
STAFF WRITER**

WAUKEGAN — The opportunity to set up shop on the Illinois Institute of Technology campus proved to be too strong a pull for Shimer College to stay in Waukegan, as the school's Board of Trustees announced Wednesday that Shimer will move to Chicago for the fall 2006 semester.

The news was announced late Wednesday afternoon, nearly 24 hours after the board first sat down to debate the IIT proposal. While declining to reveal the final vote from the 17-member panel, Shimer President William Rice said late Wednesday the meeting went on for more than five hours.

"It was a very long and very thorough discussion, and I think everyone had a chance to be heard," Rice said, adding that the final decision reflected what the board felt is best "in the long-term interest of the college.

Specifically, Shimer officials pointed to the access to a wider pool of students and benefactors that would come with a Chicago location, and also the opportunity to partner with IIT in academic programs.

"IIT's invitation to Shimer proved attractive because the two institutions have much to offer each other academically and intellectually," Rice said in a statement announcing the move. "Shimer will strengthen the liberal arts on the university's campus, reinvigorate the Great Books tradition with deep roots in Chicago, and Shimer students will benefit from IIT's strengths in science and technology."

Along with the Chicago address and the partnership with IIT, Shimer officials said the factors in favor of the move included student access to expanded facilities and student services, such as athletic facilities, health services and library, and residential and dining options.

The decision to move south came despite an offer forwarded by Waukegan officials late last week to arrange either a move to the Karcher Hotel, which is scheduled for a multimillion-dollar redevelopment, or a deal with local trade unions to renovate buildings on Shimer's Sheridan Road campus.

After hearing news of the move around 4 p.m. Wednesday, Mayor Richard Hyde said he realized Shimer "needed more than we could offer them" when it came to marketing the college.

"I think they weighed what we offered them, but the bottom line was money. They need students, and they need students badly," Hyde said. "Right from the get-go, I figured that if IIT wanted them, it would boost their student population.

"It'll be a plus for them," added Hyde, "and Waukegan will be sorry to see them go."

According to a statement from school officials, Shimer "expects to continue to offer certain programs at its current location in Waukegan," including graduate teacher programs through its Hutchins Institute, and a laboratory science program for home-schooled students from kindergarten through high school age.

Waukegan Main Street Executive Director Theodora Anderson said the decision was "sad to hear" after the local business community had joined in lobbying Shimer to remain in Waukegan. But at the same time, Anderson expressed understanding for Shimer's position.

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"I guess there were two reasons given for their decision, and they are sort of overwhelmingly in favor of Chicago," she said. "They feel they will be able to better recruit new students, which has been a major concern for them, and they will have more access to (financial donors).

"Those are two fairly compelling reasons, although I'm told they really like the proposals from Waukegan," Anderson added. "I can accept (the decision). I'm just sad to see them leaving Waukegan. Having a four-year college here was an asset for our quality of life."

Both Hyde and Anderson said they will monitor the future of the buildings owned by Shimer along the 400 block of Sheridan Road and the square block to the west.

Some of the 10-plus buildings have historic significance, including Shimer's original Waukegan headquarters at 438 Sheridan, which dates back to the 1840s and is one of the county's oldest brick structures.

Rice said it is "too early to say" how many of the buildings will be kept under the Shimer banner for the remaining K-12 and graduate programs.

"We may also maintain more programs, but that will be determined (later)," Rice said, adding that "certainly not all our buildings" will be vacated.

The Chicago Tribune, January 19, 2005

U. of I. eases restrictions on study-abroad students

ILLINOIS -- University of Illinois at Urbana-Champaign officials said Wednesday the school has lifted a ban preventing students from studying abroad in Israel, Kenya and other countries on the U.S. State Department's travel-warning list.

Undergraduate requests to visit those regions now will be evaluated individually, said Jeremy Geller, the university's Study Abroad Office director.

"We don't want students to go flippantly," Geller said. The ban had been in place since September 2003, and a few students a month would request travel to countries on the watch list, he said. There are 26 countries on the list.

About 1,900 of the 40,000 U. of I. students study abroad each year, Geller said.

Bloomington, The Pantagraph, January 20, 2006 (Page 1 of 2)

Even more mammoth

*By Connie Seastedt
seastedfamily@yahoo*

LINCOLN - Slowly but surely, the woolly mammoth is coming together. Lincoln College Professor Dennis Campbell, whose student found a mammoth tusk last September, now has found a mammoth tooth at the same site. "I was just compelled and drawn to the site again even though it was freezing and much of the creek was frozen," said Campbell, a biology and earth science professor. "I just stood there and thought, 'What would (freshman Judd McCullum) do,' and I then knew I had to put my hands in and look around."

McCullum found one tusk and parts of another in a creek bed just north of Lincoln. The specific site is kept secret to deter souvenir seekers.

Jeffrey Saunders, paleontology curator and chairman of the geology section of the Illinois State Museum in Springfield, already was awaiting delivery of the 10-foot tusk to complete the preservation and attach the tusk pieces.

"Campbell then brought me his find, and it was a splendid tooth of what we can now say is the woolly mammoth," Saunders said. "The tusk for sure belongs to a woolly mammoth that is as woolly as woolly gets, right here in Lincoln."

The tooth is 8 inches long and 5 inches wide. Saunders said it is the third molar from the upper right jaw. Part of the jaw bone is attached to the tooth.

Based on the wear of the tooth, he said, the tusk and tooth likely belonged to a 50-year-old male woolly mammoth.

"We can tell based on the tusk and now the tooth that it was a big animal, a splendid animal, who didn't necessarily die of old age. This male was successful in fathering lots of daughters, which is how success was measured," Saunders said.

"It was quite a find. The value of the tooth is actually greater than the tusk because it was able to tell us so much."

Saunders hopes to have the tooth back to the college for display by the end of winter or spring. The remaining tusk pieces are still parts of a jigsaw puzzle waiting to be put together, Saunders said.

"This main tusk has undergone the preliminary state of stabilization, but it's thousands of years old, so we definitely aren't going to rush it," Saunders said.

The Discovery Channel of Canada has filmed the finding, and Campbell said the American version has discussed the possibility of using the footage for the United States.

"It's been a pretty exciting time for myself and the students involved," Campbell said.

Students returned for spring semester earlier this week and are ready to get back to work on the tusk, which involves placing a glossy sheen over the tusk to keep it preserved and safely transported to the Illinois State Museum for the final processes.

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"We've worked for several weeks on the final hardening. After the museum finishes it off, then metal rods will be installed to hold the entire tusk together, which will end up weighing around 400 pounds," Campbell said. "We've already been really excited about this tusk, and now we have the (tooth) that we can hopefully display alongside it."

McCullum can't stop thinking about the time he can get back out to the creek to look for more bones.

"I'm really excited to go look for more; I'd go today if I could," McCullum said. "The best time to look for more findings, however, is when the water is low and the weather is warmer."

"There could be larger bones out there, and I'm ready to go looking again," McCullum said. "I'm thinking we could find femurs and other bones of the skeleton. This find definitely wants me to get back out there as soon as possible."

Carbondale, The Southern Illinoisan, January 20, 2006 (Page 1 of 2)

McKendree College has a long history of dedication to higher education

Within a decade of statehood in 1818, three institutions of higher learning were in operation in Illinois. All were established by church groups.

The first was started in 1825 by Baptist Missionary John Mason Peck as the Rock Spring Seminary, located between O'Fallon and Lebanon. It was later moved to Alton and renamed Alton College and still later it became Shurtleff College. Its facilities were eventually taken over by Southern Illinois University.

Still in the 1820s, the Presbyterian Church established Illinois College at Jacksonville.

The longest lasting college in Illinois was set up in Lebanon in 1828 by the Methodist Church.

A total of 104 subscribers in the small community of 200 each contributed from \$10 to \$100 for the institution.

Starting Nov. 24, 1828, on rented school property as the Lebanon Seminary, it opened with an enrollment of 72 students, five of whom were women. Tuition was \$5 for each of two five-month sessions in the "lower branches" of instruction and \$7 for the "higher branches," which included mathematics, natural and moral philosophy and the Latin and Greek languages.

The first principal, E.R. Ames, received \$115 for his first year and \$125 the second year. His assistant, Miss McMurphy (her first name was not recorded) was paid \$83.33.

The school's first building of its own was completed in 1829 and served until 1856, when it burned down. A new building replaced it.

When Methodist Bishop William McKendree visited the institution in 1830 and donated 480 acres of land in St. Clair County, the school was renamed in his honor.

In 1835, the State of Illinois granted charters to the first three colleges and to the short-lived "Jonesborough College."

Among the provisions of the charter was that a division of manual training be established. This was done at McKendree in 1836.

The first president of McKendree under the new charter was the Rev. Peter Akers, who was paid \$500 for the year he served. (Many years later, he was awarded the college's first honorary degree.)

Among McKendree's presidents over the years was Robert Allyn, who later was chosen to be the first president of Southern Illinois Normal University in Carbondale. A later SINU president, Daniel B. Parkinson, also was a McKendree man.

In 1839, the Illinois legislature granted McKendree College a new charter, which greatly widened its sphere of operation, giving it the authority to establish technical schools, grant new degrees and hold up to 3,000 acres of land in perpetuity.

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By the beginning of the 20th century, not only had the original McKendree College building been replaced, but other structures had been added, including a new chapel, a library, a new science hall and a gymnasium.

In 1904, writing for the fifth annual meeting of the Illinois Historical Society, McKendree College President H.B. Chamberlin had this to say:

"Think of it, the 104 subscribers in the original articles which called McKendree into being, comprised more than one-half of the population of Lebanon, a village located in a wooded strip, along an old Indian trail scarcely obliterated by the emigrant's wagon; to the east a full 100 miles to the first settlement and to the west, 20 miles, where St. Louis, a mere trading post, was being built up by a brave lot of pioneers who had the prophetic feeling that it would one day become a city which would prove to be the gateway to the whole of the southwestern country. It was this latter fact which inspired Bishop McKendree to feel that Lebanon was a most fitting place for a great institution of learning, and led him to give his lands toward establishing this institution which bears his name."

BEN GELMAN is the former Sunday news editor for The Southern Illinoisan and is an avid bird watcher.

The Quad-Cities Times, January 20, 2006 (Page 1 of 2)

Tribes ask Black Hawk to drop Indian names

By Thomas Geyer and Ann McGlynn

Descendants of Black Hawk's native tribe are asking his namesake college to drop its Indian-inspired team and newspaper names they believe are offensive.

About 30 people attended a discussion Thursday on the Black Hawk College campus in Moline about the name of the athletic teams, the Braves, as well as the name of the school newspaper, The Chieftain. The nickname of the sports teams at the college's East Campus in Kewanee, Ill., the Warriors, also is being called into question.

Sean Turnipseed, the president of the Student Government Association, said the issue was raised by the Black Hawk College Social Action Committee and plans were made the week before the Christmas break to have American Indians visit the campus and speak on the matter.

George Thurman, the secretary of the Sac and Fox Nation in Stroud, Okla., wrote a resolution passed Jan. 9 by the leadership of that 3,400-member group and received by the student association this week.

Thurman said in a telephone interview with the Quad-City Times that he is a descendent of Black Hawk, the Sac and Fox leader who lived in what is now the Quad-City region during the early part of the 19th century.

"I feel it is derogatory and demeaning to Native Americans" to use nicknames such as Braves and Warriors, he said.

The resolution states in part that the Sac and Fox Nation believes such names are "hostile, offensive, insulting, demeaning."

This is the second time the group has made such a request of a school. The first, he said, involved a high school in Tulsa, Okla. They are still working with the school on the issue, he added.

Thurman wrote the resolution after receiving a request for help from Robert Nakamaru, a Bettendorf resident who teaches at the college. The Sac and Fox Nation does not have an issue with the name of the college itself, he said.

Turnipseed said the meeting held Thursday was to gather input from students and others. From what he heard, Turnipseed said the students seem to be backing the Sac and Fox Nation.

"As a school, we certainly want to be as respectful as we can," he said.

Ed Langdon, 20, of Rock Island, is a student at Black Hawk whose American Indian name is Sinopa. He would like to see the school change its nickname to black-hawk, after a bird commonly found in the United States, Mexico, Central America and parts of South America.

His mother, Lisa Langdon, whose name is Wawokeya in her native language, agreed that it is time for a change.

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“Ed went to Denkmann Elementary (School) in Rock Island,” she said. “That school’s nickname then was the Denkmann Indians. Today they are the Denkmann Wolverines. We want to follow in the same vein and change these names that are offensive and racist.”

The National Collegiate Athletic Association, or NCAA, announced in August that member schools using American Indian nicknames, mascots or imagery it declared “hostile and abusive” would not be allowed to host postseason sports events after Feb. 1. As a community college, Black Hawk is not a member of the NCAA.

Among the small number of universities affected by the NCAA ruling are Bradley University in Peoria, Ill., which also uses the Braves as the nickname for its sports teams, and the University of Illinois, where the athletic teams are called the Fighting Illini. The symbol of the university is Chief Illiniwek, who performs a ritualistic dance at halftime of home football and basketball games.

Kimberly Dick, 19, of Orion, Ill., who is the editor of The Chieftain, said she does not see anything offensive about the student newspaper’s name, adding that she believes it honors American Indians. “I don’t think it’s anything negative or degrading. I don’t think it needs to be changed. The same thing with the Braves. I would take it as an honor. It’s honoring them in a way.”

Tory Brecht, a Times reporter who serves as an advisor to the Chieftain, said the newspaper’s leaders would welcome a chance to talk with those who have concerns about the name.

“This is a difficult issue,” he said. “On one hand, no one associated with the paper has any desire to offend any group. On the other, we’ve never received any criticism about it nor had anyone ask us to change the name. The Chieftain was the name on the first edition, which was created in the 1960s, so there is quite a bit of history with it.”

Black Hawk College President Keith Miller said the information presented Thursday was the first he had heard of the issue. He has not yet read the resolution nor formed an opinion on the matter.

“I will say that the topic in general that’s been brought up is worthy of discussion and it’s a topic that should be talked about on a college campus,” he said. “We certainly always want to hear issues or concerns on the part of the community or student body.”

But even if the student government association votes to change the name, the matter still would deserve broader discussion, he said.

“It should go before the faculty, staff and administration, and even broader than that since the ownership of the school is the taxpayers. So the discussion needs to go beyond the walls of the college,” he added.

The Chicago Tribune, January 16, 2006 (Page 1 of 2)

Governor's keno bet may sink own cause

Road, school debate now about gambling

By Rick Pearson

Tribune political reporter

Published January 16, 2006

By introducing keno wagering at thousands of bars and restaurants into the funding mix, Gov. Rod Blagojevich has turned an already fractious legislative discussion about his multibillion-dollar plan to build and repair roads and schools into a debate about more gambling in the state.

"People aren't calling me saying they heard the governor's got some capital construction bill and that they hope we can get this and that done," Sen. Dale Righter (R-Mattoon) said. "They're saying they don't want the keno machines in their local restaurants."

The \$3.2 billion public works proposal is expected to be the centerpiece initiative that the Democratic governor will present to lawmakers Wednesday at his annual State of the State address.

Blagojevich has been unable to win legislative backing for a construction bill in his first term as chief executive.

But prospects for a plan that already faced difficult hurdles in winning approval--namely in gaining support from distrustful Republicans--became vastly more complicated with Blagojevich's idea that constant keno drawings at taverns and restaurants could help fund the package.

The Blagojevich administration maintains that it has the ability to authorize keno without legislative approval under current state lottery law.

In the administration's view, it should make passage of a construction bill easier because lawmakers don't have to vote on the controversial gambling component.

"Gov. Blagojevich wants to build new schools, and I'm sure many legislators do too," said Blagojevich's deputy governor, Bradley Tusk. "This is a way to do it that doesn't raise costs or taxes for anyone. It doesn't even require the General Assembly to vote on a funding source. There's a clear and simple way to move forward on school construction. The need is there, the means are there, so let's move forward."

Though keno revenue would pay for a \$500 million school construction component within the overall \$3.2 billion public works plan, lawmakers could fear that their votes for the building package will be perceived as votes for more gambling and sink the proposal.

At the same time, the gambling issue could provide cover to Republican lawmakers who want projects for their districts and may face public pressure for them, but don't trust the Democratic governor to deliver or don't want to hand him a host of election-year ribbon-cutting ceremonies.

Though the GOP is the minority in the Democratic-controlled legislature, the support of Republicans in the House and Senate is needed because approval of the bond-funded construction package requires a three-fifths supermajority.

But it's not only Republicans who are balking at Blagojevich's plan.

Last week, four Democratic Latino state senators from Chicago told the governor in a letter that his

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proposal was "unacceptable," in part because "our residents already spend too much of their hard-earned dollars on games of chance."

"Expanding gambling into our neighborhood taverns with keno would simply exacerbate this problem," wrote Sens. Miguel Del Valle, Iris Martinez, Tony Munoz and Martin Sandoval. "We need a more reliable revenue stream for school construction that does not impoverish our communities."

Though the Chicago Public Schools would get \$100 million of the \$500 million for school construction, the group of senators said the figure is "insufficient" and said another \$100 million should be set aside in a new fund for school maintenance.

The package has the backing of the two most powerful Democrats in the legislature, House Speaker Michael Madigan and Senate President Emil Jones Jr., both of Chicago, but it faces serious complications because of Blagojevich's previous comments about gambling and the possibility that the governor's insiders could get a piece of the action.

Blagojevich contends that keno is not an expansion of gambling but merely an addition to existing lottery games.

But even as a candidate for governor, in a debate just a month before he won election, Blagojevich chided the government's reliance on gambling revenue to solve fiscal problems.

"You become hooked on gambling. It's almost like the bad habit that it can become for an individual," Blagojevich said.

He once argued that legalizing video poker machines that now proliferate illegally in bars in some regions of the state would be like authorizing "crack cocaine." Some strategists suggest Blagojevich could make a straight-up argument that installing keno machines in those bars could diminish the illegal video poker trade and would allow the state to tap into revenue it otherwise isn't receiving.

But recent revelations that Blagojevich insiders are lobbyists for firms most likely to compete for the business of supplying keno technology also have dampened prospects for the construction package, particularly given the governor's oft-promoted calls for reforming the way the state does business.

