

Archived Information

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BOONE ROOM

8:30 a.m.

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1 P-R-O-C-E-E-D-I-N-G-S

2 CHAIRMAN MILLER: I would like to call the
3 meeting to order.

4 Could I ask somebody in the back to close
5 those doors? Make it inviting to come in but a little
6 more convenient to be able to see and talk.

7 We have a little more elbow room today.
8 That means we can work harder and faster.

9 Thank you all with the timely commitment
10 yesterday. I think it was a very productive session,
11 and I think today will be as well.

12 I have a couple of announcements I would
13 like to make and then turn the meeting over to the
14 Chair of the Access Task Force.

15 When the Secretary named the Commission, we
16 had 19 members. One member, unfortunately, had
17 serious scheduling difficulties. Virtually or all
18 the meetings we had scheduled didn't fit and some
19 other issues. So Carol Bart, CEO of Autodesk,
20 unfortunately had to decline coming on the
21 Commission.

22 So the Secretary has named a replacement.
23 She's not here today. She will be at the other
24 meetings. Catherine B. Reynolds, she was the
25 Chairman and CEO of EduCap, which was a business that
26 was basically founded as a private student loan

1 business. I think 20 years ago, perhaps, alternative
2 to government loans. I think that was sold. She's
3 an innovative business leader.

4 And in 2004 Business Week named her as one
5 of the 50 most philanthropic living Americans. She's
6 founded a foundation called the Catherine B. Reynolds
7 Foundation, based in D.C. I think you will see her
8 as a very fine addition and up to speed right away
9 for the Task Force.

10 Any of you that would like to make contact
11 with any other Task Force members feel free to do
12 that, or Commission members, feel free to do that.
13 And we'll give you all the contact data that you need
14 to do that.

15 I am going to name another Task Force. I
16 haven't said that before, but we may do more of that,
17 or sub-groups or whatever. I think as we merge some
18 of these Task Forces into the Commission or the work,
19 I think we'll see that we'll do a lot of parallel
20 work with some new policy people on board, and the
21 staff doing work, and we'll be producing written
22 materials for us to look at as a whole. So in some
23 ways there's going to be more activity going on and
24 maybe much more coming towards some consensus.

25 There were a couple of things yesterday
26 that came out very clearly that seemed to me to be an

1 overwhelming consensus. Like the unit record
2 discussion, I thought that -- we haven't taken any
3 votes or formalized or anything -- I thought that was
4 a fairly strong conclusion. We'd have to work on
5 that a little bit.

6 But the more that we can do or the more we
7 can put serious policy proposals down and in writing
8 to have that final discussion, or particularly from
9 now on, the more we can talk about strategic ideas,
10 which is what I want us to begin focusing on, long-
11 term, 10-year type horizon strategic policy
12 proposals, the better we'll be as we go through what
13 we cull the details of the Task Force work.

14 The Task Force I am going to name is Work
15 Force Development. I think everybody can understand
16 what the purpose of that would be. Emily DeRocco is
17 going to chair that. At the beginning Art Rothkopf
18 and Bob Mendenhall will be the assigned people.
19 Anybody that would like to volunteer for that, you're
20 welcome to do that.

21 Charlene that sounded like -- I didn't get
22 a chance to talk to you about it -- something you
23 really might be interested in. And others, any of
24 you for any way suit up and sign up. And it's no
25 problem being part of one or two or three task
26 forces. We said that from the beginning. It's just

1 a matter of the work load.

2 I think that we've started with some really
3 important good ideas that Emily has put out there. I
4 think we can come to some consensus and agreements on
5 that pretty quickly.

6 Any questions, comments on that?

7 MS. OLDHAM: Could I make one comment about
8 the -- again, as yesterday, we have sign language
9 interpreters here up front, so if you need to utilize
10 them, if we need them, let the folks know out front.

11 CHAIRMAN MILLER: And you are being
12 watched. This is being recorded Webcast so that
13 anybody will be able to look at somewhere in the
14 future. It is not online, live now, right?

15 MS. OLDHAM: Right.

16 **SESSION 4 - ACCESSIBILITY**

17 CHAIRMAN MILLER: Thank you.

18 Madam Chair, would you --

19 MS. TUCKER: Thank you, Charles.

20 The Access Task Force met yesterday. And
21 we had a really good discussion, and maybe to set the
22 stage for today let
23 me give you a little bit of backdrop. We decided at
24 the beginning of our meeting that we needed to
25 understand what goal we were aiming for. Of course,
26 the first question was, Why access? Why does it need

1 to be increased? What is the reason for an access
2 discussion today?

