

---

# Higher Ed News Weekly

from the Illinois Board of Higher Education

---

August 13, 2009

## PEOPLE

Page

- 1 Illinois State University names new vice president
- 2 John T. Rettaliata, former IIT president, dies at 97
- 4 Univ. of Chicago prof to get Medal of Freedom

## ON CAMPUS

- 6 Report calls on all U. of Illinois trustees to resign
- 9 Damning report on Illinois scandal
- 11 Panel: Leaders failed U. of I.
- 14 Quinn asks for resignations of U. of I. trustees
- 16 UI promises changes in light of Mikva report
- 19 Gov. Pat Quinn urges all University of Illinois trustees to resign
- 22 Illinois panel: University trustees in admissions scandal should resign
- 24 SIUC officials move on to higher positions at other universities
- 26 UI trustee not ready to quit, wants to finish his work
- 27 Stakes are high for U. of I. leaders
- 29 Lake Land enrollment projected to increase more than 20 percent
- 31 Peoria area U of I trustee 'astonished' by clout report
- 33 Southeastern Illinois College enrollment up 14 percent
- 34 U. of I. needs six law firms to handle admissions matters
- 36 U. of Illinois chancellor and several trustees are reluctant to resign
- 37 SIUC looks to China for a new students
- 38 U. of I. president sets 8-week reform deadline
- 39 UI chancellor says his future rests with board members
- 41 University of Illinois chancellor apologizes for scandal
- 43 New Harper College course explores using Twitter, Facebook, others

## STATE

- 44 Quinn signs bill benefiting student veterans

- 45 Quinn signs law on campus credit card marketing

## NATIONAL

- 46 Colleges try to preserve student services as money gets tighter
- 49 Community colleges play critical role in American Graduation Initiative
- 50 Gender, majors and money
- 52 Larger share of students graduate with education debt
- 54 Student-aid group says streamlined Fafsa form could cost states
- 55 Expanding the charter option

## MONEY AND BUDGET

- 58 Easing borrower angst
- 61 Rising tuition rates, recession having impact on students, schools
- 63 Public colleges brace for expected drop in out-of-state students and the revenue they provide
- 66 States cut aid to college students as demand booms
- 68 Study shows rise in average borrowing by students

## TECHNOLOGY

- 70 In a digital future, textbooks are history
- 73 How web-savvy edupunks are transforming American higher education
- 78 Textbooks offered for iPod, iPhones

## COMMENTARY

- 79 A first-rate education for all
- 81 'A crisis of its own making'
- 82 A scandal's impact
- 84 Where will the UI go from here?
- 86 College administrations are too bloated? Compared with what?
- 89 We must fully fund students
- 91 Will your college be sued for educational malpractice?
- 93 American higher education is sliding lower and lower

95 Another reason to end legislative tuition waivers

### **ODDS AND ENDS**

96 Jobs filled and unfilled

98 Disadvantaged students can earn 4-year degrees  
with key supports, study finds

100 Campus security, examined

102 Got a problem? The president has office hours

105 The parent gap

107 Can you skip the college bookstore? This is  
required reading

108 Textbook bonanza

### **OTHER STATES**

110 La. higher education panel begins overhaul study

112 Michigan: Skills training à la carte

Pantagraph, August 6, 2009

## **Illinois State University names new vice president**

By Pantagraph staff | Posted: Thursday, August 6, 2009 3:10 pm

NORMAL -- Daniel Layzell, a University of Illinois administrator has been named Illinois State University's new vice president for finance and planning.

He begins Sept. 15, and will replace Steve Bragg who retired in May after 15 years in that role.

Layzell will be one of four vice presidents working in ISU President Al Bowman's administration,

He currently is associate vice president for planning and administration at the U of I-Urbana campus. Among previous positions he was employed at the state's Board of Higher Education as deputy director for planning and budgeting and for planning and technology. He's also worked in Florida, Arizona and Wisconsin.

As ISU vice president, Layzell will lead offices handling ISU budgeting, business, comptroller issues, facilities, human resources, and more.

Layzell, who has taught higher education courses at three universities, earned his doctorate in higher education administration at Florida State University-Tallahassee.

Chicago Tribune, August 10, 2009 (Page 1 of 2)

## **John T. Rettaliata, former IIT president, dies at 97**

### **Led Illinois Institute of Technology in high-growth period**

By Georgia Garvey  
Tribune reporter  
August 10, 2009

John T. Rettaliata lifted weights into his 90s, played a role in starting the American space program and shepherded the Illinois Institute of Technology through its largest period of growth.

But perhaps one of his greatest accomplishments came when Dr. Rettaliata, as president of IIT, oversaw the construction of a masterpiece of modern American architecture, S.R. Crown Hall, by Ludwig Mies van der Rohe in the 1950s.

"The school really boomed during his tenure," said Lewis Collens, who served as president of IIT from 1990 to 2007. "He was the key person that created what we think of as the modern IIT academically."

Dr. Rettaliata, 97, died Saturday, Aug. 8, leaving a legacy entrenched in the school he led for 21 years and in the world of aeronautical engineering.

Dr. Rettaliata, who earned his doctorate at Johns Hopkins University in 1936, worked with the U.S. government during World War II to help develop technology that led to the development of America's first jet engine. But that was merely the beginning of his contributions.

The Illinois Institute of Technology appointed Dr. Rettaliata, 40 years old at the time, to serve as the school's youngest president in 1952. He guided the university through its largest expansion, which included the building of Mies structures that continue to make up the school's main campus.

Dr. Rettaliata also began what Collens called the university's first serious fundraising effort. In literature for that campaign, the institution, previously referred to as "Illinois Tech," used the phrase "Invest In Tomorrow."

The "IIT" abbreviation became shorthand for the school's name, Collens said.

During his tenure as president, Dr. Rettaliata also folded into IIT the Chicago-Kent College of Law and the Stuart Graduate School of Business, both in 1969, according to Collens.

While at IIT, Dr. Rettaliata would help plan the United States space program when President Dwight D. Eisenhower appointed him to the National Aeronautics and Space Council.

Friend J.R. Davis said many knew Dr. Rettaliata's accomplishments, but no one heard him brag of them.

"You'd never know [of his achievements] by meeting him," said Davis. "He never wanted anyone to feel uncomfortable or feel they weren't matched."

In what little free time he had, Dr. Rettaliata enjoyed his favorite cocktail -- two ounces of Jack Daniel's with no ice -- and puttering on the Valiant, his 57-foot yacht, which he kept "impeccable" at Burnham Harbor in Chicago for 50 years, Davis said.

Collens said he visited Dr. Rettaliata about three years ago on the boat and was shocked to see his predecessor lifting weights at age 94.

Chicago Tribune, August 10, 2009 (Page 2 of 2)

"I got a big kick out of him," Collens said. "In terms of physical fitness, he was just amazing."

Professionally, Dr. Rettaliata enjoyed many honors. IIT named him to its Alumni Hall of Fame in 2006, and the American Society of Mechanical Engineers awarded him its Pi Tau Sigma Gold Medal in 1942.

He was awarded six honorary doctorates, said spokesman John Pastuovic.

In addition to wife, Caryl Pucci Rettaliata, Dr. Rettaliata is survived by two sons, Brian and Stephen; a daughter, Patricia; and three grandchildren.

Visitation for Dr. Rettaliata will be held at 9 a.m. Thursday, with a funeral mass following at 11 a.m. at Holy Name Cathedral Chapel, 30 E. Superior St.

Daily Herald, August 12, 2009 (Page 1 of 2)

## Univ. of Chicago prof to get Medal of Freedom

**Associated Press**

Published: 8/12/2009 11:15 AM | Updated: 8/12/2009 4:28 PM

WASHINGTON -- President Barack Obama awarded the nation's highest civilian honor to 16 "agents of change" on Wednesday, highlighting their accomplishments as examples of the heights a person can reach and the difference they can make in the lives of others.

"What unites them is a belief ... that our lives are what we make of them, that no barriers of race, gender or physical infirmity can restrain the human spirit, and that the truest test of a person's life is what we do for one another," Obama said at a ceremony in the East Room of the White House, overflowing with guests as well as White House aides who came to glimpse the celebrities in their midst.

"The recipients of the Medal of Freedom did not set out to win this or any other award. They did not set out in pursuit of glory or fame or riches," the president continued. "Rather they set out, guided by passion, committed to hard work, aided by persistence, often with few advantages but the gifts, grace and good name God gave them."

Film star Sidney Poitier, civil rights icon the Rev. Joseph Lowery and tennis legend Billie Jean King joined former Supreme Court Justice Sandra Day O'Connor and retired Anglican Archbishop Desmond Tutu of South Africa in receiving the honor, the first such medals awarded by Obama.

Another medal recipient, Sen. Edward M. Kennedy, D-Mass., was at home battling brain cancer and mourning the death Tuesday of his sister, Eunice Kennedy Shriver, and did not attend the ceremony. His daughter, Kara, accepted the award for him.

Obama gave posthumous honors to former Republican Rep. Jack Kemp of New York, the quarterback-turned-politician who died in May, and gay rights activist Harvey Milk, who was assassinated in 1978.

The other recipients were:

- Nancy Brinker, founder of Susan G. Komen for the Cure, a leading breast cancer grass-roots organization.
- Dr. Pedro Jose Greer Jr., assistant dean of academic affairs at Florida International University School of Medicine and founder of the Camillus Health Concern, which treats thousands of homeless patients annually.
- Stephen Hawking, the Cambridge University physicist and mathematician known for his work on black holes and his best-selling 1988 book "A Brief History of Time." He has been almost completely paralyzed for years and communicates through an electronic voice synthesizer.
- Joe Medicine Crow, the last living Plains Indian war chief, who fought in World War II wearing war paint beneath his uniform.
- Chita Rivera, actor, singer, dancer and winner of two Tony awards.
- Mary Robinson, Ireland's first female president and one-time U.N. high commissioner for human rights.
- Dr. Janet Davison Rowley, professor of medicine at the University of Chicago.
- Muhammad Yunus, the 2006 Nobel Peace Prize laureate for his global, pioneering work extending "micro loans" to poor people who don't have collateral.

The honorees were called up one at a time, as a military aide read aloud a White House statement of their accomplishments. Another military aide handed Obama the medals, which hung from blue ribbons. The president then clasped them around the recipients' necks and congratulated them.

Daily Herald, August 12, 2009 (Page 2 of 2)

There was no time allotted for the award recipients to speak, but that didn't stop Medicine Crow. It took a few seconds for him to come forward when his name was called. But passing the microphone on his way back to his seat, he declared: "I'm highly honored."

Lowery wiped away tears after he sat back down. Poitier, almost as if in character, stood ramrod tall and stared straight ahead when it was his turn, even as a smiling Obama approached him. King lifted the medal to her lips and kissed it.

"These extraordinary men and women, these agents of change, remind us that excellence is not beyond our abilities, that hope lies around the corner, and that justice can still be won in the forgotten corners of this world," Obama said. "They remind us that we each have it within our powers to fulfill dreams, to advance the dreams of others and to remake the world for our children."

President Harry S. Truman established the Medal of Freedom in 1945 to recognize civilians for their efforts during World War II. President John F. Kennedy reinstated the medal in 1963 to honor distinguished service.

The Chronicle of Higher Education, August 6, 2009 (Page 1 of 3)

## Report calls on all U. of Illinois trustees to resign

*By Ashley C. Killough*

August 6, 2009

After spending nearly two months investigating an admissions scandal laced with political favoritism at the University of Illinois, a state-appointed panel issued its final report on Thursday, calling for the resignation of all members of the Board of Trustees, an overhaul of the admissions process, and new ethics policies for the board.

The situation, experts say, is a classic case study of questions that arise when governing boards and administrators abuse their entrusted powers, not only with the public but with one another.

The Illinois report, prepared by an Admissions Review Commission appointed by Gov. Pat Quinn, says that since 2005, about 800 applicants with ties to trustees, politicians, and donors received preferential consideration for admission. The applicants' names were flagged on an internal list known as "Category 1," or the "clout list," and were funneled through a pipeline supported by their well-connected sponsors.

It's unclear how many of those students would have earned a spot on their own, but their acceptance rate was higher than average. For 2008-9, about 77 percent of Category 1 applicants were accepted, compared with 69 percent of other applicants.

After the *Chicago Tribune* exposed the practice in May, the issue snowballed into a highly public dispute. Records show that all of the trustees, with the exception of Edward L. McMillan, who joined the board in May, passed along "inquiries" to admissions officials about applicants on the clout list. Two of the trustees, including Board Chairman Niranjana S. Shah, have resigned in the last month.

The university system's president, B. Joseph White, and the chancellor of its flagship campus at Urbana-Champaign, Richard Herman, were criticized in the report, but it did not call for their resignations.

In a news conference after the panel's final meeting on Thursday, Mr. White said he strongly approved the report and embraced its recommendations.

"Now that we know the problems, our job is to fix the problems," Mr. White said, adding that his goal is to make the university a national leader in admissions integrity. He announced that he will convene a meeting on August 12 in Urbana to outline admissions reforms, which include erecting a "fire wall" around the process to block out inquiries from prominent citizens.

"This has been a painful but, in my view, necessary chapter in the history of our 142-year-old institution," he said. "What's important is to know those problems and understand them in detail so we can fix them."

### **Political Pull**

The Admissions Review Commission looked at 9,000 pages of documents, interviewed more than 40 people, and conducted 12 public hearings this summer.

While some university officials justified the Category 1 list as a means of increasing diversity on the campus, the commission found that a vast majority of the special-consideration applicants were Caucasian. Of the 33 applicants who were admitted last year despite being initially denied by the university, over a third came from affluent areas in Illinois.

The Chronicle of Higher Education, August 6, 2009 (Page 2 of 3)

The university's governmental-relations office was found responsible for 40 to 50 percent of Category 1 inquiries, while administrators and trustees were each responsible for 20 percent. The university's foundation, alumni offices, and college deans made up the rest. Half of this year's Category 1 applicants have ties to state lawmakers, the report said.

"I think a great number of administrators were frustrated with the practices going on, but they were unwilling or unable to do anything about it," Bernard M. Judge, a member of the investigative panel, said in an interview. "Since the chancellor played an obvious role in it, and he's their boss, I guess they felt constrained."

The commission came down heavily on Chancellor Herman, who oversaw the clout list, and Mr. White, who had a lesser role in the process but still forwarded requests for applicants endorsed by politicians and other prominent figures. The *Chicago Tribune* reported that those figures included former Gov. Rod R. Blagojevich, the nationally syndicated columnist George Will, and a former president of the Chicago Board of Education, Gery J. Chico. Others whom the report faulted for meddling with applications were Heidi Hurd, former dean of the College of Law, and Larry DeBrock, dean of the College of Business.

The report made no mention of Linda P.B. Katehi, former provost at the Urbana-Champaign campus and now incoming chancellor of the University of California at Davis. Her appointment has drawn fire from some politicians in California, who have raised questions about her role in the admissions controversy.

The commission recommended that Illinois's governor, Pat Quinn, a Democrat, replace the trustees with a new board that will seriously review the actions of Mr. White, Mr. Herman, and other administrators, and enforce ethics policies that prevent similar conduct from recurring.

"We've got a governor who's a real straight guy. He's not going to allow these abuses to go on," Mr. Judge said. "Legislators aren't going to make phone calls anymore because nobody's going to answer the phone."

### **Best Practices for Board Selection**

In a letter to Abner Mikva, chairman of the commission, the Association of Governing Boards of Universities and Colleges presented best practices for board selection. With the vast majority of public-university boards being appointed by governors, it's too often the case, the letter says, that trustees are chosen only because of personal or political connections with the governor.

Should the governor decide to start clean with a new board of trustees, the effects on the university would be "overcomable," said Richard Novak, senior vice president of the Richard T. Ingram Center for Public Trusteeship and Governance at the Association of Governing Boards of Universities and Colleges.

There would be some institutional-memory loss and pressure on system staff, he said, but if the governor tapped the right people, they could easily catch up to speed.

But how to keep politics out of membership selection is the \$64,000 question, Mr. Novak said. "You can never get all the politics out of it."

He suggests nonpartisan screening committees that would vet potential appointees and make merit-based recommendations to the governor. A handful of states, such as Minnesota, Virginia, Massachusetts, and Hawaii, have adopted that approach.

It's fair, he says, for governors to meet with new trustees and talk from the beginning about their

The Chronicle of Higher Education, August 6, 2009 (Page 3 of 3)

expectations and agendas in higher-education policy. "But that's very different from a governor saying there are special favors involved down the road."

Once on the board, trustees often forget they have collective power only, not individual power, says Mr. Novak. "It's a gavel-to-gavel authority. When the meeting is over, it's over," he said. "Action only takes place in the boardroom."

### **A Precarious Place for Presidents**

Mr. White, who says he plans to continue leading the university, offered one piece of advice to fellow presidents: "Stay the heck out of admissions."

Rita Bornstein, president emerita of Rollins College, would agree. "A president is between a rock and a hard place," she said. "The board is a president's most important constituency because it has the authority to fire that person. Presidents are very sensitive to that."

Ms. Bornstein says the pressure presidents face from outside requests is pervasive. During the hearings, some trustees in Illinois argued that they were unaware they were doing anything wrong. Some seemed to assume such power was a "perk" of the job, the *Chicago Tribune* reported. "Legislators and board members and others have this feeling that they deserve extra consideration," Ms. Bornstein said.

Anne D. Neal, president of the American Council of Trustees and Alumni, says that while the issue in Illinois was "deplorable," it offers a lesson in what she says is a larger issue of the affliction that seems to beset university governance in general.

"There tends to be some confusion in higher education. There's a culture that focuses more on particular interests or university interests, where it should be on the public interest," she said. "That was clearly lost here, not only for the trustees but for the administration, as well."

Inside Higher Ed, August 7, 2009 (Page 1 of 2)

## Damning report on Illinois scandal

August 7, 2009

When the *Chicago Tribune* revealed in May that the University of Illinois had used a "clout" admissions system -- in which trustees and senior administrators pressured admissions officers on behalf of politically connected applicants -- the university insisted that its admissions system was fundamentally fair and running well.

B. Joseph White, president of the university system, issued a statement at the time in which he said that tracking applications from the politically connected applicants "does not and should not translate into inappropriate pressure for admission," that the numbers involved were small (160, he said), that the university "does not succumb to pressure." He noted, further, that the article "makes no assertion that unqualified individuals were admitted to the University. This must always be the case."

On Thursday, a special state panel created to investigate the allegations raised by the *Tribune* issued a report consistent with the newspaper's findings and raising questions about much of the university's initial statement playing down the articles. There were actually 800 applicants placed on the "clout list," senior university administrators did in fact routinely pressure admissions officers to admit them -- in a number of cases after decisions had been made to deny admission -- and applicants who were more qualified than those admitted were in some cases denied admission.

"In scores of instances, the influence of prominent individuals -- and the university's refusal or inability to resist that influence -- operated to override the decisions of admissions professionals and resulted in the enrollment of students who did not meet the university's admissions standards -- some by a considerable margin," the report says. "In this way, sponsorship by prominent individuals at times became a heavy thumb on the scale, giving advantage to clouted applicants, who were typically from affluent backgrounds, and unfairly disadvantaging those in the general applicant pool."

These admissions offers "resulted, at least in part, from pressure applied by sponsors that high-ranking university officials, in turn, channeled to subordinates involved in making admissions decisions. In so doing, these officials routinely did nothing to block or diffuse the pressure (or, worse, amplified it), and thereby signaled their own endorsement of the applicants," the report added.

The admissions system in which candidates with clout were considered separately "derived its lifeblood from the active participation of, and tone set by, those at the top of the university. Numerous persons -- both within and outside the university's administration -- bear responsibility for compromising the fairness and integrity of the admissions process."

The panel found that individual trustees "personally participated in admissions applications in a manner that demonstrated a disregard for University-sanctioned principles of ethical conduct and fair dealing and lapses in judgment." Further, the panel said that President White "failed to exercise appropriate oversight of persons who reported directly to him and who, on a regular basis, engaged in admissions related abuses" and "personally participated in admissions applications in a manner inconsistent with university-sanctioned principles of ethical conduct and fair dealing."

And the panel found that Richard Herman, chancellor of the flagship campus at Urbana-Champaign, "personally and extensively participated in admissions applications in a manner inconsistent with university-sanctioned principles of ethical conduct and fair dealing."

Inside Higher Ed, August 7, 2009 (Page 2 of 2)

Given the extensive trustee involvement in the system, the commission called for the resignations of all members of the Board of Trustees who are gubernatorial appointed (two did so in the days leading up to the report and one did so just after the report was released). A reconstituted board, the investigative panel said, should conduct "a thorough and expeditious review of the university president, the UIUC chancellor, and other university administrators, with respect to the information set forth in this report."

To prevent future problems, the commission recommended that the university:

- Eliminate the special admissions category it had used (but suspended amid the outcry over the *Tribune's* revelations) for politically connected applicants.
- Create a "firewall" around admissions officers with policies that "prohibit the consideration of sponsorship by prominent individuals or other undue influence in the admissions process."
- Evaluate whether an appeals process is needed for undergraduate admissions and, if it is needed, "ensure that it is fully transparent and accessible to all applicants."
- Create a "process to respond to admissions-related inquiries from prominent individuals without breaching any 'firewall' established by the university."

In addition, the commission urged the General Assembly to "enact legislation that would create an inspector general dedicated exclusively to the state's universities. Alternatively, the existing Office of Executive Inspector General should be afforded additional resources to enable the office to devote substantially more attention to these universities."

The university's administration and trustees issued a joint statement soon after the final report was released, pledging to carry out many of the recommendations, including eliminating "clout" admissions and establishing many of the reforms suggested by the commission.

"The university is committed to correcting problems with the admissions process. Effective immediately, we are moving forward with several significant changes to the University's admissions process, all reflecting three key principles: The process must be fair to all applicants, the process must be transparent, and the process must offer equality of access," said the statement.

"The composition of the Board of Trustees is a matter Governor Quinn will address. The entire university community is committed to working with Trustees as we work together to regain the public trust," the statement said.

The *Tribune* reported that, at a press briefing after the report was released, President White said he agreed with its recommendations, saying that it was "a very good report." He said that the criticism the commission made of him and of Herman was "proper," but said he would continue to lead the university.

At Urbana-Champaign, the outgoing and incoming chairs of the Faculty Senate have called a special meeting of the Senate Executive Committee for August 17 to meet with Chancellor Herman. "We will be considering what role the faculty, and especially the Senate, should play in admissions procedures in order to best protect the integrity of the admissions process. We will probably also discuss whether we would like to make some recommendation regarding the selection process and composition of the UI Board of Trustees," said Joyce Tolliver, the incoming Senate chair and associate professor of Spanish and gender and women's studies. "Our primary concern at this meeting will be with how best to move forward in the face of the current crisis."

— **Scott Jaschik**

Chicago Tribune, August 7, 2009 (Page 1 of 3)

## **Panel: Leaders failed U. of I.**

### **Report on clout admissions urges trustees to quit, vast reform**

By Jodi S. Cohen and Stacy St. Clair  
Tribune reporters  
August 7, 2009

After an eight-week investigation found that the state's culture of political dealmaking seeped into the admissions process at the University of Illinois, a state panel called Thursday for resignations and reforms to move the school past the embarrassing scandal.

To start, the Illinois Admissions Review Commission urged the university's trustees to resign and had harsh words for the top administrators -- President B. Joseph White and Chancellor Richard Herman -- for acting unethically by enabling an admissions process that allowed subpar students sponsored by powerful people to get into the state's most prestigious public campus.

"The University now finds itself in a full-fledged crisis purely of its own making," the report states. "Public confidence in the University and its leadership has eroded, and the University must set out in earnest to regain the public's trust and repair the damage done to its reputation."

While the report stopped short of calling for White's and Herman's resignations, it strongly encouraged a newly reconstituted Board of Trustees to review the leaders' roles in the scandal. The commission suggested that Gov. Pat Quinn determine which trustees, if any, should continue to oversee the state's flagship university. Quinn is expected to address the admissions fallout Friday.

"This is a wake-up call for higher education," said commission attorney Ted Chung, the governor's general counsel. "Now, universities across the country will never be able to claim plausible deniability, like we have no idea this was improper."

Trustee Edward McMillan, appointed this year and the only trustee not implicated in the scandal, promptly sent a resignation letter to the governor's office about 15 minutes after the meeting ended. Two trustees, Lawrence Epley and Niranjana Shah, had already resigned.

In interviews following the report's release, White insisted he can lead the state's flagship campus through the storm. He would not comment on Herman's future, saying he had not discussed the scandal with the chancellor since it came to light.

White has called for a meeting next week with more than 100 U. of I. leaders, including admissions officials, to review new policies and the abolition of clout lists. "I love this university and so I intend to lead very effectively," he said.

The commission's 45-page report blasts the law and business schools for their admissions abuses. The law school, in particular, was cited for "some of the most egregious lapses of ethics and judgment discovered by the commission."

The findings come in the wake of a Chicago Tribune investigation that found more than 800 undergraduate applicants received preferential treatment over the last five years because of their connections to elected officials, generous donors or university trustees. Dozens more benefited from special consideration at the law school and other programs.

While it is unknown how many patronage applicants would have gotten in on their own, their acceptance

Chicago Tribune, August 7, 2009 (Page 2 of 3)

rate is higher than for the entire applicant pool even though they had lower average ACT scores and class ranks, records show.

"The admission of substandard applicants resulted in other, more qualified applicants being denied admission," according to the findings, reached after reviewing about 9,000 pages of documents and hearing more than 40 hours of testimony from dozens of people.

The panel refuted the contention that U. of I. acted no differently than every other selective university, a point argued by White after the Tribune revealed the preferential treatment.

"Over time, a process that may have begun as a seemingly innocuous way to 'track' inquiries from prominent individuals evolved (or devolved) into a 'well-oiled' machine that was perhaps unparalleled among universities in its level of formality and structure," it wrote.

White acknowledged Thursday that he wrongly played down the admissions abuses when the lists of clouted students, known internally at the undergraduate level as "Category I," were revealed.

"The big picture is very clear ... there have been admissions problems that have grown up at the University of Illinois," White said. "We now understand the problem."

Acknowledging that selective universities routinely face pressure in admissions, the state panel determined that U. of I. officials responded to the demands in extreme ways: Applicants were admitted over the objections of admissions officials; Category I students were told of an unadvertised appeals process; and campus lobbyists had unusual access to an admissions database and met at least twice a year with the chancellor to discuss their cases.

The seven-member commission recommended:

- Eliminate Category I
- Make the appeals process public
- Allow only students and families to inquire about applications
- Establish a state inspector general dedicated to higher education
- Make third-party inquiries public

White voiced support for the recommendations and intends to add some of his own in time for the next admissions cycle, which begins next month. He called for a university-wide code of conduct to crystallize admissions policies, as well as a yearlong review of the new practices. Campus lobbyists will be barred from having any role in admissions.

"The reforms will be implemented quickly," White said.

Several commissioners expressed concerns as to whether White or Herman should stay at the helm. "You're only as good as those at the top," said Commissioner Zaldwaynaka "Z" Scott, a former Illinois inspector general. "When you have the chancellor and the president engaging in this kind of conduct, what kind of message is being sent?"

Herman did not return calls seeking comment.

The report details both leaders' direct involvement in admissions cases and states both acted "in a

Chicago Tribune, August 7, 2009 (Page 3 of 3)

manner inconsistent with University-sanctioned principles of ethical conduct and fair dealing."

The findings refer to Herman as "the ultimate decision-maker" who oversaw the clout lists at all levels as provost and maintained his stronghold on them when he moved to the chancellor's office in 2005. Though he received some push-back from admissions officers and deans, he often overruled them.

The practice grew especially problematic at the law school, where then-Dean Heidi Hurd began demanding compensation for admitting students who would negatively affect the school's ranking.

"[The law school] eventually sought to oppose these directives, but then relented and responded with demands of its own ... which the Chancellor of the Urbana-Champaign campus was all too willing to satisfy," the report states.

Current law Dean Bruce Smith, who testified he would quit before caving to clout, issued a statement calling the report "careful and comprehensive." He pledged to continue the admissions reforms he instituted.

"I am confident that the commission's findings and recommendations will help the College of Law make good on its commitment to merit, access, equal opportunity, and fundamental fairness," he said.

Commissioner Bernard Judge said Herman could have refused to yield to outside pressure but was motivated by "selfish interests."

"He was an advocate of clout," Judge said.

*Tribune reporter Megan Twohey contributed to this report.*

Chicago Tribune, August 7, 2009 (Page 1 of 2)

## Quinn asks for resignations of U. of I. trustees

August 7, 2009 11:40 AM

Gov. Pat Quinn today asked for resignation letters from the entire University of Illinois Board of Trustees in the wake of a scathing report from a state panel charged with investigating admissions abuses at the Urbana-Champaign campus.