"I think we've drifted a long ways from the subject that a lot of things need to be built. We need a capital program, no question about that," Righter said. "Now what we're talking about are the things that a governor doesn't want to talk about in an election year--connections with insiders and his campaign team and lobbying and pay for play and trust. Those don't help anyone getting elected."

The Chicago Sun-Times, January 18, 2006

Critics: New standards will scare off teachers

BY MAUDLYNE IHEJIRIKA Staff Reporter

New rules defining "highly qualified" teachers -- expected to be approved this week by the state Board of Education -- may dissuade people from the profession while deepening the chronic shortage in special education, some critics say.

Board of Education's Rules Committee today will consider guidelines proposed to meet a demand of the federal No Child Left Behind law that all teachers in core subject areas be "highly qualified" by the end of the 2005-2006 school year.

The rules are expected to be approved by the full board Thursday. They would require middle school, special education and some high-school teachers of more than one academic subject to pass as many as 10 different state evaluations, rather than an earlier proposed, single evaluation that would cover multiple subjects. There are exemptions.

"NCLB allows Illinois to offer one single multi-subject [evaluation] process for veteran teachers teaching multiple core academic subjects, but ISBE has not designed a process that will meet federal approval," charged Bev Johns, chairwoman of the Illinois Special Education Coalition.

Illinois officials in 2003 estimated 2.1 percent of classes are not being taught by "highly qualified" teachers, and in high-poverty schools, 5.4 percent. Education watchdog groups say the numbers are much higher. The state board also estimated up to 25,000 Illinois teachers and substitutes could be out of a job if they didn't meet the new federal/state guidelines.

To prove themselves qualified, teachers must possess a college or graduate degree in each academic subject they teach; obtain advanced certification or credentials in each subject; or pass a state test for each. Otherwise, they must pass a new standard evaluation in 10 core subject areas each state is required to develop under NCLB.

CTU: New rules confusing

"We wanted a multisubject [evaluation]. The U.S. Department of Education said the law allows it, but what we proposed did not suffice," said state Board of Education spokeswoman Meta Minton. "We're trying to provide districts with final language they will need to review whether their teachers meet qualifications by the end of June," she said. Minton added that because few teachers teach more than six subjects, they face fewer evaluations than some foresee.

The Chicago Teachers Union, however, says the new rules are confusing and ultimately will run off many teachers.

"There is misinterpretation on many levels, not just on the part of teachers, but on the part of evaluators," said CTU Quest Center coordinator Carleene Lutz. "Keeping the newer teachers is a major concern. Like young people in any profession today, they're quick to say, 'I really don't have to put up with this. I'm out of here.'"

The Chicago Tribune, January 20, 2006 (Page 1 of 2)

Officials, advocates debate state funding for students

By Diane Rado

Tribune staff reporter

Published January 20, 2006

In the first glimpse of how much money the state may spend on schoolchildren next year, the Illinois State Board of Education on Thursday recommended a \$170 increase in state aid for each student.

It would be the fourth increase in per-pupil aid in four years, pushing minimum spending to \$5,334 per child in 2006-07, up from \$4,560 in 2002-03. By comparison, per-pupil aid increased by \$200 for the current school year, and the \$5,334 per child proposed for next year falls short of a recommendation made last spring by the Education Funding Advisory Board.

The group said Illinois should be spending at least \$6,405 per student this school year.

"A \$170 increase is hardly meeting inflation and still leaves us really far behind from what we know we need to ensure that every child gets a quality education," said Bindu Batchu, campaign manager for A+ Illinois, a statewide initiative to reform school funding.

Pedro Martinez, Chicago Public Schools' budget director, echoed those comments and said his system had been hoping for an extra \$100 million next year for per-pupil aid and specific state-mandated programs, such as special education. Based on the state board's proposal, Chicago probably would receive \$60 million.

"We're already below where we should be, and we're falling further behind," Martinez said.

Illinois State Board of Education chairman Jesse Ruiz said the board's recommendations are realistic given state budget constraints. "Obviously, we wish we could do more," he said. At the same time, the proposed budget is a work in progress, and lawmakers and Gov. Rod Blagojevich can improve on the board's recommendations when they approve a final budget for 2006-07, Ruiz said.

Blagojevich is scheduled to release his budget proposals next month.

As a result of education reforms in 2004, the governor's appointees control the Illinois State Board of Education, and board members worked closely with the governor's staff in forming their budget proposals.

The recommendations include another annual increase of \$30 million for preschool programs, a top Blagojevich priority. In fact, early-childhood groups expect the governor to announce an even larger expansion of pre-kindergarten programs in the coming weeks.

The board also proposed increases for other special programs, including dropout prevention, bilingual education, technology, and programs and materials for disabled students.

Overall, the state board proposed spending \$8.65 billion in state and federal dollars next school year, a 4.4 percent increase over the current year. However, funding for Downstate teacher pensions is not included--they will be handled separately by the governor's office, which could alter the total budget picture. Pension funding has been cut substantially to help balance the state budget.

The state board proposed an increase of \$239.6 million, or 6.1 percent, in general state aid, used to fund the basic level of aid guaranteed for each student.

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Under a complex formula that takes into consideration the wealth of a community, school districts use state aid as well as local funds to provide the guaranteed per-pupil amount. Districts can and do spend more on pupils than the basic amount.

Illinois' school finance system has received poor marks in national studies because it relies mostly on local property taxes to pay for schools, creating inequities between wealthy and poor districts.

Blagojevich has been trying to help less affluent districts by increasing per-pupil aid, which benefits poor districts more than wealthier ones.

He is against increasing state taxes, which school finance reform advocates say is necessary to boost school spending substantially, to address inequities better and to shift the cost of public education to the state.

On the other side, taxpayer advocacy groups oppose increasing taxes, saying that local residents are burdened enough already and that schools are overspending.

The debate is not likely to be resolved this spring, with many lawmakers facing 2006 elections and Blagojevich expected to announce his re-election drive.

The Chicago Tribune, January 20, 2006 (Page 1 of 3)

State relaxes teacher rules

Illinois makes it easier for educators with more seniority to remain qualified

By Stephanie Banchemo
Tribune staff reporter
Published January 20, 2006

No Child Left Behind was supposed to ensure that unqualified teachers either got the additional training they needed or got out of the classroom.

But new state regulations adopted Thursday allow veteran teachers previously considered unqualified under the law to suddenly become qualified--simply by digging up proof of past seminars attended, trips taken abroad or educational articles published decades ago.

The story is much the same across the country, where more than three dozen states have adopted rules that allow experienced teachers to meet the law's requirements without gaining additional knowledge.

Critics say lax state standards make a mockery of a key part of the law that many saw as a savior for low-income students who often have the least-qualified teachers.

"States have no interest, for the most part, in living up to the spirit of what No Child Left Behind is trying to accomplish as far as teacher quality is concerned," said Kate Walsh, president of the Washington-based National Council on Teacher Quality. "I have very little optimism that the quality of the veteran teaching force is going to improve. In the end, it's the children who will suffer."

Each state has its own licensing rules, but No Child Left Behind upped the ante in most.

The federal law requires that teachers hold a valid license and demonstrate command of the core subjects they teach. Those core subjects are science, reading, English, history, civics, economics, geography, foreign language, math and the arts.

But the law treats experienced and new teachers differently when it comes to proving mastery of core subjects.

New teachers must pass subject-matter tests or complete the equivalent of a college major in the core subjects they teach.

Veteran teachers have a third option. The law allows them to earn credits through a menu of options to prove competency in core subjects. It's up to each state to develop the menu.

Critics say states are letting teachers earn points for activities that have nothing to do with subject competency. In Alaska, for example, teachers earn points for learning a foreign language, while Arizona gives credit for judging student math competitions.

No one knows how many of Illinois' 130,000 teachers will come up short under the new rules. The state will collect teacher data in the spring.

In Illinois, veteran teachers who have not passed a subject-matter test must earn 100 points.

According to the plan adopted Thursday by the Illinois State Board of Education, veteran teachers can earn all points without passing a subject-matter test, without going back to school or without attaining

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additional knowledge. In fact, according to a state board document, officials did "everything possible to help teachers avoid having to go back to school."

Illinois' veteran teachers can earn up to 50 points simply by just being a veteran teacher. For every year in the classroom, a teacher earns 25 points--regardless of whether he or she knows the subject matter.

Remaining credits can be earned through activities. For example, a teacher can earn eight points by making an education-related presentation at a conference; 10 points for supervising a student teacher; 15 points for travel related to the area of teaching; or one point for every hour they spend in a conference, workshop or seminar.

It doesn't matter when these activities took place. So, a math teacher who spent five hours in math seminars 20 years ago could earn five credits.

Ginger Reynolds, assistant superintendent for teaching and learning for the state board, said officials believe their plan lives up to the spirit of the law because it insists that all activities focus on the specific core subject the educator is teaching.

"We value classroom experience, and we value the professional development that teachers have received in the past," Reynolds said. "We think these things can be important indicators of quality teaching."

Reynolds also said the rules improve teaching by coaxing school districts to focus teacher-professional development on core subjects.

Daryl Morrison of the Illinois Education Association said his group isn't happy with the federal law but thinks state officials did their best to make the plan workable for teachers.

"Basically, this just puts more work on the back of teachers," said Morrison, who represents that state's largest teachers union. "It's just more bureaucracy, more paperwork. There are a lot of teachers out there who fear these new regulations."

Still, Illinois' certification system is ahead of many states'.

Since 1988, Illinois elementary teachers have had to pass a test of basic skills, plus a second test of general subject-matter knowledge, including math and reading. State board officials decided that teachers who have passed that general subject-matter test have proven competency in every core subject they teach.

That means most veteran elementary school teachers who earned certification after 1988 already meet the No Child Left Behind requirements.

High school teachers have had to pass a subject-specific test for the subject they are teaching, making them qualified under the federal law.

The law will mainly affect teachers who were certified before 1988 and those who are teaching out of their field of certification.

But the law presents new complications for special education teachers, who do not have to pass a specific subject-matter test to earn certification in Illinois. Many of the state's special education teachers will have to qualify under the point system.

The problem is that many special education teachers teach multiple core subjects. By law, those who

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teach middle and high school must earn 100 points in each core subject they teach. It's possible that a teacher would have to earn as many as 500 or 600 points.

"I am concerned about the consequences of this," said Vinni Hall, a member of the Illinois State Board of Education. "It seems that special education teachers are required to go through more stuff. I am concerned that this is going to exacerbate the teacher shortage in special education."

Teachers have until June to get up to standards.

For teachers in low-income schools who do not meet the requirements, school districts must send a letter to parents telling them that their child has an unqualified teacher. Districts do not have to fire these teachers, but the federal government can withhold money from states that fail to decrease the number of unqualified teachers in the classroom.

- - -

New teacher standards

The Illinois State Board of Education's new teacher standards allow experienced* teachers who previously were considered unqualified to now meet No Child Left Behind requirements without gaining new training.

TEACHER REQUIREMENTS

1. All teachers must hold a valid license.
2. Teachers must pass a test demonstrating competency in the subject they teach or have majored in the subject they teach.

OR

2. Experienced teachers who did not pass a subject test or have a major in the subject they teach can prove competency using factors such as:

- Classroom experience.
- Participation as attendee or presenter at training events.
- Non-teaching work experience related to subject.
- Supervising or mentoring a student teacher.
- Teaching a college course.
- Publishing educational materials.
- Approved travel related to the area of teaching.

*Teachers are considered experienced after one full year of teaching.

Sources: Illinois State Board of Education, U.S. Department of Education

Chicago Tribune

The Chicago Sun-Times, January 20, 2006

Teachers face multiple tests under new rules

BY MAUDLYNE IHEJIRIKA Staff Reporter

New state rules adopted Thursday require teachers of more than one academic subject to pass several state evaluations -- as opposed to just one -- to prove themselves "highly qualified" in all core subjects they teach.

The state Board of Education approved the rules despite charges from critics that the agency shirked its duty to streamline the federal No Child Left Behind mandate -- which allows states to develop a single, multi-subject evaluation.

The state board had no numbers for how many middle school and high-school teachers covering multiple core subject areas are affected, but all could face as many as 10 different evaluations. There are exemptions.

The new guidelines significantly affect the state's 56,000 special education teachers, who typically cover all subjects with their students.

The state board Thursday cited time constraints in its decision not to take a second stab at a multi-subject evaluation after the federal government last fall found its initial proposal unsatisfactory. The No Child law requires that all teachers be "highly qualified" by the end of the 2005-2006 school year.

The board also approved its fiscal year 2007 budget, which includes a \$350 million boost in state education spending. The budget would raise the per pupil state spending level to \$5,334 -- a \$170 increase. Chicago Public Schools officials said that fell short of the \$5,560 level the governor promised to seek by his fourth year.

The Chicago Sun-Times, January 20, 2006

College kids flunk test of everyday tasks: study

BY BEN FELLER

WASHINGTON -- Nearing a diploma, most college students cannot handle many complex but common tasks, from understanding credit card offers to comparing the cost per ounce of food.

Those are the sobering findings of a study of literacy on college campuses, the first to target the skills of students as they approach the start of their careers.

More than 50 percent of students at four-year schools and more than 75 percent at two-year colleges lacked the skills to perform complex literacy tasks.

That means they could not interpret a table about exercise and blood pressure, understand the arguments of newspaper editorials, compare credit card offers with different interest rates and annual fees or summarize results of a survey about parental involvement in school.

The results cut across three types of literacy: analyzing news stories and other prose, understanding documents and having math skills needed for checkbooks or restaurant tips.

"It is kind of disturbing that a lot of folks are graduating with a degree and they're not going to be able to do those things," said Stephane Baldi, the study's director at the American Institutes for Research, a behavioral and social science research organization.

Most students at community colleges and four-year schools showed intermediate skills, meaning they could perform moderately challenging tasks. Examples include identifying a location on a map, calculating the cost of ordering office supplies or consulting a reference guide to figure out which foods contain a particular vitamin.

The survey examined college and university students nearing the end of their degree programs. The students did the worst on matters involving math, according to the study.

AP

The Chicago Tribune, January 17, 2006

CSU to get funds to create textbooks for Africa

BY DEB RIECHMANN ASSOCIATED PRESS

ACCRA, Ghana-- In a muggy college auditorium, first lady Laura Bush on Tuesday announced a U.S.-backed program to provide 15 million textbooks for students in sub-Saharan Africa where more than one-third of primary school aged children are not enrolled in school.

"It's not uncommon in rural areas to see just one textbook for a whole classroom," Mrs. Bush said at Accra Teacher Training College.

"Girls, especially girls in rural villages, are much less likely than boys to attend school. And students who live in poverty have few opportunities for schooling because their parents cannot afford the school fees or buy uniforms and books."

Mrs. Bush was joined by representatives of six U.S. colleges and universities that are receiving USAID funds to produce and distribute textbooks in Ghana, Senegal, Zambia, Tanzania, South Africa and Ethiopia. The colleges are: Chicago State University, Elizabeth City State University in North Carolina, Tougaloo College in Mississippi, South Carolina State University, the University of Texas-San Antonio and Alabama A&M University.

"These textbooks will be created in Africa so they will represent the unique experiences of African students," Mrs. Bush told about 500 students, all dressed navy pants or skirts, white shirts and navy ties stamped with the school emblem.

The president of Ghana, John Kufuor, wiping sweat from his brow, thanked the first lady for visiting Ghana to underscore U.S. commitment to education in Africa, especially for girls.

"Madam, we know how you feel about educating the girl child," he said. "We share this passion of yours."

The program is part of President Bush's Africa Education Initiative, a \$600 million commitment to provide books, scholarships, school uniforms and teacher training so that more children in Africa can attend school. Mrs. Bush said the initiative already has helped ship more than 2 million books to African schools and libraries.

Later, Mrs. Bush visited the Korle-Bu clinic, which treats 150 to 220 AIDS patients three times a week. She met a woman who cares for children who have lost their parents to AIDS, HIV-positive women taking antiviral drugs and children with the disease who are struggling to maintain normal lives.

"A big problem here is stigma and discrimination," Dr. Nii Addo, program director for national AIDS control in Ghana, said, adding that people still fear shaking hands with AIDS sufferers.

"It's really important to reach out to people who are HIV positive or who have AIDS and also to reach out to people around the world who don't-- to get the word out and get the education out so that people can avoid ever getting AIDS," Mrs. Bush said. "When somebody who has AIDS speaks, then you put a real face on the disease."

The Belleville News-Democrat, January 17, 2006

Research site may get boost in funding

Pending bill allots \$3 million to SIUE

BY NICKLAUS LOVELADY
News-Democrat

EDWARDSVILLE - The National Corn-to-Ethanol Research Center at Southern Illinois University Edwardsville could receive a huge financial boost if a bill pending in the state Senate wins approval.

Illinois Sens. Deanna Dermuzio, D-Carlinville, and John O. Jones, R-Mount Vernon, introduced the Illinois Renewable Fuels Standard Act, a bill which would pump \$57 million into the state for researching alternative fuel sources.

If the bill is passed, the ethanol research center at SIUE would see \$3 million toward facility upgrades and expansions and another \$1 million annually for ethanol research.

"We're doing more to try to contribute to the economy," SIUE spokesman Greg Conroy said. "Through the research of ethanol, we're helping the nation become less dependent on fossil fuels."

The bill would be funded by a reduction in sales tax incentives on ethanol purchases.

Conroy said the Illinois Farm Bureau and the Illinois Corn Growers Associations helped craft the bill. The two organizations are working to ensure 15 percent of all motor fuels will be pure ethanol by 2012.

"As consumers facing a dwindling supply of petroleum amidst ever-increasing demands for that supply, we are very fortunate that Illinois had the vision to not only create, but continue to invest in our research center," said Martha Schlicher, director of the research center.

The research center is the world's only research and pilot plant facility dedicated to testing new technologies to enhance the production of ethanol, Schlicher said.

St. Louis Post Dispatch, January 18, 2005 (Page 1 of 3)

Blagojevich proposes ambitious spending

By Kevin McDermott and Philip Ewing
POST-DISPATCH SPRINGFIELD BUREAU
01/18/2006

SPRINGFIELD, ILL.