3 And then the second conversation was around
4 what does access really mean in today's environment.

5 Access to what? Under that, what we concluded was,
6 all groups need to have increased access to higher
7 education. And so the traditional student becomes
8 one area of focus. But we also said we need to look
9 at those that are, in my language, disadvantaged,
10 whether it is the low income or it is the minority or
11 it is the non-traditional student, the adult learner.

12 Behind those two groups then we thought
13 there were three buckets that we needed to
14 concentrate on: the supplier-prepared students for
15 higher education, the actual recruitment and
16 engagement of students into higher education,
17 whatever track they took, and then ultimately the
18 retention so that they persisted to their degree of
19 need.

20 We acknowledge that we had several areas of
21 learning around the whole financial aid policy issue:
22 what makes sense, what doesn't make sense, the
23 financial portfolio, the changing demographics, the
24 word metrics in student data, and tracking and how we
25 measure progress.

26 So the journey we are going to put

1 ourselves on is to work on those five areas that I
2 mentioned: the traditional student, the
3 nontraditional student, the supplier-prepared
4 students, the recruitment and engagement, and then
5 ultimately their retention.

6 But to get us started today what we thought
7 was -- and Art mentioned it yesterday -- there seem
8 to be a couple of camps at least for the traditional
9 students. One is that all students who graduate high
10 school/college ready are starting. And there's
11 another camp that says there are many children who
12 are graduating from high school college-ready that
13 are being left behind for other issues, be they
14 social or financial.

15 So today we have two speakers, one to talk
16 about the academic preparation and one to talk about
17 the all other influences on access.

18 We'll have Michael Cohen, who is President
19 of Achieve, speak first and then Ann Coles, who is a
20 Senior Vice President of TERI speak after that. And
21 then I've asked each of the Commissioners to respond
22 to the comments. And just to preview, that will be
23 David Ward and Art Rothkopf and Charlene Nunley and
24 Kati Haycock. And then I'll wrap it up so that we
25 can have some good time for questions and answers.

26 So with that let me turn it over, and

1 Michael, if you'd like to introduce yourself and
2 provide your testimony.

3 MR. COHEN: Thank you very much. Is this
4 mike on? Can you all hear me?

5 First of all, I'm very pleased to be here.

6 The discussion of the future of higher education I
7 think couldn't be more timely if for no other reason
8 then it is increasingly clear that young people who
9 are in secondary and elementary school now will need
10 some kind of postsecondary education in order to make
11 their way into a decent job that pays a wage that can
12 support a family. So the future of the higher ed
13 system, I think, is very important.

14 Secondly, as I listen to Sara talk about
15 the categories of students that you were concerned
16 about yesterday: students who graduate from high
17 school ready for college and who go, and students who
18 graduate from high school ready for college and don't
19 go.

20 In some sense I'm going to be focusing my
21 comments on a third group of students: those who
22 graduate from high school unprepared for college but
23 go anyway. And what is it we can do to make sure
24 that students who graduate from high school, in fact,
25 are prepared for college when they leave.

26 The work I'm going to talk about this

1 morning is from the American Diploma Project, which
2 started out four years ago now, maybe longer, as a
3 joint effort between Achieve, the Education Trust
4 with Kati playing a big role, the Fordham Foundation,
5 and the National Alliance of Business. And we set
6 out to try to understand what does it really take to
7 be prepared for college and for work for that matter.

8 What are the core academic skills?

9 We undertook that project because there was
10 already mounting evidence that we were paying closer
11 and closer attention to that too many high school
12 graduates, in fact, are unprepared for what they face
13 next, particularly for postsecondary education.

14 The data now, I suspect, are quite familiar
15 to most people, but there will be 100 ninth graders.

16 For example, only 68 of them actually graduate from
17 high school. We lose about a third even before we
18 get to graduation. Forty of those 100 will enroll in
19 some postsecondary education. Only 27 return for a
20 second year. And 18 will earn a college degree, a
21 two or four- year degree within 150 percent time,
22 either three or six years. So there is a lot of
23 leakage in the pipeline all along the way.

24 Some of Jay Green's research suggests that
25 only about a third, 34 percent, of ninth graders
26 graduate from high school four years later, having

1 taken the courses that would prepare them for
2 admission to essentially non-selective postsecondary
3 institutions. Only a third of the ninth graders look
4 like they even -- if you look at their transcript, it
5 looks like they might have a chance of being prepared.

6 With again a third of them having dropped out. The
7 others graduating but not prepared.

8 Nearly 30 percent of first year students
9 need to take at least one remedial course. And
10 students who take remedial courses in postsecondary
11 education are about half as likely to earn a degree
12 as those who don't have to. So the price of needing
13 to be remediated is high in terms of the future
14 opportunities and success of young people. Not to
15 mention the fact that they're paying tuition for
16 remedial courses but not earning any real college
17 credit for it.