The Illinois Admissions Review Commission recommended Thursday that all trustees offer to step down so the governor can decide who should stay and help move the university past the embarrassing scandal.

"I do agree with the commission's recommendation that each of the trustees voluntarily submit their resignations," Quinn said.

Saying clout "doesn't have a place at the university," Quinn also embraced the commission's recommendations for a state inspector general dedicated to higher education, and an open appeals process for rejected applicants.

Three trustees--Chairman Niranjana Shah and board members Lawrence Eppley and Edward McMillan--already offered to step down. Quinn has accepted Eppley and Shah's resignations, saying the search for their replacements will begin immediately.

McMillan, a Downstate Republican who was appointed by Quinn in May, is expected to be kept. He was the only trustee on the nine-member board who wasn't implicated in the far-reaching admissions scandal. His appointment has been heralded by both the commission and the university's alumni association.

Quinn called McMillan "a very good man" and said he has received the names of "scores" of people interested in serving on the U. of I. board. He hopes to have the new members appointed by the trustee's next meeting in September.

The commission's recommendation came after an eight-month investigation in which nearly 40 witnesses and more than 9,000 pages of documents outlined how the Urbana-Champaign campus gave preferential treatment to well-connected students.

Quinn appointed the blue-ribbon panel after a Tribune series revealed that more than 800 undergraduate applicants received special consideration over the last five years because of their connections to elected officials, generous donors or university trustees. Dozens more benefited from undue attention at the law school and other programs.

The Tribune has found that trustees meddled in the applications process nearly 100 times in the last three years alone. Some applicants, including trustees' relatives, were admitted over the objections of admissions staff.

"The University now finds itself in a full-fledged crisis purely of its own making," the report states. "Public confidence in the University and its leadership has eroded, and the University must set out in earnest to regain the public's trust and repair the damage done to its reputation."

Trustee David Dorris, a Downstate attorney, has signaled he would resign if asked. He has encouraged his fellow board members to join him in stepping down, but he has not been able to secure enough support.

"I think that's the solution at this point," Dorris said last week. "Let the governor decide who should stay, if

Chicago Tribune, August 7, 2009 (Page 2 of 2)

anyone."

Dorris was out of the country today and could not be reached for comment.

Securing all nine resignations, however, may prove difficult. At least one trustee, board member James Montgomery, has indicated he won't offer to step down.

Montgomery, a Chicago-based attorney, is singled out in the report for inquiring about the 2009 rejection of an applicant related to his daughter's boyfriend. It's unclear if the decision was overturned.

"For me, this is voluntary public service and to resign would be to imply that I felt I had been a party to something that I was not a party of. Therefore, I'm not inclined to resign," Montgomery said earlier this week. "To dump the board, to dump the president of the university, to dump the chancellor of the university is throwing out the baby with the bath water. It will be tremendously detrimental to the university, at least in the short run."

Quinn said he would consider his options if any board members refuse to step down.

"I hope the remaining trustees see the wisdom of this report ... and step aside," he said. "Sometimes in life you think about things bigger than yourself."

Quinn's resignation call joins a growing chorus of public officials and educators demanding the removal of trustees who placed students on the clout list. Two former U. of I. presidents, as well as U.S. Rep. Aaron Schock (R-Ill.) and state Rep. Mike Boland (D-East Moline), chairman of the House Higher Education Committee, have called for the board members to step down.

A bill pending in the General Assembly would remove the entire board for its role in the scandal. The commission's 45-page report accuses eight trustees and the university's top administrators-- President B. Joseph White and Chancellor Richard Herman--of unethical behavior in regards to admissions.

The findings detail the leaders' direct involvement in admissions cases and states that several acted "in a manner inconsistent with University-sanctioned principles of ethical conduct and fair dealing."

While the report stopped short of calling for White's and Herman's resignations, it strongly encouraged a newly reconstituted Board of Trustees to review the leaders' roles in the scandal.

"Once we have the full board, there should be a complete, immediate, thorough review of the actions of any of the officials, the administrators," Quinn said. "Everybody is entitled to fair treatment, and then judgments are made."

Earlier today, White indicated he did not have any immediate plans to resign.

But he told WGN-720AM host Greg Jarrett that he fully expected to talk to university trustees -- whoever they may be -- about his job future.

When asked if he would resign, White didn't say no but did say that at present "the university needs leadership," in large measure to implement admissions reforms in advance of the new admissions season that begins in a month. He also cited difficult financial problems faced by the university and the likely transition to a new board of trustees.

--Jodi S. Cohen, Tara Malone and Stacy St. Clair

The News-Gazette, August 7, 2009 (Page 1 of 3)

## **UI promises changes in light of Mikva report**

**By Paul Wood  
Friday August 7, 2009**

CHICAGO – The University of Illinois "is committed to correcting problems with the admissions process," it said after the Illinois Admissions Review Commission, also called the Mikva Commission, issued a report detailing abuses and placing blame.

Meanwhile, a third UI trustee submitted his resignation to Gov. Pat Quinn.

"Effective immediately, we are moving forward with several significant changes to the university's admissions process, all reflecting three key principles: The process must be fair to all applicants, the process must be transparent and the process must offer equality of access," a joint letter from UI leaders said.

The final commission report on "Category I" admissions specifically blames high-ranking UI officials for using their influence to reverse the rejection of applicants, and it calls on all the trustees to offer their resignations to Quinn. The governor holds the power to appoint trustees under Illinois law.

On Thursday, trustee Edward McMillan, whom Quinn appointed in May, submitted his resignation.

Quinn issued a statement Thursday saying he would "act quickly to address the problems that have been discovered."

The commission report said, "University officials who knew or should have known of the admission of substandard clouted applicants at the time of those decisions include: Trustees Lawrence Eppley and Niranjana Shah; President B. Joseph White; UIUC Chancellor Richard Herman; Associate Provost Keith Marshall; Governmental Affairs officials Richard Schoell and Terry McLennand; former College of Law Dean Heidi Hurd; College of Business Dean Lawrence DeBrock; and certain personnel within university admissions offices."

The report holds White responsible for not keeping his subordinates in line.

"White testified that he did not have full knowledge of the extent of Category I, and the record generally supports this proposition. Indeed, White, from all accounts, was not a participant in the Category I meetings and was not regularly included in internal correspondence related to Category I. Nevertheless, the commission finds noteworthy that certain of the persons and offices most heavily involved in Category I (i.e., Herman and Governmental Affairs) have reported directly to White for the entirety of White's tenure as president," the report said.

The report was harder on the chancellor, saying "Herman personally and extensively participated in admissions applications in a manner inconsistent with University-sanctioned principles of ethical conduct and fair dealing."

The report also said that Herman was the ultimate decision-maker in Category I.

Herman was not available for comment. Earlier this summer, dozens of influential faculty and prominent local business people sent letters commending Herman for his work on campus and in the community.

In remarks after the commission meeting ended, White refused to discuss whether any university employee at any level will be terminated or disciplined.

"I don't discuss personnel issues," he said more than once.

The News-Gazette, August 7, 2009 (Page 2 of 3)

White said a meeting will take place Aug. 12 on the Urbana campus for university community members from all three campuses to discuss the report and offer solutions.

White praised the commission's work.

"I think we really needed this help, from outside the university at an arm's length. I believe this is really going to help this university," White said.

Similarly, current Law Dean Bruce Smith issued a statement that the incoming law school class is free of the taint of admissions influence.

"As Dean of the College of Law, I am grateful to the Commission for its careful and comprehensive report. The Commission properly recognized that the College of Law has already 'taken appropriate steps to rid itself of undue influence in admissions.' As I testified before the Commission, it is my policy as Dean – and will remain my policy – that no applicant receives special consideration or treatment," he wrote in the statement.

The Mikva Commission, created by Quinn in June, had an Aug. 8 deadline to issue its report.

The board voted unanimously to release the 45-page report Thursday. Counsel Ted Chung said additional materials, including documents and comments, would be released later. The commission's Web site is <http://admissionsreview.illinois.gov>.

The report is also at [www.news-gazette.com](http://www.news-gazette.com).

"In scores of instances, the influence of prominent individuals – and the University's refusal or inability to resist that influence – operated to override the decisions of admissions professionals and resulted in the enrollment of students who did not meet the University's admissions standards – some by a considerable margin. In this way, sponsorship by prominent individuals at times became a heavy thumb on the scale, giving advantage to clouded applicants, who were typically from affluent backgrounds and unfairly disadvantaging those in the general applicant pool," the report says.

It continues: "Certain Category I admissions resulted, at least in part, from pressure applied by sponsors that high-ranking University officials, in turn, channeled to subordinates involved in making admissions decisions. In so doing, these officials routinely did nothing to block or diffuse the pressure (or, worse, amplified it), and thereby signaled their own endorsement of the applicants. Moreover, in some instances, University leaders explicitly advocated for the admission of applicants to whom they were closely connected."

The report cited the board of trustees for failure "to discharge its duty as a governing board and, in particular, (failure) to exercise the care and diligence appropriate to protect against admissions-related abuses." It said individual trustees personally participated in admissions applications in way that a showed a disregard for university-sanctioned principles of ethical conduct and fair dealing, as well as lapses in judgment.

Former law Dean Heidi Hurd "personally and extensively participated in admissions applications in a manner inconsistent with University-sanctioned principles of ethical conduct and fair dealing," and College of Business Dean DeBrock "personally participated in an admissions application" in a similar manner, the report said.

It also noted that "officials in the University's Office of Governmental Relations (chiefly, Terry McLennand and Richard Schoell) personally and extensively participated in admissions applications in a manner inconsistent with University-sanctioned principles of ethical conduct and fair dealing."

The report tallied up unqualified applicants, including some who got into prestigious colleges.

The News-Gazette, August 7, 2009 (Page 3 of 3)

In the entering class of 2009 alone, at least 33 Category I applicants to undergraduate colleges who had been "designated for denial by the undergraduate admissions office were admitted based on the advocacy of their respective sponsors," the report said.

The College of Law admitted 24 substandard "special admits" between 2003 and 2007, it added. The College of Business admitted one substandard applicant in 2008.

But the commission did not find "smoking guns" in the form of money exchanged.

"The commission discovered no instance in which a sponsor or other third-party explicitly gave or offered anything of value to the University or any University employee, in exchange for the admission of one or more applicants," the report said.

It added that the UI should avoid even a whiff of impropriety.

Last week, former federal Judge Abner Mikva, who chaired the commission, said all the trustees should offer their resignations and let the governor sort them out, but some members of the board balked at the idea of a mass resignation.

Mikva said it should be Quinn's decision whether any of the nine trustees remain.

Since then, the board's chairman, Shah, and former board chairman Eppley offered their resignations to the governor, followed Thursday by McMillan.

Mikva said he was not going to recommend any action involving White or Herman.

"That would be micromanagement, which is exactly the problem the commission has been investigating," he said.

Mikva said it was his own opinion, and not necessarily that of the commission. But the commission seconded him in a straw vote last week.

Mikva said he was pleased with the report.

"I think the report will give the governor enough fodder to solve the problem," he said.

"I think the report will speak for itself."

The Associated Press contributed to this report.

Chicago Tribune, August 8, 2009 (Page 1 of 3)

## **Gov. Pat Quinn urges all University of Illinois trustees to resign**

### **Governor's statement follows recommendation of panel investigating admissions scandal**

By Stacy St. Clair  
Tribune reporter  
August 8, 2009

Gov. Pat Quinn asked all University of Illinois trustees for resignation letters Friday in the wake of a scathing report about the school's admissions scandal, but at least two members of the appointed body are prepared to ignore his call.

Kenneth Schmidt and James Montgomery pushed back, saying that complying with the governor's directive would be tantamount to admitting guilt. Both men deny any ethical lapses in connection with revelations that the university gave special consideration to applicants with powerful patrons, including university trustees.

The Illinois Admissions Review Commission recommended Thursday that all trustees offer to step down so the governor can decide who should stay. In its 45-page report, the blue-ribbon panel blasted the board for leadership failures and for contributing to a university culture "that too easily tolerated undue influence."

"If I jump to submit a letter of resignation now, it would say I was agreeing with the panel's recommendations. I do not agree with all the panel's recommendations and therefore, I will not do that," said Schmidt, the longest-serving board member.

The governor would not speculate Friday what would happen if any trustees refused his request. None submitted resignations Friday.

"I hope the remaining trustees see the wisdom of this report ... and step aside," he said. "Sometimes in life you think about things bigger than yourself."

Three trustees -- Chairman Niranjana Shah and board members Lawrence Eppley and Edward McMillan -- already offered to step down. Quinn has accepted Eppley's and Shah's resignations, saying the search for their replacements will begin immediately.

McMillan, a Downstate Republican who was appointed by Quinn in May, submitted his letter within 15 minutes of the report's release and is expected to be retained. He was the only trustee on the nine-member board who wasn't involved in the admissions scandal.

Quinn called McMillan "a very good man" and said he has received the names of "scores" of people interested in serving on the U. of I. board. He hopes to have the new members appointed by the trustee's next meeting in September, an ambitious timetable by any measure.

The Illinois Constitution says the governor can remove trustees for "incompetence, neglect of duty, or malfeasance."

"If people refuse to resign, they open themselves up to the possibility of being fired," said Bernard Judge, who sat on the state panel.

Chicago Tribune, August 8, 2009 (Page 2 of 3)

The commission's recommendation came after an eight-week investigation in which nearly 40 witnesses and more than 9,000 pages of documents outlined how the Urbana-Champaign campus gave preferential treatment to well-connected students.

Quinn appointed the panel after a Tribune series revealed that more than 800 undergraduate applicants over five years were tagged "Category I," meaning they received special consideration because of their connections to elected officials, generous donors or university trustees. Dozens more benefited from undue attention at the law school and other programs.

The Tribune has found that trustees meddled in the application process nearly 100 times in the last three years. Some applicants, including trustees' relatives and friends, were admitted over the objections of admissions staff.

Trustee James Montgomery, for example, is singled out in the report for inquiring about the 2009 rejection of an applicant related to his daughter's boyfriend. The denial was not overturned, and Montgomery does not believe he crossed any ethical lines when he asked if it was "too late" for the applicant.

Likewise, Schmidt said he broke no rules when he forwarded the names of six students in the last three years. One of his relatives also was admitted to the law school after his application was flagged with a directive to handle with "velvet gloves."

A resignation letter -- even one that was rejected by the governor -- would seem an acknowledgment of impropriety, Montgomery said.

"To me, it would be equivalent to a personal admission of attempting to interfere with the process of admission, and I have not. Therefore, I don't plan to resign," Montgomery said. "I enjoy my service as a trustee and plan to continue to do so."

Trustees Frances Carroll and Robert Vickrey did not return calls. Both have questioned the wisdom of a group resignation.

Any board member's refusals would flout a growing chorus of public officials and educators demanding the removal of trustees who placed students on the clout list. Two former U. of I. presidents, as well as U.S. Rep. Aaron Schock (R-Ill.) and state Rep. Mike Boland (D-East Moline), chairman of the House Higher Education Committee, have called for members to step down. A bill pending in the General Assembly would remove the entire board.

Trustee David Dorris, a Downstate attorney, has signaled he would resign if asked. He has encouraged his fellow board members to join him, but he has not been able to muster enough support. Dorris was out of the country Friday and could not be reached for comment.

Board member Devon Bruce, who is also out of the country, said in an e-mail that he could not comment. A U. of I. graduate who was not implicated in the commission's report, Bruce previously supported Dorris' efforts for a mass resignation, other trustees said.

One complication for Quinn as he decides Bruce's fate is that he recently received a large campaign donation from the law firm where Bruce works. The commission criticized former Gov. Rod Blagojevich's penchant for appointing and re-appointing political donors to the board.

Power Rogers & Smith donated \$25,000 to Quinn's campaign fund in June just weeks after the governor appointed the commission to investigate admissions abuses. One of the firm's named partners, Joseph Power, gave a \$2,000 contribution in February. On that same day, Bruce gave \$500 to Quinn. The last time the firm had contributed to Quinn was when it gave a series of donations in 1994.

Chicago Tribune, August 8, 2009 (Page 3 of 3)

Bruce told the Tribune in June, before the Quinn donations, that he was not involved in his firm's political activities.

"I have no role in my firm's contributions to political candidates and do not participate in that process," he said.

*Tribune reporters Tara Malone, Kim Janssen and Jodi S. Cohen contributed.*

USA TODAY, August 8, 2009 (Page 1 of 3)

## **Illinois panel: University trustees in admissions scandal should resign**

CHICAGO (AP) — A panel investigating the role that clout played in University of Illinois admissions recommended in its final report released on Thursday that all trustees voluntarily submit their resignations and let Gov. Pat Quinn decide which ones to accept.

In a scathing 45-page report, the Illinois Admissions Review Commission found unqualified students were admitted because of political connections, and recommends that any new trustees conduct a review of the university's president, the chancellor of the Champaign campus and other administrators.

Trustee Edward McMillan said he's submitted his resignation to the governor. McMillan, who was appointed by Quinn in May, said he wants to comply with the commission's recommendation.

Two other trustees, board Chairman Niranjana Shah and Lawrence Eppley, already had quit, and Quinn has accepted their resignations.

Quinn issued a statement Thursday saying he will "act quickly to address the problems that have been discovered." He formed the commission in June after the Chicago Tribune revealed the university maintained a list of politically connected applicants — including some linked to former Gov. Rod Blagojevich— and admitted some over better-qualified candidates.

The investigation found some trustees pressured university officials on behalf of unqualified applicants, and that trustees, administrators and lawmakers helped get applicants' names on a special admissions list, called Category I.

Panel members Thursday put much of the blame on Richard Herman, chancellor of the university's flagship campus in Urbana-Champaign, saying his conduct was inconsistent with the university's "principles of ethical conduct and fair dealing."

"Herman was a major participant from the highest level of the administration ... all he had to say is, 'We're stopping this,' and that would have been the end of it," commissioner Bernard Judge said after the report's release.

The report also found University President B. Joseph White also engaged in admissions abuses and interfered in the application process.

Commissioners did not call for the resignations of university administrators, saying they did not have the authority to dictate personnel changes.

But the commission's final report included administrators' testimony describing their roles in the process.

Many of the thousands of pages of e-mails and other documents released by the university

USA TODAY, August 8, 2009 (Page 2 of 3)

involve communication with Herman.

They include exchanges with former law school dean Heidi Hurd about admitting underqualified, well-connected applicants in exchange for scholarship money, and a plan to admit a poorly qualified applicant backed by Eppley in exchange for jobs for law school graduates.

Herman told the commission that he felt pressure by trustees to give special consideration to certain applicants.

The remaining trustees have expressed mixed opinions on whether they should resign.

Trustee Ken Schmidt called the panel's recommendation "a terrible decision" and said he wants to hear from Quinn. If the governor asked him to resign, Schmidt said he'd tell him, "I would like to meet with you and discuss this first."

Schmidt, a U of I graduate, criticized the panel for treating all the trustees as if they had "exactly the same culpability."

Trustee Frances Carroll said she wants to hear from Quinn and read the panel's report, but would consider resigning if the request came from the governor.

She said she's confident trustees "could turn this around and come up with suggestions on how to not let this happen again."

Other trustees did not immediately return phone messages left by The Associated Press earlier in the day. But Trustee David Dorris has said that he and many of the trustees would agree with the commission's recommendation. And Trustee Robert Vickrey has said he hasn't ruled out resignation but would wait for the report.

Commissioner Ricardo Estrada said the trustees' resignations could "help restore the confidence the public has in its flagship university."

Eppley, a former board chairman, resigned in late July. University records show he wrote e-mails to university President B. Joseph White noting Blagojevich's interest in candidates, including a relative of convicted influence peddler Tony Rezko.

Eppley told the commission that he never pressured anyone to admit a student but now recognizes that inquiries by trustees, lawmakers and others amounted to an underground system for influencing admissions.

Shah resigned Monday. He has denied trying to admit relatives to the school or being pressured by public officials to support certain applicants.

But e-mails released by the university include lists of applicants that Shah sent to Herman, asking for help in reaching "a favorable outcome for these individuals." Documents also show Shah successfully pressed Herman to create a six-figure university job for his future son-in-law.

USA TODAY, August 8, 2009 (Page 3 of 3)

The admissions review panel also recommended that the Category I list be eliminated, that a new Board of Trustees be trained in rules of conduct and that the university establish written policies prohibiting sponsorship of applicants by prominent people.

They also said lawmakers should create an inspector general for state universities or give the state inspector general more money to keep tabs on universities.

The board oversees the campuses in Urbana-Champaign, Chicago and Springfield. Trustees vote on measures that university staff members have researched and choose university leaders such as the president and campus chancellors.

The next scheduled trustees meeting is Sept. 10.

The Southern Illinoisan, August 8, 2009

## **SIUC officials move on to higher positions at other universities**

By Codell Rodriguez, The Southern  
Saturday, August 8, 2009 10:42 PM CDT

Though the mission of Southern Illinois University Carbondale may be to build the futures of their students, a few of their former administrators are not doing too shabby either.

Randy Dunn, former department chair of educational administration and higher education at SIUC, is now the president of Murray State University in Murray, Ky. The Chester native's resume also includes state superintendent of the Illinois State Board of Education from 2003 to 2007. With the school's proximity to Southern Illinois, Dunn said he still keeps close ties to the region, especially with the university having between 750 and 800 students from Little Egypt for the upcoming semester.

"I try to keep an active presence in Southern Illinois," Dunn said.

He said the college recruits heavily in the region, but the ace in the hole is the campus itself.

"If we can get students to make a campus visit, we've got a very good chance of getting them there," Dunn said.

Dunn said they recruit with "excellence in academic programs," student engagement in campus life and the pricing.

"We've got to keep that tuition down to stay in the ballgame," Dunn said.

While Michigan State University doesn't rely as heavily on students from Southern Illinois, President John Dunn, former interim chancellor and provost and vice chancellor at SIUC, does obtain students from northern Illinois. The Pinckneyville native said Western Michigan is doing well and is now looking to get a school of medicine. He said he is also proud of the university's foster care initiative which works to assist students coming out of foster care in going to college.

Both presidents said they valued their time at SIUC.

"It was very helpful to me to be a better face for Murray State," Randy Dunn said.

The Champaign-Urbana News-Gazette, August 8, 2009

## **UI trustee not ready to quit, wants to finish his work**

By Jodi Heckel

Ken Schmidt, who has been on the board since he was appointed by former Gov. George Ryan in 1999, said he wants to continue the work he's been doing on the board, and he wants to talk with his fellow trustees about how to proceed.

Gov. Pat Quinn on Friday urged the remaining trustees to resign. A report released Thursday by the Illinois Admissions Review Commission – formed to look into allegations of political influence in admissions to the UI – also called on trustees to offer their resignations. Three have done so already – Lawrence Eppley and Niranjana Shah before the report was issued, and Edward McMillan afterward.

"If I just immediately resign, to me that would be de facto agreement" with the commission's report, Schmidt said, adding he agreed with some parts of the report and not others.

The other remaining trustees could not be reached for comment.

"I certainly do not agree that everybody should resign," he said. "It treats everybody on the board as if they are equally culpable or equally responsible, and that's not the case."

Schmidt said he wished Quinn would make a formal request of trustees to resign, rather than doing so through a press conference.

Schmidt also said he's worked for four years on health care work force issues, and he wants to see that work completed.

"I don't want to see that fall by the wayside," he said. "We finally have a bill ready to go, and I don't want to see it drop out of sight."

Schmidt said board members want to do what's best for the university. But he said it takes time for new trustees to get up to speed on issues and how the university operates.

"I can't imagine anybody would want to put a whole new board" into place, he said.

"Clearly, there has to be a strong response to the problem. There's no question about that," Schmidt said, adding the board wants to work with the governor's office in making the right response.

"The question is, is this the right way to do it?" he asked.

He wants to discuss that issue with the other trustees, some of whom are out of town. But Schmidt did not rule out a resignation.

"Anything is on the table," he said.

Chicago Tribune, August 9, 2009 (Page 1 of 2)

## Stakes are high for U. of I. leaders

### B. Joseph White and Richard Herman criticized in admissions report

By Jodi S. Cohen  
Tribune reporter  
August 9, 2009

For an educator who has spent his career teaching about effective leadership, University of Illinois President B. Joseph White now faces the ultimate case study: Can he and the university's No. 2 official, who have each been called out for unethical conduct, continue to lead the state's most prestigious public campus?

White and Chancellor Richard Herman face a complex set of personal and professional calculations about whether to try and keep their jobs in the wake of a summer-long investigation that found a failure of leadership led to admissions abuses.

Professionally, leaving in the wake of a scandal could be a career nightmare.

Personally, they have a combined \$775,000 at stake in retention bonuses if they maintain their positions until next year. On his fifth anniversary in January, White is due for a \$475,000 bonus; Herman's \$300,000 bonus comes due in June.

They may also grapple with concerns about the effect their departures could have on the university during this crisis of reputation and amid budget concerns connected to the down economy.

Herman, a mathematician who was elected to the American Academy of Arts & Sciences, has not returned calls this week seeking comment. White downplayed the importance of the personal considerations.

"Honestly, my future is unimportant compared to ensuring that we fix the problems that we now understand, restore the confidence to the people of Illinois," said White, who has overseen the university's three campuses since 2005.

He has pledged to quickly fix problems in the admissions system, and within minutes of the commission's final report, he announced a meeting this week for 100 of the university's senior leaders to make clear that the era of clout lists is over. In the last five years, more than 800 undergraduate applicants and dozens more at the graduate level got preferential treatment because they were sponsored by trustees, lawmakers or other powerful people.

The Illinois Admissions Review Commission, appointed by Gov. Pat Quinn in June to investigate admissions irregularities revealed in a Tribune investigation, called for the resignation of all university trustees but left the futures of White and Herman in the hands of a new board.

In their report and in interviews, commissioners criticized White's failure to oversee his subordinates and for acting unethically in forwarding admissions requests. The panel was especially harsh in its comments about Herman, calling him "the ultimate decision-maker" in the patronage admissions cases and saying his behavior also was unethical.

Ric Estrada, a member of the admissions panel, said that if Herman is fired, his boss, White, should go too. "To me, these two are tied together in terms of culpability," he said.

Chicago Tribune, August 9, 2009 (Page 2 of 2)

Estrada said the public needs to let new board members review the commission's work and make their own decisions on the administrators' futures. "I don't think the state should expect for them to be immediately fired," he said. "The process is going to take awhile."

There are factors beyond their role in admissions that a new board likely would consider in deciding whether to keep one or both at the helm. A group of new trustees still learning about the university may not want to upend all senior leaders at once, leaving the campus without a president and chancellor while the provost position also is open.

The university also has several major projects under way that could be disrupted by wholesale change, including an upcoming accreditation review and an ongoing \$2.25 billion fundraising campaign.

Morton Weir, the Urbana-Champaign chancellor from 1988 to 1993 and a current Knox College trustee, said those factors could tip the scales in favor of them staying.

"It takes awhile to build up confidence in donors," Weir said. He said removing both top administrators would be far more disruptive to the campus than replacing the board of trustees. "The learning curve for a trustee is not nearly as steep as it is for a chancellor or president."

The university's faculty Senate Executive Committee is expected to meet with Herman on Aug. 17 and later with White, and then decide what recommendations they'll make about university leadership.

"Part of what makes this a difficult decision for us is balancing mistakes and bad decisions that were unquestionably made, on one hand, and the full scope of one's career and contributions to the institution on the other hand," said education professor Nicholas Burbules, chair of the faculty group. "It is a lot easier to say things like 'Fire the bastards' when you don't really know the people you are talking about."

David Wall, the student body vice president, said students also plan to meet with White and Herman. He said he agrees with Quinn's call for the trustees to resign, but questions the wisdom of getting rid of too many leaders at once.

"If the leadership can put together a system worthy of the Illini name, we don't need a resignation. We just need it fixed," he said.

Dennis Owusu, 20, a chemical engineering major from Bolingbrook, had harsher words. "The leaders have a bad rep -- it's not a good look for the school and they should all go," he said. "It was morally wrong."

White, author of "The Nature of Leadership: Reptiles, Mammals and the Challenge of Becoming a Great Leader," said he will draw from his years of management experience to turn the crisis into an opportunity.

He seemed pleased when asked what he would write in a hypothetical epilogue to his 2006 book, and quickly laid out a three-point plan: Set high aspirations to fix the problem that would lead to a new national standard for admissions; make sure everyone at the university understands the new rules; and work tirelessly to make things right.

"There is no substitute when you have problems to fix, and these are urgent problems to fix," White said. "The admissions season is rushing at us ... You work like a dog and make it happen. And we will do that."