Gov. Rod Blagojevich on Wednesday proposed a raft of expensive election year gifts to Illinoisans, including tax breaks for college tuition and fuel-efficient cars, health care guarantees for veterans, and hundreds of millions of dollars worth of roads, bridges and schools.

"Yes, we inherited a mess," Blagojevich, a Democrat, told a joint session of the Legislature in his fourth annual "State of the State" address. "And, yes, we've made a lot of progress, but there is so much more to do. So here's the challenge: Let's get to work."

But Blagojevich's 40-minute speech didn't specify how the cash-strapped state would pay for the ambitious list of spending programs and tax cuts. Republicans savaged it as a campaign tactic designed to whip up public enthusiasm over ideas that the state ultimately won't be able to afford.

"This is pre-election pandering, nothing more," state Treasurer Judy Baar Topinka, who is also a Republican candidate for governor, said after the speech, which she called "stunning" for its largesse and lack of fiscal detail. "I can't go into the basement and print money for him."

One prominent detail the speech omitted was a new keno game the governor has proposed as a way to help pay for the new schools. The governor didn't mention keno, leaving more questions about the proposal, including how much money it would raise and whether Blagojevich must consult the Legislature before creating such a game, or whether he has the authority to do it himself.

"I personally don't think he can do it," said Senate Minority Leader Frank Watson, R-Greenville. "I think he's done too much in this state without legislative approval. I think there's been an abuse of power by the executive branch."

Watson said the governor's whole infrastructure plan was "not fiscally sound - he didn't mention any funding source at all."

In addition to being heavy on bricks and mortar, the speech was replete with attacks on the Republican Congress and the Bush administration, leading some legislators to joke afterward that perhaps Blagojevich is aiming higher than a second term in Springfield.

He also lobbed a few grenades at conservatives, reiterating his support for an assault weapons ban, stem cell research, gay rights and reproductive rights. He specifically confronted the issue of pharmacists who refuse to fill birth control prescriptions, touting an order by his administration prohibiting such refusals in Illinois.

"Women . . . have every right to expect that the prescriptions their doctors give them for birth control will be filled," Blagojevich said, "No delays, no lectures, no hassles. Just fill the prescription."

In a direct shot at conservative lawmakers who have talked about trying to pass a law giving pharmacists the right to refuse to fill birth control prescriptions, he said, "If any of those bills reach my desk, they are dead on arrival."

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It was a statement that not only made clear his viewpoint but also was a specific message to at least one member of the audience.

"He was looking right at me when he said that," said Rep. Ron Stephens, a Greenville Republican and a pharmacist himself.

Stephens, who is sponsoring a bill that would overturn the governor's prescription rule, says forcing pharmacists to fill emergency contraception prescriptions violates their religious freedom, and on top of that, doesn't even address that big an issue in Illinois.

"It's one-half of one percent of pharmacists in the state, and we're talking about the least-prescribed medication in the state, which is the morning-after pill," Stephens said. "The governor is coming up with solutions to problems that don't exist."

Blagojevich announced in the speech a proposed \$1,000 tax credit for families who pay tuition to Illinois universities. The credit would be available for the first two years of a student's college and would be contingent on the student keeping a 3.0 grade-point average.

"Yes, this is a generous tax payment, but that's what makes it meaningful," Blagojevich said. "For many families, \$1,000 is a mortgage payment."

But critics in both parties pointed out that the administration has cut funding to most state universities, fueling the very tuition increases that Blagojevich said make it necessary to offer families a tax break.

"He's cut college funding every year . . . and (then) in an election year, he promises \$90 million he doesn't have," said Edwin Eisendrath, a former Chicago alderman who is challenging Blagojevich for the Democratic nomination in March.

Among the jobs Blagojevich predicted from his infrastructure proposal were "ironworkers fabricating the support beams for the new Mississippi River bridge," a top priority in the Metro East area. He also outlined plans to establish the state's first dedicated prison unit for inmates addicted to methamphetamine, at Southwestern Illinois Correctional Center.

Environmental groups praised the governor's promise to offer \$500 tax credits for high-efficiency and alternative-fuel vehicles, and the stringent new standards he wants for the mercury released by coal-fired power plants.

"These are common-sense initiatives that will make Illinois a healthier place to live, and will save consumers money at the gas pump," Illinois Public Interest Research Group director Rebecca Stanfield said in a written statement.

Summary of the governor's plans

A \$3.2 billion construction package, billed in the speech as a jobs plan, that would build or repair roads, bridges, schools across Illinois.

A \$500 tax credit on alternative-fuel cars, including high-efficiency cars such as hybrids and cars that run on E-85 ethanol fuel.

A \$1,000 tax credit for families with students in Illinois colleges who maintain a 3.0 average or better.

A new state-funded health care program for veterans, called Veterans Care, that would cover low-income veterans without health insurance who live too far away from Veterans Administration medical

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centers.

A new treatment unit at the Southwestern Illinois Correctional Center in East St. Louis for prison inmates addicted to methamphetamines.

A ban on automatic weapons and .50-caliber rifles statewide.

Stringent new controls on the amount of mercury coal-fired power plants are allowed to release into the environment.

Proposed capital projects in the Metro East area:

Belleville: \$12.5 million for improvements to Illinois Route 159 (North Main Street).

Bethalto: \$4.2 million for additional classroom and gymnasium construction at Civic Memorial High School.

Collinsville: \$25 million for widening and improvements to Route 159.

East St. Louis: \$29 million for renovation of School District 189 buildings.

Edwardsville: \$14 million for the third phase of Governors' Parkway.

Jerseyville: \$23.9 million for improvements to U.S. Highway 67 including a 6-mile bypass.

Madison: \$5.2 million for the First Street connector project.

O'Fallon: \$415,000 for construction in Central School District 104.

Troy: \$23.4 million for an upgrade to the interchange at Illinois Route 162 and Interstate 55-70.

Waterloo: \$15.6 million for improvements to Illinois Route 3.

In addition, matching funds are promised for federal contributions to the new Mississippi River bridge at St. Louis and to the U.S. Highway 40 overpass at Greenville.

Source: Office of Gov. Rod Blagojevich.

The Wall Street Journal, January 19, 2006 (Page 1 of 2)

States boost budgets for colleges

Spending for fiscal '06 increases average of 6%; getting a break on tuition

By ANNE MARIE CHAKER
Staff Reporter of THE WALL STREET JOURNAL
January 19, 2006; Page D2

States have put more money into higher education this fiscal year in what amounts to the biggest increase in appropriations for colleges and universities since 2001. And as many state governors head toward elections, some are promising even better prospects next year for tuition-paying families.

Budgets for higher education have increased an average of 6% for the year ending June 30, up from the 3.8% increase for fiscal 2005 and inching toward the more robust increases of the late 1990s to early 2000, when budgets on average rose between 6% and 7% annually. By comparison, in 2003-04, state funding fell 2.1% -- the first decline since 1992-93 and only the third since university researchers began tracking the data in the early 1960s, according to the Center for the Study of Education Policy at Illinois State University.

For some states, particularly where governors face re-election, things are looking up even more for next year. In his proposed budget for 2006-07 announced last week, California Gov. Arnold Schwarzenegger says he will "buy back" a previously slated tuition increase of 8% for undergraduates and 10% for graduate students at the University of California and California State University systems. If the proposal passes the Legislature, it would mean in-state undergraduates at the UC system won't have to pay an additional \$492 for 2006-07. Cal State resident undergraduates can avoid a \$204 increase.

In Maryland, Gov. Robert Ehrlich has proposed a funding increase for the state's colleges and universities that would bring total state funding for the 13-campus University System of Maryland to \$925.9 million -- up 14.5% from the \$808.7 million in state funding the institutions received in 2005-06. The funding increase will allow the university system to increase tuition no more than 4.5% for in-state undergraduates entering in fall 2006, a modest increase when compared with some of the double-digit tuition increases students have seen in recent years. It would also allow increasing the university system's enrollment by more than 3,000 students next year, creating new faculty positions, and providing additional financial-aid resources.

As governors continue to announce their budget proposals, some education experts are predicting more funding for colleges and universities on the horizon. "It's a very clear sign that college affordability is on the public agenda," says Travis Reindl, director of state policy analysis for the American Association of State Colleges and Universities. "The people they are courting -- middle- and upper-middle-class families -- are the people who show up on election day."

He points out that once the governors lay out their proposed budgets, it's likely that the state legislatures will follow similarly when it comes to higher education. "Legislators are wary of hacking down a proposed higher education increase," he says.

Some experts say that the increases this year -- due largely to improved tax revenue in many state economies -- make it possible for state colleges and universities to restore cuts they made in leaner years. Those cuts included everything from limiting enrollments to freezing faculty positions. "This reflects what some higher-education leaders call catch-up time," says James C. Palmer, a professor at Illinois State University, in Normal, Ill., who conducted the survey.

The Wall Street Journal, January 19, 2006 (Page 2 of 2)

The number of states that reported increases of at least 5% in state funding for higher education grew to 28 this year, compared with 14 last year.

When budgets are tight, as they have been for much of the current decade, higher education is often an easy target for cuts for lawmakers who know that there is an easy way for college and university administrators to fill in the gap: Raise tuition and fees. For the 2005-06 school year, average tuition and fees for in-state students at public colleges in the U.S. increased 7%. In constant dollars, average tuition and fees at public colleges rose 54% over the past decade.

Some education experts think that while funding will continue to grow, the increase may be less generous. Mr. Reindl says that funding pressures for Medicaid may mean that colleges and universities won't see as big an increase as they saw this year: He predicts growth in the range of 5% to 5.5% for fiscal 2007.

The data for the Illinois State survey are collected from states every year from March through December, and states are asked for any revisions to the data they reported for the previous fiscal year. The data include only tax-revenue sources of income. Money from lotteries, tobacco settlements and other nontax sources that may also help fund public colleges and universities aren't included.

The Daily Southtown, January 20, 2006 (Page 1 of 2)

As keno's odds dwindle, lawmakers look for other sources of money

Friday, January 20, 2006
By Christopher Wills
The Associated Press

SPRINGFIELD — Key Senate Democrats said Thursday they see little support for the governor's idea of legalizing keno gambling and are looking for other ways to come up with money for school construction.

One possibility would be letting people buy lottery tickets over the Internet, something no other state has tried. Supporters predict it could generate \$100 million a year or more, but the state revenue department's estimate is \$18 million.

Senate President Emil Jones (D-Chicago) said the lottery idea is worth exploring because the keno proposal is barely alive. "Let's say it's breathing," he said.

Doubts about the future of keno multiplied when Gov. Rod Blagojevich omitted any mention of the idea from his State of the State address Wednesday. But Blagojevich is not ready to abandon keno, aides said.

"I don't think it's any different than it was," Deputy Gov. Bradley Tusk said. "The goal is building schools ... and creating jobs. Keno is one way to get there."

The administration is willing to take a look at the Internet lottery idea, he said, declining to comment further.

Blagojevich is asking lawmakers to approve \$3.2 billion in bond sales to pay for new roads, schools and mass-transit systems. He would pay off that debt with money from the state road fund, new general revenues and proceeds from keno, a game where people can bet every few minutes on whether the numbers they've chosen will be selected.

Republican lawmakers are reluctant to support the construction program, arguing the governor's funding plan is unstable and that he cannot be trusted to spend the money according to need instead of politics.

In an attempt to reassure lawmakers, Blagojevich released a long list of projects that would be funded. Most have been on the drawing board for years, held up by delays in approving a new construction program.

They include \$200,000 for an Evanston bicycle path, \$5 million for road improvements in Machesney Park and \$13.6 million to rebuild a section of Milwaukee Avenue in Chicago. But Thursday's list was not complete and is subject to change, officials said.

The Democratic governor says he has authority to launch keno as part of the state lottery system without approval from lawmakers. But opposition to the new gambling could bleed over to the construction bill.

Four Hispanic senators have come out against keno, and Republican lawmakers are leery, too.

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"I think it has been documented that there is not a whole lot of support," said Sen. Donne Trotter of Chicago, the chief budget negotiator for Senate Democrats.

Anti-gambling activists oppose the idea of selling lottery tickets online. "There are no safeguards to protect minors or compulsive gamblers," said Anita Bedell, director of Illinois Church Action on Alcohol and Addiction Problems.

The Senate approved the measure last year. It awaits action in the House.

House Speaker Michael Madigan (D-Chicago) has not taken a position on the bill, said his spokesman, Steve Brown.

Brown also said he has not seen strong opposition to keno among House Democrats. They have "mixed feelings" about it as they do most issues, he said — adding that Republican opposition to the construction proposal is a bigger problem.

"The real question is when Republicans will get off the dime," Brown said.

Carbondale, The Southern Illinoisan, January 20, 2006

Poshard says expanded financial aid with tuition tax credit needed

*BY CALEB HALE
THE SOUTHERN*

Illinois lawmakers won't be able to say they didn't know about the funding needs of universities this legislative session, especially with people like Southern Illinois University President Glenn Poshard constantly reminding them.

Poshard said he has a date in Springfield every week this spring, as he works to bolster support and hopefully money for the state's higher education system for the 2007 fiscal year.

"I guess I've spoken to more than 30 legislators in the days I've come up," Poshard said. "The first thing we talk about is we need the general increase in higher education period, and I talk to them about that before I ever talk to them about SIU."

The newly instated president attended Gov. Rod Blagojevich's State of the State address Wednesday and got the chance to personally sit down with him to talk about higher education. Poshard said he's confident the governor understands the needs of public universities across Illinois. Whether such understanding translates into a significant budget increase remains to be seen.

Early indications from the board of higher education predict if any increase happens it will be modest - 1 to 2 percent at best. The spigot for new money in the state is still pretty dry and university officials, like SIUC Chancellor Walter Wendler, have said public higher education is only one area of government in need of more money.

Poshard said the primary goal to achieve is keeping a college education accessible to everyone who wants one. He said Blagojevich's proposal to give \$1,000 tax credits to families of college students is a positive step to broaden the range of middle class citizens able to pay for college. (See sidebar)

"It will certainly help us on the affordability end, but you have to combine it with more financial aid program expansions," Poshard said. "If we can see the tuition tax credit and the broadening of the financial aid program, then we have the best of both worlds. They both are necessary."

Poshard said he and other university officials statewide have been pushing legislators to put more funding into the Monetary Award Program grants.

A third prong of Poshard's request is a bipartisan effort for the legislature to agree on a capital spending bill, something that hasn't happened for three years, he added.

SIU has two major projects for which it could see construction funds released this year if the state can agree on funding for the governor's proposed \$3.2 billion capital plan. The Transportation Education Center, planned to be built at the Southern Illinois Airport in Carbondale and to house SIUC's automotive and aviation programs, as well as a new science building on the Edwardsville campus, both had planning funds released last year. Poshard said the governor's office of management and budget is fairly serious about following up on all planned projects with construction money sooner rather than later.

Blagojevich's address Wednesday, however, offered no insight as to how his administration intended to fund a capital bill. The governor will deliver his budget speech next month.

The Chicago Tribune, January 18, 2006 (Page 1 of 3)

Computer gender gap grows

Academics take action to enhance the topic's appeal to young women

By Marcella Bombardieri

The Boston Globe

MEDFORD, Mass. -- As a young high school teacher in 1982, Diane Souvaine leapt into graduate school for computer science having taken only one class in the subject.

Computers, she believed, offered an exhilarating way to apply her math skills to real-world problems. And because computer science was coming into its own in the feminist age, she also hoped it would be more welcoming to women than her undergraduate math department.

Today Souvaine is chairwoman of the Tufts University computer science department, which has more female professors than male. But few younger women have followed in her generation's footsteps. Next spring, when 22 computer science graduates accept their Tufts diplomas, only four will be women.

Born in contemporary times, free of the male-dominated legacy common to other sciences and engineering, computer science could have become a model for gender equality. And yet with remarkable speed, it has become one of the least gender-balanced fields in American society.

In an era of heated debate about why there aren't more women in science, the conversation has focused largely on discrimination, the conflicts between the time demands of the scientific career track and family life, and what Harvard University President Lawrence H. Summers dubbed "intrinsic aptitude."

But the history of computer science demonstrates that more elusive cultural factors can have a major impact on a field's ability to attract women.

As the topic's popularity soared in the first half of the 1980s, many university departments became overburdened and more competitive, some professors say. Introductory classes were taught in a way that emphasized technical minutiae over a broader sense of what was important and exciting about the field, a style catering to the overwhelmingly male techies rather than curious new recruits.

The last thing educators, besieged by students, worried about was attracting more students, so they didn't see the need to combat the image that took root in popular culture of the male computer geek with poor hygiene and glazed eyes.

"We had so much interest from so many young men for years, the attitude was 'Oh my God, how are we going to cope with these hordes of students?' not 'How do we get them interested?'" said Maria Klawe, a computer scientist and dean of engineering at Princeton University.

Though the enormous impact of computers on society makes the development of computer science at the college level unusual in some ways, some scientists believe it offers a warning to other sciences as well.

In fact, something similar happened in physics after World War II, when the atomic bomb catapulted the subject to pre-eminence in society, according to David Kaiser, a physicist and historian of science at the Massachusetts Institute of Technology. Facing a sudden and dramatic rise in enrollments, physics departments grew less intimate and coped with the crowds by teaching the subject in a more routinized and less creative way.

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The percentage of women studying physics, already low, dropped dramatically and stayed in the single digits for decades.

Trend worries scientists

Some computer scientists fear that they may be going in the same direction. They view the dearth of women as symptomatic of a larger failure in their field, which has recently become less attractive to promising young men, as well. Women are "the canaries in the mine," said Harvard computer science professor Barbara J. Grosz.

In the wake of the dot-com bust, the number of new computer science majors in 2004 was 40 percent lower than in 2000, according to the Computing Research Association. The field has seen ups and downs before, and some think the numbers for men will soon improve at least a bit. But the percentage of undergraduate majors who are female has barely budged in a dozen years.

The shortage of new computer scientists threatens American leadership in technological innovation just as countries such as China and India are gearing up for the kind of competition the United States has never before faced.

The U.S. economy is expected to add 1.5 million computer- and information-related jobs by 2012, while this country will have only half that many qualified graduates, according to one analysis of federal data. Meanwhile, the subject is becoming increasingly intertwined with fields such as homeland security, linguistics, biology and medicine.