18 Achieve did a survey a year ago that for me
19 at least reinforced these by now familiar statistics.

20 We did a survey of recent high school graduates,
21 those who were one to three years out of high school.

22 Half of them were in college. Half of them were in
23 their workplace by design.

24 When we talked to the students who were in
25 college and asked them, "Well, now that you're there
26 and you see what it takes to do the work, how well

1 prepared were you? Do you have gaps in your academic
2 preparation, or are you ready to do the work that
3 you're confronting now?"

4 Thirty-nine percent of college students
5 said, "There are significant gaps in my preparation."

6 Almost 40 percent by their own admission were
7 saying, "I'm here, but I'm not really well prepared."

8 We also interviewed faculty of first-year
9 students, and they couldn't agree more with that
10 assessment. When we asked them, "Think about the
11 students in your credit bearing classes, not the ones
12 you read about in the paper, not the ones in remedial
13 courses. Think about the students you teach in your
14 credit bearing courses. About how many of them are
15 not prepared for the work that you give them?" And
16 they estimated about 42 percent of the students they
17 teach are not really prepared for first-year credit
18 bearing college level work.

19 So you put all that together, and the
20 picture that emerges is that way too many of our high
21 school graduates who go to college are not really
22 prepared for what they face when they're there.

23 Because of that, the American Diploma
24 Project undertook an extensive study, the details of
25 which I won't go into this morning. But undertook an
26 extensive study working directly with faculty who

1 teach first-year courses in a range of two and four-
2 year institutions in five different states. And
3 essentially said to them, "Show us the work that
4 students do in your classes. What are your
5 assignments you give them? What are the materials
6 they have to read? What kind of projects do they
7 have to do? What is it you are trying to teach them
8 that they don't know already?"

9 And out of that analysis began to extract a
10 set of prerequisite skills in math and English that
11 you have to have walking into those classrooms in
12 order to do the work that would be assigned to them.

13

14 There are several things that we found in
15 doing this research. First, the knowledge and skills
16 that came out of this exercise in faculty in five
17 different states, a range of institutions, were
18 essentially the same as the knowledge and skills that
19 employers who had 21st century jobs or jobs that paid
20 decent wages and they had some growth potential. The
21 skills needed for those jobs and the skills needed
22 for college readiness were essentially the same.

23 Secondly, they were pretty rigorous, to
24 give you just a quick thumbnail sketch. And we
25 looked at their math skills that came out of this
26 analysis and asked ourselves, what courses would a

1 typical high school student in a typical high school
2 need to take in order to acquire those skills. They
3 would have to take Algebra I, Geometry, Algebra II,
4 and a fourth year of rigorous math that would at
5 least include some probability in statistics and
6 other high level mathematics.

7 And it wasn't just that students needed to
8 learn every one of the algorithms in those courses.
9 The point here both from college faculty and from
10 employers was that students needed to be able to
11 reason, to think, to problem solve mathematically.
12 They needed to use the discipline of mathematics to
13 deal with a range of problems and issues that they
14 would confront in the classroom and in the workplace.

15 So a consistent set of skills in college and work
16 and a rather rigorous set of skills.

17 In English, for example, in addition to the
18 kinds of writing skills and vocabulary and grammar
19 and the like that you'd expect and reading skills,
20 one of the skills that came clear -- and that again
21 both from employers and from college faculty -- was
22 the expectation that a high school graduate in order
23 to do the work that they would face would be able to
24 design and carry out a research project on their own.

25

26 Be able to identify a researchable problem.

1 To find data that are appropriate and valid for
2 addressing that problem. Distinguish those data from
3 those that don't really fit or don't belong or lack
4 validity. Analyze and interpret the data and
5 communicate it to an audience that wasn't just the
6 teacher, but to an audience that would actually have
7 a reason to know the results of their research. So
8 those are the kinds of skills that came out of this
9 research.

10 After we did that research, we began to ask
11 what we thought was a pretty obvious question. Do we
12 actually expect young people to learn these things
13 and to demonstrate that they've learned them in order
14 to earn a high school diploma? To put somewhat
15 differently, does a high school diploma signify that
16 a student is prepared for what they will do after
17 they leave high school?

18 To jump ahead a bit, the short answer to
19 that question is, "No, we don't."

20 The tools that states use, right -- states
21 are essentially in charge of setting high school
22 graduation requirements, although some of those
23 responsibilities in nine states are delegated to
24 local school systems. But the tools that are
25 available to convey expectations are essentially
26 three from a state's point of view. States set

1 standards. They develop and administer tests. And
2 they set course taking requirements for earning a
3 high school diploma.