*Tribune reporters Stacy St. Clair and Kim Janssen contributed to this report.*

Journal Gazette & Times-Courier, August 10, 2009 (Page 1 of 2)

## Lake Land enrollment projected to increase more than 20 percent

By ROB STROUD, Staff Writer  
rstroud@jg-tc.com

MATTOON — Lake Land College is gearing up for a more than 20 percent increase in fall enrollment brought on by the national economic downturn, officials said.

Lake Land's Board of Trustees heard about this enrollment increase Monday evening and also placed on file for public inspection a balanced \$30.9 million budget proposal for 2009-10. The board is set to vote on the budget Sept. 14.

College President Scott Lensink told the board that registration has increased by approximately 20 percent so far for the fall semester and more students still want to sign up, with more than a week remaining until registration closes.

Giving examples of this demand, Lensink said the college has offered 21 sessions of introductory biology for the fall semester and 20 are already full. He also said the college has offered 39 sessions of introductory English and more than half are full, with most of the remaining seats being for evening classes.

The college is adding more late afternoon and evening classes to accommodate the larger enrollment, Lensink said. Finding enough qualified and willing adjunct faculty to teach the extra classes will be a challenge, he said.

"It's going to be a strain on the college like we have never seen before," Lensink said, later noting that state funding for community colleges has declined. "We are asking everyone at the college to do more with less."

Still, Lensink said the big increase in registration is a good problem to have.

"I will take 20 percent up over 20 percent down any day," Lensink said.

He said the national economic downturn has caused sales to decline at many businesses but has caused sales at Lake Land, in the form of enrollment, to increase.

Tina Stovall, vice president for student services, said the ranks of students registered for the fall semester include many unemployed workers looking to retrain.

Lensink said he is not sure what will happen to enrollment as state funding for Monetary Award Program grants goes from 100 percent in the fall to zero in the spring. He said some students might not return when they lose this financial aid, while others at state universities might transfer to Lake Land to cut their tuition costs.

Stovall said the loss of state funding for MAP grants in the spring might be offset by the increase in funding for the federal Pell Grant program.

"It's kind of hard to predict," Stovall said, with Lensink adding the situation is not comparable to any Lake Land has experienced in its history.

Journal Gazette & Times-Courier, August 10, 2009 (Page 2 of 2)

Regarding the 2009-10 budget, Lake Land is anticipating \$30.9 million in expenditures and in revenues. The current 2008-09 budget projects \$30.2 million in expenditures and in revenues.

Lensink said the college compensated for increases in software, salary, health insurance and other costs by cutting \$250,000 from the proposed budget, including cuts to its supplies/equipment and travel/conference line items. He said the college also has put \$250,000 in reserve in case the state cuts its funding further.

"We hope to be able to release that (\$250,000), but we all realize the possibility of rescission is substantial," Lensink said.

Contact Rob Stroud at [rstroud@jg-tc.com](mailto:rstroud@jg-tc.com) or 238-6861.

Peoria Journal Star, August 10, 2009 (Page 1 of 2)

## **Peoria area U of I trustee 'astonished' by clout report**

### **Peru man says he didn't know about admissions practices**

By ADRIANA COLINDRES  
GateHouse News Service

SPRINGFIELD — As details emerged in recent weeks about admissions practices at the University of Illinois that benefited well-connected applicants, one U of I trustee says he was left feeling "numbed" and "astonished."

"I didn't know anything about this, put this in quotes, 'shadow admissions' process," Robert Vickrey of Peru said in an interview Monday.

A special commission appointed by Gov. Pat Quinn found that the process had been in place for years. Also referred to as Category I, it "catered to applicants who were supported by public officials, university trustees, donors, and other prominent individuals," the commission said in a report issued last week.

Those students' names and admissions status were tracked on what is known as the "clout list."

Vickrey, the only U of I trustee from the Peoria region, said he'd been unaware of Category I until he started reading media reports about it.

"I didn't know that my name was attached to someone else's name and put on a spreadsheet and kept on a computer and tracked," he said.

Vickrey noted that he was one of three trustees who didn't get called to provide testimony to the special commission, headed by former federal judge Abner Mikva. That illustrates his lack of knowledge about the tainted admissions practices, he said.

Vickrey, a trustee since 2001, said he has fielded inquiries "several times" over the years from people interested in admissions at the University of Illinois. Mostly, they were just looking for information, he said.

For example, one of Vickrey's friends once called him on behalf of a 16-year-old granddaughter. Vickrey said he thinks the teen wanted some brochures. Her name, along with his, wound up on the clout list, he said.

"Isn't that astonishing?" he said.

The commission's report lists which university officials and employees "knew or should have known of the admission of substandard clouted applicants." The names include two trustees, Lawrence Eppley and Niranjana Shah, who recently submitted their resignations.

A third trustee, Edward McMillan, also has turned in a resignation letter to Quinn, who just appointed him to the job in May.

Vickrey said he and the other trustees feel conflicted about whether they, too, should step down, as Quinn wants them to do.

Peoria Journal Star, August 10, 2009 (Page 2 of 2)

"I want what's best for the university. But then again, not having been called (to testify before the commission), not having been named (in the report), it's difficult for me to say I really should resign," said Vickrey, whose current term expires in 2013.

"If there's some rotten apples in the barrel, toss the rotten apples out. Don't throw out the whole barrel."

Vickrey said he believes if more trustees had known about Category I, they "would have put an end to it long, long ago."

He wouldn't say whether he thinks any university administrators should resign as a result of the scandal. That's probably a matter the board should decide, and it hasn't met to discuss the report yet, Vickrey said.

Vickrey, 65, works as vice president of legislative affairs and economic development at the LaSalle-based Miller Group, which includes the News-Tribune newspaper.

Gov. George Ryan appointed the Republican Vickrey to the board of trustees in 2001, and Gov. Rod Blagojevich re-appointed him six years later.

The special commission's report is online at <http://admissionsreview.illinois.gov/documents/FinalReport.pdf>.

Adriana Colindres can be reached at (217) 782-6292 or [adriana.colindres@sj-r.com](mailto:adriana.colindres@sj-r.com).

The Southern Illinoisan, August 10, 2009

## **Southeastern Illinois College enrollment up 14 percent**

BY THE SOUTHERN

HARRISBURG -- Enrollment numbers at Southeastern Illinois College in Harrisburg appear to be on the rise, according college officials.

A snapshot of enrollment figures for the upcoming fall semester, which begins on August 17, show enrollment has gone up about 14 percent.

"We knew the enrollment services, financial aid and counseling offices had been very busy these past few weeks, so when we checked the registration numbers and saw the 14 percent increase, we knew why," SIC Vice President for Academic and Student Affairs Dana Keating said.

As of August 4, SIC's unduplicated headcount for Fall 2009 stood at 1,394, an increase of nearly 170 students over totals from the first week of August 2008, representing an almost 14 percent increase.

Total credit hours kept pace with the headcount totals, meaning a great deal of the increase represents full-time students. Credit hour generation rose from 14,294.5, to 16,252.5.

At present community colleges educate nearly 65% of those in higher education but only receive 13% of the higher education budget.

*The information in this report was contributed by Southeastern Illinois College public affairs*

The Chicago Sun-Times, August 10, 2009 (Page 1 of 2)

## **U. of I. needs six law firms to handle admissions matters**

BY DAVE NEWBART Staff Reporter [dnewbart@suntimes.com](mailto:dnewbart@suntimes.com)

The admissions scandal that has rocked the University of Illinois has apparently overwhelmed the school's own lawyers.

The school has enlisted the help of six outside law firms to assist in its response to a flurry of Freedom of Information Act requests, a state panel that investigated the issue and lawsuits revolving around its giving special treatment to student applicants with clout in the admissions process.

The outside legal help is costing the state tens of thousands of dollars, if not more.

U. of I. spokesman Tom Hardy defended the hiring, saying the firms' expertise is "important work." One firm has also enlisted Hill & Knowlton, a public-relations firm, as well as a computer forensics company to assist, Hardy said.

Exactly how much the outside legal help has cost the university cannot be determined from the 55 pages of documents turned over after a Sun-Times Freedom of Information Act request.

The university provided only one invoice in response to the request, a June 9 bill for \$10,112 for more than 32 hours of work by Vincent Pinelli and Blanca Dominguez of Burke, Burns & Pinelli Ltd. of Chicago.

The firm, which billed the school \$325 an hour, submitted the bill for its work on an April 16 FOIA request from the Chicago Tribune.

The invoice, which was almost completely redacted, said the bill was for work done through May 31.

The firm has done work for Cook County's and the Chicago firefighters' pension funds.

In another document, dated June 23, the Chicago office of Latham & Watkins requested a security retainer of \$100,000 for "advice and representation" before the Gov. Quinn-appointed Admission Review Commission.

The retainer was approved the same day it was submitted; a check to the firm was signed by board chairman Niranjan Shah -- who has since resigned because of his role in pushing candidates for admission to the school.

How much of the retainer has been used was unclear from the documents, but the university agreed to pay the firm up to \$715 an hour for the legal help.

Other outside firms hired by the university include:

- Thomas, Mamer & Haughey, of Champaign, was hired at up to \$190 an hour, also to advise on Freedom of Information requests.
- Hinshaw & Culbertson LLP, of Springfield, at a rate of up to \$400 an hour to work on a lawsuit filed by

The Chicago Sun-Times, August 10, 2009 (Page 2 of 2)

the Tribune last month in Sangamon County Circuit Court seeking information withheld by the university from FOIA requests. The firm subsequently withdrew "due to a possible conflict of interest."

The firm of Heyl, Royster, Voelker & Allen P.C., of Urbana, was later hired at a rate of up to \$180 an hour.

- • Jenner & Block, of Chicago, was hired June 1 at \$395 an hour to "provide advice and assistance with regard to potential civil lawsuits against the university related to admissions issues."

Jennifer Burke, daughter of Ald. Edward M. Burke (14th), formerly worked for the firm, which has also done work for the City Council Finance Committee chaired by Burke.

Hardy, who used to work with Hill & Knowlton head Gene Reineke under former Gov. Jim Edgar, said no political considerations were taken into account when choosing the outside firms.

The Chronicle of Higher Education, August 11, 2009

## **U. of Illinois chancellor and several trustees are reluctant to resign**

*By Charles Huckabee*  
August 11, 2009

Richard Herman, chancellor of the University of Illinois's flagship campus at Urbana-Champaign, apologized on Tuesday for his role in a scandal over political favoritism in admissions in the university system, but he said he has no plans to resign, the *Chicago Tribune* reported.

A state-appointed review commission criticized Mr. Herman in a scathing report last week, saying he had "personally and extensively participated in admissions applications in a manner inconsistent with university-sanctioned principles of ethical conduct and fair dealing." But the panel did not call on him to resign.

It did say that all members of the system's Board of Trustees should step down. Two had already done so before the report came out, and a third offered his resignation shortly afterward.

Several of the remaining six trustees, however, have expressed reluctance to quit the board, even though Gov. Pat Quinn, a Democrat, has twice asked them to do so. He first made that request on Friday, and repeated it on Tuesday, saying it was his duty to appoint a new board to restore the university's reputation. Mr. Quinn said he would give the trustees a few more days to decide but did not say how he would respond if any refused to step down.

Mr. Herman, meanwhile, told the *Tribune* that he intended to stay on and help carry out the review panel's recommendations, which include overhauling the admissions process and establishing new ethics policies for the board.

The Southern Illinoisan, August 12, 2009

## SIUC looks to China for a new students

By Codell Rodriguez, The Southern  
Wednesday, August 12, 2009 11:44 AM CDT

CARBONDALE - Southern Illinois University Carbondale certainly isn't going to turn down extra students.

And, right now, China is willing to offer a few.

Administrators at the university are looking to work with the University of International Business and Economics in Beijing in securing students. Max Yen, director of the Materials Technology Center, is a leader of the potential partnership and said it has been in the works for about two years.

He said SIUC hopes to have a center open in the fall in Beijing. There, students can learn about the university, meet with advisers and complete the paperwork to become a Saluki. And Yen said the school is not just looking for students a few years into their education or entering graduate school.

"Next year we are looking at about 20 students coming right out of high school," Yen said.

Yen said the hope is to start out with 200 to 300 students. He said there are plenty of students in China looking to receive their higher education in the United States, and SIUC will plan accordingly to get students to the university, including offering in-state tuition.

"All of a sudden, (SIUC) becomes the most affordable place," Yen said.

Three students who have made the leap to SIUC so far are Zhang Rulin of Beijing, Deng Xiaoxi of the Hunan province and Zhu Jing of the Shanxi province.

Zhang, who is pursuing a master's in business administration, said she was drawn to the university by the possibility of in-state tuition and the chance to study in the United States.

"It's a new environment, and America suits my characteristics," Zhang said. "And perhaps there are more job opportunities and more internships."

Zhu, who is studying Teaching English as a Second Language, said she chose to attend SIUC because she needs to study in an American university to get the best practice.

"The best choice to study English is in America so I can go back and teach in China," Zhu said.

Deng, who is studying recreation, said the transition of Chinese students to the United States has been made easier because of the warm welcome they have received.

"When I first came here I felt fragile," Deng said. "But a lot of people have helped us. They're really nice."

Chicago Tribune, August 12, 2009

## U. of I. president sets 8-week reform deadline

August 12, 2009 5:16 PM | 14 Comments

University of Illinois President B. Joseph White charged campus leaders Wednesday with implementing admissions reforms in the next eight weeks.

In a meeting of about 100 senior leaders that was closed to the public, White said he formally declared the end to Category I--the undergraduate system that gave preferential treatment to students sponsored by university trustees, lawmakers and other powerful people.

The declaration came more than 10 weeks after the Chicago Tribune first wrote about the preferential admissions system in May. White had previously said the use of Category I had been suspended.

He said the university's three campuses have until Sept. 23 to submit reports about how they are creating a "firewall" around the admissions office to keep undue influence out, and how they are implementing the other suggested reforms of the state commission that investigated the university's admissions abuses.

Following those reports, university leaders will again meet to decide what work still needs to be done. The goal, White said, is to restore the public's confidence before admissions decisions are made about applicants for the Fall 2010 freshman class.

"I have told the leadership group today that I am putting us on a forced march," White said in a press conference following the meeting. "We have a short period of time to do it."

White declined several times to discuss the future employment of Urbana-Champaign Chancellor Richard Herman, who the state commission called "the ultimate decision-maker" on the clout admissions cases.

When asked whether anyone would lose their job over the scandal, White said: "I think that is work ahead of us. I think it's work for the board (of trustees) and for me. And so at this time I am not making any forecast."

Herman did not attend the press briefing, but issued his own statement.

"The time frame before us is ambitious, and I thank the campus in advance for their good work," he wrote. "The changes we implement will ensure that we continue to attract the highly qualified and diverse pool of students each year who will go on to become the leaders of their generation."

An ongoing Tribune investigation found that hundreds of undergraduate applicants and dozens more graduate and professional students received preferential treatment, with some getting their denial decisions overturned.

Gov. Pat Quinn then appointed the Admissions Review Commission, which last week recommended that all governor-appointed university trustees resign.

Three of the nine trustees have submitted resignation letters.

--Jodi S. Cohen

The News-Gazette, August 12, 2009 (Page 1 of 2)

## UI chancellor says his future rests with board members

By Julie Wurth  
Wednesday August 12, 2009

URBANA – University of Illinois Chancellor Richard Herman says he has no plans to resign but acknowledges his future rests with the school's board of trustees, which itself is in flux following a state investigation of political clout in the school's admissions process.

In a wide-ranging interview Tuesday with The News-Gazette, Herman said he regrets his involvement with the so-called Category I system for tracking politically connected applicants, and expressed his hope that the campus can move forward with admissions reforms and other priorities.

The Illinois Admissions Review Commission found that Herman "personally and extensively participated in admissions applications inconsistent with university-sanctioned principles of ethical conduct and fair dealing." It also said Herman was the ultimate decision maker in Category I, handling many of the individual cases pushed by trustees, legislators and others and sometimes overriding decisions by admissions staff to reject underqualified applicants.

In 2009 alone, at least 33 Category I applicants who had been slated for denial were admitted to undergraduate colleges, the report said.

Herman said he was "open and forthright" in his testimony about the role he played in Category I, "and in fact expressed considerable regret about that. I continue to believe that was the right thing to do."

"I would say against my larger record this was not my finest moment. Let's just leave it at that," he said.

Asked if he thought his conduct was unethical, Herman said, "I think that's really for others to conclude. I certainly didn't feel that it was at the time. I think that's for others to judge."

Does he see it differently in hindsight?

"My thought was to be a buffer to the rest of the institution and protect them from external requests," he said. "Do I see it differently now? I think so. Because it grew in scope, obviously with many contributors to it. ... It certainly was not equitable or transparent. It really needs to come to an end."

Herman said he has no intention of stepping down.

"The answer is no. Let me be direct. My number one issue is dealing with the admissions issue, but we need to move forward in various ways. Obviously I'm an employee of the board, and to a large extent that discussion must take place."

He refused to speculate on what a reconstituted board of trustees might do. Gov. Pat Quinn asked all nine trustees to resign, but only three have done so.

"The commission was clear in what it said. They felt that the new board should look both at the president and myself," Herman said.

After the report was issued last Thursday, UI President B. Joseph White refused to discuss whether any university employee at any level will be terminated or disciplined.

Asked if he thinks he will still have his job at the end of the year, Herman said, "My intention is that be the case, but again I'm not entirely in control of that. Do I think my record supports a long series of

The News-Gazette, August 12, 2009 (Page 2 of 2)

accomplishments? Yes. I think it's up to others to weigh those."

He said he's proud of the school's increased diversity, energy policy reforms, the petascale computing facility, fundraising successes and the Illinois Promise program, which provides financial support to talented lower-income students.

For now, though, "the number one issue is in fact implementing the commission's recommendations, at least those that are in our power to do," he said.

Primary among them is creating a "firewall" between the admissions staff and its decisions and any outside pressure, he said.

Herman said any UI official – himself, White or trustees – who receives an admissions inquiry from a politician or other high-ranking official should refer that person directly to the admissions office, and stay out of it.

"I don't believe Joe White is never going to get a call. I don't believe Richard Herman is never going to get a call. Those calls need to be referred to the admissions office."

Any appeals process also needs to be open to everyone, not just applicants with clout, Herman said.

Both of those points were repeatedly stressed by commissioners during this summer's hearings.

Herman said the UI began working on a Web-based appeal process for applicants last November, long before the admissions controversy became public. It is due to go into effect this fall, he said.

"I think an appeals process needs to be handled by admissions, perhaps with the help of a committee," to keep the process transparent, he said.

Herman and other top UI administrators are due to meet this afternoon to begin the process of implementing admissions reforms. More than 100 people – from White to provosts, college deans and admissions staff at all three campuses – have been asked to participate, said UI spokesman Thomas Hardy.

"We're going to think through a number of ideas," Herman said. "I think, frankly, Urbana needs to make a statement and ensure a process which regains public trust."

Herman said the public scrutiny of the admissions process has been difficult but praised his staff for being "both responsive and supportive."

"It has created a sense of focus," he said.

"I don't see any signs of exodus. What I see here is people understanding that this is a 142-year-old institution with a great tradition, a great tradition of excellence," he said. "Our job is really to continue to make it a great place. This is not a good moment in time. I think we continue to have a lot to offer to the nation, the world, but in particular the state of Illinois."

He also said he was "truly humbled" by letters of support written by dozens of UI faculty and business leaders in the community.

Herman said he has not seen any major fallout from the admissions controversy in terms of hiring new faculty or fundraising, though he said it is "a difficult financial environment."

Chicago Tribune, August 12, 2009 (Page 1 of 2)

## University of Illinois chancellor apologizes for scandal

**No plans to resign, however, Chancellor Richard Herman says**

By Jodi S. Cohen  
Tribune reporter  
August 12, 2009

University of Illinois Chancellor Richard Herman apologized Tuesday for his role in a far-reaching admissions scandal but said he has no plans to resign.

"I am sorry for my role in this without a doubt," he said in a brief interview with the Tribune, among his first public remarks since a state commission concluded last week that he acted unethically in admitting subpar but well-connected students. "My intention is to work toward creating a new [admissions] process."

Herman's comments came a day before U. of I. President B. Joseph White is to lead a summit of 100 senior university personnel to discuss reforms in how the Urbana-Champaign campus will handle admissions requests from powerful people.

Herman pledged to lead the campus through that change. When asked what he would do if he gets pressure this fall from a university trustee to admit a student, he said: "I am not naive enough to believe that nobody is going to contact me. What I am going to say is, 'You have to talk to so-and-so in the admissions office.' I will let that person know that an individual has contacted me."

Asked whether that would violate the "firewall" suggested by both the university president and the state commission to protect admissions decisions from outside influences, Herman said: "We have to make sure whatever happens from that point forward is consistent with, as you put it, the firewall."

The Illinois Admissions Review Commission, appointed by Gov. Pat Quinn to investigate admissions abuses at the U. of I., suggested that only applicants or their close family members be able to contact admissions staff about their applications.

The panel's report, following an eight-week investigation, called Herman "the ultimate decision-maker" for clouted applicants. It stopped short of calling for his resignation, instead leaving his fate in the hands of a newly reconstituted Board of Trustees.

Herman, 67, said that while he hopes to remain in the campus' top job, the decision is up to the board. White has declined to discuss the chancellor's future, saying it's a personnel matter.

White said late last week that he had not talked to Herman about the admissions scandal since the Tribune first wrote about it in May, but Herman said they discussed policy changes "at a recent retirement event."

When asked whether there would be fallout for current business school Dean Lawrence DeBrock or former law school Dean Heidi Hurd, both implicated in the commission's report, Herman said: "I am here to talk about myself."

Several admissions review commissioners have questioned whether Herman can stay in the campus' top job. Herman was more involved in clouted admissions than any other university official. He fielded requests from trustees, legislators who went through campus lobbyists and other powerful sponsors. At times he overruled his admissions staff to get the well-connected students into the state's most

Chicago Tribune, August 12, 2009 (Page 1 of 2)

prestigious campus.

He involved himself in decisions at the undergraduate level as well as in the law and business schools, records show. He also went to extraordinary lengths in 2007 to secure a high-paying university job for former board Chairman Niranjana Shah's future son-in-law, a Dutch citizen seeking work in the United States.

"If Chancellor Herman had said, 'No. This isn't going to happen,' there would have been nothing to write about. There would be no issue here," said Commissioner Bernard Judge. "Herman really was the major participant from the highest level of the administration."

Under that system, hundreds of undergraduate applicants got preferential treatment after being labeled "Category I," and dozens more graduate school candidates benefited from their political connections.

Some of the applicants were admitted despite the objections of admissions officials, who were ignored "often at the direction, or with the knowledge, of high-level university officials, principally Chancellor Herman and [campus lobbyists]," according to the commission's report.

Herman, chancellor of the Urbana-Champaign campus since 2005, said he has fielded "very few" calls for his resignation and instead is relying on a letter of support signed by 48 of the university's most distinguished faculty members and another from community leaders.

Herman, a renowned mathematician who was elected to the American Academy of Arts & Sciences, has worked at the campus since 1998. He served as provost before being named chancellor.

He said his desire to stay is not motivated by a \$300,000 retention bonus he would get in June on his fifth anniversary as chancellor.

"The incentive is really the institution itself," Herman said. "If I look at my entire record here, I believe I have helped bring about a lot of wonderful things over a course of a decade, and given continued support, my hope is that I can, in fact, continue to work toward making this institution better."

Daily Herald, August 13, 2009

## **New Harper College course explores using Twitter, Facebook, others**

**Daily Herald Staff Report**  
Published: 8/13/2009 12:01 AM

You started a Facebook page and have a Twitter user name. What can it do for you? A new Harper College course explores that question from a business perspective, with an eye on harnessing the power of social networking to market and build an organization, club or business.

"That's a whole new facet of this social networking buzz," says Martha Karavitis, continuing education computer training coordinator. "There's a strategy involved when it comes to using those sites to network, capture customers and build a brand, and there's a strategy involved in knowing which resource to use when."

The one-time fall class will run from 9 a.m.-4 p.m. Monday, Oct. 26, in the Harper Professional Center, 650 E. Higgins Road in Schaumburg. Instructor Scott Stawarz, a technology guru who has used social media to effectively amp up his own consulting business, will lead the course. He'll touch on key tips for making social networking work for you - focusing on engaging customers, increasing your bottom line and measuring your social media presence.

The Chicago Tribune, August 7, 2009

## **Quinn signs bill benefiting student veterans**

Associated Press

Gov. Pat Quinn has signed legislation that he says will benefit student veterans at Illinois public colleges and universities.

Quinn signed the bill Friday at the University of Illinois-Chicago.

The Higher Education Veterans Service Act requires Illinois schools to create a guide of services available for veterans.

It also states that schools with more than 1,000 students must appoint a liaison to work with both administrators and student veterans.

Quinn says when veterans return from service it's important "they get everything they need, every welcome they need to pursue their education."

Chicago Tribune, August 11, 2009

## Quinn signs law on campus credit card marketing

By CHRISTINA M. WRIGHT  
Associated Press Writer  
7:34 PM CDT, August 11, 2009

CHICAGO - Gov. Pat Quinn signed a law Tuesday clamping down on the marketing of credit cards on college campuses.

Under the law that becomes effective Jan. 1, credit card companies won't be able to give out T-shirts, gift cards or other freebies to entice students to sign up. Also, any Illinois college or university that signs a deal agreeing to market credit cards to students must provide financial education so students understand the consequences of using credit cards.

The legislation doesn't aim to keep credit card companies from marketing on campus but will help ensure they act in a responsible manner, Quinn and state Treasurer Alexi Giannoulias said during a signing ceremony at the Thompson Center in downtown Chicago.

"We want to make sure that when credit card vendors come onto campus they don't abuse their customers," Quinn said. "It's also important to protect young consumers from overreaching by sophisticated corporations."

The legislation says cash-strapped college students are vulnerable to predatory lenders and lawmakers don't want students to be burdened by credit card debt.

"When freshmen arrive on campus in a few weeks, many of them will be on their own for the first time," said Giannoulias, who helped draft the bill. "Credit card marketers know that students are vulnerable at this time and are likely looking for extra cash."

The average senior who graduated in 2008 had more than \$4,100 in credit card debt, up almost 45 percent from 2004, he said.

Amy Anderson, a sophomore psychology major at Elgin Community College, said she has seen friends weighed down by credit card debt and the new law is needed to educate and protect students. Anderson, 22, has a \$5,000 limit on her credit card and just paid it off for the second time.

"If you give credit cards to students who aren't responsible and probably will end up in debt, it's not helping," she said.

The bill also prohibits Illinois colleges and campuses from selling information about students under age 21 to credit card companies for marketing.

Credit card companies had opposed the legislation. Messages left for MasterCard and American Express were not immediately returned Tuesday. A spokeswoman for Visa referred questions to the Illinois Bankers Association.

Debbie Jemison, a spokeswoman for the Illinois Bankers Association, which supported the bill, said the limit on the sale of student information was the only part of the new law that would affect banks.

The Illinois attorney general may seek penalties of up to \$1000 per violation of the law.

The Chronicle of Higher Education, August 10, 2009 (Page 1 of 3)

## Colleges try to preserve student services as money gets tighter

*By Ashley C. Killough*  
August 10, 2009

With state budget cuts pushing public institutions to tighten their belts, staff members on the front lines of helping students are feeling the squeeze.

At South Carolina State University, where 12 employees were laid off in July, three of the four staff members in the student-life department lost their jobs. Cora B. Calloway, a program assistant who had been with the university for six years, was one of them.

"We held the key positions in making sure the office runs smoothly and effectively," she says. She worked with student organizations including student government, the campus-activities board, cheerleaders, religious groups, and Greek clubs, at the 5,000 student university. "I don't know what's going to happen now," Ms. Calloway says. "That department cannot function without those positions."

While staff layoffs are painful, college officials say they have tried to approach the situation strategically, cutting where students will feel the impact the least. "Administrators are trying to see themselves as stewards of the entire campus," says Gwendolyn J. Dungy, executive director of Nasp—Student Affairs Administrators in Higher Education. "But many are acknowledging that their institution can't be all things to all people."

That's why academic- and student-support services are usually at the top of the priorities list. Administrators, citing their student-centered missions, tend to preserve programs and staff members in enrollment, retention, and recruitment. They also try to protect career, first-year transition, and academic-support services, says Ms. Dungy.

But student-affairs divisions are still taking their share of cuts. As a result, she says, staff members are reporting concerns about negative effects on their campuses. They expect fewer face-to-face interactions with students, less progress on new projects, and slower response rates to students' requests. Staff members also anticipate higher stress levels, increased workloads, and anxiety about further layoffs.