"People who are mapping the genome are really computer scientists involved in biology," said Lenore Blum, a professor at Carnegie Mellon University in Pittsburgh.

The argument of many computer scientists is that women who study science or technology, because they are defying social expectations, are in an uncomfortable position to begin with. So they are more likely to be dissuaded from pursuing computer science if they are exposed to an unpleasant environment, bad teaching and negative stereotypes, such as the image of the male hacker.

When Tara Espiritu arrived at Tufts, she was the rare young woman planning to become a computer scientist. Her father is a programmer, and she took Advanced Placement computer science in high school. Because she scored well on the AP exam, she started out at Tufts in an upper-level class, in which she was one of a handful of women. The same men always spoke up, often to raise some technical point that meant nothing to Espiritu. She never raised her hand.

"I have not built my own computer, I don't know everything about all the different operating systems," she said. "These people would just sit in the front of the class and ask these complicated questions. I had no idea what they were talking about."

Now a junior, Espiritu is majoring in engineering psychology, which examines how product design affects human use.

When Souvaine joined the Tufts faculty in 1998, she was dismayed that there were few female students in the introductory course. So she and a colleague designed a new freshman seminar focused on problem-solving and real-life applications.

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The first time Souvaine taught the freshman seminar, there were 14 men and 14 women, and seven of each gender went on to major in the field. The number of female undergraduate majors remains low, but Souvaine sees reason for hope. About 30 percent of students now in lower-level classes are women.

Grants offered for ideas

On a broader level, the National Science Foundation will soon announce a new set of grants to universities, high schools and industry groups with creative ideas for attracting women to computer science.

A number of universities are trying to do something similar to Tufts. At MIT, the electrical engineering and computer science department will pilot two new introductory classes this spring.

The goal is to inspire more students such as Katie Seyboth of Tufts. She loved math and science, but had never been interested in computer science before she took, on a whim, one of the school's introductory classes for people with no previous experience.

Soon Seyboth was procrastinating on her other class work in order to do computer science assignments.

She believes that if she hadn't taken the "welcoming" introduction, she would have drowned in her next class, which was all programming. If Souvaine hadn't taken her under her wing, she might not have had the courage to drop her chemistry major, she said.

Now a senior, Seyboth wants to earn a doctorate in computer science and recently interviewed for a job at Google.

"There's nothing better than watching the real potential of students like Katie being unveiled," Souvaine said.

The Herald News, OPINION, January 15, 2006

Credibility key for JJC president search

The issue: Joliet Junior College will appoint a new president at the end of the month.

We say: The credibility of the institution is riding on the credibility of the selection process.

As the oldest community college in the nation, Joliet Junior College has a long and distinguished past. In a little more than two weeks, the junior college's board of trustees will help set a future course for the school by selecting its next president. It's an incredibly important decision.

The president oversees a \$39 million budget as well as about 500 full-time and 800 part-time employees. The position is integral for securing support and funding from business, government and taxpayers to maintain and expand the college's programs and infrastructure.

Departing President J.D. Ross's seven-year administration set a new standard for the seat. His quiet and effective leadership within the school and in the community helped heal a growing rift between administration, faculty and the board and improved the junior college's public image.

The pool of candidates is now down to four semifinalists: Al Hardersen, vice president of student services; Eugenia Proulx, executive vice chancellor of The Community College of Baltimore County, Md.; Gayle Saunders, president of Richland Community College in Decatur; and Girard Weber, president of Kankakee Community College.

Tony Uremovic, College of Business chairman, withdrew Saturday.

Their selection represents the end of a long nationwide search by JJC's 19-member presidential search committee. The trustees will select the new president Jan. 31.

Unlike many top-level government positions, college presidents are appointed, not elected. The final decision rests in the hands of the board of trustees, not the voters. Still, the selection process is intended to be transparent to allow the community to understand how and why a particular candidate was chosen, as well as give input during the process. Indeed, community, staff and faculty were given the opportunity to meet and ask questions of the five finalists last week.

At the same time, however, the appointment process has generated some criticism and concern among some members of the original search committee, faculty and the general public. Allegations of favoritism and bias have been thrown about, though very few people will go on the record with their concerns. One of the few was search committee member Roxanne Munch, chair of the school's English and foreign language department. She maintains the selection process was compromised by labor leaders Joe Ward and Charlie Hanus, who attempted to automatically forward the two internal candidates, Uremovic and Hardersen, as finalists. Both Ward and Hanus reject the allegation. In the end, the two candidates ended up being voted forward by the committee.

Still, there is no firm evidence politics are playing a part in the selection process. For the reputation of Joliet Junior College and the communities it serves, we certainly hope not. We could not imagine why junior college officials would waste all the time and taxpayer money on a nationwide search if they weren't serious about considering outside candidates. But stranger things have happened.

At the same, so long as there aren't bribes involved, there's nothing illegal about members of local labor, business, faculty or whomever trying to sway opinion of the trustees charged with making the final selection.

Whether the finalist is local or non-local, in the end, the trustees must decide who has the best credentials to run their junior college. We hope their decision and the reasons for it put to rest the rumors of intrigue instead of perpetuating them.

The Daily Southtown, EDITORIAL, January 16, 2006 (Page 1 of 2)

Governor wants keno; again, more gambling to pay school costs

Monday, January 16, 2006

THE ISSUE: Governor wants state-run keno to pay for financing school construction.

WE SAY: Education is a basic state responsibility, not a luxury; it should be paid for with sound tax policies, not gambling profits.

Gov. Rod Blagojevich last week proposed a \$3.2 billion construction program to pay for road and school construction and mass transit improvements. As is the governor's habit, he hasn't explained the details yet; so far we know he wants borrow money to provide \$2.3 billion for road projects, \$425 million for mass transit projects and \$500 million for school construction.

We don't doubt that the state has need for such projects; but we'll withhold our opinion on the specifics of this plan until all the details are available. It seems reasonable to use money from the state road fund to finance bonds for road construction and to finesse matching funds from the federal government for road projects.

But Blagojevich's plan to pay for school construction bonds by creating a state-sponsored keno game is one more example of treating the state's children as a low-priority afterthought.

Assuming that a \$500 million construction plan is needed — and it may well be — the governor ought to pay for it with a legitimate, identifiable tax, not by expanding gambling. The governor is saying that adding 2,000 keno terminals at bars, restaurants, convenience stores and gas stations is not expanding gambling. But of course it is.

The governor and his spokespeople are saying keno would be just another lottery game. We're not buying that for a second. If it's going to raise \$45 million a year to pay for school construction bonds, that's expansion. But more to the point, it would bring legalized gambling into bars and restaurants in virtually every neighborhood of the state — locations where people can go to spend their time gambling away their paychecks. The governor has said he opposes video poker because people will feed their money into the machines until it's all gone, and we think he was right about that. And we don't see how keno would be any different. If it's run as it is in Michigan, customers would be able to bet as much as they want as often as they want, limited only by having to wait until the next game begins — and you can be sure it's never going to be more than a few minutes until the next game.

Southland restaurant owners, by the way, don't seem to be excited by the prospect of customers staking out a table for the evening to watch a video screen tick off winning numbers in keno games. Typically, restaurants depend on customers having their meal and leaving so the next customer can sit down. Keno will keep people at their tables, most likely sipping water or coffee, and not spending their money — at least not restaurant fare. The governor may have a hard time persuading them to take part.

Bars may be a different story. Customers might be more willing to sit at a bar, ordering drink after drink, and with each drink becoming more convinced that the next keno game will be their winner. That might be good for the state treasury, but it's not going to be good for the citizens of Illinois.

The governor once again is proposing to solve the school funding issue with new gambling, and that's wrong. The people of Illinois all have an obligation and interest in good public schools. If there is a need

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for a school construction program, as there most likely is, we should all pay for it through a straightforward, "transparent" tax so we know what we're paying and where the money is going.

As for the rest of the capital improvement program, we look forward to hearing more from the governor about how he plans to spend the money, and a serious discussion of how much the state can responsibly borrow. The governor has promised from Day 1 not to raise sales or income taxes. But unlimited borrowing is not a responsible alternative; the bills eventually come due. When it does, we may have a different governor, but it will be the same taxpayers paying the expenses.

Springfield, The State Journal-Register, COMMENTARY, January 17, 2006 (Page 1 of 2)

Lawmakers must tackle education, economic issues

By MIKE LAWRENCE

Published Tuesday, January 17, 2006

We need eagles instead of ostriches at the apex of Illinois government for the state's economy to soar anew.

That is the propelling message gleaned from two recent reports - one showing a dramatic drop in median household income over the last several years, the other placing us behind many states in equipping young people to vie with their counterparts throughout the world for jobs to support themselves and their families.

The household income decline, from a peak of \$52,515 in 1999 to \$46,132 in 2004, stands out in an analysis by the Center for Tax and Budget Accountability and Northern Illinois University. The project, funded by the Chicago-based Joyce Foundation, also documented a loss of 225,000 manufacturing jobs over the last 15 years; a substantial shift toward service entities; a ranking of 35th among the states in economic growth; a compensation chasm between those with high school degrees and those who have graduated from community colleges and senior institutions; and wide wage disparities between whites and minorities based primarily on educational attainment.

"Illinois is at a crossroads," the analysts insist. "As the state's traditional industries scale back in the face of global competition, new technologies and new industries arise that require different skill sets and, in many cases, pay lower wages. These economic changes will impact everything from the type and level of skills that workers will need, to the state's fiscal health and the demand for public education, transit, health care and physical infrastructure. How Illinois responds will impact thousands of families, seniors and businesses, and the state's long-term competitiveness."

Within that context, Illinois' standing in an evaluation of state public school systems packs added import. Education Week reported a couple of weeks ago that our state received a D+ in elementary and secondary education funding, a C in teacher training, a C+ in school safety, parental involvement and class size, and a B+ in establishing standards and measuring performance.

This hardly gives rise to optimism about "long-term competitiveness." Rather, the education and economic assessments evoke compelling issues.

Given our changing demographics, we should address squarely the related academic and employment achievement gaps between whites and minorities. We should enlist and empower religious and other community stalwarts to aid in the family intervention that will help disadvantaged children gain the education so vital to them and to our state.

We simply cannot field a skilled work force that will entice high-paying enterprises to locate and expand here without sufficiently funding public schools and providing an affordable array of specialized training, community college and higher education programs.

Money is not the only answer. But Illinois has a deficit in the billions and a revenue structure that can no longer fund vital needs.

We already have burdened tomorrow's taxpayers with too much debt. As our economy continues to change, how can we justify imposing a sales tax on goods but not services when it could generate \$1

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billion even if health care were exempted? How can we blithely remain one of the few states in the nation not to tax the retirement annuities of its most affluent citizens when even limiting the levy to those making \$75,000 or more would reap hundreds of millions of dollars?

Confronting those issues could put politicians at risk. But failure to do so leaves children and jobs at risk. Where are the eagles in Illinois public service who will take wing while flightless ostriches ignore reality, pander to our self-interest and cheat our kids, grandkids and the state they claim to love?

Mike Lawrence heads the Paul Simon Public Policy Institute at Southern Illinois University.

The News Sun, OPINION, January 19, 2006

Shimer's move

Shimer College, the small liberal arts college of about 100 students, has accepted the Illinois Institute of Technology's offer to move most of its operations to Chicago.

Shimer is to IIT what Shakespeare is to an engineering schematic.

Current and former students have embraced Shimer's intimate Waukegan campus. The smaller scale was in keeping with the school's Great Books learning model. That will be lost in the steel and concrete of South State Street.

We believe small, private liberal arts colleges play an important role in American education. The loss of a college with Shimer's long tradition can only narrow the educational opportunities for our area's young people.

Indeed, without Waukegan, Shimer may not even exist. As a Shimer dean once said, "Shimer could not have made it without the supportive home it's found in Waukegan."

And yet, the words "thank you" were notably absent from Shimer's announcement. Certainly, the city deserves at least that.

Shimer came to Waukegan in 1979 at the invitation of then-Mayor Bill Morris, holding its first classes in a single brick building. Over the last quarter-century, Shimer has taken possession of 11 of the 14 buildings that sit within the 400 block of Sheridan Road. Three of the buildings are on the National Register of Historic Places.

The city proudly celebrated Shimer's 150th anniversary on its city parking stickers and has consistently shown its willingness to work with the college on a wide range of projects.

The city has embraced higher education. The College of Lake County's Lakeshore Campus anchors one end of the city's reborn Genesee Street, Robert Morris College is on the city's southwestern fringe, as is nearby Columbia College of Missouri in Park City. And, Shimer insists it will maintain a presence in the city. Indeed, we are intrigued with Mayor Richard Hyde's vision to create a campus in the former Karcher Hotel building overlooking Lake Michigan.

Other institutions of higher learning looking for a new campus would find a supportive home in Waukegan. Too bad Shimer sees the glare of the big city over the warmth of Waukegan.

The Daily Southtown, EDITORIAL, January 20, 2006

Gov offers more big plans, with some crucial omissions

Friday, January 20, 2006

THE ISSUE: As he gets ready to run for re-election, Blagojevich makes more promises in his State of the State address, but critics complain about costs and funding.

WE SAY: Most of the governor's ideas are good ones, but he needs to provide more specifics about paying for these initiatives. And he owes it to the voters to address the problems of corruption in government.

Gov. Rod Blagojevich made a bushel basket full of new promises on Wednesday in his State of the State address, and we're all for most of them. We're all for health care for veterans, new and improved roads, more jobs and tax credits to help young people pay their college tuition. His proposal to reduce mercury emissions by 90 percent is laudable, as are the proposals to provide treatment for methamphetamine addicts and to build or repair schools.

But as has been the case each year of Blagojevich's term, he had very little to say about how he will pay for all this. That's to be expected, perhaps, with his annual budget message due in a couple of weeks; that's where the details about paying the bills are supposed to be.

The devil is in those details, however, and we had hoped the governor might have more to say about how he'll achieve his lofty goals. In the past he has often left us cold with ideas like a lottery keno game to pay for school construction and pervasive borrowing to pay today's bills without raising today's taxes. His election opponents, accustomed to his techniques, were fully prepared to attack him on the lack of detail. The governor's staff says he'll address all such concerns in his budget message; they argue that the state's fiscal position is far better than it has been in years and that the critics are distorting the fiscal data. We look forward to seeing the details.

The governor's speech was in effect the kickoff of his campaign for a second term. He has not yet officially announced it, but he has a multimillion-dollar campaign chest, which, combined with Wednesday's anti-Washington, D.C., rhetoric, make a re-election bid a sure thing.

And so we also had hoped the governor would address the ethical climate in Illinois government. He should have some concrete proposals on this issue after more than three years in office. Corruption in government is one cause of the excessive cost of government here and surely contributes to the state's budget problems. Someone no doubt advised the governor that ethics was a subject he ought not bring up. But we think Blagojevich failed to take advantage of an opportunity to tell the state's voters that he recognizes the issue and has vision about how to address it.

Finally, we're still waiting for a plan from this governor to close the gap in school funding between wealthy and poor school districts. That's a problem that must be addressed by action at the state level. Until it is solved, the burden of property taxes to pay for schools will continue to grow and will continue to force businesses to leave our part of Illinois in search of lower taxes.

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How elite universities fail Latino students

By ILAN STAVANS

This year's freshman class at Amherst College, where I teach, has 24 Latino students, or 5.5 percent of the total enrollment. There are almost twice as many Asian-American students (45), more African-American students (41), and more who identify themselves as mixed race (31).

You might infer from those figures that Latinos are a small minority group in the general population. Yet according to the U.S. Census Bureau, there were more than 41.3 million Latinos in the United States as of 2004 — about 14 percent of the population. Now our largest minority group, the Latino population is also projected to grow faster than other groups for the foreseeable future.

In other words, 24 is an embarrassing number.

It is no secret that applications from minority students fluctuate from year to year. Indeed, Amherst received more applications from Latino students for this year's class than for any in the past: 325. The number of accepted students was also a record: 115. But after endless maneuverings by admissions officers and others, only 24 enrolled.

I'm focusing on Amherst because I know it best. But I've spent hours talking to admissions officers and colleagues at other elite institutions in the Northeast, and, give or take a few numbers, the picture is equally bleak at most of them. The Class of 2009 at Harvard University, for example, is roughly 7 percent Latino. I suspect the same is true at many, perhaps the majority, of the nation's prestigious institutions.

As elite colleges constantly tell us, what they do matters: to creating the next generation of leaders for a multicultural society, to opening doors to the talented of all backgrounds, to sustaining a functioning democracy. From where I sit, they're not doing a very good job.

To some extent, the problem is systemic. While institutions in regions like the Southwest, where Latinos already make up a significant part of the population, are doing a slightly better job of recruitment, nationwide higher education continues to fail Latinos. In 2002, according to the most recent figures available, Latinos represented about 17 percent of the college-age population, but accounted for just 10 percent of all college students, and just 7 percent of students at four-year colleges. With the mission they have set themselves — to be the gateway to the American Dream — and the resources they have available, elite institutions should do much better than that. Why have they failed?

It's not so much lack of interest. I've been part of countless events on and off the campus where admissions officers entertain prospective "students of color" — usually with a generic program catering to a vague "otherness" that is supposed to appeal to a wide range of minority students.

Unfortunately what elite colleges have in good will, they lack in knowledge. Like most of our nation, they have little awareness of the intricacies of Hispanic civilization north, south, and east of the Rio Grande — beyond a vague association with an unethic Jennifer Lopez and an asexual Ricky Martin. Latinos are a multifaceted minority with a labyrinthine history. A segment of the population has been in United States since before the *Mayflower*. Others came in successive waves of immigration from Mexico, Central and South America, and the Caribbean, as well as from Europe. Issues of race and class among Latinos are divisive. A mestizo laborer in Oregon, whose original home was in Guadalajara, has little in common with an upper-class Caucasian student from Monterrey, although both are from Mexico. Afro-Cubans, Puerto Rican *jibaros*, and numerous other subgroups complicate the matter.

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It gets worse. Our admissions office, like most, classifies Latino students from the United States differently from those who have a Latino background but come from elsewhere (they are considered "international" students). The latter, mostly from well-to-do families, rarely perceive themselves as Latino and are resented by working-class Latino students.

Then there is the issue of language. Latinos are embracing English as speedily as any previous immigrant wave, but they are not renouncing their allegiance to Spanish. The duality results in a heightened sense of cultural loyalty. Add to it a shared yet amorphous connection with similar historical motifs, cuisines, and a passion for musical rhythms, and the result is a sum of parts more than a homogenized whole. We haven't even begun to think about how to make our campuses welcoming to such a mixture.

Like other minority students, Latinos are also burdened with being asked to "represent" their group on the campus. The complexity of the Latino minority worsens the challenge. For instance, a Nuyorican student of mine was asked to orchestrate an evening about the Day of the Dead, a traditional Tejano festivity to which she has absolutely no connection. Refusing to do it made her feel like a traitor. That kind of insensitivity is palpable on campus.

Elite colleges also fail in recruiting Latino students because they often rely on a short list of qualified students — determined by SAT scores — from the College Board. Competing with other elite institutions for the names on that list, they flood prospective candidates with letters, invitations to campus, and more. That means that, roughly, the same 325 Latino students applying to Amherst also apply to similar institutions. The results are predictable. Amherst has pursued alternate strategies, like going through organizations in California and Texas, states with large Latino populations, to identify appealing "diversity" students. Success, however, has been minimal.

One handicap is that admissions officers, at least in the Northeast, are hardly ever Latino. That isn't a small point. Without someone in the office fully immersed in Latino life, the possibility of understanding its complexities is lessened.

Another predicament is that most presidents and deans of elite colleges aren't Latino either. Nor are trustees. In 1999, for the first time, my institution put a Latino on its board. It had taken almost 200 years. And then there's the faculty. Elite colleges in the Northeast are still lagging far behind in hiring Latino professors. Most teach in the humanities, not in fields like chemistry, geology, or neuroscience. Latino faculty members are not represented across the entire fabric of the college.

The lack of Latino representation is also felt in the development office. Latinos are slowly moving into the middle class, but over all they are far from affluent. At elite colleges like Amherst, money doesn't shape policy, but it ratifies influence. Without major Latino donors, the priority of recruiting this minority is likely to remain low for the time to come.

Furthermore, it is vital to comprehend what happens beyond the freshman year. The retention level at Amherst is superb: Enrolled Latino students tend to graduate at the same speed as everyone else. Still, there is a recognizable feeling of alienation. The consensus among faculty members is that Latino advisees seek their advisers less frequently than other students do, perhaps because they have a harder time building a teacher-student bond. Student organizations dealing with Latino culture are less active than other organizations — partly because of the small number of Latino students, partly because of the divisions among Latinos. The problem, therefore, becomes circular. The fewer Latinos there are, the fewer ways to make the campus attractive in recruiting them.

I'm aware that by focusing on ethnicity, I run the risk of being perceived as a throwback to the 90s, when there was more support for affirmative action and promoting a multicultural climate than I think there is

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today. Now, increasingly, the topic is class. I know some institutions are hoping that, by focusing on class, they can also attract more minority students. And I know they are eager to address the social disparities affecting the United States at the dawn of the 21st century. But I have serious doubts that class will prove to be adequate. There is no single, homogeneous working class in America. Ethnicity is a major factor in the way people perceive themselves. True, poverty makes few distinctions, but racism does.

Too often the fact that our elite institutions do such a poor job recruiting Latino students is still swept under the rug. To bring this issue into the light, and to finally do something about it, we need a starting place. I'd suggest that we set up a task force to go beyond the efforts of individual institutions. We could begin here in the Northeast, where the problem is so serious. Let's ask why we have so few Latino students enrolled in some of the nation's top colleges. If the system is the problem, the system is also the solution.

A few months ago, I participated in a panel discussion at Amherst for prospective students of color. There were four professors seated in a large, elegant room filled with almost 100 high-school seniors looking to make a choice. The conversation was about how Amherst is a terrific place to study, where resources are plentiful, and the facilities state of the art; where intellectual rigor prevails, and faculty members and students interact on a regular basis. By all accounts it sounded like a magnificent buy.

At one point, during the Q&A, a shrewd black Latino young man asked: Why aren't there any nonwhite professors in the room? I told him Amherst is changing. I stressed the fact that knowledge isn't ethnicized: You don't have to be Greek to teach the classics. Still, the number 24 kept popping up in my mind.

Ilan Stavans is a professor of Latin American and Latino culture at Amherst College. He is editor in chief of the four-volume Encyclopedia Latina: History, Culture, and Society in the United States (Grolier Academic Reference, 2005). His latest book is Rubén Darío: Selected Writings, which he edited with an introduction, translated by Andrew Hurley, Greg Simon, and Steven F. White (Penguin Books, 2005).

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Black colleges struggle back after Katrina

Future cloudy for proud schools with small endowments

By Jodi S. Cohen

Tribune higher education reporter

Published January 16, 2006

NEW ORLEANS -- On graduation day later this year, Dillard University seniors will march down the campus' grand Avenue of the Oaks in a ceremony that seems as old as the oaks themselves.

Senior Dalia Williams plans to be there, between the rows of broad trees, proudly graduating from a college with a 136-year tradition of educating African-American students.

"They opened the doors to continue the legacy," said Williams, 21, who spent last semester at the University of Houston after Hurricane Katrina forced Dillard and all other New Orleans colleges and universities to close. "It shows that no matter what, we can always recover and rebuild."

While every university here was damaged by the hurricane, Dillard, Xavier University of Louisiana and Southern University at New Orleans face particular challenges.

The three historically black colleges expect to enroll a combined 7,000 students this semester--considerably fewer than in the fall semester before Katrina. And with relatively small endowments and alumni networks from which to raise funds, their efforts to reopen have been daunting.

Officials of all three universities said last week that they were driven by their mission to educate a population historically left out of higher education.

"If something were to happen to Xavier, Dillard and SUNO, we would have a real problem in terms of the career productivity of African-Americans. We can't afford to do that. It is too important to America," said Xavier President Norman Francis, the nation's longest-serving university president at 38 years.

Students describe the universities as small and nurturing, where professors know their names. Some students also said they feel more comfortable at a university where they aren't in the minority.

Nationally, black colleges have had greater success in graduating black students than other schools, according to University of Pennsylvania assistant professor of education Marybeth Gasman. While 25 percent of all college-bound black students attend historically black colleges, 28 percent of black college graduates are from those schools, she said.

Xavier sends about 100 black students to medical school a year, more so than any other institution.

Dillard University, founded in 1869 to educate freed slaves, is known for its nursing, education and liberal arts programs.

Southern University at New Orleans, the only public school among the three, requires that all students perform community service and is known for its social work program.

Xavier to reopen campus

Xavier, which kicks off the spring semester Tuesday, is the only one able to return to its campus, which still has signs warning people to keep out of damaged areas. The school has spent about \$20 million on

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repairs and expects to spend \$15 million more, Francis said.

Except for commencement ceremonies this summer, Dillard will operate for the next six months out of a downtown hotel, where gray partitions divide a ballroom into 14 classrooms that are anything but soundproof. An African history class had to move to the back of its room to avoid the booming voice of an education professor next door.

About 50 percent of Dillard students returned for the spring semester, and about half the faculty was laid off. The campus, in the Gentilly neighborhood, sustained about \$500 million in flooding and fire damage but only two of its oak trees were destroyed, President Marvalene Hughes said.

Southern University has an estimated \$18.5 million in damage and will hold classes at a middle school for a few weeks before moving to a makeshift campus of trailers near the deserted school, where a desk calendar remained open last week to Aug. 26. Katrina made landfall Aug. 29.

Signs on the temporary campus proclaim "SUNO is Back!" but fewer than half of the students are expected to return this semester. About 43 percent of the faculty members and about 19 academic programs have been cut, officials said.

Some students who are not returning to New Orleans will get their education in Chicago instead.

Marvell Brickhouse would have been a sophomore this year at Xavier but transferred to the University of Illinois at Chicago with a dozen other Xavier students, according to UIC spokesman Mark Rosati.

"When we were freshmen, [Xavier officials] guaranteed that they had some sort of evacuation plan if something like this was to occur. They didn't," said Brickhouse, a Chicagoan who said he was stranded in a dorm for several days after the storm.

Small endowments

All three colleges are unsure about how many students will enroll this fall. Decisions about attending school here will depend in part on the city's ability to rebuild and recover.

All three also face financial questions. Dillard and Xavier have endowments of about \$50 million, small compared to Tulane University's \$850 million.

The universities relied on donations from alumni, foundations and other universities to help them reopen. Brown University, whose president, Ruth Simmons, is a Dillard graduate, donated \$1.1 million for student scholarships at Dillard, Xavier and a Mississippi university.

Simmons said the universities have a unique opportunity to help the black community hit hard by Katrina.

"In a strange way, here is an unparalleled moment yet again for these institutions to play a role in bringing that community back," Simmons said.

Bang for their bucks

When state legislators and governors gather from around the country, they might be forgiven for thinking that all of those who run state higher education systems come from Lake Wobegon, where all children are above average. For in just about every state — whether generous or frugal on college spending — administrators say that they are making the absolute best possible use of available dollars.

A new system has been developed to see if they really are — and the results are sure to please college officials in some states and upset those in others. The system measures spending that goes into higher education and performance in certain areas, with the idea of seeing which states are getting the most bang for their bucks.

The analysis — developed by the National Center for Higher Education Management Systems — ranks Utah No. 1 for performance relative to funding, followed by Massachusetts, Colorado, California and North Dakota. The bottom five, starting at 50, are: Alaska, Maine, West Virginia, Hawaii and Vermont. (Summaries of the various rankings appear at the bottom of this article.)

A report accompanying the center's analysis said that the new system might provide perspective to state lawmakers, who don't know what to make of college leaders who complain about their level of support relative to institutions in other states. Because this analysis is independent, it may have more credibility, the report said. It also said that too much of the lobbying done by public colleges and universities focuses on spending levels compared to other institutions, not the relationship between spending and quality.

"In response to the question of 'how much funding is needed?' the typical answer of 'more' or 'as much as our peers' leaves out all consideration of performance and affordability to students," the report said.

The center also did separate analyses for public research universities, bachelor's and master's institutions, and community colleges — with Colorado, Washington and South Dakota leading the three categories, respectively. The rankings could bolster the assertions of educators in states that did well that they are indeed spending taxpayer funds effectively. But doing well could be a double-edged sword — some of the states with high scores are a bit parsimonious in supporting their colleges, and might be inclined to go right on doing so, knowing that they are getting good results. Of course some of those scoring poorly are also not known for overflowing coffers.

For the overall state rankings, state support covered both appropriations and tuition revenue. Federal research support was excluded based on the view that such funds must be spent on certain areas. Quality measures included such factors as undergraduate enrollment relative to population, undergraduate degrees relative to enrollment, timely graduation rates of traditional age undergraduates, competitive research funds awarded per capita and percentage of total degrees awarded that are doctoral degrees.

An adjustment was also made for cost-of-living differences. Since states that are more expensive to live in require higher faculty salaries, and since faculty salaries are a major component of state budgets, NCHEMS officials said it would have been unfair to do a straight dollar comparison among the states. Separate calculations were made for the sector rankings, but all focused on various graduation rates.

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Patrick J. Kelly, a senior associate at NCHEMS and one of the report's authors, stressed that the project was not designed to say "this system is underfunded or this system is overfunded." Rather, he said the idea was to make comparative data available so that educators and state officials could examine the details. He said that there are many "red flags" that should be visible in different states, but that every red flag did not indicate a problem.

What is clear, he said, is that "funding alone is not correlated with performance" and that some states are doing much better with limited funds than are other states. Kelly said he was "a little concerned" that parts of the report might be used to justify tight budget for colleges. But he said that he believed many states could use the data to show that they make excellent use of their funds, and deserve more. NCHEMS plans to start publicizing the analysis today.

He also said that the data in the report might be helpful in debates over tuition policy. People who assume a direct correlation between funding and performance would respond to a cut of \$1 in state support by adding \$1 in tuition revenue, he said. Kelly said that is a "knee jerk" reaction that shouldn't happen, and he hoped that the report may prompt some people to reconsider how they set tuition.

Kelly acknowledged that there are important measures of institutional quality that could not be measured, and he said this was especially the case at the baccalaureate and community college levels. NCHEMS could not find good measures of support to local communities, he said, so that mission — extremely important to community colleges and regional state colleges — isn't calculated.

Below are overall rankings and rankings for the three sectors NCHEMS analyzed. Data that were used for the rankings generally come from 2002-3.

Performance of public higher education relative to spending

State	Overall	Research Institutions	Bachelor's and Master's*	Community Colleges
Alabama	28	38	22	13
Alaska	50	48	47	50
Arizona	9	17	*	17
Arkansas	44	42	27	18
California	4	3	16	3
Colorado	3	1	6	19
Connecticut	22	34	26	46
Delaware	19	18	45	48
Florida	16	12	34	6
Georgia	30	5	33	8
Hawaii	47	49	46	40
Idaho	34	44	41	42
Illinois	14	13	14	9
Indiana	33	33	43	39
Iowa	8	15	2	5

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Kansas	18	11	13	10
Kentucky	45	41	36	22
Louisiana	42	25	35	27
Maine	49	45	32	32
Maryland	6	28	21	45
Massachusetts	2	31	10	36
Michigan	29	16	28	30
Minnesota	20	20	9	15
Mississippi	37	30	39	2
Missouri	11	39	18	23
Montana	32	21	40	20
Nebraska	15	10	17	16
Nevada	39	37	*	49
New Hampshire	12	2	7	28
New Jersey	40	6	3	31
New Mexico	35	36	44	43
New York	24	24	8	26
North Carolina	23	40	31	29
North Dakota	5	32	30	14
Ohio	27	22	42	35
Oklahoma	36	19	19	11
Oregon	31	27	37	41
Pennsylvania	26	26	11	47
Rhode Island	7	14	23	44
South Carolina	43	29	12	25
South Dakota	17	35	20	1
Tennessee	38	46	29	38
Texas	25	7	24	21
Utah	1	23	15	7
Vermont	46	50	38	33
Virginia	10	9	4	12
Washington	13	8	1	4
West Virginia	48	43	25	24
Wisconsin	21	4	5	37
Wyoming	41	47	*	34

*Not all states have institutions in this category, although one state — Nevada — that is not evaluated here recently created an institution for this classification.

— Scott Jaschik

The Chronicle of Higher Education, January 18, 2006

State support for higher education has 'no correlation' with college quality, report says

By ANNE K. WALTERS

Public colleges in states that spend a lot of money on higher education aren't necessarily better than colleges in states that provide them with meager support, according to a report that ranks states based on an analysis of their higher-education budgets and the performance of their colleges.

The report, which was prepared by the National Center for Higher Education Management Systems, attempts to answer the age-old question in debates over state financing of higher education: Does more money equal better quality?

The report, "A New Look at the Institutional Component of Higher Education Finance: A Guide for Evaluating Performance Relative to Financial Resources," compares state funds for higher education in each state with colleges' performance in a variety of areas, including graduation and participation rates. The report concludes that education can succeed even when state support falls.

"There is no correlation between funding and performance," said Patrick J. Kelly, one of the report's authors and a senior associate at the center, a nonprofit organization that aims to improve the effectiveness of college management.

Utah, Massachusetts, Colorado, California, and North Dakota were the five most successful state systems of higher education in the report's overall ranking of performance relative to state money received per student in the 2002-3 academic year.

The report, which also broke down results by types of institution, said that Colorado was the most productive in the public-research sector, Washington was the most productive among baccalaureate and master's institutions, and South Dakota was the most productive for two-year colleges.

In many states, declining state support for higher education results in a "knee-jerk reaction to increase tuition," Mr. Kelly said. But before they raise tuition, he said, policy makers should examine colleges' performance relative to their financing.

"Discussions about funding in most states usually leave evidence about the overall adequacy of public-institution funding off the table," the report says. "As a result, in times of decreasing state appropriations, institutions often attempt to offset revenue shortfalls by simply raising tuition and fees. In response to the question of 'how much funding is needed?' the typical answer of 'more' or 'as much as our peers' leaves out all consideration of performance and affordability to students."

The center hopes the report will not be used as an excuse to cut funds or to continue providing inadequate support for systems that are doing well despite lackluster budgets. Rather, the report said, it seeks to cause some states to examine whether they can continue to provide a quality education while still scaling back the resources they provide colleges, and others to examine whether colleges could be doing even better, given the money they are receiving from the state. The report stops short of naming specific states that provide too little or too much money to their colleges.

"We really hope it will spark a different conversation in states," Mr. Kelly said, "a better conversation."

The abandonment of community colleges

For at least a decade now, leaders of flagship state universities have been talking about the rapid decline in the state share of their budgets — a decline viewed by many as both historic and unfortunate.

A new study — which has yet to be published but is being called a bombshell — suggests that there has been a similar, historic erosion of government support for community colleges in the last 20 years. Among its findings:

- In 1980-81, 16 states contributed at least 60 percent of the budgets of their community colleges. By 2000-1, none did so.
- In 1980-81, 22 states contributed at least half of the budgets for their community colleges, which enrolled 55 percent of all community college students in the country. By 2000-1, only 7 states — enrolling 8 percent of community college students — did so.
- During the 20 years for which data were studied, community colleges saw a sharp increase in the share of their budgets that comes from contracts. While many projects supported by those contracts helped the institutions and their communities, experts on community college finance note that the sources of funds that make up a decreasing share of college budgets tend to support instruction, and that the contracts are unlikely to make up the difference.

All of these findings are in a doctoral dissertation that Billy Roessler defended last month at the University of North Texas. Roessler, registrar at the Tarrant County College South Campus, had a dissertation committee that included some of the top experts on community college finance — people who say that this data should make people pay more attention to the financial challenges facing community colleges.

“It’s totally depressing,” said Stephen G. Katsinas, director of the Education Policy Center at the University of Alabama at Tuscaloosa. “Everyone is hurting and all the government support has been going down. If you had local support, the states cut you more because they knew that they could.”

Roessler said that he fears the data point to a challenge to community colleges’ historic mission of open access. “We’re clearly having students pay more, and that undermines their ability to enroll,” he said.