### **Balancing Staff and Students**

At the University of Wisconsin at La Crosse, the student-affairs division could not renew contracts for two staff members this year, and two vacant full-time jobs and one part-time job will go unfilled. With increased enrollment and reduced resources, Paula M. Knudson, assistant chancellor of student affairs and dean of students, worries about the strain on the staff and the spillover effects on students.

"When you have fewer people who are able to check in on students, work with them, and give them the support they need, you won't be able to be as responsive," she says.

Other student-services employees at the university accepted contract renewals with up to 40-percent reductions in salary. And all faculty and staff members on 12-month contracts must take eight state-mandated furlough days next year, resulting in salary cuts of a little over 3 percent.

Willem K. Vanroosenbeek, senior student-services coordinator, says he is grateful to still have a job but

The Chronicle of Higher Education, August 10, 2009 (Page 2 of 3)

wary of the furlough approach. When staff members take an unpaid day, he says, they are allowed to work only 32 hours that week. "Anybody who works with students knows that working only 40 hours is something that never happens. It's not that those eight hours of work for those eight days are going to go away. We are still going to have to do that work."

As the school year approaches, Mr. Vanroosenbeek says he is not nervous about the expected extra workload. "But I worry about the future. I worry if I will have a job in the future. That kind of stuff you hate to have in the back of your brain."

### **Coping With Cuts**

To help alleviate the concerns of remaining staff members about changes in work flow, the University of Toledo sponsored three retreats for student-affairs staff members this summer to prepare them for the coming year. Six staff members in student affairs were laid off this spring.

Students protested the layoffs and attended a standing-room-only town-hall meeting held by the president, who explained the administration's decision. After seeing the students' reaction, the administration hired an outside marketing agency to conduct a focus group with 15 students and also held less formal meetings with 60 others to get feedback on their needs and expectations from student-affairs staff members. Those who expressed concern were invited to one of the retreats to learn about the revised organizational chart and new assignments for staff members who often work with students.

Of the 300 positions eliminated across the Toledo campus, 200 were vacant. Compared with other administrative units, the division of student affairs was hit with less force, losing about 5 percent of its staff compared with an average administrative cut across the university of 11 percent.

To add to staff resources, the number of graduate assistants in the student-affairs department will double—a "win win" situation, says Kaye Patten Wallace, vice president for student affairs. "We pay their stipend and tuition, and for students who are in the higher-ed programs, working in the division becomes a practicum."

In addition, academic-affairs and student-affairs staff members will work more collaboratively by leading programs together, says Ms. Patten Wallace. They have also been asked to stagger their work hours to improve efficiency. "A lot of our staff end up working 50- to 60-hour workweeks," she says. "We want them to be more flexible with their workdays, so they don't burn out. Instead of everyone working 8 to 5, some may come in later and stay later."

### **Student Advising**

The landscape of academic advising is undergoing some changes as well, because of staff cuts. To reduce advising overlap, departments within institutions are forming partnerships, says Charlie L. Nutt, executive director of the National Academic Advising Association. "Many institutions are recognizing that no longer is one unit thought of as being in charge, but that everyone has to be a part of this puzzle."

Academic-advising models vary. Faculty members tend to take on advising roles at smaller, liberal-arts institutions, while professional academic-staff members do the bulk of advising at larger, more comprehensive universities and colleges. Some institutions use shared models, in which professional staff members work with underclassmen while professors pair up with students further along in their declared majors.

Mr. Nutt estimates that the professional staff is more likely than the faculty to experience layoffs. With

The Chronicle of Higher Education, August 10, 2009 (Page 3 of 3)

higher enrollments, cuts in adjunct faculty members, and tighter advising staffs, he says, students should prepare to be more engaged and learn about the registration process early on. They should also understand the cost benefit of graduating on time, he says, and expect more flexibility in their course-taking patterns, such as evening and online courses.

But changes in the field are not deterring those hoping to pursue a career in academic advising; it's just becoming more competitive. Applications to the advising graduate program at Kansas State University have gone up significantly in the past year, he says.

Some institutions, like Florida International University, have actually hired more advising-staff members over the past year. While the university has had to make cuts elsewhere, Douglas Robertson, dean of undergraduate education, says the move is a strategic investment to raise retention and graduation rates. At Florida International, the adviser-to-student ratio was "out of whack," he says, with one adviser per 866 students, compared with what he says is the national standard of one adviser per 300 students.

"The whole spirit of the effort was very sensitive to the students," says Mr. Robertson, adding that he expects any cuts in academic and student affairs to have a low impact on students. "There was just a real attention to how can we accommodate students in these areas and make sure learning was not diminished."

### **Looking Ahead**

While many universities and colleges dread making staff cuts, Ms. Dungy says student-services employees are adapting, finding different ways to organize and operate.

At Metropolitan State College of Denver, Kathleen A. MacKay, vice president for student services, says staff layoffs have been avoided by scaling back on projects and leaving vacant seats open early on.

The institution is also investing in technology to aid academic-support services. "We're looking at ways that we can do some things across the college that will free up human time and help us respond more quickly in the admissions process, for example," she says. "And new technology will allow us to not need to hire more people in two years."

But like many administrators, Ms. MacKay says she is cautious about the future and what lies ahead in the state budget. "We will continue to operate the way we have, but with additional cuts that may be more complicated," she says. "We have really dedicated people. You never want to lay anybody off, and we're trying to look ahead to avoid that. It's a waiting game."

Diverse Issues in Higher Education, August 10, 2009

## **Community colleges play critical role in American Graduation Initiative**

by Janelle L. Plummer  
Aug 10, 2009, 09:23

Higher education, particularly community colleges, has a significant role to play in helping the Obama administration achieve its goal of creating a more educated work force to boost the struggling U.S. economy, Education Secretary Arne Duncan said Friday.

"We have to educate our way to a better economy," he said. "By 2020, we need to lead the world in college graduates. The jobs of the future will require higher education."

Duncan was the featured guest on the American Council on Education's higher education policy webinar on Friday. Some 1,100 people registered to hear Duncan discuss the Obama administration's higher-education agenda, which includes a goal of the U.S. having the world's highest percentage of college graduates by 2020.

To achieve that goal, the administration wants to reduce high school dropouts, simplify the federal application for student financial aid and improve college-completion rates.

Duncan said the administration is also committed to improving underperforming K-12 schools, many of which are found in urban centers. He wants to reduce the number of students in need of remedial course work when they enroll in college.

"We really want to tackle the schools that are struggling," Duncan said. "Higher education has a lot of hard work ahead of us."

President Barack Obama is pursuing this agenda by proposing an unprecedented \$12 billion investment in community colleges over the next decade. Under the plan, known as the American Graduation Initiative, Obama hopes to raise the completion rate and tackle other strategic goals.

Dr. Lezli Baskerville, the executive director at the National Association for Equal Opportunity in Higher Education, said 55 percent of African-American college students attend community colleges and they, as well as low-income students, will benefit from the plan.

However, Baskerville said the Obama administration should not overlook assisting historically Black colleges and universities.

"I hope we can get some type of federal investment in HBCUs," she said in an interview with Diverse.

Inside Higher Ed, August 10, 2009 (Page 1 of 2)

## Gender, Majors and Money

SAN FRANCISCO -- These are great days for female undergraduates, who with their greater numbers are excelling in higher education, leaving their male counterparts in the dust. That's the increasingly common view, at least, leading to calls in some quarters to focus more on male students.

But what if the enrollment totals are obscuring a major equity issue that may not favor women at all? That was the idea behind research presented here Sunday at the annual meeting of the American Sociological Association. The research links women's and men's college majors with earning gaps by gender, after graduation. And even as the earning gaps nationally have declined, the study says, the share of the gap attributable to college major has grown.

The author of the paper, Donna Bobbitt-Zeher, a sociologist at Ohio State University, used the National Longitudinal Study of the High School Class of 1972 and the National Education Longitudinal Study of 1988, combining data sets to compare men and women who graduated from high school in 1972 and 1992, and to compare their salaries seven years after high school graduation. (Only those employed full time, following a college degree, were compared.)

The good news for women is that during the time period studied, their average salary increased from 78 cents for every male dollar earned to 83 cents. But when Bobbitt-Zeher controlled for various factors, she found that the share of that gap attributable to selection of major had increased. She controlled for a variety of factors that may result in some people, on average, earning more than others: industries that employ them, socioeconomic status, SAT scores, the competitiveness of the colleges students attended, and whether students subsequently earned a graduate degree.

When controlling for all available factors, Bobbitt-Zeher found that the choice of major explained 19 percent of the income gap between college-educated men and women for the high school class of 1999, nearly twice as much of an impact as could be documented for the class that graduated 20 years earlier.

For comparison purposes, Bobbitt-Zeher divided majors into four categories: business; math, natural sciences, and engineering; education; and the social sciences, arts and humanities. Men are more likely than women to major in the first two categories and women more likely than men to major in the latter two. What Bobbitt-Zeher then noticed was that both men and women are increasingly majoring with more women, but that while men are headed toward parity, majors that are more popular with women are becoming increasingly dominated by women.

In the 1970s, men were majoring in programs in which women made up 23 percent of the students, and women were majoring in fields that were 49 percent female. By the 1990s, men were on average majoring in programs that were 45 percent female, while women were majoring in programs that were 60 percent female, and were becoming "feminized," according to the paper.

In her presentation, Bobbitt-Zeher acknowledged that it is not possible to know the extent to which women are making a completely free choice about their majors, or whether there are encouragements (or discouragements) that are sending more women in certain directions and more men in others.

But the paper argues that these patterns -- especially given that choice of major is increasingly responsible for economic differences among men and women -- need more attention. And the paper notes that these findings challenge the idea that women's issues in undergraduate education have somehow all been addressed.

Inside Higher Ed, August 10, 2009 (Page 2 of 2)

"While general patterns in women's educational accomplishments are often interpreted as an end point for gender equality -- that gender is no longer an impediment for women in education and/or in society at large -- the findings show that even though women may be advantaged in some areas of education and have reduced gender differences in other schooling areas, education still contributes in a meaningful way to social disadvantage for women. Indeed, it contributes more than it did in the past. Of particular concern is the importance of gender segregation in fields of study, which is shown here to increasingly contribute to the gender income gap."

After her talk, Bobbitt-Zeher said that one difficulty of analyzing these issues is that "there's a lot going on here."

She noted that efforts by many in higher education to recruit more female students into science programs should help, but she said that these efforts may also need a push by, for example, increasing efforts to hire more women as faculty members in these departments.

But she also noted the "complexity" of the situation, and suggested that promoting economic equity for men and women may require changes in attitudes across the board.

"As women go into men's majors, that's part of it, but men need to go into other majors, too, and as women go into some majors, men sometimes don't want those majors anymore," she said.

— Scott Jaschik

The Chronicle of Higher Education, August 11, 2009 (Page 1 of 2)

## Larger share of students graduate with education debt

*By Beckie Supiano*

August 11, 2009

A new report by the College Board examines what education-loan debt looks like for graduates of different kinds of institutions.

The report, "How Much Are College Students Borrowing?," breaks down the most recent data from the U.S. Education Department's National Postsecondary Student Aid Study by institution type, and finds that debt levels have increased rapidly for students in the for-profit sector as well as in certificate and associate-degree programs, while rising by a smaller amount for graduates of public and private nonprofit four-year colleges.

The report also looks at median debt and at the percentages of graduates who borrowed at different levels, ranging from less than \$10,000 to \$40,000 or more.

First, the report notes, a large share (41 percent) of students who graduated in 2007-8 had no education-loan debt. Thirty-four percent of bachelor's-degree recipients, 52 percent of associate-degree recipients, and 37 percent of students who earned certificates had no education debt.

"A substantial share of college graduates still today borrow nothing," said Patricia Steele, an education policy analyst with the College Board and one of the authors of the report. "The majority of students are really borrowing what we would call a moderate level of debt."

Among those graduates who did borrow, debt levels varied by institution type. For example, 10 percent of students at four-year public institutions had \$40,000 or more in loans, while 22 percent of graduates of private four-year institutions and 25 percent of students graduating from for-profit four-year institutions had that level of debt. A quarter of graduates of public four-year institutions who borrowed had less than \$10,000 in debt.

At two-year colleges, only 2 percent of graduates of public institutions who borrowed had \$40,000 or more in loans, while 6 percent of those at for-profit institutions borrowed at that level. Sixty-one percent of graduates of public two-year colleges and 22 percent of those at for-profit two-year colleges had borrowed less than \$10,000.

The report also found that the proportion of graduates with student-loan debt has grown, from 54 percent in 2003-4 to 59 percent in 2007-8.

### **Growth in Borrowing for 2-Year Colleges**

The proportion of graduates of public two-year colleges with debt grew considerably, to 38 percent, up from 30 percent in 2003-4. At public two-year certificate programs, the proportion of graduates with debt grew to 30 percent in 2007-8, from 18 percent in 2003-4.

Ninety-six percent of students who graduated from four-year for-profit institutions in 2007-8 borrowed, up from 85 percent in 2003-4. At two-year for-profit institutions, 98 percent of students who graduated in 2007-8 borrowed, up from 90 percent in 2003-4. And for graduates of for-profit certificate programs, 90 percent borrowed in 2007-8, up from 85 percent in 2003-4.

The Chronicle of Higher Education, August 11, 2009 (Page 2 of 2)

The proportion of graduates with debt stayed the same for public and private four-year colleges.

Among all graduates who borrowed, the median loan debt has risen 11 percent, from \$13,663 in 2003-4 to \$15,123 in 2007-8. Median debt increased by 44 percent for graduates of public two-year certificate programs, 30 percent for graduates of for-profit certificate programs, and 23 percent for graduates of for-profit four-year programs.

While the report focuses on the debt of graduates, it also includes a chart on all students who borrowed in 2007-8. Because not every student who borrows money for college takes out a loan every year, a larger percentage of students graduate with debt than borrow each year. Thirty-nine percent of all students and 54 percent of full-time students borrowed in 2007-8. Among full-time students, the average federal loan per borrower was \$5,432, and the average private loan per borrower was \$7,809.

Over all, 50 percent of full-time students took out a federal loan in 2007-8, and 19 percent took out a private loan. Students at for-profit institutions were those most likely to borrow from private lenders, but students at private nonprofit four-year institutions took on the largest average private loans.

The loan data does not include parent PLUS loans, loans from family members and friends, state or institutional loans, or credit-card debt. While the National Postsecondary Student Aid Study is considered the best source of information on private education debt, its information on nonfederal loans comes primarily from interviews with students and is not always verified by institutions and may not be complete.

The Chronicle of Higher Education, August 11, 2009

## **Student-aid group says streamlined Fafsa form could cost states**

*By Austin Wright*  
August 11, 2009

The Obama administration's plan to make the federal student-aid application form less complicated by eliminating some questions would cause complications for states, says a report from the National Association of State Student Grant and Aid Programs.

Under the federal plan, announced by Education Secretary Arne Duncan in June, students would no longer have to answer certain questions about their families' assets and untaxed income on the Free Application for Federal Student Aid, or Fafsa. But many states weigh students' answers to those questions when determining eligibility for need-based state aid, the report says.

Without this information, families with significant assets might appear to be in a lower-income bracket, based on their federal adjusted gross income, and students from those families could qualify for need-based state aid "despite having substantial resources available," the report says.

The association recommends developing a "smart" online application form that would ask students for their state of residency, and then direct them to state-specific questions that students from other states would not see.

The Wall Street Journal, August 13, 2009 (Page 1 of 3)

## Expanding the charter option

By ANNE MARIE CHAKER  
AUGUST 13, 2009, 12:31 P.M. ET

Andrea Byrd, mother of two boys, had enough with her son's school. After she and her older son, Andrae, moved from Mississippi to Memphis a year ago, the formerly straight-A student "started dumbing himself down," she says, to fit in with the other boys at his new school.

"I needed to get my child into a school where there were high expectations," Ms. Byrd says. A charter school had recently opened nearby, but the 34-year-old single mom hesitated over getting an application since Tennessee law required her son to either be considered low-performing—which he wasn't—or attend a low-performing school—which he didn't—in order to get in. But all that changed a few weeks ago, when the state enacted a law for charter schools to also include students from low-income families. Two weeks ago, Ms. Byrd went into the Power Center Academy for an application. Later that same day, she got a call to say Andrae had been accepted.

The U.S. Education Department is engaged in a high-pressure campaign to get states to lift limits on charter schools through a \$4 billion education fund, Race to the Top, that encourages more charters as one of the criteria for states to qualify for a piece of the pie. A total of 40 states and the District of Columbia permit charter schools.

In recent weeks, seven states have lifted restrictions, a spokesman for the department says. Tennessee, for instance, passed a law that raises the state's limit on the number of charter schools to 90 from 50 and allows more students to qualify for entry. Illinois doubled its limit on the total number of charter schools to 120. Louisiana passed a law that simply eliminated the existing cap of 70. And several other states are moving in a similar direction. Massachusetts Gov. Deval Patrick proposed legislation that more than triples slots for students in charter schools to over 37,000 from the 10,000. Rhode Island's Legislature, which had considered cutting \$1.5 million from the budget for charter schools, restored that money in large part to compete for the federal funds.

Charter schools gained traction in the 1990s with parents, teachers and other community members who were frustrated with public-school offerings and wanted an alternative. Such schools secure a "charter"—or a contract with the state or local government—detailing how the school will be run. The schools, which are part of the public school system, are run autonomously by community groups. In exchange, they must show more accountability than average public schools in order for their charters to be renewed—which is usually every five years.

### Many Freedoms

Proponents say charter schools offer competition in often-stagnant public-education systems. A significant difference is that they are typically nonunion. To that end, teachers and school administrators have complained that the schools receive taxpayer funds while enjoying many freedoms regular public schools lack, such as hiring noncertified teachers or setting up their own disciplinary codes.

Teachers' unions want to see the \$4 billion more squarely focused on traditional public schools. In a statement, Randi Weingarten, president of the American Federation of Teachers, said that "the vast majority of kids—90%—attend traditional public schools and that is why we have proposed the lion's share of Race to the Top money be directed to helping improve those public schools."

The Wall Street Journal, August 13, 2009 (Page 2 of 3)

Looser restrictions on the number of charter schools a state can offer, or which type of student can attend, are already being felt: In some states, families initially rejected by a school have gotten calls back to welcome them. In other states, charter schools are looking to expand. The upshot is that, as a new school year begins, charters are preparing to make way for new students, start new campuses and hire more teachers.

The data on whether charters are working are mixed, at best. A Stanford University analysis of test scores of students at charter schools in 15 states plus Washington, D.C., released in June, is widely considered one of the most comprehensive studies on the subject. It found that only 17% of charter schools reported academic gains that were significantly better than traditional public schools, 37% of charter schools showed results that were worse than traditional public-school counterparts, and 46% of charter schools demonstrated no significant difference.

Todd Ziebarth, vice president for policy at the National Alliance for Public Charter Schools in Washington, D.C., says lifting limits will likely create "a larger stream of proposals coming in." The danger there, he warns, is a proliferation of bad ones—such as those with vaguely defined missions—along with the good. Authorizers, he notes, must assess those applications with a keen eye.

Regardless, charter schools are attractive to many parents, like Wendy Lewis, a 46-year-old single mother on Chicago's South side. For her, gang-ridden public high schools in her area weren't an option for her teenage son Odis as he enters his freshman year. "I did check into private schools, but there was no way in the world I could afford the \$700 a month," says the unemployed Ms. Lewis. "Charter was the only other option."

Power Center Academy, where Ms. Byrd's son is now enrolled in sixth grade, is a new middle school in a predominantly African-American neighborhood in Memphis. Students don uniforms, each gets a laptop, and they learn business concepts along with their other classes.

The school had a waiting list of 30 families who wanted to get in but couldn't because of the existing law. After the law changed a few weeks before the first day of school, Power Center leader Yetta Lewis made a "mad race for the phone" and called those applicants whom she had previously turned away. "I've had parents shout and scream" with joy, she says.

Ms. Lewis, a former middle-school teacher in Baltimore, was recruited by the local community development center, which is the entity that applied for the charter and got funding from the state Department of Education. She began her school on the campus of a church last year with 110 sixth graders who are now starting seventh grade. Last week, she brought in a new class of sixth graders, which, thanks to the new law, she was able to increase to 90 students from 75.

This past school year, more than 1.4 million students attended over 4,600 public charter schools in the U.S., according to the National Alliance. That is an 8% increase in the number of schools, and an 11% increase in students enrolled, from a year earlier. Due partly to state and local funding cuts in education, as well as growing momentum in certain states to place further restrictions on charters, that growth would likely have slowed significantly, says the National Alliance's Mr. Ziebarth. But thanks to federal pressure on states to lift restrictions, he estimates "growth in line with what we've seen in the past."

The Chicago Public School system has been near its limit on the number of charters it could grant. Until recently, state law limited the number of charters to 30—and only 15 were allowed to "replicate," or open multiple campuses.

That is why Tim King, founder of Urban Prep Academy, a school for African-American boys in Chicago, is

The Wall Street Journal, August 13, 2009 (Page 3 of 3)

opening a second campus this fall as a "contract school" rather than a charter. The concept of contract schools was created in Chicago in 2004 to create a range of options for people seeking to start their own autonomous schools. Contract schools, like charters, are typically nonunionized.

Operators of contract schools can manage them independently, but still have to sign a contract with the school board. Unlike charter schools, they have to follow certain district rules. For instance, all teachers need to be certified, students have to follow the district's code of conduct, and the school has to follow certain operational policies, such as how it runs field trips.

By contrast, at the Urban Prep charter school, many courses are taught by young college graduates from the nonprofit Teach for America or former professionals, such as lawyers, who want to try teaching. Mr. King considers that an asset. Also, Urban Prep uses its own code of conduct, which means suspensions and expulsions are very rarely used. "We're strong proponents of not throwing kids away," he says.

Now that the limit on the number of charter schools in the state has doubled to 120, with 75 of those allocated to Chicago, Mr. King says he is applying for two more charters, in order to convert two new campuses to charter schools, rather than contract schools. (Along with the new campus just opened this week, he hopes to start up a third campus in the fall of 2010).

He hasn't yet heard whether his application has been approved. But Mr. King hopes his track record in only three years of operation speaks for itself. All Urban Prep juniors took the ACT this past spring and scored an average of 16.5 on a scale of 36. The 2008 average score for black male students attending Chicago Public Schools who took the test as juniors was 15.7, which a spokesman for Iowa City, Iowa-based ACT Inc. says is a significant difference.

When that class entered as freshmen in 2006, Mr. King adds, more than half were reading below sixth-grade level.

#### Drawn to Teaching

As a student himself, Mr. King, now 40, was one of the few African-American boys in the class at his parochial school in Chicago. He attended Georgetown University for both his undergraduate and law degrees but was so drawn to teaching as a part-time law student that he decided against a legal career after graduation—and came back to Chicago. "The Chicago data is really depressing when it comes to young, black males," he says. Over three years, he researched the possibility of starting a charter school for young black men. Once approved, he tapped a mix of local, state and federal funds as well as private donations, all totaling about \$1 million.

Jaime Guzman, deputy of the Office of New Schools for the Chicago Public Schools, says contract schools that want charters instead will go through an approval process in the fall, and if approved, will open as charters in the 2010-11 school year. Other proposals will be considered starting next May. "We are expecting a deluge of applications," says Mr. Guzman.

The U.S. Education chief, for one, is cheering from the sidelines. "I am a big fan" of Urban Prep, says Secretary Arne Duncan, former chief executive of the Chicago Public Schools. "When something is working, give more children those kinds of opportunities," he says.

Inside Higher Ed, August 7, 2009 (Page 1 of 3)

## Easing borrower angst

August 7, 2009

For many students fresh out of college, the sense of possibility upon graduation is dampened by looming loan payments. But a new company hopes to change the way college grads repay their federal student loans, by easing the uncertainty about whether they'll be able to afford the monthly burden.

SafeStart, which today is opening its Web site for public viewing, asserts that with a simple up-front payment, student borrowers can be assured that if they are unable to make monthly loan payments in the first five years after graduation, the company will pick up the slack. Students who buy into the program generally pay between \$40 and \$60 for every thousand dollars of Stafford loans they take out. In return, they get an interest free line of credit that they can draw on as needed to avoid missing payments.

SafeStart jumps into action when the student proves he or she is facing financial hardship. To qualify for hardship, the student must have graduated from college and have monthly student loan payments that exceed 10 percent of the his or her income. The borrower can draw on SafeStart to make payments over the five-year window. In keeping with any federal deferment, this window is extended free of charge for those who, say, go back to school or join the Peace Corps. SafeStart will make up to 36 monthly payments over this time. After the line of credit closes, another five-year window opens, during which all of the borrowed money must be repaid.

The program also provides "financial literacy training" before graduation to help students manage their money, as well as "debt counseling services" after graduation to help reduce the risk of missed payments.

"Going to college is one of the best investments you can make. We want to take the fear out of borrowing," said Carlo Salerno, principal at SafeStart's parent company, BridgeSpan Financial. Salerno founded SafeStart with three other people. "One out of every five people turn away their first choice school primarily because of the cost.... If you want to go to college, cost shouldn't be a barrier to realizing one's potential."

SafeStart's informational page goes live around noon today; undergrads can buy Stafford protection for themselves or others can buy it for them beginning next week. However, as time progresses, Salerno wants to expand the program to engage with students through universities. These relationships could take many forms, including financial aid officers recommending the program to students or universities purchasing the product for them. He also foresees SafeStart expanding to cover other types of undergraduate and graduate federal loans.

"The neat thing about this product is that no one has thought of this before," said Brett Lief, president of the National Council of Higher Education Loan Programs, and a member of SafeStart's advisory board. "I've been in student aid for 30-odd years and never seen anything reach this stage of maturity. It's a possible game changer in terms of how defaults are moved in this country."

Though it is the first company of its type, SafeStart will probably find its biggest competition to be the government's federal hardship assistance program, which rolled out its income-based repayment plan at the beginning of July. Income-based repayment -- originally intended to help borrowers with large of amounts of debt who want to pursue lower-salaried jobs -- caps the borrower's payments at a determined percentage of income over a 25-year repayment period. Those employed in public service have their loans forgiven after 10 years; for others, remaining debt is forgiven after 25 years.

Inside Higher Ed, August 7, 2009 (Page 2 of 3)

The federal government also provides a forbearance option for those unable to make their payments, which postpones payments but charges higher capitalized interest.

SafeStart's promotional literature comparing the three options shows the company's plan as being the least expensive, with loan payments through SafeStart costing over \$15,000 less than income-based repayment for a student with \$29,000 in federal loans. (This assumes a student earning \$38,000 per year paid \$1,450 to SafeStart for a line of credit on unsubsidized loans and took 22 months of draws in the 60 months following graduation.) SafeStart's credit line, like all other consumer credit lines, is dischargeable in bankruptcy, whereas the government offerings are excepted from discharge.

### **View From the Financial Aid Field**

Lauren Asher, who as president of the Project on Student Debt helped to design the income-based repayment plan, said that SafeStart could make sense for some select students, depending on their financial situation.

But on the whole, she said she was "skeptical" of the relative benefits of the service compared to the new federal option. Since many of the students who might choose to sign up for SafeStart are those at risk of missing payments, they might be eligible for loan forgiveness through government programs, Asher said. "There are other options in place that don't require you to spend more money.... In some cases, IBR does completely erase financial repayment."

According to Salerno's calculations, income-based repayment ends up costing the borrower more money in almost all circumstances because of the additional capitalized interest resulting from a longer loan period.

"IBR requires those who qualify to extend their repayment term, much like [consolidating multiple loans into one] does. By requiring a longer repayment term, this increases the interest that is capitalized on the loan, thereby increasing the total amount required to pay it off," Salerno said in an e-mail. "The exception to this is for people who are committed to a career in public service because their loan debt is forgiven after 10 years.

"Note, however, that people still have IBR as an option even if they have a SafeStart account. We believe, as a lot of financial advisers do, that getting out from under your student loan debt in the fastest time possible is the best start to your financial future. We help make that possible. IBR doesn't."

There is no penalty for repaying one's loans in less than 25 years through income-based repayment, according to [finaid.org](http://finaid.org).

Deanne Loonin, director of the National Consumer Law Center's Student Loan Borrower Project, noted that "the devil is in the details," and that the program as of now leaves a lot of questions to be answered. This being the case, she views SafeStart as less of a safety net and more of a deferment program. She noted that after the five-year draw window is over, depending on whether a borrower utilized a line of credit, that borrower could end up having to make loan payments and repayments to SafeStart for the line of credit at the same time. This creates further risk after the five-year safety period is over.

The prevailing reason for cutting the draw window off at five years, according to Salerno, is that statistics show people are at less risk of missing loan payments after the first five years out of college. "Seventy-five percent of students who fall behind on their loans do so in the first five years after graduation," he said. "Six or seven years onward, you get salary bumps and promotions, you're more financially stable."

## Inside Higher Ed, August 7, 2009 (Page 3 of 3)

Though this likelihood may not hold true for all borrowers, certain professions may be more apt to fit the repayment pattern than others. Doctors, for example, don't make a lot of money right out of school because they must complete residencies. But after those first few years, income -- and thus capacity to repay loans -- goes up drastically, said Tonio DeSorrento, an attorney at the law firm Orrick, Herrington, & Sutcliffe. DeSorrento, who advises companies in the educational finance space, was not involved with SafeStart, but was briefed on the program prior to its release. Salerno said that SafeStart was not directed toward any particular niche.

As SafeStart hits the market, proving its worth to wary borrowers may be the hardest sell, DeSorrento said. "The biggest challenge will be selling people on their own fallibility, convincing students that one day they might be among the people who have trouble making payments," he said, noting that although few foresee themselves missing payments, 82 percent of borrowers have some sort of complication in the first year out of college. Because SafeStart requires an up-front fee, students would need to purchase the plans before ever missing any loan payments.

One key, DeSorrento said, may be marketing SafeStart through colleges and universities, as financial aid officers are often the main sources of information for student borrowers. Though entering into any financial transaction with a university would be illegal, getting university staff members to recommend SafeStart or provide information on it to incoming students could boost the popularity of the program, according to DeSorrento. And since colleges can be disqualified from participating in federal loan programs if their default rates are too high, this relationship could benefit both parties.

David Levy, director of financial aid at Scripps College, said that for him to endorse a private program, he would have to know all of the details of how it would affect students. Although he did not have enough information to assess the benefits or liabilities of SafeStart, the program to him sounded like "home mortgage insurance" for students. "Schools are very cautious about endorsing commercial products until they have all the facts," he said. "We encourage [students] to maximize federal aid eligibility before turning to private commercial products, which tend to be more costly."

For any student weighing the costs and benefits of different safety net programs, Asher emphasized the importance of putting SafeStart in context and knowing all the facts and fine print about each plan. "Without knowing one's personal financial circumstances," she said, "it's hard to know when it makes sense to pay an up-front fee."

— Ben Eisen

Diverse Issues in Higher Education, August 7, 2009 (Page 1 of 2)

## **Rising tuition rates, recession having impact on students, schools**

By Janelle L. Plummer  
Aug 7, 2009, 08:37

Many of the nation's colleges and universities are raising tuition for students this school year, and the economic recession is having an effect on several Minority-Serving Institutions.

California State University, which has a large minority population, raised tuition and fees 20 percent for students this fall.

Joaquin Beltran, 25, a senior studying political science at California State University's Los Angeles campus and president of Associated Students Inc., says there are several students who are being affected by the tuition hike.

"I'm one of those students," Beltran says. "It's those students who are working and living paycheck to paycheck. I can't afford this increase."

Overall, Beltran says the tuition rose 32 percent this year, including a 20-percent hike in July.

"We're making it harder for students to maintain higher learning," he says. "We're hurting individuals, our state and our country."

Becky Timmons, the assistant vice president for government relations at the American Council on Education (ACE) in Washington, D.C., says this year has been a hard year for all colleges and universities.

Timmons says higher education is considered a lesser priority. She says 32 states have had major cuts in higher education. ACE is collecting reports on what that means for tuition hikes because of budget cuts, staff layoffs and travel freezes.

She says many institutions should try to create opportunities and rethink their mission because these are not usual times, especially colleges that enroll a large minority population.

"Many of our Historically Black Colleges and Universities have always operated with scarcity," Timmons said, "and not much in the way of donor and external support. Very few of [those HBCUs] are blessed with large endowments."

"Ironically, they're experienced," she says, "but the fact that they are focused on serving a low-income student body will help them navigate these tricky waters."

Timmons says with rising tuition, she does not anticipate colleges and universities giving out more financial aid.

However, Beltran says those students who receive financial aid awards should not worry, adding that it is those students who are not eligible to receive financial aid awards who are going to be hit the hardest.

Jennifer Jiles, the interim senior director of marketing and communications for Clark Atlanta University in

Diverse Issues in Higher Education, August 7, 2009 (Page 2 of 2)

Georgia, says the university laid off faculty and consolidated classes in February when students did not return for the spring semester because of cost.

She says some students did not receive financial aid and student loans; as a result, they did not return to school.

Although Clark Atlanta's tuition rate has remained stable, Jiles says the institution has seen a 28-percent decrease in its endowment because of the economic recession.

"People are giving less," Jiles says. "They have to cut back."

In the future, Jiles says the university hopes to look for ways to build relationships in the business community, try to increase and stabilize the enrollment, and recruit more students.

The impact of "the economic climate is not unique to HBCUs," she says.

The Chronicle of Higher Education, August 10, 2009 (Page 1 of 3)

## **Public colleges brace for expected drop in out-of-state students and the revenue they provide**

*By Austin Wright*  
August 10, 2009

Students like Matthew Paauw may have administrators at some public colleges on edge.

The 18-year-old from North Bend, Wash., applied to seven colleges, including private ones and public campuses out of state. But Mr. Paauw has chosen to attend Washington State University, a public institution about half as expensive as any of his other choices.

"My dad has been saving for quite a few years for my college and had much of it in stocks," he says. "When the stocks turned, he lost a bit of money, which definitely played into my decision."

Some cash-strapped public colleges this year hope to raise the percentage of out-of-state students in their freshman classes. Those students often pay twice as much as their in-state counterparts. But, like Mr. Paauw, many high-school graduates are staying in state during the economic downturn and reaping the benefits of a low-cost, publicly subsidized college education.

Few colleges have released fall-enrollment data yet, but administrators and high-school guidance counselors are already predicting that public colleges are likely to see a decline this year in the ratio of out-of-state to in-state students. Even a slight decline can translate to million-dollar revenue losses.

"I do think that, anecdotally speaking, one can assume that out-of-state enrollment will be impacted" by the economic downturn, says Daniel J. Hurley, director of state relations and policy analysis at the American Association of State Colleges and Universities. It will be a few months before widespread data will be available to measure changes in out-of-state enrollments, he says, but "there's a lot of info showing that students are scaling back their expectations of what their families can afford."

George Mason University, which has increased the proportion of out-of-state students in its freshman classes over the past five years from about 13 percent to about 25 percent, is bracing for a decline in that ratio this year.

The number of admitted in-state students choosing to enroll at George Mason is rising faster than the number of admitted out-of-state students choosing to enroll, according to Peter N. Stearns, the university's provost. The number of admitted in-state students choosing to enroll, he says, is up about 7 percent over last year, while the number of admitted out-of-state students choosing to enroll is up only about 1 percent.

That trend is problematic for a regionally oriented public university like his, which counts on higher-paying out-of-state students to help bolster revenues. The dwindling proportion of out-of-state students hits especially hard when public colleges like George Mason are grappling with other budget restrictions in the economic downturn.

At George Mason, the full cost to the university of providing an education to a single student is about \$15,000, says Mr. Stearns. Out-of-state students will pay \$24,008 in tuition and fees this fall. But in-state students will pay \$8,024, a rate well below the actual cost of their education.

The Chronicle of Higher Education, August 10, 2009 (Page 2 of 3)

And the state support George Mason receives for each full-time student doesn't make up the gap. For each in-state student who enrolls, the university has to find more than \$2,000 in its own budget to cover the difference between what it costs to educate the student and what tuition and state money cover, Mr. Stearns says.

State support as a percentage of public colleges' budgets has dwindled in Virginia over the past decade. Appropriations to George Mason have declined by \$27-million, or 21 percent of the state portion of its budget, over the last two years.

Public colleges in the commonwealth that have pushed to raise enrollment of out-of-state students have faced criticism from Virginia lawmakers and parents worried that such efforts would prevent their own children from being admitted. But legislation capping out-of-state enrollment at public colleges has failed to pass in the state's General Assembly, largely because such a restriction would cost colleges millions of dollars.

"It's an interesting dilemma," Mr. Stearns says. "We're excited at having more in-state students, but we do face some harsh economic realities. We'll have to have larger class sizes, and there will be other cost-cutting measures."

### **A Shift in Students' Focus**

High-school guidance counselors are also reporting an uptick in interest among their students in attending college in state.

In her nine years at North Shore Hebrew Academy High School helping seniors choose colleges, Laura J. Miller has never seen so many students opting to apply to public colleges in New York state. Ms. Miller, director of college guidance at the school, in Great Neck, says that this year the cost of college came up again and again as a major concern during counseling sessions with parents.

"Cost is an issue for everybody now because of the recession," she says. "We're in a very different climate."

This year, she says, students were less eager to apply to New England's elite private colleges than past classes have been. Instead, more students were asking about campuses like those of the State University of New York and the City University of New York's William E. Macaulay Honors College, in-state options that she didn't talk about as much with her students even just a year earlier.

Last year 55 percent of North Shore's 67 graduating seniors chose private colleges, and 4 percent chose campuses in the SUNY system. This year 47 percent of the 85 graduating seniors have chosen to attend private colleges and 12 percent chose SUNY campuses.

Ms. Miller says she spoke this year with an admissions officer at one out-of-state public college, which she declined to name, who told her that the college hoped more students from North Shore would apply. The officer, she says, told her that the college hoped to raise its percentage of out-of-state students this year in order to make up for lost revenues elsewhere. At North Shore, Ms. Miller says, several students each year typically choose to attend that college.

The shifts she is seeing in the market for college freshmen, though, could have a silver lining for some of her seniors: "I actually found that our students were in a better position to get into a lot of the competitive out-of-state public schools," she says.

The Chronicle of Higher Education, August 10, 2009 (Page 3 of 3)

In Florida, public colleges already bursting at the seams could have trouble dealing with enrollment increases that would come if even more residents choose to stay in the state for college.

Mandee Heller Adler, a guidance counselor at Donna Klein Jewish Academy, a high school in Boca Raton, says admissions officers in the state could be in for a shock this year. Ms. Adler says that she counsels a number of families with relatively high incomes, and that even among those, "I have very few who do not have Florida public colleges at the top of their list this year."

"Because of the financial crisis, a lot of middle-class families that might have taken loans or made the stretch for an out-of-state or private college are now deciding that the value is just not there," she says. The number of students deciding to stay in state this year, she adds, "could bankrupt the system."

### **Different Approaches**

Some public colleges, such as the University of Alabama, have said that they are working to increase their out-of-state student populations this fall. They hope their efforts to recruit out-of-state students will generate revenue that could allow them to avoid layoffs or other budget cuts.

Florida State University ramped up its out-of-state recruiting this year, hoping to increase its percentage of out-of-state freshman from 7 percent last year to 8 percent this year.

Other institutions, though, say they remain committed to keeping the ratio of out-of-state to in-state students low, despite tight budgets.

The University of California, for example, plans to hold constant its relatively low percentage of out-of-state students at about 5 percent, even as budget shortfalls have led the system to raise in-state tuition and cut enrollment. Lawmakers have attached stipulations to state funds encouraging California's colleges to admit few out-of-state students.

As for Mr. Paauw, the rising freshman at Washington State, the choice to stay in state has taken some financial pressure off him and his family.

He says two private colleges offered him generous financial-aid packages to try to lure him out of state. But his in-state option was still a much better financial deal.

"My dad wasn't pushing me to go to a public or private; he just told me that the privates might be a little harder to pay for, and that I might have to take out some loans," Mr. Paauw says. "The decision I made was a good one."

Bloomington, The Pantagraph, August 12, 2009 (Page 1 of 2)

## States cut aid to college students as demand booms

RYAN J. FOLEY

Struggling with budget shortfalls that reach into the billions, several states are making deep cuts in college financial aid programs, including those that provide a vital source of cash for students who most need the money.

At least a dozen states are reducing award sizes, eliminating grants and tightening eligibility guidelines because of a lack of money. At the same time, the number of students seeking aid is rising sharply as more people seek a college education and need help paying the tuition bill because they or their parents lost jobs and savings during the recession.

Many of the affected programs are need-based grants that provide money that complements financial aid offered by schools and the federal government. Without that cash, some students may be forced to drop out, transfer to cheaper schools or simply have less money available for rent and groceries. Experts fear others will take on too much debt or spend even more time working as they pursue a degree.

"There's almost no question the folks coming in are probably going to have much more difficulty getting by year to year in college and staying enrolled as a result," said Sara Goldrick-Rab, a professor at the University of Wisconsin-Madison and an expert on financial aid. "The safety net is falling away."

State financial aid accounted for 12 percent of the grants awarded to college students in 2007-2008, according to the New York-based College Board. While that's a fraction of the financial aid provided to millions of students by schools, the federal government and private scholarships, the demand for aid is booming. Roughly 620,000 more students applied for federal aid in the first quarter compared with last year, a jump of more than 25 percent, according to the U.S. Department of Education.

University of Illinois senior Brandi Cho, 21, said her parents cannot afford to make up the \$2,500 she expected to do without after her state grant runs out in the spring. She is considering two options: Find a second weekend job on top of the 15 hours a week she already works, or cram five senior-level accounting classes into the fall semester so she can graduate early.

"The best that I can do is just start saving every penny that I have," Cho said.

The cuts come as lawmakers and governors struggle to balance budgets crippled by the recession's impact on tax revenues. Lottery-funded merit aid programs in states such as Georgia, Florida and West Virginia are also pinched as revenues from the games are leveling off and in some cases declining.

In Illinois, a state scrambling to find \$11 billion in budget savings, officials are telling 145,000 low-income students who receive the state's need-based Monetary Award Program grants to expect no help in the spring semester because money for the program will run out. Lawmakers and Gov. Pat Quinn cut the state's aid budget in half; an additional 40,000 students who rely on other state programs will be affected, too.

Ohio is eliminating grants of up to \$2,496 for low-income community college students, and cutting them by more than 50 percent for low-income students at four-year universities. The state is axing \$640 grants for 58,000 private school students and grants of up to \$4,000 for 22,500 students attending two-year, for-profit schools.

Bloomington, The Pantagraph, August 12, 2009 (Page 2 of 2)

"That's a lot of money to someone like me," said Maria Zimbardi, a 33-year-old mother of three in Youngstown, Ohio, who will not receive the nearly \$3,300 grant she got last year. She is working part time as a waitress while learning administrative and accounting skills at National College, and is taking out more student loans \_ which now total \$29,000 \_ so she can graduate next May.

The Wisconsin Higher Educational Aids Board projects that more than 20,000 low-income students will not receive grants because of a lack of money and a sharp increase in applicants. Jennifer Matamoros is among them, and the senior at the University of Wisconsin-Whitewater \_ where tuition has increased about 6 percent a year in each of the past four years \_ is worried about paying bills without the \$2,600 grant she got last year.

She said she'll likely borrow more and graduate with \$30,000 in student-loan debt, which is as much as she expects to make a year in her career as an elementary school teacher. "They just keep raising more costs and taking away more money," she said.

Education Sector, a Washington-based think tank, warned in a recent study that student debt was at an all-time high, with a rising share owed to riskier private student loans. The study warned that could eventually reduce access to higher education and lead to more students defaulting on their loans.

"It's going to start to impact the equation of whether college is worth it for some students," said Erin Dillon, a policy analyst for the group.

In Michigan, where state lawmakers have yet to pass a spending plan, about 96,000 students don't yet know the value of their Promise scholarships \_ or if they get one at all. The state's Republican-controlled Senate voted to eliminate the \$140 million program that provides high school graduates with up to \$4,000, but Democratic Gov. Jennifer Granholm has vowed to restore some of money.

Financial aid officials in other states are making difficult choices with the limited funds they have. In Massachusetts, where the state financial aid budget was cut 10 percent, the Office of Student Financial Assistance plans to make deep cuts to other aid programs to preserve the need-based Mass Grants program. Even so, many grants could fall by \$400 to \$500 compared with last year.

Wisconsin decided to slightly increase the average grant awards because students are showing much greater need, said Connie Hutchison, the executive secretary of the Wisconsin Higher Educational Aids Board. That meant university students who applied in July for aid are learning the pool of money has run out.

"We're getting a lot of questions about why students are not getting financial aid they got last year," Hutchison said. "It's so hard to explain to them."

The New York Times, August 12, 2009 (Page 1 of 2)

## Study shows rise in average borrowing by students

By TAMAR LEWIN

August 12, 2009

Although about a third of the students who earned bachelor's degrees in 2007-8 graduated with no debt, nearly the same as four years earlier, the average amount students borrow has increased, according to a policy brief released Tuesday by the College Board.

"People think students are drowning in debt, and there is a small proportion of students that borrow an exorbitant amount, but most students graduate with a manageable debt load," said Sandy Baum, an author of the brief.

For bachelor's degree recipients who did borrow, the median loan debt was \$19,999, up 5 percent from \$18,973 four years earlier, adjusted for inflation. The data, the latest available, come from the federal Department of Education's National Postsecondary Student Aid Study, which is conducted every four years.

About 6 percent of those who completed a degree or certificate — and 10 percent of those who received a bachelor's degree — borrowed more than \$40,000, the brief said.

But the brief does not include parents' borrowing, credit-card debt, informal loans from relatives or friends, or loans for graduate school.

"We are asking people to bear more and more of the cost of higher education through borrowing, since neither state spending, need-based aid, or family incomes have kept up with the costs," said Lauren Asher, president of the Project on Student Debt, a nonprofit research group. Borrowing varied greatly depending on the type of school attended. For example, 98 percent of those who got degrees at for-profit two-year colleges had an education loan, compared to 38 percent of those who attended public two-year colleges.

Over all, the median student loan debt of borrowers in 2007-8 was \$15,123, up 11 percent from \$13,663 in 2003-4. But debt levels rose far more sharply for students at for-profit colleges, and those earning certificates and two-year degrees.

For example, students who received certificates in a for-profit program carried a median debt load of \$9,744 in 2007-8, a 30 percent increase from 2003-4. And bachelor's degree recipients in for-profit institutions had a median debt load of \$32,653, up 23 percent four years earlier.

For-profit colleges acquire much of their revenue from federal aid. The authors of the brief say for-profit colleges had about 7 percent of the nation's undergraduates in 2006, but received about 19 percent of the federal Pell grants.

Borrowing did not increase much for those earning bachelor's degrees in public or private colleges. At private four-year colleges, the median loan debt for bachelor's degree recipients was \$22,375 in 2007-8, up 5 percent from \$21,238 four years earlier.

"How much debt is too much depends on circumstances you can't predict when you're planning for college, like the economy, your health, and whether the field you're training for will continue to expand," Ms. Asher said.

The New York Times, August 12, 2009 (Page 2 of 2)

Given the recession, the next debt study may paint a grimmer picture. “Of course, everybody is struggling much more,” Ms. Baum said. “And private student loans are less available, now that a number of banks that were making those loans are no longer making them, or no longer in business.”

Over all, 41 percent of the students who earned a degree or certificate in the 2007-8 academic year — and 34 percent of those who received bachelor’s degrees — graduated with no debt.

According to the brief, 50 percent of all full-time students took out a federal loan in 2007-8, and 19 percent took out private loans, many of them borrowing through both routes.

“It’s important for students to remember the difference between federal and private borrowing,” said Patricia Steele, the other author of the brief. “Private borrowing gives you no protection, no forbearance, no income-based repayment.”

The New York Times, August 9, 2009 (Page 1 of 3)

## In a Digital Future, Textbooks Are History

By TAMAR LEWIN

At Empire High School in Vail, Ariz., students use computers provided by the school to get their lessons, do their homework and hear podcasts of their teachers' science lectures.

Down the road, at Cienega High School, students who own laptops can register for "digital sections" of several English, history and science classes.

And throughout the district, a Beyond Textbooks initiative encourages teachers to create — and share — lessons that incorporate their own PowerPoint presentations, along with videos and research materials they find by sifting through reliable Internet sites.

Textbooks have not gone the way of the scroll yet, but many educators say that it will not be long before they are replaced by digital versions — or supplanted altogether by lessons assembled from the wealth of free courseware, educational games, videos and projects on the Web.

"Kids are wired differently these days," said Sheryl R. Abshire, chief technology officer for the Calcasieu Parish school system in Lake Charles, La. "They're digitally nimble. They multitask, transpose and extrapolate. And they think of knowledge as infinite.

"They don't engage with textbooks that are finite, linear and rote," Dr. Abshire continued. "Teachers need digital resources to find those documents, those blogs, those wikis that get them beyond the plain vanilla curriculum in the textbooks."

In California, Gov. Arnold Schwarzenegger this summer announced an initiative that would replace some high school science and math texts with free, "open source" digital versions.

With California in dire straits, the governor hopes free textbooks could save hundreds of millions of dollars a year.

And given that students already get so much information from the Internet, iPods and Twitter feeds, he said, digital texts could save them from lugging around "antiquated, heavy, expensive textbooks."

The initiative, the first such statewide effort, has attracted widespread attention, since California, together with Texas, dominates the nation's textbook market.

Many superintendents are enthusiastic.

"In five years, I think the majority of students will be using digital textbooks," said William M. Habermehl, superintendent of the 500,000-student Orange County schools. "They can be better than traditional textbooks."

Schools that do not make the switch, Mr. Habermehl said, could lose their constituency.

"We're still in a brick-and-mortar, 30-students-to-1-teacher paradigm," Mr. Habermehl said, "but we need to get out of that framework to having 200 or 300 kids taking courses online, at night, 24/7, whenever they want."

The New York Times, August 9, 2009 (Page 2 of 3)

"I don't believe that charters and vouchers are the threat to schools in Orange County," he said. "What's a threat is the digital world — that someone's going to put together brilliant \$200 courses in French, in geometry by the best teachers in the world."

But the digital future is not quite on the horizon in most classrooms. For one thing, there is still a large digital divide. Not every student has access to a computer, a Kindle electronic reader device or a smartphone, and few districts are wealthy enough to provide them. So digital textbooks could widen the gap between rich and poor.

"A large portion of our kids don't have computers at home, and it would be way too costly to print out the digital textbooks," said Tim Ward, assistant superintendent for instruction in California's 24,000-student Chaffey Joint Union High School District, where almost half the students are from low-income families.

Many educators expect that digital textbooks and online courses will start small, perhaps for those who want to study a subject they cannot fit into their school schedule or for those who need a few more credits to graduate.

Although California education authorities are reviewing 20 open-source high school math and science texts to make sure they meet California's exacting academic standards in time for use this fall — and will announce this week which ones meet state standards — quick adoption is unlikely.

"I want our teachers to have the best materials available, and with digital textbooks, we could see the best lessons taught by the most dynamic teachers," said John A. Roach, superintendent of the Carlsbad, Calif., schools. "But they're not going to replace paper texts right away."

Whenever it comes, the online onslaught — and the competition from open-source materials — poses a real threat to traditional textbook publishers.

Pearson, the nation's largest one, submitted four texts in California, all of them already available online, as free supplements to their texts.

"We believe that the world is going digital, but the jury's still out on how this will evolve," said Wendy Spiegel, a Pearson spokeswoman. "We're agnostic, so we'll provide digital, we'll provide print, and we'll see what our customers want."

Most of the digital texts submitted for review in California came from a nonprofit group, CK-12 Foundation, that develops free "flexbooks" that can be customized to meet state standards, and added to by teachers. Its physics flexbook, a Web-based, open-content compilation, was introduced in Virginia in March.

"The good part of our flexbooks is that they can be anything you want," said Neeru Khosla, a founder of the group. "You can use them online, you can download them onto a disk, you can print them, you can customize them, you can embed video. When people get over the mind-set issue, they'll see that there's no reason to pay \$100 a pop for a textbook, when you can have the content you want free."

The move to open-source materials is well under way in higher education — and may be accelerated by President Obama's proposal to invest in creating free online courses as part of his push to improve community colleges.

Around the world, hundreds of universities, including M.I.T. and King Fahd University of Petroleum and Minerals in Saudi Arabia, now use and share open-source courses. Connexions, a Rice University

The New York Times, August 9, 2009 (Page 3 of 3)

nonprofit organization devoted to open-source learning, submitted an algebra text to California.

But given the economy, many educators and technology experts agree that the K-12 digital revolution may be further off.

“There’s a lot of stalled purchasing and decision making right now,” said Mark Schneiderman, director of federal education policy at the Software & Information Industry Association. “But it’s going to happen.”

For all the attention to the California initiative, digital textbooks are only the start of the revolution in educational technology.

“We should be bracing ourselves for way more interactive, way more engaging videos, activities and games,” said Marina Leight of the Center for Digital Education, which promotes digital education through surveys, publications and meetings.

Vail’s Beyond Textbooks effort has moved in that direction. In an Empire High School history class on elections, for example, students created their own political parties, campaign Web sites and videos.

“Students learn the same concepts, but in a different way,” said Matt Donaldson, Empire’s principal.

“We’ve mapped out our state standards,” Mr. Donaldson said, “and our teachers have identified whatever resources they feel best covers them, whether it’s a project they created themselves or an interesting site on the Internet. What they don’t do, generally, is take chapters from textbooks.”

Fast Company, August 10, 2009 (Page 1 of 5)

## How web-savvy edupunks are transforming American higher education

By Anya Kamenetz

Is a college education really like a string quartet? Back in 1966, that was the assertion of economists William Bowen, later president of Princeton, and William Baumol. In a seminal study, Bowen and Baumol used the analogy to show why universities can't easily improve efficiency.

If you want to perform a proper string quartet, they noted, you can't cut out the cellist nor can you squeeze in more performances by playing the music faster. But that was then -- before MP3s and iPods proved just how freely music could flow. Before Google scanned and digitized 7 million books and Wikipedia users created the world's largest encyclopedia. Before YouTube Edu and iTunes U made video and audio lectures by the best professors in the country available for free, and before college students built Facebook into the world's largest social network, changing the way we all share information. Suddenly, it is possible to imagine a new model of education using online resources to serve more students, more cheaply than ever before.

"The Internet disrupts any industry whose core product can be reduced to ones and zeros," says Jose Ferreira, founder and CEO of education startup Knewton. Education, he says, "is the biggest virgin forest out there." Ferreira is among a loose-knit band of education 2.0 architects sharpening their saws for that forest. Their first foray was at MIT in 2001, when the school agreed to put coursework online for free. Today, you can find the full syllabi, lecture notes, class exercises, tests, and some video and audio for every course MIT offers, from physics to art history. This trove has been accessed by 56 million current and prospective students, alumni, professors, and armchair enthusiasts around the world. "The advent of the Web brings the ability to disseminate high-quality materials at almost no cost, leveling the playing field," says Cathy Casserly, a senior partner at the Carnegie Foundation for the Advancement of Teaching, who in her former role at the Hewlett Foundation provided seed funding for MIT's project. "We're changing the culture of how we think about knowledge and how it should be shared and who are the owners of knowledge."

But higher education remains, on the whole, a string quartet. MIT's courseware may be free, yet an MIT degree still costs upward of \$189,000. College tuition has gone up more than any other good or service since 1990, and our nation's students and graduates hold a staggering \$714 billion in outstanding student-loan debt. Once the world's most educated country, the United States today ranks 10th globally in the percentage of young people with postsecondary degrees. "Colleges have become outrageously expensive, yet there remains a general refusal to acknowledge the implications of new technologies," says Jim Groom, an "instructional technologist" at Virginia's University of Mary Washington and a prominent voice in the blogosphere for blowing up college as we know it. Groom, a chain-smoker with an ever-present five days' growth of beard, coined the term "edupunk" to describe the growing movement toward high-tech do-it-yourself education. "Edupunk," he tells me in the opening notes of his first email, "is about the utter irresponsibility and lethargy of educational institutions and the means by which they are financially cannibalizing their own mission."

The edupunks are on the march. From VC-funded startups to the ivied walls of Harvard, new experiments and business models are springing up from entrepreneurs, professors, and students alike. Want a class that's structured like a role-playing game? An accredited bachelor's degree for a few thousand dollars? A free, peer-to-peer Wiki university? These all exist today, the overture to a complete educational remix.

The architects of education 2.0 predict that traditional universities that cling to the string-quartet model will

Fast Company, August 10, 2009 (Page 2 of 5)

find themselves on the wrong side of history, alongside newspaper chains and record stores. "If universities can't find the will to innovate and adapt to changes in the world around them," professor David Wiley of Brigham Young University has written, "universities will be irrelevant by 2020."

**Wiley doesn't come** off immediately as a bomb thrower. He is a 37-year-old member of the Church of Jesus Christ of Latter-day Saints with five kids. He has close-cropped gray hair, glasses, and speaks softly in a West Virginia accent. But he employs his niceness strategically, as a general in the intellectual vanguard of the transformation of higher education. The challenge is not to bring technology into the classroom, he points out. The millennials, with their Facebook and their cell phones, have done that. The challenge is to capture the potential of technology to lower costs and improve learning for all.