For his study, Roessler used a classification system Katsinas developed to examine community colleges by their geographic area (urban, suburban, rural). While the trends were generally the same in the three categories, there were significant differences in magnitude. (The percentages shown do not add to 100 percent because numerous small categories have been excluded here.)

Share of community college budgets by source of funds

Source of Funds	1981	2001
Rural		
—State appropriations	48.1%	37.3%
—Local appropriations	15.6%	11.8%
—Tuition and fees	14.2%	18.2%
—Contracts	9.4%	22.2%
Suburban		
—State appropriations	45.4%	31.8%
—Local appropriations	20.3%	20.4%

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—Tuition and fees	17.1%	20.9%
—Contracts	7.1%	16.2%
Urban		
—State appropriations	47.0%	31.8%
—Local appropriations	17.4%	13.8%
—Tuition and fees	16.0%	19.1%
—Contracts	9.3%	26.9%

Roessler said that the only good news in this data was that suburban community colleges had been able to maintain the same percentage of local support — something he speculated was due to the fast growth in those areas.

When he started the study, Roessler said, he expected to find a decline in the share of government support in community college budgets during the time period he examined. “I was anticipating a dropoff. The surprise was how large,” he said.

Katsinas said that this analysis was significant because these trends can easily be hidden by annual reports on increases in state appropriations for various colleges. He also said that the rise in contract funds had many implications. Community colleges are increasingly dependent, he said, on programs that may not relate directly to student instruction.

“Creating economic development programs is the big unfunded mandate,” he said.

Katsinas said that the trends since 2001 — years of tight state budgets until last year — have almost certainly exacerbated the trends the study found.

For 45 states, Roessler was able to obtain enough data to show the percentage of community college budgets that came from the states and from local governments in 1981 and 2001. (Complete, comparable data were not available for Alaska, Hawaii, Kentucky, Louisiana and South Dakota.) Those figures follow.

Average share of community college budgets from appropriations

State	State Funds 1981	State Funds 2001	Local Funds 1981	Local Funds 2001
Alabama	60.6%	43.3%	0.9%	0.5%
Arizona	22.1%	15.2%	42.6%	39.1%
Arkansas	58.5%	55.1%	0.0%	0.0%
California	60.3%	32.9%	19.6%	20.3%
Colorado	40.7%	32.5%	7.7%	9.5%
Connecticut	67.3%	59.3%	0.0%	0.0%
Delaware	75.6%	56.3%	0.0%	0.0%
Florida	60.4%	47.5%	0.0%	0.0%
Georgia	57.6%	50.1%	0.0%	0.0%
Idaho	47.1%	30.1%	16.9%	13.1%
Illinois	27.1%	15.9%	32.1%	29.8%

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Indiana	43.5%	40.1%	0.0%	0.0%
Iowa	41.0%	29.8%	8.3%	6.8%
Kansas	26.1%	22.5%	38.7%	34.3%
Maine	65.9%	49.6%	0.9%	0.0%
Maryland	34.3%	26.7%	26.3%	22.2%
Massachusetts	60.2%	52.6%	0.4%	0.0%
Michigan	35.2%	25.7%	22.4%	23.6%
Minnesota	49.4%	44.0%	0.0%	0.0%
Mississippi	47.4%	39.4%	12.1%	7.6%
Missouri	36.2%	29.0%	22.4%	19.3%
Montana	42.6%	25.7%	26.4%	19.4%
Nebraska	32.5%	44.5%	35.0%	9.7%
Nevada	65.6%	58.9%	0.0%	0.0%
New Hampshire	65.5%	40.1%	0.0%	0.0%
New Jersey	26.3%	19.1%	28.3%	23.4%
New Mexico	32.6%	32.9%	34.1%	23.4%
New York	36.3%	24.9%	22.4%	14.8%
North Carolina	69.1	46.9%	10.2%	10.1%
North Dakota	47.1%	39.4%	3.5%	0.0%
Ohio	42.4%	37.1%	11.6%	9.9%
Oklahoma	61.5%	44.4%	5.1%	11.2%
Oregon	28.4%	31.2%	33.6%	14.8%
Pennsylvania	27.9%	26.5%	21.9%	16.2%
Rhode Island	69.3%	47.8%	0.0%	0.0%
South Carolina	51.7%	39.7%	7.1%	8.4%
Tennessee	64.2%	49.2%	0.0%	0.0%
Texas	50.8%	37.3%	13.3%	15.4%
Utah	54.0%	42.0%	0.0%	0.0%
Vermont	44.6%	10.9%	0.0%	0.0%
Virginia	69.7%	53.3%	0.0%	0.3%
Washington	67.6%	39.7%	0.1%	0.0%
West Virginia	70.9%	45.7%	0.0%	0.0%
Wisconsin	21.7%	17.8%	49.1%	45.6%
Wyoming	51.5%	39.7%	22.9%	17.0%

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To shed idled workers, Ford offers to foot bill for college

By JEFFREY MCCRACKEN
Staff Reporter of THE WALL STREET JOURNAL

Idled union workers at **Ford Motor** Co. might have an all-expenses-paid college education in their future. The quid pro quo: They have to leave the company.

Confronted with laid-off workers collecting paychecks for no work, Ford last week began offering the free education -- plus half of their usual hourly salary plus full medical benefits -- to United Auto Workers union members laid off at its Edison, N.J., truck plant.

"It could be a typical four-year institution or community college or getting a commercial-vehicle license," company spokeswoman Marcey Evans said yesterday. She added: "Anything that leads to a license, degree or something like that."

Ford will soon also offer this "Educational Opportunity Program" to laid-off workers at its Lorain, Ohio, assembly plant, which closed in December. That plant, which had about 1,500 UAW workers, is moving some of them to an assembly plant in Avon Lake, Ohio, Ms. Evans said. She didn't know whether any UAW workers had accepted the tuition-assistance offer yet.

A UAW spokesman declined to comment on the Ford plan yesterday.

Under Ford's current agreement with the UAW, union members idled for an extended period of time due to new technologies or restructuring are entitled to collect full pay and benefits even if they have no work to do. But that program, known as the JOBS Bank, doesn't offer a direct re-education benefit, and could be at risk when Ford, **General Motors** Corp. and **DaimlerChrysler** AG's Chrysler Group renegotiate their UAW contracts in 2007.

"This tuition program is different than anything we've offered in the past. We think this can help an employee a lot, help them go into a new career or field," Ms. Evans said. She added that the program also has the benefit of helping the company manage its pool of laid-off workers.

The JOBS Bank has long been a sore spot among Detroit auto executives. But the costs of the program, begun in the early 1980s, have escalated sharply in the last two years as increasing numbers of traditional Detroit Big Three plants have shut down.

Analysts estimate that the JOBS Bank is costing Detroit's auto makers and Delphi Corp., the big former GM unit, more than \$1 billion annually -- at \$130,000 in wages and benefits per worker per year.

GM has 5,000 to 6,000 workers in its JOBS Bank, analysts estimate. The company hasn't disclosed a figure. Chrysler has about 2,500 union workers in the program, and Ford says it has about 1,100.

The JOBS Bank toll at GM and Ford could rise substantially in the next two years as the auto makers launch restructuring programs designed to cut excess capacity in North America. Auto analysts say the JOBS Bank also hurts the Detroit auto makers by encouraging them to keep building slow-selling products rather than shut down plants and lay off workers who will keep getting paid.

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Buyout Plan

Ford is offering to pay for college degrees for some United Auto Workers employees if they agree to leave the company, as an alternative to its JOBS Bank program*.

- **Total number of Ford UAW workers:** 82,000
- **Average salary without overtime:** \$51,000 to \$53,200
- **Number of Ford UAW workers in JOBS Bank program:** 1,100

*Not employed full-time, but still drawing full wages
Source: Ford Motor

Even UAW leaders are concerned that the pay-for-no-work image of the JOBS Bank has become a negative for the union. Detroit's auto makers have signaled they will push in the 2007 UAW national contract talks to reduce or eliminate the program.

The challenge for both UAW leaders and the auto makers is to develop substitutes for the JOBS Bank that can ease the transition to new jobs outside the auto industry.

Under its new program, Ford will pay as much as \$15,000 a year for tuition to UAW workers who go to school full time to achieve a degree or certificate or license. The half-salary benefit amounts to about \$27,000 a year.

Workers must maintain at least a C average and a full load of classes. They must have had at least one year with Ford.

Though they are severing ties with Ford, the workers would still receive any pension they accumulated but wouldn't receive retiree health care unless they retired from the auto maker.

These workers will get preferential treatment to be rehired if they apply for job openings at Ford, said Ms. Evans.

The challenge for Ford is whether its unemployed UAW workers will take the offer when they could choose to stay in the JOBS Bank, receive full pay and benefits, and to go to school on their own.

Workers in the JOBS Bank must report to the plant for 40 hours a week, where they may or may not be given work. Some work in the community on volunteer programs or charitable efforts. Ford has about 82,000 UAW members on its payroll.

Ford already has four other buyout programs in place for its UAW members, according to Ms. Evans.

She said those plans are: a "special retirement incentive" in which workers with 30 years or more receive \$35,000 to leave and get full retiree benefits; a "special early retirement" offer for workers 55 years or older with at least 10 years on the job who can leave and get lifetime retiree benefits; a "pre-retirement leave" program for workers with 28 years of service but not yet 30 years, who can leave and get 85% of their pay until they reach 30 years; and finally a "special termination" plan in which workers can get \$100,000 up front to leave the company and walk away from their Ford pensions and health care.

Write to Jeffrey McCracken at jeff.mccracken@wsj.com¹

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For all to see

To disclose or not to disclose. That's the question some institutions have faced in recent years regarding students' evaluations of professors.

A proposal at Northwestern University to make all evaluations available may go before the Faculty Senate soon, and it is attracting both praise and criticism. The debate comes amid the growing popularity of professorial reviews on Web sites that have no ties to universities — and, critics charge, no quality control.

Nearly 30 years ago, Northwestern faculty members first agreed to have evaluations, provided that professors could keep them under lock and key if they so chose. But times have changed.

"[Evaluations] have become commonplace on campus," said Stephen Fisher, associate provost for undergraduate education at Northwestern. "Students look to them, and so do members of the administration and faculty members."

Fisher estimated that only about 5 percent of professors currently ask that their evaluations not be posted online.

Northwestern's General Faculty Committee will vote on February 1 to decide whether the proposal to require that evaluations be available should go before the Faculty Senate later this year, at which point every faculty member would vote. Fisher said that students have been pushing for the change for some time, and it was even part of a student government campaign last year. So far, faculty members have been weighing the pros and cons of exposing their grades.

Fisher said that there has been more concern over publishing comments, than over an average score compiled from evaluations. "One communications faculty member said there are studies that say negative comments linger longer than positive comments, and that a few bad comments could color the perception of that teacher disproportionately," Fisher said. "If it's numerical, [a small number of scores] would be dissipated."

In the interest of generating better data, Northwestern last year required all students who want to view evaluations of professors who do not ask to have them withheld to first fill them out for courses they have completed. Fisher said evaluation completion about doubled, to nearly 80 percent.

Thomas Bauman, professor of musicology and chair of the General Faculty Committee, said that faculty members are discussing whether there should be exceptions to any mandate, such as for adjuncts, or first-time teachers "who might feel they need a buffer of some kind."

Faculty reactions to public evaluations, beyond Northwestern, are as varied as the critiques they themselves get. The most public of all evaluation systems is RateMyProfessors.com, which has over 700,000 professors, and which allows anyone with an e-mail address to post to their heart's content. As students have become more demanding consumers of their education, various methods of assessing professors without meeting them have been born — some by students, and others by colleges.

Some of the more controversial versions of course guides are founded and maintained by students. A group of students at Williams College started Factrak several years ago. Factrak is run by students, and does not draw data from Williams' official evaluations. Rather, students can post at their leisure with both their individual scores and comments, and only students can see the evaluations. "Originally, there were

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accusations that only extreme views were posted," said Evan Miller, a Williams student who helped develop Factrak. In response to the criticism, Factrak instituted a system where students can "agree" with comments, "so you can see if a view is extreme if nobody agrees, or if a professor is universally hated." All of the Williams students interviewed said they prefer the in-house system to RateMyProfessors.com, primarily because it verifies that users are students. Factrak has made some faculty blood boil, however.

Alan White, a philosophy professor at Williams College, railed against Factrak in an article he wrote in *The Williams Record*. In an interview, White said that Factrak "can't possibly work well. There are either too few entries, or so many that nobody has time to look through them. Either way, you don't get a representative sample." White added that systems that give average scores generally do nothing to establish statistical significance, so the numbers should not pass peer review. "It's bad information that looks good," he said. "That's the worst kind of information." White said he would prefer a system that gives students contact information for other students who have taken a particular professor. "Then I could talk to someone I knew and trusted, a kindred spirit ... or at least I could get a feel for the person," he said.

Even some of the student run evaluation databases don't verify that commentators are students. CULPA, the Columbia [University] Underground Listing of Professor Ability, was actually founded before RateMyProfessors.com, and apparently preceded it with the idea of not making sure only students can post.

Washington University in St. Louis drives the Rolls Royce of public evaluation systems. Beginning six years ago, Henry Biggs, director of undergraduate research, led a push to create a more informative evaluation process. "The questions being asked were not getting the required information," Biggs said. "We had no way to know if a professor was struggling." A faculty member from the anthropology department helped develop evaluation templates for different types of classes (lectures, seminars, labs, etc.), and then an online system was tested for over a year.

Professors have to petition if they want to withhold the evaluations from students, who can log in and see them. The student comments are not there, but a wealth of numerical data, including the number of respondents out of the total from a particular section, and the scores relative to the department and to all other professors in the system. Biggs said that about three-quarters of students fill out the evaluations, which went fully online in fall 2004. Professors can also tailor several questions specifically to their course. "They can ask about a particular text," Biggs said. He said that he was recently interviewed by a student asking why the Wash U. system is any better than RateMyProfessors.com. "I've had several students say they go there to choose a course, which is disastrous," Biggs said. "We worked on ours for four or five years [before going public]. We didn't just throw up a site that could do evaluations."

When evaluations are credible and informative, some of RateMyProfessors.com's harshest critics are all for them. "The Professor," an anonymous professor from a southern college who started the Rate Your Students blog as a comeback to RateMyProfessors.com, said in an e-mail that "One part of me, however, still wants to invoke the professorial defense: 'I know what I'm doing; students don't — yet.'" But added that "perhaps publicizing professors who weren't meeting student expectations would encourage professors to try and address their weaknesses."

— David Epstein

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NCAA colleges score

For years, coaches and athletics officials have complained that the federal methodology for calculating graduation rates is unfair, because it counts against institutions those athletes who leave college in good standing and does not give the programs credit for athletes who transfer in and graduate. Those complaints mirror, to some extent, criticisms of how the federal rate applies to non-athletes, too, but the objections tend to be loudest about the athletes because of the significant scrutiny paid to the perceived academic underperformance of athletes, particularly in big-time sports.

To respond to those concerns, the National Collegiate Athletic Association, as part of its broad efforts to improve the academic performance of athletes, produced a new measure called the graduation success rate, which, like the federal rate, examines the proportion of a four-year institution's freshmen who earn a degree within six years. But unlike the federal rate, the NCAA graduation success rate excludes from the denominator those athletes who leave the institution in good academic standing (whether to go pro or to transfer to another college), and includes in the numerator those who transfer in to the institution and proceed to graduate.

"Given the mobility of today's students, the GSR is simply a more defensible methodology," says Todd Petr, the NCAA's managing director of research.

Last month, the NCAA released a team by team look at the new graduation success rate, but it withheld the rates for institutions overall until Thursday, when it also released the latest version of the federal rates.

Perhaps to no one's surprise, colleges look much better under the NCAA rate than they do under the federal rate: Over all in Division I, the new rate showed athletes who entered NCAA institutions from 1995 to 1998 graduating at a rate of 76 percent, 14 points higher than the federal rate.

And individually, fewer than 10 of the more than 300 Division I institutions had lower rates using the newly concocted measure than the federal one, as seen in the table at bottom. And some of the increases are quite eye popping. The federal graduation rate for Clemson University's athletes (53 percent), for instance, lagged significantly behind the rate for all students at the institution over the four-year period (71 percent). But the graduation success rate for Clemson athletes who entered during the same period soared to 97 percent.

The athletic graduation success rate for Indiana University-Purdue University at Fort Wayne was 75 percent, compared to 39 percent under the federal rate. And Campbell University's rate rises to 91 percent from 54 percent.

The higher numbers have led some critics to question whether the new NCAA is so enamored of the new rate not simply because it is fairer, as association officials emphasize, but because it makes the situation in college sports look so much better.

During a telephone news conference announcing the new rates Thursday, a reporter (OK, this reporter) asked Myles Brand, the NCAA's president, to respond to critics' suggestions that the new rate was a tactic to improve the NCAA's public relations.

"That's the most cynical point of view I've heard in a long time," Brand sputtered. "The claim to accuracy is critical important. You have to look at the federal rate in a way that disqualifies it."

Added Walter Harrison, president of the University of Hartford and chair of the NCAA's executive committee: "Our intention here is to try to give ourselves and the public an accurate picture of what's happening with the students."

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Just because it has found a measure that shows the graduation rates to be better does not mean that the NCAA will not push ahead on its efforts to improve the academic performance of athletes, Harrison said. "The issue here is not breaking my arm to pat myself on the back, as my wife would say. It's to see what's the task ahead.... All of us want to be sure our athletes graduate at even higher rates."

Because this is the first year the graduation success rate is available, only the federal rate — imperfect as it may be — offers a glimpse at change (and possible improvement) over time. The statistics released by the NCAA Thursday put the overall graduation rate for Division I athletes who entered in 1998-99 at 62 percent, unchanged from the year before but two points higher than the rate for all students at the institutions.

Male athletes were slightly less likely to graduate than other students (55 percent vs. 57 percent for all students), and 43 percent of Division I basketball players, 54 percent of football players, and 71 percent of female athletes earned a degree in six years.

Athletes in Division II graduated at a rate of 54 percent, compared to 45 percent for all students at their institutions. In Division III, the 1998-99 rates were 67 percent for athletes and 62 percent for all students.