Wiley has been experimenting with open educational content and tools since the early days of the Internet. As a college junior, he was hired as the first Webmaster of his small, resource-starved alma mater, Marshall University, in West Virginia. "I was working on developing a JavaScript calculator for a Web page when it occurred to me that this calculator, unlike a real one in our elementary schools, can be used by 100,000 people all at the same time," he says. "When you put materials online, they're different in that particular way; you can pay to produce them once and they can be used by an infinite number of people. That seemed to be somewhere between terribly fascinating and the kind of realization that it makes sense to spend the rest of your life working on." In 1998, when Wiley arrived at Brigham Young to do a PhD in instructional psychology and technology, he learned about open-source software-programs and operating systems like Linux that are produced collaboratively and shared freely. "I said, 'Hey, that's exactly what we need to do with educational materials. Let's call it open content.' "

Today, "open content" is the biggest front of innovation in higher education. The movement that started at MIT has spread to more than 200 institutions in 32 countries that have posted courses online at the OpenCourseWare Consortium. But, as Wiley points out, there's still a big gap between viewing such resources as a homework aid and building a recognized, accredited degree out of a bunch of podcasts and YouTube videos. "Why is it that my kid can't take robotics at Carnegie Mellon, linear algebra at MIT, law at Stanford? And why can't we put 130 of those together and make it a degree?" Wiley asks. "There are all these kinds of innovations waiting to happen. A sufficient infrastructure of freely available content is step one in a much longer endgame that transforms everything we know about higher education."

Wiley is pursuing several different strategies toward this endgame. He has cofounded a free, not-for-profit, online public charter high school that draws on open courseware, letting Utah students complete their degree from home. He is "chief openness officer" at a for-profit startup, Flat World Knowledge, that commissions professors to write open-source textbooks that are free online, \$19.95 for a download, or \$29.95 for a print-on-demand copy. (Flat World closed \$8 million in VC funding earlier this spring.) He has also offered five of his courses to anyone on the Web for free; he donates his own time to review nonenrolled students' work, awarding a signed certificate in lieu of course credit. Wiley's most recent open course was formatted as an online role-playing game, with students divided into "guilds" completing "quests" -- a learning community inspired by the world of online gamers. "If you didn't need human interaction and someone to answer your questions, then the library would never have evolved into the university," Wiley says. "We all realize that content is just the first step."

**Open courseware is hard** for the self-learner," agrees Neeru Paharia, a PhD student at Harvard Business School. Building a social network to make it easier is the goal of her newest project, Peer2Peer University. The daughter of two Indian-born Silicon Valley engineers, Paharia is a former McKinsey consultant and an early employee of Creative Commons, a not-for-profit set up to create the intellectual and legal framework to share and remix content without the expense and red tape of commercial copyright. In 2005, she started AcaWiki, a crowdsourced compilation of free summaries of academic papers. Now, she says, she wants to address "all the other things that a university does for you: It provides you a clear path from A to B, provides social infrastructure of teachers and other students, and

Fast Company, August 10, 2009 (Page 3 of 5)

accreditation so you actually get credit for what you do. So the question becomes, Is there a way of hacking something like this together?"

At a conference in Croatia last year, Paharia met Jan Philipp Schmidt, a German computer scientist working on open courseware in South Africa; together with a Canadian and an Australian, they started Peer2Peer University, which has become one of the most buzzed-about initiatives in open education. Would-be students can use the Web site to convene and schedule classes, meet online, and tutor one another; a volunteer facilitator for each course helps the process along. Peer2Peer got a \$70,000 seed grant from the Hewlett Foundation to launch its first 10 pilot courses, in topics from behavioral economics to Wikipedia visualization -- content areas that already have online audiences of self-motivated learners.

Paharia's idea of "hacking" education -- putting something together on the fly -- is important. All of these projects are still very much works in progress. Not even the most starry-eyed geeks are claiming that an LCD monitor can and should replace the richest, most fully textured college experience out there (at least not yet). But it could certainly represent an upgrade in opportunity for those who can't afford college, or for the half of American college students who attend community colleges, or even the 80% who attend nonselective universities.

Ultimately what interests Paharia is proving the model, demonstrating that there's a way to provide education cheaply or even for free to all who are qualified. "I ride the Boston T around and I see these ads for schools, and it bothers me that so much hope is rested on having an education, and yet at the end of the day you end up with \$100,000 in debt. What are you paying for? And is this the best way of setting up the system?"

Peer2Peer is not the only attempt to bridge the gap between free material and cheap education. The online University of the People, founded by Shai Reshef, who made his fortune in for-profit education, signed up its first class this fall -- 300 students from nearly 100 countries. While it has yet to get accreditation, the not-for-profit plans to offer bachelor's degrees in business and computer science using open courseware and volunteer faculty; fees would add up to about \$4,000 for a full four-year degree.

**Richard Ludlow**, a 23-year-old Yale graduate, has his own ideas about a workable business model for open educational resources. His for-profit startup, Academic Earth, is a Web site that brings together video lectures and other academic content from various sources. As an undergrad looking for help grokking a tough concept in his linear algebra class, he stumbled onto MIT's OpenCourseWare. He realized that there were some really cool educational resources out there and that most of his classmates didn't know about them. "My idea was to first, aggregate this huge critical mass of content disconnected over various sites; second, apply best practices in user interface design and Web standards to do for educational content what Hulu has done [for TV]; and third, build an educational ecosystem around the content," Ludlow explains. "Showing the videos is one thing, but building the right interactive tools and the right commenting system will really create something of value."

The Hulu comparison is a striking one. When you look at the cultural industries that have fallen under the spell of the Internet, the transformation has happened unevenly: newspapers before television, music before books. Hulu.com, launched just 18 months ago, is widely considered to be the first Web site to prove that mass broadcast-television viewing as we know it can and will shift online. Hulu did that by being attractive, well-designed, and easy to use, and by having a viable business model with actual paying advertisers -- and soon, subscribers.

"We're talking about revenue sharing with a lot of universities," says Ludlow. "Most of this content is licensed noncommercial, but with endowments dropping, universities have to be selective about what they're funding. We're trying to find a way to make this sustainable by generating revenue and making sure it's in sync with the university's brand."

Fast Company, August 10, 2009 (Page 4 of 5)

**If open courseware** is about applying technology to sharing knowledge, and Peer2Peer is about social networking for teaching and learning, Bob Mendenhall, president of the online Western Governors University, is proudest of his college's innovation in the third, hardest-to-crack dimension of education: accreditation and assessment. WGU was formed in the late 1990s, when the governors of 19 western states decided to take advantage of the newfangled Internet and create an online university to expand access to students in rural communities across their region. Today, it's an all-online university with 12,000 students in all 50 states. It's a private not-for-profit, like Harvard; the only state money was an initial \$100,000 stake from each founding state. WGU runs entirely on tuition: \$2,890 for a six-month term.

"We said, 'Let's create a university that actually measures learning,' " Mendenhall says. "We do not have credit hours, we do not have grades. We simply have a series of assessments that measure competencies, and on that basis, award the degree."

WGU began by convening a national advisory board of employers, including Google and Tenet Healthcare. "We asked them, 'What is it the graduates you're hiring can't do that you wish they could?' We've never had a silence after that question." Then assessments were created to measure each competency area. Mendenhall recalls one student who had been self-employed in IT for 15 years but never earned a degree; he passed all the required assessments in six months and took home his bachelor's without taking a course.

Most students, though, do the full coursework, working at their own pace through online course modules, playlists of prerecorded lectures, readings, projects, and quizzes. For every 80 students, a PhD faculty member, certified in the discipline, serves as a full-time mentor. "Our faculty are there to guide, direct, counsel, coach, encourage, motivate, keep on track, and that's their whole job," Mendenhall says. Multiple-choice tests are scored by computer, while essays and in-person evaluations are judged by a separate cadre of graders. What WGU is doing is using the Internet to disaggregate the various functions of teaching: the "sage on the stage" conveyor of information, the cheerleader and helpmate, and the evaluator. WGU constantly surveys both graduates and their employers to find out if they are lacking in any competencies so they can continue to fine-tune their programs.

Mendenhall is impatient with those who argue that what he's doing with education and technology is unworkable. "Technology has changed the productivity equation of every industry except education," he says. "We're simply trying to demonstrate that it can do it in education -- if you change the way you do education as opposed to just adding technology on top."

**So far, the open-education** movement has been supported, to an astonishing extent, by a single donor: The Hewlett Foundation has made \$68 million worth of grants to initiatives at Berkeley, Carnegie Mellon, MIT, Rice, Stanford, and Tufts. Today, such foundation money is slowing, but new sources of financing are emerging. President Barack Obama has directed \$100 billion in stimulus money to education at all levels, and he recently appointed a prominent advocate of open education to be undersecretary of education (Martha Kanter, who helped launch the 100-member Community College Consortium for Open Educational Resources and the Community College Open Textbook Project). Meanwhile, outfits such as Flat World and Knewton are attracting venture funding (see "5 Startups to Watch"). The Carnegie Foundation's Casserly is helping existing open-courseware projects generate metrics that demonstrate their value to universities. "We need to figure out the models for this stuff," she says. "If it were easy, it wouldn't be such a fun challenge."

The transformation of education may happen faster than we realize. However futuristic it may seem, what we're living through is an echo of the university's earliest history. Universitas doesn't mean campus, or class, or a particular body of knowledge; it means the guild, the group of people united in scholarship. The university as we know it was born around AD 1100, when communities formed in Bologna, Italy; Oxford, England; and Paris around a scarce, precious information technology: the handwritten book.

Fast Company, August 10, 2009 (Page 5 of 5)

Illuminated manuscripts of the period show a professor at a podium lecturing from a revered volume while rows of students sit with paper and quill -- the same basic format that most classes take 1,000 years later.

Today, we've gone from scarcity of knowledge to unimaginable abundance. It's only natural that these new, rapidly evolving information technologies would convene new communities of scholars, both inside and outside existing institutions. The string-quartet model of education is no longer sustainable. The university of the future can't be far away.

The Wall Street Journal, August 10, 2009

## **Textbooks offered for iPod, iPhones**

### **CourseSmart Applications Will Let Students Access 7,000-Plus Titles**

By JEFFREY A. TRACHTENBERG  
AUGUST 10, 2009

A provider of subscription e-textbooks for college students is making its 7,000-plus titles accessible on Apple Inc.'s iPhone and iPod Touch as interest heats up in the digital-textbook arena.

The new applications, free for subscribers to CourseSmart LLC, will let students access their full electronic textbooks, read their digital notes and search for specific words and phrases.

"Nobody is going to use their iPhone to do their homework, but this does provide real mobile learning," said Frank Lyman, CourseSmart's executive vice president. "If you're in a study group and you have a question, you can immediately access your text."

The move comes as Amazon.com Inc. is shipping its \$489 large-screen Kindle DX e-reader, which is aimed in part at college students. Amazon is overseeing a DX pilot program at seven colleges this fall involving hundreds of students who will experiment with reading textbooks digitally. Last week, McGraw-Hill Education, a unit of McGraw-Hill Cos., said it is making about 100 college textbooks available for use on Amazon's Kindle and Kindle DX.

CourseSmart's titles aren't available on either Amazon device. Mr. Lyman said he would like to see his books available wherever college students want them but that the two companies haven't yet had any conversations.

CourseSmart, which was created in 2007 as a joint venture of six higher-education publishers, including McGraw-Hill Education and Pearson PLC's Pearson Education, operates on a subscription model. Typically students rent a book for 180 days; when their subscription expires, they lose access to the title.

The company, which doesn't release financial results, offers its digital books at about 50% of the retail price of the corresponding physical textbook. Although students can't resell their e-textbooks, Mr. Lyman said they typically don't get more than 50% of what they paid for a new book when they resell it.

"Textbooks are the missing link in the e-reader content base," said Sarah Rotman Epps, an analyst with Forrester Research, Inc. "The problem so far is that college students haven't really been interested in reading on their laptops. The iPhone will help create excitement and generate awareness of e-textbooks."

Mr. Lyman said he believes that lack of awareness has been the largest barrier to students trying e-textbooks.

Albert N. Greco, a professor at the Fordham Graduate School of Business Administration who studies the book industry, estimates that sales of printed college textbook this year will reach \$5.02 billion, up 3.5% from last year. He expects college e-textbooks to hit \$117.5 million in sales in 2009, up 10.3%. "Once the recession ends, we will see a major, national push to make all higher education textbooks available in digital formats, as well as a move in that direction for high-school textbooks," Mr. Greco said.

Forbes, OPINION, August 6, 2009 (Page 1 of 2)

## A first-rate education for all

Chester E. Finn Jr., 08.06.09, 3:40 PM ET

If America's elementary and high schools laid a sounder educational foundation for more of their students, America's colleges would be far more successful at constructing a solid and artful edifice atop it. For millions of today's young people, however, the first task of postsecondary education is to impart the skills, knowledge and habits of mind that our secondary schools neglected because they were consumed by the challenge of backfilling for grades K-8.

Some colleges and universities do a decent job of this. And some--by and large the most selective and prestigious among them--don't need to because they're blessed with students who, thanks to some fortunate combination of good schools, attentive parents and personal drive, emerged from the K-12 gauntlet with a good-to-excellent education.

Yes, despite all the shortcomings, criticisms and nation-at-risk grumbling, tens of thousands of young Americans do well in school, and hundreds of schools do a praiseworthy job, at least for a substantial fraction of their pupils. For these students, college should--and can--be an intellectual feast of substantial entrees, exotic side dishes, novel condiments and scrumptious desserts.

The educational risks they face, meanwhile, are three: premature vocationalism (too many accounting or teaching-methods courses; not enough art, literature, history and philosophy); being swept up in trendy academic ephemera (gender studies, oppression studies, etc.); and the temptations of personal freedom (partying rather than studying). Their universities could do far more to advise them and structure their campus experience--expecting students to work through all this alone is a major source of higher education's woeful dropout rate--but those who survive are apt to emerge as resourceful if not necessarily superbly educated adults.

At the same time, millions of entering freshmen aren't really ready for "higher" education. (Veteran Boston University president John Silber was known for asking "higher than what?") Besides the on-campus challenges they will encounter, they begin with the handicap of a high-school diploma that signifies "time spent" and "courses taken" but not "skills and knowledge acquired." Studies by ACT have shown that fewer than one-fourth of high-school graduates who take that organization's tests--presumably because they intend to go to college--are academically prepared for college-level work in English, math and science.

That means three-quarters of them bought a lemon of a K-12 education--another big reason why so many of those who do start college subsequently falter. (Less than 60% of students in four-year colleges complete degrees within six years. The community-college attrition rate is far worse.)

And that's pretty much what all the school-reforming of recent years has been about, which is culminating in today's push to align K-12's academic standards with the expectations of college professors and employers. Any number of heavy hitters--the National Governors Association, the Gates Foundation, the Obama administration and more--are pressing in this direction. One result, due any day now, will be publication, for the first time in U.S. history, of something akin to "national standards" for high-school completion, at least in the core skills of reading and math.

They'll be voluntary, to be sure, and not every state will embrace them. Nor does adopting them necessarily mean that tomorrow's schools will succeed better than yesterday's at actually readying their pupils to attain those standards--or that states will actually deny diplomas to students who don't reach them.

Forbes, OPINION, August 6, 2009 (Page 2 of 2)

Indeed, it's not even clear yet whether these new standards will represent an improvement on the motley collection of K-12 expectations that states (and communities and individual schools) have devised on their own. Today's authors of "common" standards must navigate treacherous political shoals--how many young people dare elected officials force to repeat grades or not graduate?--and such academic reefs as the campaign to trade in traditional content knowledge--multiplication tables, *To Kill a Mockingbird*, *Macbeth*, etc.--for "21st century skills" like creativity and working well together.

Yet America's long-term well-being depends in no small part on successful navigation through these hazardous waterways. Once upon a time, we could reply to critics that our education system made up in quantity whatever it lacked in quality. Back then, we graduated the world's largest fraction of young people from secondary school and sent them on to higher education. We had more college degrees in proportion to our population than any other major country. We also boasted more than our share of the world's most esteemed universities.

The last of those claims is probably still true, though major strides are being made by India, China and other nations, including long-complacent Europe. But several other lands now surpass America in high school and college completion rates; their numbers are rising, while ours are flat.

We need to focus simultaneously on quality *and* quantity, not trade one off for the other. And doing this right means focusing simultaneously on K-12 *and* higher education, on ensuring that the former does better at preparing many more young people to succeed in the latter *and* that our colleges then erect a world-class structure on the foundation that the high schools have built. America can no longer afford to bestow a first-rate education on just a fraction of its population.

*Chester E. Finn Jr. is a senior fellow at Stanford's Hoover Institution and president of the Washington, D.C.-based Thomas B. Fordham Institute.*

Chicago Tribune, EDITORIAL, August 7, 2009

## 'A crisis of its own making'

August 7, 2009

University of Illinois Chancellor Richard Herman "regularly and extensively" violated principles of ethical conduct and fair dealing. President B. Joseph White failed to provide the sort of leadership that would dissuade his direct subordinates from trading admissions for political favors. The university's trustees, individually and collectively, failed in their duties by effecting or allowing such abuses.

Because of their actions and inactions, the university "finds itself in a full-fledged crisis purely of its own making," the Illinois Admissions Review Commission says in its unsparing assessment of the school's disgraced "Category I" system, under which well-connected applicants gained special access to the state's most selective public university.

The panel's report, released Thursday, contains no real surprises. The commission already had voted to recommend that Gov. Pat Quinn seek the resignations of the six remaining trustees (three already have quit). Commission members also had telegraphed their belief that the fates of White, Herman and other administrators should be determined by the reconstructed board.

The commission's report, though, makes an irrefutable case for wholesale changes at the top. It's hard to imagine any board of trustees -- save for the current one -- could read this document without concluding, as we have, that White and Herman must go.

Under the Category I system, an applicant's ties to "power and money" trumped factors such as academic achievement and special talents. "Sponsorship by prominent individuals at times became a heavy thumb on the scale, giving advantage to clouted applicants, who were typically from affluent backgrounds, and unfairly disadvantaging those in the general application pool," the report says.

University officials "did nothing to block or diffuse the pressure [or worse, amplified it], and thereby signaled their own endorsement of the applicants." White and Herman simply can't be counted on to rebuild the institution's reputation after this scandal.

The report's harshest criticisms are directed at Herman, whose attempts to broker a jobs-for-admissions deal on behalf of the law school "fed a culture of cynicism and crass opportunism unbecoming any public institution, much less our flagship university. ..." "Public confidence in the university and its leadership has eroded, and the university must now set out in earnest to regain the public's trust and repair the damage to its reputation," the report says. To that end it lists several previously noted remedies: a firewall to insulate the admissions system from political pressure; an open and honest appeals process; the elimination of all clout lists and other cheating mechanisms -- all backed up by ethics training for trustees and administrators and policed by an inspector general.

We mean no disrespect when we say these worthy suggestions are all no-brainers. Does anyone really think this shameful fiasco came to pass for want of an official no-cheating policy? Of course it didn't.

Everyone involved knew better, or should have. There's plenty of evidence that admissions officials and deans pushed back against the perverse priorities inherent in the Category I system. But the further up the food chain you went, the harder it was to find someone who was inclined to stop it.

"Category I derived its lifeblood from the active participation of, and tone set, by those at the top of the university," the report says.

That's exactly why they have to go.

Chicago Tribune, EDITORIAL, August 9, 2009 (Page 1 of 2)

## A scandal's impact

August 9, 2009

Perpetrators of the admissions-rigging scandal at the University of Illinois damaged more than the school's integrity and reputation. Their schemes -- opportunistic adults conniving with one another -- cheated young applicants who had worked for years to earn their shot at U. of I. educations.

In exchange for trusting school officials to fairly evaluate their achievements and prospects, some of those young people lost their chance for a diploma to clouted but less qualified applicants. No matter what happens now, no matter how successfully Gov. Pat Quinn rebuilds the university's leadership, the victims of this outrage remain just that.

There are, though, other impacts of this sordid affair, some of them positive.

The U. of I. touches many millions of people. Precious few degrees of separation divide its many stakeholders: students, their parents, the school's alumni diaspora worldwide and, not least, the taxpayers who built its Urbana-Champaign campus and who pay a share of its expenses.

That strong U. of I. presence in this state magnifies the hurt this grossly unfair conduct has caused. Our hope is that those stakeholders demand accountability not just now, but going forward. Quinn's statement Friday that he intends to reconstitute the U. of I. Board of Trustees is a necessary step toward a future cleansed of this stain.

As Illinois and its flagship university prepare to recover, here are four areas that deserve our collective vigilance:

-- The scope and injustice of the clout scandal have genuinely shocked fair-minded Illinoisans. The gravity of that realization should assure that an admissions system closer to a meritocracy will rise from this wreckage. The eradication of the "Category I" clout list ought to give thousands of young people who aspire to attend the U. of I. what they deserve but, we've all learned, couldn't expect: a truly fair evaluation of their pluses and minuses. A new, cleaner culture will govern admissions -- at least until some Illinois power broker attempts to game it. We only hope he or she gets caught red-handed.

-- This scandal ought to be a shot across the bow of the higher education industry nationwide. Overseers of public universities are on notice that they must investigate -- and, if necessary, eliminate -- political clout and other clandestine influences on their admissions protocols. We can't improve on Thursday's warning from commission attorney Ted Chung, Quinn's general counsel: "Now, universities across the country will never be able to claim plausible deniability, like 'We have no idea this was improper.' "

-- Nor will administrators at other universities want to be as disgraced and discredited as top officials at the U. of I. now are. In the wake of this scandal, those other administrators are more likely to reject outside pressures than to pattern their conduct after B. Joseph White, the U. of I. president criticized by the Illinois Admissions Review Commission for his failed leadership. The U. of I. can't rebuild its reputation until White and Chancellor Richard Herman depart. Instead, White said Thursday that he'll call a meeting of more than 100 U. of I. leaders to review new policies. "I love this university," he said, "and so I intend to lead very effectively." Astonishing. What is it about the commission's key finding -- "The University now finds itself in a full-fledged crisis purely of its own making" -- that White does not see as a verdict on his presidency?

-- Then there are the Illinois public officials who thus far have escaped consequences more serious than the exposure of their intrusions. Come the elections of 2010 and 2012, those politicians will have to

Chicago Tribune, EDITORIAL, August 9, 2009 (Page 2 of 2)

answer to citizens for an egregious insult: falsely excusing their own pressure on the university as "constituent service." Their effort to perfume this pig will be hard to justify when angry voters, and moderators of candidate forums, press tough questions. The pols -- count on their election opponents and newspaper editorial boards to hammer at their culpability -- deserve to be judged for trying to exploit an extraordinary treasure: the privilege of enrolling at one of America's most prestigious research campuses.

Soon enough, new and trustworthy U. of I. leadership will inherit a golden opportunity: to show all those stakeholders that their school can recover and thrive. That would be the best of this scandal's many impacts.

The Champaign-Urbana News-Gazette, EDITORIAL, August 9, 2009 (Page 1 of 2)

## Where will the UI go from here?

In the aftermath of scandal, the University of Illinois is waiting for all the other shoes to drop. The board of trustees needs a fresh start, but not everyone must go. The bigger questions regard the fates of President White and Chancellor Herman.

The Mikva commission report on politicized admissions at the University of Illinois contained no surprises.

It laid out details of what transpired, called for the resignation of all the members of the board of trustees, delivered public spankings to top administrators – including President B. Joseph White and Chancellor Richard Herman – and suggested procedural changes to insulate the admissions process from further abuse.

The report represented a job well done. Commission Chairman Abner Mikva, a retired federal judge, and his fellow commissioners acted expeditiously but with thoughtful, admirable restraint.

But what now? Gov. Pat Quinn has three resignations from trustees in hand and wants the rest soon. Then he will pick and choose who will go and who will stay.

The board clearly needs a fresh start, but that's not to say everyone must go.

Trustees Lawrence Eppley and Niranjana Shah were the biggest abusers. They obviously saw themselves, as did some previous trustees, as representatives of powerful people outside the UI, including former Gov. Rod Blagojevich.

Others also crossed the line from time to time, and it will be up to Quinn to sort that out. It's important to maintain a board familiar with UI issues, whether that means bringing former board members back or retaining some current members. It's a delicate, but certainly not impossible, balancing act.

The bigger questions involve President White and Chancellor Herman. There have been calls for their resignations, and their status will be the biggest issues the new board will face.

White was chastised by the Mikva commission both for not knowing about the special admissions Category I process and for "not setting the sort of tone or giving the sort of direction to direct subordinates that could have restrained, if not shelved, Category I." Those are failures, to be sure.

Herman, more seriously, was cited for personal and extensive participation in the politicized admissions process that the commission concluded was "inconsistent with university-sanctioned principles of ethical conduct and fair dealing." Those are errors of commission, not omission.

So what's to be done?

Their immediate resignations would represent a case of the cure being worse than the disease. For starters, there is no deep bench among UI administrators who could take their places on an interim basis. Further, decapitating the UI's leadership would put all major initiatives on the Urbana campus and the UI as a whole on hold. It would take roughly a year to fill their empty slots with permanent replacements. That's a long time when the UI faces serious budget issues and there's work to be done. Finally, while both men have their critics, they are not without enthusiastic supporters.

The Champaign-Urbana News-Gazette, EDITORIAL, August 9, 2009 (Page 2 of 2)

It seems obvious that the UI's Category I disgrace was a response to inappropriate outside pressures. Had there been no overreaching legislators, no political cronies and insiders and no crooked governors appointing ethically marginal trustees – all of them throwing their weight around – there would have been no special admit system established to keep track of the demands. While it's fair to criticize White and Herman for what they knew or didn't know and what they did and didn't do, they didn't solicit this inappropriate attention.

It also would be the height of naivete to ignore the corrupt political system in which these events occurred. Illinois politics is rotten from top to bottom. It is no surprise that the state's corrupt leaders would intrude in places where they did not belong, and it's foolish to think they wouldn't have retaliated against those who stood in their way.

In that sense, the UI administration's response was lamentable but understandable.

There's no question White and Herman have been damaged by these disclosures. But are they irredeemable? Their burden will be to show they still can lead effectively.

Fortunately, there is some good news. Now the UI can proceed with an admissions process untainted by political pressure.

President White has announced that he will convene a meeting of top UI officials to discuss the matter. But it's really simple. They all should pledge not to do in the future what they knew they shouldn't have been doing in the past.

But since this is Illinois, certain people will be trying to get around the new rules as soon as they are in place. That's why the Mikva commission's recommendation of an inspector general program to enforce above-board admissions is important. UI administrators will have to be more afraid of breaking the rules than they are afraid of not bending to political pressure. If that kind of system is not put in place, it will be only a matter of time before special pleaders, bearing both carrots and sticks, will be back to their old tricks.

The Chronicle of Higher Education, OPINION, August 10, 2009 (Page 1 of 3)

## College administrations are too bloated? Compared with what?

By Robert B. Archibald and David H. Feldman  
August 10, 2009

In today's tough economy, more people are questioning why colleges cost so much. Many blame administrative bloat and inefficiency. Over the past 20 years, as enrollment has grown by 40 percent, the number of support-staff members on campuses has doubled, according to a report from the Center for College Affordability and Productivity.

But we must place higher education in context. It's important to recognize that growth in support staff compared with enrollment reflects a set of natural responses to shocks that are broadly affecting many other industries as well.

As defined in the center's report, "support staff" comprises many job categories. Two of the important ones are computer specialists and workers in business and financial operations. Both types of employees occupy an increasingly important role in colleges and in the economy as a whole. They also represent highly educated workers.

Colleges employed fewer than 13,000 computer specialists in 1970. By 2008 the number had soared to more than 111,000. A similar trend holds for workers in business and financial operations. At the same time, however, those two job categories have followed the same upward path throughout the nation as a whole.

We can also look at the history of two important employment categories that represent an important slice of the clerical work force but are not considered support staff: typists and secretaries. In 1970 colleges employed close to 50,000 typists, but by 2008 that category had all but disappeared. Similarly, in the national data, typists numbered almost one million in 1970, but today they number just over 128,000. Meanwhile secretarial employment at colleges has risen in absolute numbers but has fallen substantially as a fraction of employment. Again, the same is true at the national level.

Such evidence leads us to the conclusion that larger forces, transcending the boundaries of any particular industry, are at work, and that all organizations are responding, whether large or small, for-profit or nonprofit. To take the example we just noted, the army of typists that used to labor to process professors' papers and exams is now gone. They technically were "clerical workers" instead of college-educated "support staff." Those clerical workers have been largely replaced by a smaller number of IT support personnel (the computer specialists whose numbers are rising) and a lot of new capital equipment on the desks of the professors. Even secretaries, whose job descriptions tend to be higher-tech than in the past, are declining rapidly as a share of higher-education employment.