Below are college by college comparisons for the federal and NCAA graduation success rates:

Graduation rates at NCAA Division I colleges, entering classes 1995-98

Institution	Federal Rate, All Students	Federal Rate, All Athletes	Graduation Success Rate
Alabama A&M U	37%	48%	48%
Alabama State U	22	45	55
Alcorn State U	45	43	88
American U	70	70	85
Appalachian State U	61	59	73
Arizona State U	52	57	69
Arkansas State U	36	54	68
Auburn U	67	55	72
Austin Peay State U	30	49	65
Ball State U	49	72	89
Baylor U	71	67	90
Belmont U	56	62	78
Bethune-Cookman C	33	41	81
Birmingham -Southern C	74	77	91
Boise State U	25	53	72
Boston C	88	82	93
Boston U	74	72	92
Bowling Green State U	61	69	84
Bradley U	70	77	88
Brigham Young U	55	55	69
Brown U	95	n/a	n/a
Bucknell U	88	92	94
Butler U	69	76	90
Cal Polytechnic State U San Luis Obispo	66	59	67

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California State U at Fresno	44	45	56
California State U at Fullerton	47	44	59
California State Long Beach	41	46	64
California State U Northridge	31	32	53
California State U at Sacramento	39	46	63
Campbell U	45	54	91
Canisius C	64	73	89
Centenary C	55	46	93
Central Connecticut State U	42	56	65
Central Michigan U	51	63	76
Charleston Southern U	34	40	40
Chicago State U	16	18	54
The Citadel	69	66	95
Clemson U	71	53	97
Cleveland State U	26	43	84
Coastal Carolina U	37	47	92
Colgate U	89	87	93
Colorado State U	63	62	75
Columbia U	91	n/a	n/a
Coppin State U	26	51	70
Cornell U	91	n/a	n/a
Creighton U	71	70	95
C of Charleston	56	62	76
C of the Holy Cross	91	87	97
C of William and Mary	90	83	95
Dartmouth C	95	n/a	n/a
Davidson C	91	92	97
Delaware State U	32	42	51
DePaul U	62	65	85
Drake U	70	64	83
Drexel U	57	71	79
Duke U	93	90	96
Duquesne U	70	77	87
East Carolina U	53	63	81
East Tennessee State U	37	53	72
Eastern Illinois U	63	68	80
Eastern Kentucky U	35	46	67
Eastern Michigan U	38	56	67
Eastern Washington U	46	49	78
Elon U	70	71	—
Fairfield U	79	80	94
Fairleigh Dickinson U	40	50	69
Florida A&M U	34	36	35

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Florida Atlantic U	37	55	60
Florida International U	35	43	57
Florida State U	64	62	78
Fordham U	77	75	88
Furman U	82	74	93
Gardner-Webb U	48	44	44
George Mason U	37	54	77
George Washington U	75	71	90
Georgetown U	93	93	97
Georgia Inst of Technology	69	57	67
Georgia Southern U	37	53	72
Georgia State U	35	54	67
Gonzaga U	77	68	82
Grambling State U	34	55	53
Hampton U	55	60	79
Harvard U	97	n/a	n/a
High Point U	56	61	89
Hofstra U	55	62	76
Howard U	57	60	62
Idaho State U	22	39	46
Illinois State U	58	61	73
Indiana State U	39	57	76
Indiana U at Bloomington	70	64	81
Indiana U-Purdue U. at Fort Wayne	20	39	75
Indiana U-Purdue U at Indianapolis	18	49	56
Iona C	52	64	76
Iowa State U	65	58	68
Jackson State U	36	38	46
Jacksonville State U	38	54	64
Jacksonville U	42	56	57
James Madison U	79	74	84
Kansas State U	57	53	74
Kent State U	47	63	77
LaSalle U	71	79	88
Lafayette C	85	81	94
Lamar U	29	44	60
Lehigh U	84	83	97
Liberty U	42	55	76
Lipscomb U	52	57	84
Long Island U	19	65	77
Louisiana State U	56	54	67
Louisiana Tech U	54	56	67
Loyola C (Md.)	81	76	95

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Loyola Marymount U	72	69	81
Loyola U (Ill.)	67	81	83
U of Maine	56	60	59
Manhattan C	66	79	92
Marist C	73	74	88
Marquette U	76	82	94
Marshall U	37	58	78
McNeese State U	28	52	58
Mercer U	50	61	79
Miami U	80	70	73
U of Michigan	85	77	85
Michigan State U	70	66	76
Middle Tennessee State U	39	51	62
Mississippi State U	56	62	72
Mississippi Valley State U	37	49	52
Missouri State U	47	57	63
Monmouth U	52	70	92
Montana State U	44	57	69
Morehead State U	43	51	70
Morgan State U	39	54	62
Mount St. Mary's U	66	73	88
Murray State U	56	60	80
New Mexico State U	44	55	57
Niagara U	58	67	89
Nicholls State U	27	34	47
Norfolk State U	26	37	40
North Carolina A&T State U	43	49	50
North Carolina State U	64	54	68
Northeastern U	57	69	88
Northern Arizona U	47	50	62
Northern Illinois U	51	65	77
Northwestern State U (La.)	29	42	63
Northwestern U	92	86	97
Oakland U	47	53	54
Ohio State U	60	62	78
Ohio U	70	65	78
Oklahoma State U	56	50	65
Old Dominion U	41	58	71
Oral Roberts U	52	56	79
Oregon State U	59	57	73
Pennsylvania State U	82	80	87
Pepperdine U	76	64	79
Portland State U.	33	44	53

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Prairie View A&M U	37	55	60
Princeton U	97	n/a	n/a
Providence C	85	75	94
Purdue U	64	72	81
Quinnipiac C	66	79	78
Radford U	54	65	100
Rice U	91	83	93
Rider U	60	64	80
Robert Morris U	55	63	95
Rutgers U	72	65	75
Sacred Heart U	55	76	96
St. Bonaventure U	68	75	89
St. Francis C (NY)	56	65	74
St. Francis C (Pa)	60	68	87
St. John's U	66	66	87
Saint Joseph's U	75	86	93
Saint Louis U	71	70	85
St. Mary's C of Calif.	68	68	69
Saint Peter's C	44	71	79
Sam Houston State U	37	51	60
Samford U	69	67	86
San Diego State U	41	55	76
San Jose State U	38	44	57
Santa Clara U	82	76	86
Savannah State U	20	22	22
Seton Hall	58	62	82
Siena C	75	81	97
South Carolina State U	45	58	76
Southeast Missouri State U	49	52	66
Southeastern Louisiana U	24	51	67
Southern Illinois U at Carbondale	41	61	77
Southern Methodist U	71	74	88
Southern U	27	53	54
Southern Utah U	27	49	66
Stanford U	94	88	94
SUNY Albany	63	66	73
SUNY Binghamton	80	69	—
SUNY Buffalo	57	65	83
SUNY Stony Brook	55	57	71
Stephen F. Austin State U	36	49	61
Stetson U	63	66	91
Syracuse U	78	76	84
Temple U	49	63	73

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Tennessee State U	35	66	87
Tennessee Technological U	44	55	69
Texas A&M U	75	63	73
Texas A&M U Corpus Christi	37	67	86
Texas Christian U	65	67	86
Texas Southern U	14	35	36
Texas State U San Marcos	46	56	66
Texas Tech U	53	59	77
U.S. Air Force Academy	79	—	93
U.S. Military Academy	84	—	95
U.S. Naval Academy	86	—	99
U of Akron	37	54	67
U of Alabama Birm	38	56	65
U of Arizona	55	58	66
U of Arkansas at Fayetteville	48	41	60
U of Arkansas at Little Rock	21	38	67
U of Arkansas at Pine Bluff	29	48	49
U of California at Berkeley	84	67	73
U of California at Irvine	77	63	80
U of California at Los Angeles	85	62	70
U of California at Riverside	65	67	68
U of California at Santa Barbara	72	72	78
U of Central Florida	52	45	80
U of Cincinnati	49	59	66
U of Colorado at Boulder	67	58	71
U of Connecticut	70	62	76
U of Dayton	75	83	94
U of Delaware	74	81	89
U of Denver	70	82	87
U of Detroit Mercy	53	64	81
U of Evansville	61	61	90
U of Florida	76	58	91
U of Georgia	71	55	65
U of Hartford	53	60	87
U of Hawaii	54	47	59
U of Houston	38	49	59
U of Idaho	53	53	68
U of Illinois at Urbana-Champaign	80	71	90
U of Illinois at Chicago	44	54	87
U of Iowa	65	69	75
U of Kansas	57	64	68
U of Kentucky	59	50	69
U of Louisiana at Lafayette	30	54	65

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U of Louisiana at Monroe	29	46	62
U of Louisville	34	50	66
U of Maine	56	60	59
U of Maryland Baltimore County	54	65	87
U of Maryland College Park	51	69	76
U of Maryland Eastern Shore	43	63	92
U of Massachusetts Amherst	61	69	84
U of Memphis	33	45	63
U of Miami	67	60	77
U of Michigan	85	77	85
U of Minnesota Twin Cities	54	60	67
U of Mississippi	55	51	69
U of Missouri at Columbia	66	62	73
U of Missouri at Kansas City	44	51	86
U of Montana	43	60	68
U of Nebraska at Lincoln	57	63	77
U of Nevada at Las Vegas	38	38	53
U of Nevada at Reno	48	50	63
U of New Hampshire	72	78	90
U of New Mexico	43	47	59
U of New Orleans			
U of North Carolina Asheville	52	60	79
U of North Carolina at Chapel Hill	81	70	80
U of North Carolina at Charlotte	48	59	76
U of North Carolina at Greensboro	49	67	83
U of North Carolina at Wilmington	60	77	86
U of North Texas	38	49	60
U of Northern Iowa	65	62	81
U of Notre Dame	95	90	98
U of Oklahoma	54	55	62
U of Oregon	60	64	75
U of Pacific	68	70	76
U of Pennsylvania	92	n/a	n/a
U of Pittsburgh	64	57	74
U of Portland	69	64	82
U of Rhode Island	57	63	81
U of Richmond	83	84	97
U of San Diego	70	74	87
U of San Francisco	66	58	85
U of South Alabama	34	33	76
U of South Carolina	61	58	78
U of Southern California	78	61	67
U of Southern Mississippi	52	67	76

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U of South Florida	48	57	71
U of Tennessee at Chattanooga	43	54	53
U of Tennessee at Knoxville	59	55	71
U of Tennessee at Martin	39	42	61
U of Texas at Arlington	35	42	63
U of Texas at Austin	72	56	73
U of Texas at El Paso	26	35	42
U of Texas Pan American	25	32	58
U of Texas at San Antonio	27	41	61
U of Toledo	43	62	82
U of Utah	44	59	78
U of Vermont	67	70	85
U of Virginia	92	80	86
U of Washington	71	68	84
U of Wisconsin at Green Bay	43	58	90
U of Wisconsin at Madison	76	70	82
U of Wisconsin at Milwaukee	39	70	81
U of Wyoming	55	52	86
Utah State U	47	62	74
Utah Valley State C	—	—	—
Valparaiso U	73	81	98
Vanderbilt U	84	77	93
Villanova U	85	80	95
Virginia Commonwealth U	41	44	78
Virginia Military Inst	67	53	67
Virginia Tech	74	70	83
Wagner C	71	63	82
Wake Forest U	86	76	94
Washington State U	61	61	70
Weber State U	37	52	93
West Virginia U	55	59	74
Western Carolina U	47	59	78
Western Illinois U	52	64	72
Western Kentucky U	43	55	76
Western Michigan U	54	65	74
Wichita State U	34	51	70
Winthrop U	55	65	85
Wofford C	78	71	92
Wright State U	38	60	73
Xavier U	75	79	93
Yale U	95	n/a	n/a
Youngstown State U	37	62	70

— Doug Lederman

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State digest: A proposal to cut down on financial-aid fraud, and other news from the states

By KARIN FISCHER and ANNE K. WALTERS

Pataki Proposes Scholarship Changes

A proposal by Gov. George E. Pataki of **New York** to cut down on financial-aid fraud at for-profit colleges could also expel some financially needy students from a popular state scholarship program.

In his executive budget, released on Tuesday, Governor Pataki proposed removing students who do not take at least 15 credit hours per semester from the state's Tuition Assistance Program for low-income students. Participants currently must take 12 credit hours. The tougher requirements concern higher-education officials, who say many students, particularly at community colleges, are unable to take a full course load because of work and family obligations.

The governor's plan also includes a provision aimed at deterring colleges from enrolling financially needy but academically unprepared students. The state would defer aid payments to students admitted to college without earning a high-school diploma, requiring institutions to pick up the tab for those students until they completed 24 credit hours. The state would then reimburse the colleges for the students, provided they passed a federally approved examination demonstrating they could benefit from higher education.

A state investigation last year found that admissions and financial-aid officers at Interboro Institute, a fast-growing for-profit institution, had changed answers on entrance exams to help enroll more students and make them eligible for state and federal financial aid (*The Chronicle*, December 7).

Governor Pataki's plan, which also includes stricter provisions on grade-point averages and loan defaults, would cut the scholarship program, which awards grants of up to \$5,000 annually, by \$190-million, according to budget officials.

--Karin Fischer

* * *

BUDGET REVERSAL: Gov. Matt Blunt of **Missouri** announced a budget proposal this month that includes a \$17-million increase in funds for public colleges in the state. His proposal to raise such spending is in response to a projected revenue surplus and is a stark contrast to cuts made to state spending last year. Missouri's appropriations for higher education have not increased since 2001, and higher-education officials had expected the trend to continue and were preparing for a budget shortfall. The proposed 2-percent increase would bring the state's appropriations to \$874-million, still far below the \$1.4-billion that officials had requested.

FAMILY TIES: A University of **Wisconsin** System move to increase out-of-state enrollment by offering tuition discounts to children and grandchildren of alumni has brought in far fewer students than university administrators had hoped. The Return to Wisconsin program, which offers such students discounts of 25 percent on their out-of-state tuition, has drawn only 45 students since 2004. System administrators told the *Milwaukee Journal Sentinel* that the reduced tuition is still too expensive to lure many students who would not have sought to attend a university in the system anyway.

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COLLEGE PREPARATION: As part of a move to overhaul high schools and better prepare students for college, the **Florida** Board of Education is considering redesigning high schools to resemble colleges. The plan before the board would allow students to concentrate in an area of academic interest similar to a major and would have students focus on gathering enough credits to graduate rather than on moving from one grade to the next. It also would require all students to plan for their futures by creating an academic or career plan.

MILITARY TUITION: A bill that would allow members of the military to receive in-state tuition in **Utah** if their service takes them elsewhere has passed the State House of Representatives' education committee. The bill will now be considered by the entire House. To be eligible, students must have been residents of Utah before joining the military and must return to the state after their service is completed.

--Anne K. Walters

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Colorado governor proposes standardizing the tenure process, a possible response to the Ward Churchill controversy

By JOHN GRAVOIS

Gov. Bill Owens of Colorado said in his State of the State address last week that he wants to establish statewide standards for granting tenure at public universities -- a move that some Colorado professors see as a response to the controversy over Ward Churchill.

Mr. Churchill, a professor of ethnic studies at the University of Colorado at Boulder, came to be seen in the national news media as the quintessential professor run amok after it came to light that he had called some victims of the September 11, 2001, terrorist attacks "little Eichmanns" in an essay. Investigations of Mr. Churchill have since revealed that he received tenure without going through the standard review process, and the university has hired a consulting company to revamp its tenure policies (*The Chronicle*, January 6).

Governor Owens, a Republican, has publicly urged the university to tighten its tenure policies and, before his State of the State address, had said that a law might be needed to centralize the tenure process.

"There are currently no statewide standards for the college tenure process -- not even recognized minimum standards," the governor said in his speech, delivered on Thursday before the state legislature. "Let's see to it that tenure is given only to those truly qualified professors who deserve such recognition. I plan to work with the Commission on Higher Education to establish a basic threshold for tenure common to all state schools."

Governor Owens is winding down his second term in office and cannot run for re-election because of term limits. Members of his staff were unavailable for comment on Monday because of the holiday.

Alice Madden, a Democrat from Boulder who serves as the majority leader of the State House of Representatives, said she disagreed with the governor's remarks and expected others in the state legislature to feel the same way.

"This administration has consistently underfunded but tried to overregulate higher education," she said. "I'm sure this is an overreaction to issues surrounding Ward Churchill at Colorado."

Ms. Madden said that a bill reflecting the governor's remarks was probably in the works, but she doubted that it would pass. Democrats control the state legislature in Colorado.

Timothy McGettigan, president of the Faculty Senate at Colorado State University at Pueblo, said he thought the governor's remarks were part of a larger effort to rein in academe in the state.

"Especially since last year, with the blowup over Ward Churchill," said Mr. McGettigan, "the state, the legislature, and the governor have all been looking for ways to screw down tighter controls on higher education, and this is one more example of that mentality at work."

However, Mr. McGettigan said, establishing a "basic threshold for tenure" is a wrongheaded approach.

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"Trying to develop statewide standards for tenure doesn't make a lot of sense in Colorado because of the extraordinary differences between the state higher-education institutions," Mr. McGettigan said. "The responsibilities of faculty at the small state colleges do not compare in any very clear way to the responsibilities of faculty at the larger, flagship institutions."

While the governor's remarks on Thursday were the most prominent indication yet that the state might get involved in awarding tenure, Mr. McGettigan said he was not really worried about the future.

"The comments don't seem to be part of a coordinated plan," he said. "It might have been thrown in to mollify people who remain to be upset by the Ward Churchill fracas."

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Building pressure

Just five years after voters in North Carolina passed a huge bond issue, colleges say they need more money for construction and repairs

By KARIN FISCHER
Chapel Hill, N.C.

Visitors to the campus of the University of North Carolina here might be forgiven for thinking the Tar Heels had exchanged their trademark Carolina blue for orange.

Brightly colored temporary fencing festoons nearly every corner of the campus, as construction crews kick up dust and dirt as part of an extraordinary building boom, fueled, in part, by \$3.1-billion in bonds approved by North Carolina voters in 2000 for a backlog of repairs and new construction at the state's universities and community colleges. The \$1.5-billion in building projects on this one campus amounts to constructing a medium-size research university in the middle of the 26,800-student campus.