Technological change has made clerical workers scarcer in organizations throughout the economy while increasing the use of highly educated support-staff members in their place. In part, that reflects a longstanding global trend toward more intensive use of educated professional and technical workers. Professional and technical workers accounted for less than 14 percent of the nation's total labor force in 1970, but almost 25 percent in 2008.

Like most organizations, colleges are responding to the cost-reducing potential of new technologies. Yet because overall cost is not falling in higher education, the added support staff seems suspect. But what would the cost have been had colleges continued to hire as though the computer revolution had not

The Chronicle of Higher Education, OPINION, August 10, 2009 (Page 2 of 3)

occurred? The dollar costs might or might not have been lower, but there would have been hidden costs, such as not producing the kind of students that society needs. Comparing the dollar costs with the number of students enrolled is an inappropriate way to gauge efficiency and productivity. Employers often require students to be familiar with increasingly expensive technologies and processes, so the "product" that colleges produce would be of lesser quality if those students graduated without the technical knowledge and skills they needed.

The addition of IT personnel aren't the only reason that college support staffs are growing. Accountants and other financial types, or business and financial-operations employees, make up another area of support-staff growth in higher education. The commentary in the center's report suggested one reason that might be happening: an "onerous regulatory environment has been established," in which "colleges need to employ a staff that is responsible for providing the multiple state and federal agencies with compliance reports and data." Once more, higher education is certainly not unique in the growth of the number of such employees. In addition, all colleges, particularly state-supported institutions, have been forced to rely increasingly on private fund raising—which also requires more staff members.

Colleges also have more people working in career services, student support and counseling, and health care, to name a few other staff areas. Those workers aren't producing more college graduates, so the ground is laid for more charges of unproductive waste. But that reflects how researchers choose to measure output or productivity more than it does any objective measure of inefficiency.

Much like the output of any firm, the services that colleges offer embody many attributes. In addition to basic classroom education, colleges offer students a range of extracurricular activities, athletics opportunities, and ways to do independent research. They also provide meal plans and lodging choices. Dining and housing can be spartan or luxurious. Health care and counseling can be bare-bones or extensive. When demand for some of those attributes rises, we would expect rational institutions to respond. In a sense, that is no different from a restaurant that chooses to use higher-quality or more-natural ingredients. Its output of meals served may remain unchanged, yet we would be reluctant to call the addition of higher-cost organic produce a complete waste.

Real income per capita in the United States has almost tripled since 1960. If the demand for certain attributes of personal services rises when income rises, then we should not be surprised that more resources are devoted to those things, and we should be somewhat circumspect about labeling the expenditure as unproductive. On college campuses, that argument applies to expenditures on a wide range of things, including dormitories and food plans—whose real costs have not risen nearly as rapidly as educational costs have—and career services and counseling.

The key point is that a lack of a comparison group is common in much industry-specific research, and higher education is no different. Focusing exclusively on what is going on inside an industry is often a mistake. Sensible policy analysis often requires a researcher to stand back for a broader view.

Rapid cost increases, like those seen in higher education, can be found in many other industries. For example, if you examine the inflation-corrected price of dentists' services from 1947 to 2006, you will find that it overlaps almost completely with the inflation-corrected price of higher education. Whenever the cost of dental care moves rapidly upward or flattens out, so do college costs. Over the whole 60 years, the cost of getting your teeth worked on has risen by the same percentage as the cost of a year in college has. The striking similarity of the two price series could be just a coincidence. Alternatively, they may have been subjected to the same economywide forces—most notably changes in productivity growth and changes in the wages of highly educated workers. And because the two industries share important characteristics, they may have reacted in similar ways. Higher education is a personal service that uses an extremely highly educated labor force relative to the national average. The same can be said of dentists' offices.

The Chronicle of Higher Education, OPINION, August 10, 2009 (Page 3 of 3)

All industries have to react to the economic environment in which they operate, and any finding about higher education—or about any other particular industry, for that matter—needs to be checked carefully against behavior elsewhere in the economy. If the finding is shared across industries, that fact should influence how we think about what's actually going on and should be built into our policy recommendations.

*Robert B. Archibald and David H. Feldman, economics professors at the College of William and Mary, are completing a book manuscript about why college costs so much.*

Forbes, OPINION, August 10, 2009 (Page 1 of 2)

## We must fully fund students

Joseph McGowan 08.10.09, 6:30 PM ET

In July, President Barack Obama's Council of Economic Advisers reported that new job growth in the coming decade would be highest in occupations that require a postsecondary education, outpacing those that require just a high-school diploma by a two to one margin. Data from the U.S. Bureau of Labor Statistics show that over the same period, two-thirds of the fastest growing occupations with above-average wages will require at least a bachelor's degree.

Yet as the nation's need for highly educated workers grows even more critical, it's becoming even harder to pay for college. The economic downturn has sent applications for federal student aid skyrocketing by 20% for fall 2009 enrollment, compared with the previous year. Even before the economy sunk into recession, the congressionally established Advisory Committee on Student Financial Assistance reported that financial barriers would result in 1.4 million to 2.4 million lost bachelor's degrees this decade, as academically qualified students put aside their dreams because of unmet financial need--need which amounted to an accumulative \$5 billion in the 2003-2004 academic year alone.

There's much at risk if policymakers don't fully reinvest in federal student aid programs. According to the Inter-American Development Bank, each additional year of average education in a nation increases its economic output by a margin as little as 5% to as much as 20%. Additional research estimates that the U.S. will need 12 million more people with some postsecondary education over the next 20 years to perform increasingly complex and technical jobs. This is a message that has been heard by leaders in India and China, the two nations best poised to challenge America's global economic leadership. In July, the Indian government announced an unprecedented 40% increase in national higher education funding for the 2009-2010 academic year.

During the last half of the 20th century, a partnership between federal and state governments, colleges and universities, foundations and corporations, and students and families themselves provided the financing needed to make a college degree possible for millions of Americans. But in recent years, colleges and universities have been forced to fill a void caused by lack of adequate federal and state support. If we are to meet our nation's 21st century challenges, this partnership needs to be restored.

Twenty years ago, students at private, nonprofit colleges received the same amount of grant aid from their institutions as from federal sources. Today, they receive six times as much from their institutions as from federal programs. At the same time, institutions are taking substantial steps to cut their operating costs, increase institutional aid and keep students' out-of-pocket costs and debt as low as possible, all while maintaining academic standards.

For the 2009-2010 academic year, private, nonprofit colleges are keeping tuition increases to the lowest average rate in 37 years--4.3%--while increasing institutionally provided aid more than twice as fast--9%. This is nothing new. In the past 10 years, institutional grant aid at private colleges has increased more than twice the rate of tuition.

Colleges, however, can not do it alone. Falling endowments, declining fundraising and growing student need have pressed many college budgets to the breaking point. Salary freezes and cuts, staff layoffs, and postponed or canceled campus construction and renovation projects have hit institutions nationwide.

Over the last three years, Congress has begun to address the problem, making important investments in Pell grants, federal work study and student loans. And this year, the Obama administration is proposing to

Forbes, OPINION, August 10, 2009 (Page 2 of 2)

transfer some of the government's savings from reforms in the federal loan programs to further increasing Pell grants and Perkins loans.

But more can--and should--be done, starting with the budget reconciliation bill currently under consideration in the House of Representatives. There is no more direct and immediate way to enhance college affordability than through existing student aid programs. Policymakers have been given a prime opportunity to revitalize these proven programs and give hard-working, academically qualified students an opportunity to afford and attend the institution that best meets their needs.

It's important to remember that, contrary to popular myth, federal student aid does not feed tuition increases at private colleges and universities. Two U.S. Department of Education studies have shown that there are "no associations between federal grants, state grants, and student loans and changes in tuition," and "there is little evidence that federal student aid increases have contributed to tuition inflation."

Earlier this month, the Council of Economic Advisers laid out a compelling picture of the educational needs of America's workforce over the next 10 years. Looking beyond 2018 to the full range of challenges that will face the nation and its colleges--the economic challenges that will be posed by China and India, the dramatic demographic shifts that will bring an influx of financially needy students, and the budget strains facing colleges and universities--the word most often mentioned is "crisis."

Unprecedented federal investments in student aid were pioneered in the original GI Bill and then bolstered in response to Sputnik and through the passage of the Higher Education Act of 1965. These measures fueled scientific and technological innovation, medical advances and economic growth. Where are their successors today?

America needs its college graduates. Fully funding federal student aid will give young people the opportunity to reach that stage and allow us to reclaim the leadership mantle.

*Joseph McGowan is president of Bellarmine University, an independent Catholic university located in Louisville, Ky. He serves as chairman of the National Association of Independent Colleges and Universities, a Washington, D.C.-based organization representing 955 private, nonprofit institutions of higher education.*

The Chronicle of Higher Education, COMMENTARY, August 11, 2009 (Page 1 of 2)

## Will your college be sued for educational malpractice?

*By Peter F. Lake*  
August 11, 2009

A former student recently sued Monroe College claiming that she had not been able to obtain gainful employment because the college provided inadequate career-placement services. The student, Tina Thompson, essentially seeks restitution of the money she paid to the college and a modest sum for emotional distress. No job; money-back guarantee.

Eighteen months ago, I might have confidently asserted that the case would be an educational-malpractice plaintiff smackdown. Things have changed, however, even if not quite enough for this particular plaintiff to prevail. The state of the economy may increasingly pit students against colleges in fights about the adequacy of the educational services that students have received.

In the past, legal claims against institutions for allegedly not providing enough instruction or preparation for the work force have usually failed. Courts have lumped such claims under the heading of "educational malpractice" and then promptly turned them away. The law has been chary of dictating standards for how colleges deliver their core educational services.

One of the most commonly articulated rationales for protecting higher education is the need to preserve academic freedom. Another is concern over articulating standards that could strangle higher education and open floodgates of litigation. Cases alleging educational malpractice also raise difficult issues of causation—did the economy or other factors make it hard to find a job? Moreover, a college can often place responsibility on a student—did a student sabotage his or her own job search, or fail to show proper initiative? Finally, the "agreement" between higher-education institutions and students does not provide legal assurance of employment, or even promise a demonstrable chance of a better future. The general legal attitude has been one of caveat emptor: Students and families bear the risk of potentially wasted years of effort and the dissipation of substantial funds.

Thompson's complaint is not entirely novel but has an interesting twist. She focuses on delivery of allegedly poor career-placement services and has suggested that top students receive disproportionate help from placement personnel. That twist adds a commercial-dispute overtone to her complaint and makes her claim arguably distinct from previous "you didn't teach me" claims. She asserts her 2.7 GPA as evidence of accomplishment—not sign of poor curriculum, shoddy instruction, or careless tutoring. Average, Thompson contends, should be good enough to place, to get a good job.

Whether or not her argument gains any legal traction, it's certain that cases like Thompson's will multiply, as will pressures on colleges from other directions. Higher education's role in American society is undergoing a seismic shift, similar in magnitude to that experienced in the 1950s and 1960s. The unmistakable trend this time: public demand for greater accountability from colleges for the fulfillment of their core missions and a cry for demonstrable value, results, and efficiency.

Consider what has just happened. Future books on American higher education will probably call 1946 to 2008 the "boom" years—a distinct time in which up, up, and away was the norm in students enrolled, buildings, budgets, and endowments. But the wealth that fueled that boom is now depleted. The once seemingly invincible American economy is teetering. States have budget and infrastructure woes that make the underwriting of higher education a disposable luxury.

Moreover, in the boom period, the cost of education shifted steeply to students and families. Boom times masked that shift—so what if college costs a hundred grand, if your house just appreciated twice that much? The boom also masked issues related to accountability. When students could routinely get decent jobs with decent salaries, policy makers and families were not overly concerned about educational value

The Chronicle of Higher Education, COMMENTARY, August 11, 2009 (Page 2 of 2)

and how efficiently it was delivered. Instead, they were often happy to underwrite the longest and most expensive postadolescent Saturnalia in human history.

Now the economy has altered the relationships among students, families, the government, and higher education. *The Chronicle* has reported on the race to community colleges: Students want to stay near home to cut costs, pay lower tuition, have more flexible schedules so they can work, and take classes that teach marketable skills. The Obama administration has thrown its weight behind those systems as well. Meanwhile, the federal government is recreating the student-loan landscape by federalizing it through moving from bank-based loans to direct lending, and greater conditionality in the form of requiring more proof of learning will not be far behind. And as student-loan default rates rise, the banks that provided student loans may ask some of the same questions as Tina Thompson.

All that suggests that the number of educational-malpractice lawsuits may rise as well, even if such claims ultimately flounder in court. Why not file an inexpensive complaint if you have "lost" \$70,000 ... and see what happens?

Other industries that once were not held accountable for fulfilling their core missions have already faced a similar trend. Automobile makers gave little to no thought to safety until Ralph Nader's *Unsafe at Any Speed* brought attention to traffic safety. Rachel Carson's *Silent Spring* gave rise to sweeping legislation for the protection of the environment. The plight of migrant workers was invisible to many Americans before Cesar Chavez virtually invented the idea of morally responsible food.

A consumer revolution in each of those industries preceded major legal reformation and vastly increased accountability. Consumers of higher education do not yet have the voice of a Nader, Carson, or Chavez. But the forces of change in higher education are even greater today because the state and federal governments (and therefore taxpayers) have so heavily subsidized colleges and universities.

The worst danger in more lawsuits and the potential result of too much legal accountability too fast—especially if poorly thought out—would be the loss of academic freedom. Colleges already face a historically unprecedented degree of regulation and accountability. A major challenge in the decade to come will be reclaiming and redesigning academic freedom for the post-boom period. The ability of colleges to take responsibility for performing their core educational missions will be integral to meeting that goal.

In fact, colleges have tremendous opportunities to work positively with the emerging new consumerism. Those opportunities lie in creating student-focused higher-learning environments that emphasize planning, assessment, intentionality, and the articulation of basic objectives—such as core competencies and learning goals. For example, one way we can meet the challenges of the post-boom period is by helping each student create a comprehensive and personal master plan for his or her college experience and by creating academic mentors to support students through the process.

It is crucial that we also develop a wider and deeper body of scientifically valid higher-learning theory. The boom years actually put colleges behind elementary and secondary schools in the development of learning science: how the brain functions, how students learn, what teaching tools work best, how to help all students—not just those who are already academically accomplished—succeed, and the like. I hear calls everywhere for better teaching in higher education, but that is hard to accomplish when the science of higher learning remains relatively primitive.

Tina Thompson believes that we in higher education focus too much on the talented and successful, not the average. Her rhetoric resonates in these lean post-boom times. Even if the court system rejects her and other educational-malpractice claims—as history suggests, at least in the near term, it probably will—we would be wise to hear her voice.

New York Daily News, OPINION, August 13, 2009 (Page 1 of 2)

## American higher education is sliding lower and lower

BY STEVE SALERNO

Thursday, August 13th 2009, 4:00 AM

You may have heard about Trina Thompson. Unable to find work, she's suing her alma mater, Monroe College, to recover \$70,000 in tuition. The Thompson case may not turn out to be the precedent-setter that some theorize, because Monroe makes unusually bold promises to students about post-college success.

But the sad truth is this: Practically all colleges are failing their students nowadays, and in most cases at far greater expense than Monroe failed Thompson.

Historically, criticism of education in America has targeted grade-school and secondary education. Indeed, perhaps the best thing about the K-12 is that in these polarized times, it is the great uniter: Maligned by liberals and conservatives, Christians and Jews, Red Sox fans and Yankee fans, and just about everyone else in the grand American cultural stew.

Still, we take pride in the notion that when young adults get the chance to get through college, the doors of opportunity truly swing open. Our colleges and universities, we've been told again and again, are the envy of the world.

To the contrary, one might say that the philosophical rot that has long blighted primary education has now slowly and surely been admitted to college. This was inevitable. Today's typical college freshman is a product of the watered-down, "self-esteem-building" curriculum that emerged in the late 1960s and held sway over U.S. scholastic policy by the mid-'90s.

According to the 2005 National Assessment of Educational Progress, over 20% of those churned out by America's high schools are functional illiterates. Meanwhile, American students placed behind 16 of 30 nations in scientific literacy on a major international comparison, and behind 23 of 30 in math.

What would make these subpar students suddenly able to handle the rigors of a demanding college regimen?

Though colleges aren't quite as overt in protecting students' feelings as K-12 schools, the same dynamic is visible in a wide array of "enlightened" policies, beginning with admissions criteria. We live in a "college is for everyone" world. Rather than drawing any bright shining lines between those who are ready for college and those who aren't, universities widely offer remedial courses to incoming students.

About 1 million freshmen per year - that's a third of all freshmen - need such crash courses, according to the U.S. Department of Education. Because some of these students never catch up, higher-level coursework often must be dumbed down.

Further, the very definition of what constitutes "a good education" has flexed from a set of time-honored expectations to the more accommodating paradigm known as "student-directed learning." Loath to force ill-prepared students to stretch by mandating a core sequence in math and science, most colleges permit them to concentrate in their major subjects and fluffy electives.

A 2004 study of 50 major colleges and universities found that half failed to require students to take a suite of core courses in such basic subject areas as math, science and economics - and a quarter required just

New York Daily News, OPINION, August 13, 2009 (Page 2 of 2)

one such core course or none at all.

Meanwhile, grades keep rising. Grade inflation is no news flash, but the magnitude of the problem startles. An exhaustive analysis by a former Duke University professor early this year showed that average GPAs at state-run colleges rose steadily over the past half-century and have now hit 3.0. The trendline is even more pronounced at private colleges; some elite schools boast collective GPAs approaching 4 - which is straight A's.

And yet - the final irony - none of these concessions is enough to ensure the successful completion of a four-year degree program. The dropout rate at U.S. colleges is a jaw-dropping 46%. Among free-world nations, only Mexico fares worse.

It's time to stop kidding ourselves about the lower and lower quality of the higher education our young men and women are apt to receive.

*Salerno, author of "Sham: How the Self-Help Movement Made America Helpless," was a visiting professor at three different colleges from 1996-2005.*

Pantagraph, EDITORIAL, August 11, 2009

## Another reason to end legislative tuition waivers

By The Pantagraph Editorial Board | Posted: Thursday, August 13, 2009 12:00 am

There are plenty of reasons for ending the legislative scholarship program that allows lawmakers to hand out tuition waivers to students with almost no restrictions.

Add to old stories of lawmakers giving them to the children of big donors, staff members or relatives the latest twist - their involvement in the University of Illinois "clouted" admissions.

Each lawmaker is allowed to give two four-year scholarships to any public university in the state. Many lawmakers divvy them up, giving away eight one-year scholarships. Some, such as most of the lawmakers in The Pantagraph area, have selection committees that help choose recipients. But the only restriction under state law is that the recipient be from the lawmaker's district.

State law says recipients "shall be admitted to the university on the same conditions as to educational qualifications" as other applicants.

However, the report of the Illinois Admissions Review Commission uncovered at least five instances where a student's receipt of a General Assembly scholarship apparently influenced the admissions process.

In one example, Rep. Ron Wait, R-Belvidere, awarded a scholarship to a member of a family he knew even though the applicant "may not be as needy as some other students" who applied. According to the report, the university refused to reconsider the student's application to the U of I unless he was awarded a scholarship by the lawmaker. After being awarded the scholarship, he was admitted.

In another example, Rep. Kevin Joyce, D-Worth, reportedly wanted a student admitted before awarding a scholarship because, according to an admissions counselor, he didn't want it to seem the student was admitted because of the scholarship. However, after Abel Montoya, then associate director of undergraduate admissions, said, "she probably will not be admitted without the GA scholarship." The student was later admitted and the university says the decision was based on merit.

However, it's clear based on Montoya's response that the awarding of scholarships by lawmakers was a consideration, even if it wasn't a determining factor in this case.

This isn't about the money. The state doesn't provide universities with money to cover the cost of the tuition that is waived for those selected by legislators to receive the waivers - another reason for ending the practice.

In fact, Richard Herman, chancellor of the Urbana-Champaign campus, told the commission that the scholarships cost the U of I more than \$8 million a year.

So why do it? "Clout" and the desire not to offend lawmakers who decide how much money to appropriate to the university.

Given the history of misuse of these scholarships, compounded by the latest revelations in the U of I investigation and added to the fact that they don't actually provide money to the schools the students attend, this program should be terminated.

Inside Higher Ed, August 7, 2009 (Page 1 of 2)

## Jobs filled and unfilled

August 7, 2009

Some years, the gossip for those on the job market has focused on where a good opening is about to be announced. This year, the gossip has been about which searches are being canceled, which searches are still going on but likely to be canceled, and which searches might survive.

A study by the American Sociological Association being released today, however, finds that despite all the publicity about canceled searches, most of those advertised last year in the discipline were in fact completed with a hire. (While the economy didn't collapse until the second half of 2008, many of the searches advertised in the first half weren't done then.)

At the same time, the study finds that significant numbers of searches were not completed successfully, and that bachelor's institutions fared better than research universities and doctoral institutions in finishing a search with a hire.

Of the 415 jobs posted with the ASA in 2008 for assistant professors or open rank positions, 69.2 percent were successfully filled. For 6.7 percent of ads, no search was conducted. For 9.6 percent, a search was conducted, but the job was later eliminated or the position was suspended.

And for 12.3 percent of positions, jobs were not filled for other reasons -- in good times and bad, many searches end without a hire, when a department isn't happy with its options or can't come to an agreement. (The numbers don't add to 100 because the association wasn't able to get final results in 2.2 percent of cases. And while not all jobs are posted with the sociology association, its postings generally reflect those of the market, especially for tenure-track jobs.)

The study found significant differences by sector in terms of whether positions were filled and how far along in the process searches went. Bachelor's institutions were the most likely to fill jobs.

### Outcome of Job Searches in Sociology, by Sector, for Positions Advertised in 2008

Sector	Searches Conducted	Candidates Brought In	Offers Made	Jobs Filled
Research universities	87.9%	78.3%	68.8%	59.9%
Doctoral universities	91.3%	89.1%	87.0%	76.1%
Master's institutions	90.1%	78.6%	74.1%	69.6%
Bachelor's colleges	98.1%	96.3%	90.7%	87.0%
Other	91.3%	86.9%	82.7%	71.7%

The study is being released today as the association kicks off its annual meeting this weekend, in San Francisco. The research follows on an April study that found a drop -- similar to those experienced in other disciplines -- in the number of jobs available. Given that there has been so much talk about canceled job searches this year, the ASA conducted a follow-up survey to see if that trend suggested a

Inside Higher Ed, August 7, 2009 (Page 2 of 2)

significant further erosion of positions. (This is the first time the association has conducted a follow-up of this type so there are not comparisons available for prior years.)

The new study also looked at the question of how colleges are handling the searches that were called off. In 28.6 percent of cases, a decision has already been made to use adjuncts instead of filling a position for the coming year, and in another 12.6 percent such a plan is under consideration but not final decision has been made. But in 44.5 percent of cases, a decision has been made not to use adjuncts.

Roberta Spalter-Roth, director of research and development at the American Sociological Association and one of the authors of the study, said that the results of the survey were better than she had feared going in. "I think that we expected the survey results to show more canceled and suspended jobs than we did," she said. At the same time, she said that 2009 may be worse, and that the association will repeat its research next year.

Jerry A. Jacobs, a professor of sociology at the University of Pennsylvania and another of the authors, said that he too saw the results as suggesting a "glass more full than we thought" for the job market in the discipline. He said that he realized that for some new Ph.D.'s on the market, the year has been quite frustrating and that the situation now may be one in which they "have to think of the search as a two-year process."

But part of why he is relatively encouraged, he said, is that sociology has had a fairly stable job market of late. Unlike some humanities disciplines that have years of unemployed or under-employed or employed-without-job-security Ph.D.'s, sociology does not have such a backlog, and so should bounce back, he said.

"I do think most people will muddle through," he said. At the same time, he said it was more important than ever for those going on the job market to "apply broadly" in terms of sector (two-year and four-year, public and private, etc.) and geography.

Jacobs said he couldn't be sure why bachelor's institutions were so much more likely to have filled their jobs than were research universities. But he speculated that it may have to do with administrators feeling that larger departments have more options for covering courses (drafting the faculty, graduate students and so forth) than do smaller departments.

"There is a sense that if you have 10 or 15 sociologists in a department, you can get by. My friends who teach where there are 4 or 5 people tell me that if you need 5 and have 4, it's hard to get by," he said. "I think people at research universities just feel that deferring hiring for a year or two is a viable strategy."

The third author of the report was Janene Scelza, a research associate at the sociology association.

— **Scott Jaschik**

The Chronicle of Higher Education, August 9, 2009 (Page 1 of 2)

## **Disadvantaged students can earn 4-year degrees with key supports, study finds**

*By Elyse Ashburn*  
August 9, 2009

First-generation college students who start at four-year institutions are at a high risk of leaving without bachelor's degrees, particularly if they are lower-income and minority students. But some of them do stay and earn their degrees. And a new paper illuminates what sets them apart from those disadvantaged students who do not.

The paper focuses on the complexities of why certain students "reverse transfer" from four-year to two-year colleges. The likeliest reason, the authors suggest, is that students who stay enrolled at four-year institutions had four important resources: guidance in developing their college plans, clear goals, an ability to find academic and financial help, and advocates pushing them to earn bachelor's degrees.

The paper, "Institutional Transfer and the Management of Risk in Higher Education," was presented this weekend at a national meeting of the American Sociological Association by its authors, Regina Deil-Amen, an assistant professor of higher education at the University of Arizona, and Sara Goldrick-Rab, an assistant professor of educational-policy studies and sociology at the University of Wisconsin at Madison. Understanding reverse transfer is important, the two researchers say, because students who make such a move are much less likely to ever earn bachelor's degrees.

"You've got kids who look like they've made it," says Ms. Goldrick-Rab, "and then we've lost them."

The authors' findings are based on interviews conducted over three years with 44 students who graduated from the Chicago Public Schools and enrolled immediately in four-year colleges. All of the students interviewed were black or Hispanic, and most were low-income and first-generation college students. Information from the interviews was coupled with longitudinal data that tracked those students' outcomes as part of a larger project, conducted through the Consortium on Chicago School Research at the University of Chicago.

### **Seeking Out Support**

According to the new paper, some students manage to find all four of the key supports, even though they come from neighborhoods and high schools with high rates of poverty. For example, two students, referred to as Monique and Olivia in the report, struggled academically in their first year at a four-year college. Olivia reached out to professors and began regularly using the academic-help center, but Monique was afraid to ask for help. She told the interviewers, "For some reason I felt that if I got help, I'd be failing still."

Monique ended up transferring to a two-year college, while Olivia steadily raised her grade-point average to a 3.2 and graduated in four years.

Many students in the study found themselves underperforming in the first place because they were encouraged to go to college but received little help in understanding the demands of college-level work or in developing clear and realistic goals about what college to attend, what to major in, and what career to pursue.

The Chronicle of Higher Education, August 9, 2009 (Page 2 of 2)

"This go, go, go message—just go to college, go anywhere—is very vague," says Ms. Goldrick-Rab, who is a contributor to *The Chronicle's* Brainstorm blog. It's not enough to create a college-going culture, she says, if schools are not giving students specific information on what to expect.

The authors say high-school teachers and advisers should develop better processes for helping students set goals. Colleges also should consider "intrusive" advising systems, the researchers say, such as early-alert programs that identify struggling students and reach out to them, rather than wait for students to ask for help.

Inside Higher Ed, August 10, 2009 (Page 1 of 2)

## Campus Security, Examined

Most colleges have campuswide emergency plans that meet minimum standards set by national safety groups, according to a new survey -- which also shows several key areas of potential vulnerability.

The National Campus Safety and Security Project survey, the first major product of a multi-association initiative begun last year and financed by the Lilly Endowment, aims to establish a baseline to which future advances (or backslides) in emergency planning by colleges and universities can be compared. The survey examines a wide range of topics, including not just the existence and breadth of emergency plans but also issues involving organizational structure and budgeting for campus safety and security.

The overall picture, four years after Hurricanes Katrina and Rita and two years after the high-profile shootings at Virginia Tech, is a generally positive one, with 85 percent of the 342 colleges that responded having developed emergency preparedness plans that meet the standards set by the National Fire Protection Association, and 40 percent of the rest in the process of developing plans. Four-year private colleges were least likely to have developed such plans (81 percent), while four-year publics (at 90 percent) were most likely.

(One caveat to this and other findings: The response rate to the survey -- just 16 percent of institutions approached -- leads the National Association of College and University Business Officers and the other groups responsible for the study to say that the results "should be considered more exploratory than definitive.")

More than 90 percent of the emergency plans deal with acts of violence and natural and man-made disasters, while 76 percent cover pandemics. Barely half of the plans, though, lay out plans for dealing with cyber disruptions.

Written communication. Colleges reported using a variety of means for sharing their full campus emergency plans with employees and students. Eighty-seven percent disseminated their emergency plans on paper, while about half used their campus Web sites and about a third used an Intranet. (Respondents could choose multiple answers.) This survey adds an interesting twist to a study released last week that, based on a review of colleges' Web sites, concluded that many institutions' emergency preparedness plans lack some of the key elements seen as necessary to prepare, prevent, respond and recover from "mass casualty events."

Asked what strategies they use to communicate with staff members and students about preventive measures and how to respond to emergencies, 73 percent of colleges cited their Web sites, about two thirds said annual faculty and student orientations, and about half said their student handbooks.

Fifty-seven percent said they had posted instructions on what to do in case of emergencies in all residence halls, and 55 percent said all labs had such notices. But warnings were less likely in other campus settings, such as dining halls, student unions, administrative buildings, and athletic venues.

Infrastructure. Nearly half of all campuses said they used electronic card systems for building access in all or most of their dormitories (the figure is nearly two-thirds when two-year colleges, which by and large do not have residence halls, are excluded). But the vast majority of other types of campus facilities did not use perimeter or interior access cards, the survey found.

Centrally monitored fire alarms are common, with vast majorities of campuses reporting that most of their facilities were included in such central alarm systems.

Inside Higher Ed, August 10, 2009 (Page 2 of 2)

And while virtually all respondents said that they used security cameras, relatively few -- between a fifth and a quarter -- said they had external cameras to monitor security in all or most of their residence and dining halls, student unions, libraries or other buildings. About half of campuses reported little or no use of internal security cameras in student and administrative facilities.

Electronic communications. Nearly 60 percent of campuses reported that they had developed "templates" for communicating with students and staff in emergencies, while 28 percent said they were developing such systems. Those that had or were developing such systems said they were focusing on the following technologies for emergency notifications:

Technology	% of campuses
E-mail	95.3%
Web Page	87.4
Text/Instant Messaging	76.9
LAN Line Messaging/Voicemail	70.8
Telephone Trees	60.8
Public Address System	42.1
Pole Mounted Speakers/Sirens	36.8
Message Board/Visual Notification	35.4
Other	25.4

The survey suggested a few other areas of concern in the eyes of the report's authors. Among them:

- Only about 30 percent of campuses said they had "business continuity plans" to ensure that they could operate without serious disruption in the wake of an emergency, though 23 percent said they had such plans for parts of campus and another 28 percent said they were developing campuswide plans.
- The institutions that are least likely to have their own armed police forces (independent four-year and public two-year colleges) were also less likely to have "mutual aid agreements" -- arrangements with local law enforcement or other agencies to share resources in case of emergency. While 95 percent of public four-year colleges had such agreements, just 64.2 percent of private four-year and 68.3 percent of public two-year institutions did.

— Doug Lederman

The Chronicle of Higher Education, August 10, 2009 (Page 1 of 3)

## Got a problem? The president has office hours

*By Ashley C. Killough*

August 10, 2009

When Corrie E. Brite left the president's office at Bradley University late one night last semester, she wondered if she had just wasted her time.

Mikhail Gorbachev was coming to town for a dinner, and Ms. Brite, a junior majoring in political science and history, wanted desperately to attend. Having exhausted all other options to get a ticket, she decided the university president might be her "in." So after class she scrambled to make President Joanne K. Glasser's monthly office hours. She arrived 15 minutes late—but, to her surprise, the president welcomed her anyway.

"I told her it would make my life if I could go to this dinner," Ms. Brite says. "He's a world leader. The chances of seeing him again are zero." While Ms. Glasser said she would try to help, Ms. Brite walked away skeptically. "I thought, 'She's Bradley's president. I'm sure she has better things to do than find tickets for students.'"

A week later, Ms. Brite received an e-mail invitation to the Peoria, Ill., dinner, as did 14 other students.

While it's unclear just how many presidents hold office hours, the practice has become a popular way for students on some campuses to communicate with a top administrator. The meetings give students a chance to voice comments, concerns, and requests—and sometimes shoot for that coveted recommendation letter—while allowing busy presidents some manageable one-on-one time with their largest constituency.

While it's common for presidents to meet regularly with student representatives, says W.H. (Butch) Oxendine, executive director of the American Student Government Association, he has never heard of open office hours for students in general.

"Some presidents are very hands-on and are seen around campus, and some are hands-off. It depends on the institution," he says. "The bigger the name and the bigger the enrollment, the less likely the president will be around much."

About 100 students have shown up at Ms. Glasser's office since the hours began, in February. Once a month, she opens her doors for about two hours, in late afternoon or early evening. Some have waited in line for more than an hour. From the waiting room, a staff member knocks on the door every five minutes, signaling the president to wrap things up and move on to the next student.

The students want to talk about a wide range of things, Ms. Glasser says, from academic struggles to career advice to broken printers. Because the president went public with her diagnosis of breast cancer last year, many students come in to discuss the fight against the disease within their own families.

"Holding office hours demystifies, to a certain extent, the president's office," she says. "It's absolutely critical and vital to stay in touch with students. It's the whole reason for being here. I look at these office hours as one of the most important things I can do."

It helps that Bradley is a private university with about 5,000 undergraduates—just the right size to develop numerous relationships with students, she adds.

The Chronicle of Higher Education, August 10, 2009 (Page 2 of 3)

"She's around a lot more than the previous president," Ms. Brite says of Ms. Glasser. "I don't even remember the name of the man who was here before her."

### **The Fund-Raising Obstacle**

Responsible for balancing various tasks and pleasing multiple constituencies, university presidents face growing demands that can pull them in competing directions. For many, says Ronald K. Machtley, president of Bryant University, in Rhode Island, the pressure to raise money often overrides time commitments with students.

When college presidents undertake major fund-raising campaigns, he says, "you can't spend only 30 percent of your time on the road and be successful. Big donors want to see the president."

But he knows students, too, want to see the president. A former member of Congress, Mr. Machtley says his time on Capitol Hill prepared him to deal with the needs of different groups. A university president has to figure out how to make an impact and be visible without seeming superficial, he says.

"I know a president who claimed to have slept in college dorms," if only for one night at a time, he says.

While he doesn't hold office hours, Mr. Machtley reaches out to students by eating meals in the cafeteria, inviting students to his house for picnics, and leading them on overseas trips. Presidents play a vital role in "setting the tone and standard" for student behavior, but the immense weight of fund raising often dilutes the importance of that job, he says.

Generational experiences may also be a factor in the usual disconnect between presidents and students, Mr. Machtley says. In the 1960s, what he calls a "rancorous, offensive" time, students didn't act the same way as the students he knows now do.

"My generation was taking over campuses and declaring we were all-knowing, and administrators were not revered," says Mr. Machtley, who graduated from the U.S. Naval Academy in 1970. "Now the pendulum has swung a little bit. Administrators are realizing students are different than they were in the 60s. Today the kids are really wonderful, courteous, and thankful for anything you do for them."

Of the four careers he's had—he was also a lawyer and a naval officer—Mr. Machtley says being a university president has been the most rewarding: "While raising a lot of money can be a capstone to a career, if presidents miss the interaction with students, they miss the essence of the job."

### **Open-Door Policy**

For Janet Morgan Riggs, who was a faculty member before becoming president of Gettysburg College, holding office hours for students feels natural. She finds the experience inspiring and says it keeps her grounded and focused. "If I'm having a little bit of a down day," she says, "it lifts me right up."

While the open-door policy she had as a professor in the psychology department no longer applies, she tries to meet with students once a month for an hour or two. Since she began doing so, in February, Ms. Riggs estimates that 25 to 30 students total have attended the three sessions, each getting 10 to 15 minutes of her time.

"I have to say, every conversation I have had has just been terrific," she says. "The students who come in are well prepared. They're certainly very polite. There's no hostility."

The Chronicle of Higher Education, August 10, 2009 (Page 3 of 3)

At Bradley, Ms. Glasser, too, beams about her students, saying she has had no confrontational or disgruntled encounters. Initially her cabinet members worried about the "unknown" and "uncharted territory" of the idea, she says. "They didn't know what to expect—whether there would be two or 2,000 students."

Follow-through is important. Ms. Glasser says she has responded to every request or concern expressed by the visitors. "I didn't want students to just feel like all they had were good sessions. There needed to be credibility and substance behind the meetings."

Melanie Pagan is particularly glad she went to the president's office. Ms. Pagan, who graduated in May, was the leader of Bradley's only Latino-oriented student organization. It wanted to meet with 16 of the university's top officials to spread awareness of its work. Upon hearing the plan, Ms. Glasser made sure it happened.

Because of its efforts, the group was awarded \$1,800 by the United States Hispanic Leadership Institute, an advocacy group, to attend a weeklong national conference in Chicago. With additional support from the president's office, each of the 10 students paid only \$6.40 to stay at a hotel for the week. The conference led to internship opportunities for two Bradley students.

"We had been struggling with our organization for a while. We had a lot of roadblocks," Ms. Pagan says. "After [Ms. Glasser's] help, things started falling into place. We had her back us up, and she did back us up every single time."

Without direct communication, Ms. Glasser says, it is difficult to respond to students' needs. And without office hours, she adds, she would not have made so many new friends this year. "I want each and every student to say, 'I know my president. My president knows me.'"

Inside Higher Ed, August 10, 2009 (Page 1 of 2)

## The Parent Gap

SAN FRANCISCO -- Many studies have found that low-income high school students and those whose parents are not well educated are less likely to enroll in college. And disproportionate numbers of black and Latino youth fall into this group.

One solution to this problem is to increase the availability of aid -- as the Obama administration and Congress appear to agree with their plans to increase the maximum Pell Grant significantly. But research presented here Saturday at the annual meeting of the American Sociological Association suggested that without shifting the attitudes of parents of low-income students -- well before it's time to enroll for college -- any increases may not have the full impact desired.

Deborah M. Warnock, a sociologist at the University of Washington, began her paper by citing numerous previous studies showing that students from low-income families (and others) are more likely to go to college if parents are engaged in the process, encouraging their children and having some sense of how to finance higher education.

Her findings are summed up in her paper's title: "Inequalities at the Outset." Using a combination of federal and state databases in which parents are interviewed about college for their eighth graders, she finds negative attitudes that not only are likely to discourage these youth from enrolling, but that suggest widespread ignorance of the present availability of aid -- even before any Pell Grant growth -- for those below the poverty line. And she found that low-income white parents may be particularly unaware of aid.

Among her findings:

- Hispanic and Asian parents of eighth graders are less likely than white parents to think about how to finance a higher education, and black parents are more likely than white parents to think about paying for college.
- Parents with low incomes and less education are less likely than others to have thought about how to pay for college.
- While a majority of parents of all demographic groups who are below poverty level report that they believe they have "no way" of getting funds for college for their children, white parents in poverty are more likely to have this feeling than are minority parents.
- Among middle and upper income families, across the board, only a minority feel there is "no way" to pay for colleges. In this economic group, whites are less likely than minority parents to feel that way.

The findings about low-income parents believing that they can't imagine finding funds for college anywhere are "especially troubling," Warnock writes, because "all of these families would likely be eligible for Pell Grants," which could cover considerable shares of expenses at many institutions. So these families do in fact have resources, but don't realize it. While studies in the 1990s found that many high schoolers and their parents were unaware of the availability of aid, the Warnock paper suggests that public information campaigns that have taken place since haven't changed the situation and may be needed earlier.

As to why white parents would be especially pessimistic, Warnock notes that previous studies have suggested that up to one third of junior and high school students believe that financial aid is available only for minority students. This could account for low-income white parents thinking they don't have any help for them -- even though Pell Grants (and many other programs) are based on income, not race and ethnicity.

Inside Higher Ed, August 10, 2009 (Page 2 of 2)

Warnock's paper praises Obama's aid proposals as "a key policy to increase access to college for underrepresented groups." But she concludes: "[i]n order for low-income students to take advantage of this, they must know that financial aid, such as the Pell Grant, even exists."

— Scott Jaschik

Daily Herald, August 11, 2009

## Can you skip the college bookstore? This is required reading

By Marie Wilson | Daily Herald Staff

Published: 8/11/2009 12:48 PM | Updated: 8/11/2009 1:32 PM

When the Harper College bookstore only bought one of the three books Emily Akins of Palatine tried to sell back in late July, she was not surprised. The same thing has happened before at Illinois Wesleyan University, where she is studying English literature and viola performance, so she knows what to do.

"If I can't sell it back, I go to Amazon.com or Half.com," Akins said.

More students are looking to online resources when they purchase college textbooks, turning the book-buying process into a lengthy ordeal of comparing options among bookstores, online retail stores, price-aggregating Web sites, book rental agreements and trades between friends.

"Every semester, that number of students who look for alternative prices continues to grow," said Jeff Cohen, CEO of Campusbooks.com, a site that compares textbook prices from multiple online retailers.

Timing is key for students doing their textbook shopping online, Cohen said. "The cheapest books sell the fastest, so as you get closer to classes starting, the cheaper prices are gone," he said. "Students need to know as early as possible what books they need and then they need to use the resources available to get them."

A federal law effective July 2010 mandates schools post required textbook titles, prices and identification numbers with online course schedules. Illinois Wesleyan University in Bloomington began listing required texts online this spring semester to comply with the law, said Carl Teichman, director of government and community relations.

Akins, who did not know the list was available, said students typically have had to e-mail their professors to find out what materials to buy before the first day of class. She supports the law, thinking the list will aid in her search for cheaper textbooks.

Deanna Gallo, an Indiana University student from Hoffman Estates, was denied in her effort to sell a book from a summer course back to the Harper bookstore.

"It's an old edition, so they're not buying it back," Gallo said, about her summer-class book. "I might try to resell it to other kids."

Gallo's approach is a common one, as some students begin their textbook search by swapping books with others in their major, said Steve Mead, business manager at Wheaton College. Some Wheaton students share books with classmates and split the cost, he added.

A Web site called SwapSimple.com links people looking to trade books among a larger network.

Students who take the time to search a large number of sources will find the best prices, said Elliot Hirsch, founder and president of SwapSimple.com, which also lists video games and DVDs.

"We tell students, just use this as one piece of the textbook puzzle," he said. "People need all the help they can get to find textbooks."

Inside Higher Ed, August 11, 2009 (Page 1 of 2)

## Textbook Bonanza

When a weather pattern is unsettled, it can seemingly rain or thunder at any moment. In the business equivalent, when uncertainty clouds a particular industry, signs of change can come in a hurry.

Monday saw a flurry of news about the campus bookstore and textbook markets, which, like many industries related to information and publishing, are being buffeted by technological and other trends. It'd be overly grand to say that these developments, taken together, mean a great deal, other than the fact that they all happened on the same day. But the array of news -- Barnes & Noble's repurchase of its college bookstore arm, a venture capital investment in an online bookstore, and a big new grant supporting a community college open textbook initiative -- does suggest a lot of intensity and interest surrounding the transformation of the college textbook market.

The highest-profile transaction by far on Monday was Barnes & Noble's agreement to buy Barnes & Noble College Booksellers for a total of \$596 million, which will amount to an actual net price of \$460 million by the time of the October 1 closing date. It might surprise many people to learn that Barnes & Noble doesn't *already* own the college bookstore company, but that's primarily a quirk of history, as the college arm developed separately from the publicly traded main company that operated the trade bookstores that morphed into Barnes & Noble Superstores. The privately held college store company has been owned until now by Barnes & Noble's chairman, Leonard Riggio.

The decision to reunify the two companies is primarily a financial transaction designed to bolster the publicly held company's bottom line, Joe Lombardi, Barnes and Noble's chief financial officer, said in a telephone interview Monday. Barnes & Noble plans no changes in the management or fundamental operations of the college bookstore company, he said.

But the combination of the two companies, assuming it comes to pass, would have significant benefits for college bookstores and their student and faculty customers, Lombardi said. Foremost among those is the 750,000-title electronic bookstore that Barnes & Noble's publicly traded self has developed, to which customers of the college store arm would have full access once the companies are merged.

"Although both companies previously thrived as separate entities, owing to distinctions in their product offerings, the definition of textbooks and tradebooks has become increasingly blurred, Riggio, the CEO, said in a news release. "This trend will accelerate with eBook offerings. Thus, combining both businesses on a single branded platform will enable the combined company to cross-promote print and digital offerings to all of our customers."

The digital textbook space is where Akademos operates; it creates and manages online bookstores and market places for colleges under their own names. And on Monday, the company announced that it had taken in \$2.5 million in additional funding from Kohlberg Ventures, a California venture capital firm.

"The online bookstore landscape is rapidly changing as schools and students increasingly rely on technology to meet their needs," Jim Kohlberg, managing director of the venture firm, said in a news release about the investment. "Academic institutions across the nation, as well as their students, need low cost and easy-to-use options to streamline the purchase of textbooks. Akademos brings an innovative and timely service to a growing market -- one that addresses a very real need for virtually every college, university and student body."

The third and last of Monday's news developments also comes in the digital textbook arena -- but from the free, rather than for-profit, perspective. The Community College Collaborative for Open Educational Resources said the William and Flora Hewlett Foundation had given it \$1.5 million in new funds to expand

Inside Higher Ed, August 11, 2009 (Page 2 of 2)

its work, which focuses on increasing the number of free, online textbooks and training community college instructors on how best to use such books. Its main resource, the Community College Open Textbook Project, has dozens of college members and seeks to significantly expand the number of freely available digital textbooks it makes available.

"This grant comes at an opportune time," said Mike Brandy, chancellor of the Foothill-De Anza Community College District, which leads the online collaborative. "It coincides with the growing interest in open educational resources, such as President Obama's proposal to invest \$500 million over the next decade in developing free high school and college courses. Open textbooks are moving into the mainstream as financially distressed states such as California look to free digital textbooks to reduce the cost of public education."

— Doug Lederman

The Times-Picayune, August 10, 2009 (Page 1 of 2)

## La. higher education panel begins overhaul study

8/10/2009, 6:47 a.m. CDT  
MELINDA DESLATTE  
The Associated Press

(AP) — BATON ROUGE, La. — A new commission charged with finding ways to overhaul Louisiana's public college systems began its work Monday with recommendations from Gov. Bobby Jindal and a grim review of the state's budget woes.

Jindal told commission members they should seek ways to better align college training with Louisiana's job needs, support what each campus does best, cut poor-performing programs and make LSU a nationally competitive flagship university.

Admission standards should be raised at four-year schools to encourage more enrollment at community college and technical school campuses, Jindal said. He suggested that would help reduce college dropout rates, keep students from amassing large student loan debt and direct students to training more in line with the jobs available in Louisiana.

The commission-called the Postsecondary Education Review Commission-is charged with finding efficiencies, suggesting cost-cutting moves and deciding how to restructure the four public college systems amid years of projected budget shortfalls and shrinking state funding for higher education.

The recommendations would have to be enacted by the Board of Regents, which oversees public colleges in Louisiana, and the state Legislature before they could take effect.

"We're not looking for just another report to sit on a shelf. We cannot afford to just continue the status quo," Jindal told the panel, nicknamed the "Tucker Commission" because it was created by the Legislature in a bill by House Speaker Jim Tucker.

Tucker said there's "widespread belief" that the state's colleges operate inefficiently, that Louisiana has too many universities and too many college boards and that the state has put too much emphasis on four-year colleges-and not enough on the two-year schools.

He urged panel members to be bold in their recommendations.

"We need you to tell us like it is ... We need you to take a two-by-four, if that's what is necessary, and smack us across the face," Tucker said.

The panel's report is due by Feb. 12 to the Board of Regents.

Higher education funding accounts for a third of the state's discretionary spending. With budget shortfalls projected to top \$900 million next year and \$1.9 billion a year later, that puts colleges at risk for deep cuts. The Tucker Commission was pitched as a way to find targeted ways to cut higher education without irreparably damaging the schools.

Public colleges are vulnerable to budget cuts because they have few pools of state money protected either by state law or state constitution. The schools were cut nearly \$120 million this year-about a 7 percent drop in state funding-to help balance the state's \$28 billion-plus budget. The higher education budget is nearly \$2.8 billion this year.

University leaders from Kansas and Maryland said their colleges had saved money by contracting for meal services and groundskeeping, forming purchasing pools among campuses, merging administrative functions, centralizing payroll operations, sharing educational materials among universities and increasing online and distance learning opportunities for students.

The Times-Picayune, August 10, 2009 (Page 2 of 2)

The 13-member Tucker Commission includes national and regional higher education experts, two Jindal appointees, two legislative appointees, the chairman of the Board of Regents and the heads of the four university systems who are nonvoting members. The commission plans monthly meetings.

After introductions, the commission got a crash course in Louisiana's budget woes. The state's income has declined amid a drop in oil and gas prices, the national recession and a list of tax breaks lawmakers have doled out in the last few years.

Ray Stockstill, director of management and budget in Jindal's Division of Administration, said the state is estimated to be short \$939 million of what it needs to continue the current services and meet inflationary costs in the 2010-11 fiscal year that begins in July 2010.

He said that is projected to worsen to a \$1.9 billion shortfall a year later, when the federal stimulus money plugged into Louisiana's budget falls away and the state's Medicaid match rate shrinks.

Inside Higher Ed, August 12, 2009 (Page 1 of 3)

## Skills training à la carte

August 12, 2009

Community colleges have long tailored courses to meet the demands of local employers, but Kellogg Community College's Regional Manufacturing Technology Center has taken customizable workforce training to a whole new level.

The community college's workforce training center, in Battle Creek, Mich., has done away with traditional classroom-bound courses altogether and, instead, has cut up its offerings into more than 1,200 individual skills, or "modules," that students can take whenever they wish on a walk-in basis. These modules, which can be purchased independently or as part of a larger program of study, are worth fractions of a credit hour. Students have an unlimited amount of time to prove their competency in the specified skill to an on-site instructor; some of the skills can be learned in few short hours.

The skills are divided up into seven programs, ranging from electronics to welding, and then subdivided further into "units." To give a specific example, a machine tool student can learn up to seven individual skills within the "precision measurement" unit. A "module" on how to read and use a micrometer, for instance, is worth 0.13 credit hours, takes the average student about three hours to learn, and costs \$20.94.

The center's program builder, which allows online users to browse and register to learn specific skills, might appear as frustratingly open-ended to a directionless student as a "Choose Your Own Adventure" novel to a young reader; however, Kellogg officials say the highly customizable nature of the center's training is a perfect fit for employers who want their employees to have specific skills and to cut the fat associated with classroom-bound training methods.

"We found that the traditional college structure didn't work very well for some of the people who we were training for the work force," says G. Edward Haring, president of Kellogg. "Those very rigid programs, frankly, weren't as skill-intensive. Now, all of our skills-development is competency based. Employers love the flexibility of our program as their demands fluctuate."

Typically, about two-thirds of the students who pass through the center each year are incumbent workers learning skills to retrain or retool on their company's dime. In a further twist on the traditional methods of workforce training, companies who send their employees to the center at Kellogg have to pay only for those who prove their competency in the skills for which they are being trained.

"Everywhere else, employers have to pay up front," Haring explains. "Or as we like to call it, pay your money and take your chances. Here, employers are actually paying for the skills learned. It's a guarantee of sorts. It's no longer risky for employer-sponsored people."

Being both cost-effective and highly customizable, Haring believes, Kellogg's training center is beating its for-profit competitors at their own game. As the more than 1,200 skills at the center have already been identified and set training is in place, there is almost no overhead cost built into the tuition cost at the center, something Haring argues Kellogg's nearby for-profit and traditional community college training competitors cannot claim.

Though one local employer did not emphasize the center's low-cost offerings in his rationale for sending employees to Kellogg for training, he lauded the work-ready quality of its graduates compared to those who trained at more traditional community colleges nearby.

Inside Higher Ed, August 12, 2009 (Page 2 of 3)

"We're a small company so we let our employees train at whatever community college was nearest to them, depending on where they live," says James L. Sertic, executive manager of AccroSeal, a manufacturer of tools made out of industrial polymers. "We worked with the community colleges to tell them what we'd like. Our students at Kellogg took 40 different modules specified to the skills we wanted, whereas our students at other community colleges took 12 or so broader classes. The major difference is the Kellogg students did work focused on particular kinds of equipment, so that the things they learned in class they could apply immediately at work the next day. They also took some math modules, as well, but they didn't have to take a whole semester of that. They were able to reinforce what they learned in a timelier manner than our students who trained at the other colleges."

Still, some nearby employers remain unconvinced that Kellogg's unconventional method of work force training is best suited for their employees.

"There are some companies that call me and say, 'We don't like this,' " says Laura Ann DePompolo, director of Kellogg's Regional Manufacturing Technology Center. "They want to send them more as a cohort. A lot of people think that the only way you can teach someone is to stand up and talk at them. But, there are some things you can't learn the same way an instructor tells you. There's a difference in what you deliver and what you package to deliver. We ensure that students are learning skills one module at a time."

Upon talking with some of the instructors who work at the center, it becomes clear there is no such thing as an average day, both for them and the students they serve. The Kellogg facility is open from 8 a.m. to 9 p.m. Monday through Thursday, during which time any student can walk in to start learning a skill and progress at his or her own pace. The center has six full-time faculty members for each of the umbrella programs in which the 1,200-plus "modules" are grouped. They provide face-to-face, hands-on assistance to students as needed, both for learning a skill and assessing their ultimate competency.

Students are given a "module packet" for each skill they want to learn, outlining the course description alongside the learning and assessment activities that must be completed. Then, they must read any assigned materials, complete study questions, and watch any computer simulations or training videos required for the skill. Finally, they participate in a hands-on demonstration of the technical skill in the presence of an instructor -- such as the prior example of using a micrometer -- with at least 90 percent accuracy before they can move on.

"The open-entry, open-exit format of this training can be the best thing and the worst thing," says Kevin Barnes, industrial electronics instructor. "It can go from a ghost town back here to being totally swamped in half an hour, depending on who shows up. Still, it helps keep me on my toes. I'll typically have six or seven students back here in about five different units, and I'm constantly going from one concentration to another. There are some instances where students in my area are waiting for me to get done with someone else. You would think it would be tough getting everyone through like this, but surprisingly it's not. It's spread out enough that there are few instances where people get tired of waiting around for me to help them."

All of the full-time instructors at the center are certified journeymen in their profession who were recruited for this brand of nontraditional instruction. Kellogg officials argue that having instructors buy into this skill-centric method prior to their arrival is critical to its success, noting that some classroom-bound instructors are not likely to last long at the center. Given the touch-and-go nature of his day, Barnes admits this type of instruction is not for everyone.

"When I talk to some of my colleagues at other community colleges about my work here, they cringe," Barnes said. "But, you've got to be open. In my case, I've never known anything different, so I guess ignorance is bliss."

Inside Higher Ed, August 12, 2009 (Page 3 of 3)

The annual student headcount at the center has remained relatively static for the past five or so years, as seen in the table below. But all at Kellogg describe the center -- which has been around for more than a decade -- as a success. The skill-centric model has attracted officials not only from the state of Michigan but from all around the country who want to replicate it. Kellogg officials, however, admit it might not work for everyone.

**Data on Attendance at Regional Manufacturing Technology Center, 2003-2008**

	2003-4	2004-5	2005-6	2006-7	2007-8
<b>Credit Hours</b>	3,437	2,562	2,546	2,756	3,026
<b>Contact Hours</b>	82,417	61,420	61,056	66,106	72,504
<b>Modules Completed</b>	8,483	8,063	7,984	8,540	9,431
<b>Headcount</b>	1,287	1,136	1,218	1,012	

"You can only start to do something like this because a company says they have a need for it," says DePompolo, admitting that Kellogg's relatively small size and its rather rural surroundings might also contribute to its success. "We go through this with people from outside states all the time, but you need to have the support to tackle something like this."

Given all the talk from the Obama administration about encouraging more community colleges to align their workforce training with actual jobs, some outside observers say that the skill-specific, rather than credential-specific, training offered by Kellogg could be a model for others around the country to consider.

"I think that model is fantastic," says Harry Snyder, adult work force division vice president for the Association for Career and Technical Education, a federal lobbying group based in Alexandria, Va. "As a learner, I'm frustrated when I have to go back for an educational certification and take a class I took five years ago with the same content. I already have those skills and knowledge, and I have to sit through a class to learn things I could care less about. My time is valuable. There's sometimes a frustration from the employer standpoint that what they need is specific skill training. Sometimes we're too general for them. I like this concept of being very specialized."

— **David Moltz**