Despite the infusion of billions of dollars, financial support for repairs and maintenance has not kept pace, even with the state's own minimum requirements for upkeep. As a result, the deferred-maintenance bill for the 16-campus University of North Carolina system alone is approaching \$1-billion. And as older buildings age and newer buildings come on line, that figure is likely to grow.

So even as higher-education officials celebrate the success of the bond program, they increasingly voice concern that a failure to adequately maintain rundown buildings and brittle infrastructure could lead colleges to actually lose ground in their efforts to expand and improve their facilities.

"If we are not careful, we will find ourselves in the same situation we were in before the bond," says J. Bradley Wilson, chairman of the university system's Board of Governors.

What's more, officials at the two- and four-year colleges alike say they have billions of dollars more in capital requirements. A plan presented to the university system's Board of Governors last year estimated construction needs of \$3.8-billion to \$4-billion over the next six years. The North Carolina Community College System is conducting a similar survey of facilities on each of its 58 campuses.

Administrators are quick to say they have no intention of taking a spending request to legislators or taxpayers anytime soon, especially since construction financed by the current bonds is expected to stretch into late 2008.

Even if they did, observers wonder if North Carolinians, who backed the 2000 bond referendum by wide margins in all 100 counties, would be ready to endorse another round of higher-education spending, given the size and scope of the earlier bond measure and a serious fiscal downturn in the state in recent years, which has made voters and public officials hesitant to take on large amounts of debt.

North Carolina's experience with its monumental bond measure could serve as a warning to other states, like New Jersey, that are considering similar large-scale borrowing proposals to pay for facilities. Voters may already be becoming skittish about borrowing money for campus construction; last fall residents of both Arkansas and Maine narrowly rejected bond measures to pay for college facilities.

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"Other states look to North Carolina" as a model, says E. Lander Medlin, executive vice president of the Association of Higher Education Facilities Officers, noting that the state's public-bond offering remains the largest ever for higher education. "What they did was landmark."

Meeting their mission

Before the 2000 bond measure was passed, college leaders and public officials say, spending for campus facilities was often erratic. Campus leaders were pitted against one another in a competition for funds, and too often support was based on the preferences of powerful politicians rather than on requests from colleges, says Kevin J. MacNaughton, associate vice chancellor for facilities at North Carolina State University.

Infrastructure needs were also neglected, says Mr. MacNaughton, who was then an associate vice president in the university system. "No one wants to put their name on a chiller plant," he says.

Along with assuring steady financing for capital needs, supporters of the bond measure said, the bond measure would allow colleges to meet the state's enrollment and economic-development demands. There is ample evidence the bonds achieved those goals.

At Durham Technical Community College, officials previously had to turn away hundreds of students each semester because of a lack of adequate space to hold laboratory courses, says Wanda S. Winslow, vice president for institutional-support services. The institution used its \$15.4-million share of the state-bond funds to renovate several aging classroom buildings, allowing it to expand its science offerings.

Bond money also paid for an education building at the University of North Carolina at Wilmington, enabling students and faculty members in the fast-growing major to work and study under one roof rather than in four buildings spread across the campus.

Across town, at Cape Fear Community College, students in Randy Johnson's machining classes now meet in a gleaming facility, furnished with up-to-date equipment, on the college's new North Campus.

"It's like walking into a factory," says Mr. Johnson. "The other building was like a sweatshop out of the 1950s."

The new and remodeled buildings that dot every North Carolina campus have helped the institutions absorb the burgeoning college-age population in the nation's eighth-fastest-growing state. Enrollment in the University of North Carolina system has climbed 21 percent, to 196,250, since the bonds' passage, while the two-year colleges are serving 194,770 students a year, a 26-percent increase.

In addition to accommodating the influx of students, the bond also allowed state institutions to expand their science and research capacity, add new degree programs, and raise their academic profile, says Molly Corbett Broad, who stepped down as president of the university system at the end of December.

"Construction, repair, and renovation are not goals in themselves," says Ms. Broad, one of the most visible champions of the bond measure. "They are a means of achieving our mission."

Catching up, keeping up

While the bonds have allowed North Carolina colleges to tackle their capital needs in a more holistic manner, money for maintenance was not included in the spending package, which had been approved by 73 percent of voters. Spending for repairs continues to be allocated in a piecemeal fashion, despite a

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1993 law that requires the state's General Assembly to provide a minimum sum annually to all government agencies, equal to 3 percent of the current replacement value of each state building.

In 12 years, the university system has never received the full amount it is due from lawmakers. (Local governments are responsible for paying the costs of community-college maintenance.) The greatest level of support came in 2003, when the General Assembly approved \$138-million for colleges and an additional \$162-million for other state agencies.

But that infusion followed two years in which no money was added to the repair-and-renovation fund, as legislators struggled to close a deep budget deficit.

"The state was experiencing financial difficulties," says Rep. Margaret H. Dickson, a Democrat and one of the leaders of the House of Representatives education subcommittee, which oversees the university system. "Unfortunately, repair and renovation — throughout state government, not just the universities — was one of the things that lost out."

North Carolina is not unusual in struggling to pay for long-term facilities costs, says Ms. Medlin, of the Association of Higher Education Facilities Officers. At least one state, Wyoming, now requires private donors who endow university buildings to pay for their future maintenance and repairs.

University officials say they understand lawmakers' fiscal predicament. But they point out that inadequate spending for basic upkeep — such as replacing rusty pipes and faltering furnaces — risks undermining the good being done by the bond measure.

On the Chapel Hill campus, the Robert B. House Library, the main undergraduate library, is already beginning to show signs of wear, including scuffed stairs and a malfunctioning main door, just four years after its renovation. Elsewhere on the campus, the roof of the Carr Building, a 100-year-old administrative facility left out of the bond program, was due to be replaced four decades ago.

In fact, the deferred-maintenance backlog on the campus has increased in recent years, from \$249-million in 2002 to \$269-million in 2005. According to university projections, if repair-and-renovation spending remains at recent levels, the backlog could grow to almost \$400-million in five years, and to \$530-million in 10 years.

"The revitalization of campus is impressive, but it's still a little bit of an illusion," says James E. Alty Jr., director of the university's facilities-services division. "We're challenged to keep up."

Public sentiment for colleges

Reducing the university system's deferred-maintenance backlog is "the No. 1 issue from a capital standpoint," says Mr. Wilson of the Board of Governors, who expects it to be a top item when the legislature reconvenes in May. "It's the more relevant and important conversation in 2006."

That does not mean the subject of another bond is off the table, and on many campuses, administrators have begun to draw up lists of "Bond II" construction priorities. In addition, a legislatively required study of North Carolina's economic-development needs, and how public colleges can meet them, due next December, is likely to shape construction priorities.

"I don't think anybody said the original bond was going to meet our needs forever," says H. Martin Lancaster, president of the North Carolina Community College System. "No one sold it on that basis."

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Voters may harbor a different understanding, political observers say.

"The natural tendency is for the public to feel that they've dealt with that need," says Ran Coble, executive director of the North Carolina Center for Public Policy Research.

The state's fiscal situation could also dampen enthusiasm for another large bond. The North Carolina economy has endured a beating because of job losses in the vital textile, tobacco, and furniture-making industries, leaving lawmakers to contend with \$1-billion budget shortfalls in four of the past five years.

While the state has retained its stellar AAA bond rating, Gov. Michael F. Easley and Treasurer Richard H. Moore, both Democrats, have urged the General Assembly to pass a law limiting state debt.

If there is another bond measure, two-year institutions expect to again play a pivotal role in its passage, thanks, in part, to their hometown clout. Mr. Lancaster says community colleges also are likely to press for a larger share of bond revenue. In the 2000 bonds, two-year colleges received \$600-million, compared with the university system's \$2.5-billion.

Still, some observers wonder whether the billions of dollars in future construction cited by higher-education officials amount to real needs or are simply a wish list.

The 2000 bonds "didn't satisfy the college systems' appetite for further spending," says George C. Leef, director of the John William Pope Center for Public Policy, a Chapel Hill-based research organization that studies college finance and curriculum. "It only whet it."

In fact, some campus officials question if a multiyear bond is the best way to pay for colleges' capital requirements, or if it risks locking institutions into specific projects, even as their demands change.

"It's either feast or famine," says Ronald J. Core, vice chancellor for business affairs at the University of North Carolina at Wilmington.

Mr. Leef even questions whether taxpayers should bear the costs of improving academic facilities. The users of those facilities should pay for them in the form of increased tuition or fees, he argues, especially when in-state students continue to pay some of the lowest rates in the country, \$3,205 this year at the Chapel Hill campus.

But that is unlikely to fly, says Mr. Coble. In 1999 Ms. Broad, who was president of the UNC system, proposed a \$100 student fee to raise funds for academic facilities. Only after that proposal flopped did she suggest the bond measure.

Much of what happens next is likely to be determined by Ms. Broad's successor, Erskine B. Bowles, a North Carolina businessman and former chief of staff to President Bill Clinton, who took office this month. Through a spokeswoman, Mr. Bowles declined to be interviewed for this article, saying he had not had time to study the issue in detail.

One thing working in Mr. Bowles's favor, should he push for another bond measure, is that the two-time Democratic candidate for U.S. Senate is highly regarded by members of both political parties. In the end, a bond vote is often a referendum on public colleges and their leaders, says Travis J. Reindl, director of state policy analysis at the American Association of State Colleges and Universities.

"It is at some level about bricks and mortar," Mr. Reindl says, "but it's also about whether there is public sentiment and support for higher education."

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On the fast track

After years of declining enrollment, Northeastern U.'s continuing-education division is rejuvenated with market research and faculty involvement

By JEFFREY SELINGO
Boston

When Christopher E. Hopey interviewed for the top job at Northeastern University's continuing-education division, in early 2003, he was blunt. Instead of looking for a new vice president, he told the search committee, it should probably consider closing the adult programs altogether.

"That's the decision I would have made as president," says Mr. Hopey, who was, at the time, a vice dean at the University of Pennsylvania's Graduate School of Education.

It was a rough period for Northeastern's continuing-education division, known then as University College. Enrollment in the program, which was founded in 1960 with 4,000 students, peaked at 14,000 in 1980 before falling to half that by the late 1990s. While the division continued to generate revenue, its curriculum — which focused almost exclusively on adults returning for their undergraduate degrees — was stagnant, and as a result, so were its prospects for growth.

"The division was stuck in its paradigm," says Northeastern's president, Richard M. Freeland. "It was not entrepreneurial at all. At a time when the world was changing rapidly, it would take us years just to start a new program."

Mr. Hopey got the job and immediately pushed forward with a plan to overhaul University College. Its name was changed to the School of Professional and Continuing Studies in 2004, and its emphasis was shifted from undergraduates to graduate and certificate programs aimed at working professionals.

It added 46 degree, certificate, and noncredit programs in two years, including those in high-demand areas like informatics and medical-device regulation, and it slashed 34 programs that were languishing.

The result: Enrollment has climbed nearly 20 percent since Mr. Hopey arrived. And tuition revenue has jumped 21 percent.

Northeastern's renaissance comes at a time when adult education is booming nationwide. Nearly half of Americans over 25 take part in some form of continuing education, with nearly two-thirds of them enrolled in work-related courses. The competition for those students is intensifying, with for-profit colleges and distance-education providers going after what has historically been a lucrative market for traditional colleges. That is forcing continuing-education programs to become much more flexible or risk the same precipitous enrollment decline that Northeastern experienced in the 1990s.

"As financial pressures come to bear on the parent institutions, they are looking to continuing education to contribute more cash and be more innovative," says Peter J. Stokes, executive vice president of Eduventures Inc., a research firm based here. "It's where a lot of the experimenting in higher education is happening these days."

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Involving faculty members

Long viewed as the stepchildren of the full-time day programs offered by colleges, continuing-education divisions are gaining respect on campuses because they offer the opportunity to increase enrollment at little cost, producing significant profit margins.

"It's a lot easier than raising money or depending on federal grants," says Mr. Stokes.

Many colleges refuse to release revenue figures on their adult programs because of the competitive nature of the market. But analysts say institutions with the largest continuing-education enrollments, like New York University and Boston University, bring in more than \$100-million a year in tuition. Mr. Stokes estimates that adult programs can generate profit margins of 10 percent to 50 percent because they rely on existing facilities and adjunct faculty members.

Like airlines that get the most out of planes by flying them as full as possible, continuing-education programs generate money from classrooms that would otherwise be empty and from faculty members being paid by the class. Many institutions use revenue from adult classes to subsidize other areas, like graduate-student research or undergraduate programs.

Despite the importance to the bottom line, though, full-time faculty members often dismiss adult programs as inferior to the college's regular offerings. That was one of the challenges Mr. Hopey faced when he came to Northeastern. So his first task was to get full-time faculty members more involved by creating the 13-member Academic Council for Lifelong Learning, with the majority of the members appointed by the Faculty Senate.

"It gave us advocates," says Mr. Hopey. "Now the faculty could move away from the quality issue because they would become more involved in the creation of the programs. Most continuing-ed colleges don't have faculty involvement. They borrow curriculum from the day college and bring it over."

The council's primary job is to approve new adult programs, taking on what had been the responsibility of individual departments. Centralizing the process has accelerated the approval process for new programs. It used to take as long as five or six years; now the council can approve a program in just six months.

Faculty members have a financial incentive as well: If the program thrives, a portion of the profit flows back to the department where it is housed.

"Faculty are flocking to us with new ideas and concepts," says Ahmed T. Abdelal, provost and senior vice president for academic affairs. "The psychology on campus has been changed. We used to have no ideas. Now we have hundreds."

Incubator of programs

The School of Professional and Continuing Studies acts as an incubator for those ideas. Starting a program there is a safer proposition, Northeastern administrators say, than creating one in the day college. A new undergraduate or graduate major usually requires hiring expensive, tenure-track instructors that the institution would be stuck with if the program failed.

By contrast, continuing-education programs can always be shifted to the day college if they succeed. That's what Mr. Hopey envisions will happen with the master's degree in regulatory affairs for drugs, biologics, and medical devices. Eighteen months after it was created, some 60 students are enrolled in that program, which is aimed at Boston's thriving biotechnology industry.

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Like all of the adult programs created at Northeastern in the past two years, the one in regulatory affairs was in part the result of a study commissioned by the university to gauge demand in the area, one in a series of surveys that also looked at Northeastern's competition and at the institution's marketing approaches, among other things.

While many colleges build adult programs based on what a faculty member is interested in teaching or what a college down the road is offering, Mr. Hopey bases much of what he does on research. He has spent \$250,000 on surveys that have helped inform decisions on degree programs, and he pays \$25,000 a year as part of a consortium of 61 colleges that share research done on their behalf by Eduventures.

"Chris is proving that evidence-based decision making can work in higher education," says James R. Stellar, dean of Northeastern's College of Arts and Sciences. "His research gives him ideas on what we should try."

A master's degree in education, for instance, was created after research showed that it had more potential in the Boston area than did a master's in business administration. "That shocked the heck out of me," Mr. Hopey recalls.

The school also borrowed a page from the business plan of for-profit colleges by remaking its calendar with six-week and 12-week sessions to allow entry points for students throughout the year. "We act very much like a for-profit, but we're not," says Mr. Hopey. "Nonprofit doesn't mean nonbusiness."

Performing like a business for Mr. Hopey means a focus on customer service. The division redesigns its Web site every three to four months. It has outsourced its call center to Sallie Mae, which not only handles questions from students but also calls them to follow up on inquiries or remind them to register for the next class in a sequence. And it has contracted out the "coaching" of students on a pilot basis to a company called InsideTrack, which works with students to ensure that they finish their degree or certificate programs in a timely manner.

"Adult students are demanding, much more demanding than day students," says Mr. Hopey, 41, who grew up in New Hampshire and received a bachelor's degree in political science and a master's degree in public administration from Northeastern. "For day students, the classroom is only one part of the experience. For adult students, that's all they have. There's not as much room for error. You can't burn the cookies."

A changing model

The type of adult students whom Northeastern is beginning to serve are drastically different from those who were enrolled when Mr. Hopey arrived three years ago. At that time, 90 percent of the university's continuing-education programs were geared to adults returning for their undergraduate degrees. It was a model built in the 1960s, when many workers in blue-collar Boston lacked college credentials.

But as the metropolitan area moved from a manufacturing-based economy to one built on financial services, health care, and education over the past two decades, the number of adults seeking bachelor's degrees later in life dropped. Even those who did had a much cheaper option on the University of Massachusetts campus here.

Now 60 percent of the continuing-education students at Northeastern are enrolled in undergraduate programs. The other 40 percent are split between graduate and noncredit programs, where "the money is," says Mr. Stokes, of Eduventures. Within three years, Mr. Hopey expects adult enrollment to be evenly divided among undergraduate, graduate, and noncredit students.

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As the school has been made over, some faculty members have complained about the loss of longtime programs and have expressed concerns about what they see as knee-jerk responses to the latest trends in setting up new certificates and degrees.

To such criticism, Mr. Hopey responds that it is "hard for people to recognize good programs are not great programs." As he proposed eliminating degrees and certificates, often "someone would say, 'But wait, that has 50 students,' and I would say, 'Yes, but it used to have 100.'"

Colleges, he argues, fail to recognize that programs have life spans, and that over time their quality can suffer as the institution piles on more and more. Northeastern officials shelved an associate degree in radiologic technology, for example, after they agreed that offerings from community colleges in the Boston area were better. Other programs that were cut include bachelor's degrees in criminal justice and electronic commerce and certificates in accessible Web design and strategic Internet management. "A program may have a shelf life of five years," he says, "where you either have to get rid of it or change its curriculum."

Mr. Hopey is changing the adult division in other ways as well. Last fall the school started an alumni magazine for its 33,000 evening graduates, who he says were long treated as "second-class citizens." He eventually wants to tap them as part of a fund-raising campaign separate from the university's. To that end, Mr. Hopey plans to hire the division's first development officer this year. Graduates of the adult programs already have the campus's second-highest alumni giving rate — 12 percent — behind only the law school's.

Also on his agenda are proposals to create lifelong-learning programs for Northeastern's day-school alumni and to offer joint degrees with institutions overseas. He even mentions in passing that he might want to acquire another college. Whether that will ever happen is unclear, but Mr. Hopey does not plan on sitting still.

"You have to always be innovative in continuing ed," he says.