4 In most states the standards that were set
5 for high school, in fact throughout K to 12,
6 essentially represented consensus among experts in
7 the discipline about what would be desirable for
8 young people to learn. They're weren't set with the
9 explicit idea of determining those skills that are
10 essential for success after high school.

11 And if you just ask yourself the question.

12 You think about the states that you come from and
13 ones that you're familiar with. In how many states,
14 for example, has the postsecondary education system
15 or even a postsecondary institution looked at those
16 standards and said, "Yes, those are the right ones"?

17 If a student meets those standards, he'll be
18 prepared to do work in our system or in our
19 institution. We don't see that kind of validation or
20 verification process having taken place in just about
21 any state.

22 When we looked at the tests that students
23 need to pass, in about half the states there are high
24 stake tests for graduation. Students have to pass
25 those in order to earn a diploma. When we looked at
26 those tests and did a very detailed analysis of them

1 now in seven states, the picture that emerges is that
2 in order to pass those tests in math, for example,
3 students need to demonstrate knowledge and skills
4 that around the world, right, in other countries that
5 typically are taught in other countries in seventh
6 and eighth grade.

7 There were skills -- and since we introduce
8 math content about a year later than other
9 industrialized countries, it's essentially eighth and
10 ninth grade level mathematics. When we looked at
11 these tests, we noticed that about a third of the
12 items, for example, measured algebra.

13 Which we thought was pretty good until we
14 looked a little bit more deeply and realized that of
15 those algebra items, about 60 percent of them, 55 to
16 60 percent, measured pre-algebra skills. It's stuff
17 that kids take in middle schools, not even Algebra I
18 content. Only about 15 percent of the algebra items
19 measured advanced algebra. So those tests are not
20 setting or sending an expectation or demanding a
21 demonstration of college or work ready skills.

22 When we looked at course taking
23 requirements, as I indicated before, nine states
24 delegate that responsibility to local school
25 districts. Of the 41 that set those requirements
26 themselves, let me just talk about mathematics.

1 Remember I said earlier the math skills that we
2 identified, to learn those in a typical school a
3 student would have to take Algebra I, Geometry,
4 Algebra II and a fourth year of rigorous math. Of
5 the 41 states that set these requirements, about 20
6 of them simply indicate the number of years of math
7 that a student needs to take. And that number is
8 typically either two or three.

9 So if you are in a state that requires two
10 years of math and you take one year of Consumer Math,
11 you're half way there. If you're in a state that
12 requires two years of math and you're a student that
13 takes Algebra I spread over two years, which is about
14 the least effective way to teach it, you may have
15 earned your two years of math credit.

16 So half the states roughly that set
17 graduation requirements simply count the number of
18 years. Only 22 states require students to take
19 Algebra I specifically by name or by reference to the
20 content. Only 13 also require students to take
21 Geometry. Only four also require students to take
22 Algebra II. And of those four, only one also
23 requires a fourth year of additional math.

24 So we are nowhere close if you just look at
25 the course taking requirements, right? Kids can
26 follow all the rules, do all the things that they are

1 told to do, earn a diploma, and not even having taken
2 the courses that would prepare them for what they
3 face when they get into college. Doesn't seem to be
4 a good way to design the system or to set
5 expectations for students.

6 I mentioned earlier that we had done a
7 survey of recent high school graduates. When we
8 asked those graduates who were in college, "You know,
9 as you look back, if you knew then what you know now,
10 would you have taken more rigorous courses?"

11 Eighty percent of them said, "Yes."

12 "Would you have worked harder even if it
13 meant giving up some things that you were doing that
14 were fun?"

15 Similar percentages said, "Yes."

16 And the message that comes from this and
17 other responses to our survey are young people
18 basically saying, "If only I had a clue, if only
19 someone would have told me what life was going to be
20 like after high school, I would have prepared myself
21 more." Only a quarter of the students that were able
22 to graduate said they had gone to high schools that
23 demanded hard work and had high standards and
24 expectations for them.

25 Another quarter basically said, "I went to a
26 high school in which you could slide right by and

1 didn't have to do very hard work."

2 And not surprisingly the students who said
3 they were in the more rigorous schools were more
4 likely to say they were prepared. The students who
5 took Algebra II while they were in high school were
6 more likely to indicate that they were prepared both
7 for college and for work.

8 We're getting lots of evidence that if we
9 encourage kids to do the right thing and they do it,
10 they'll be better prepared than they typically are.
11 Doesn't seem like rocket science, but we haven't got
12 where we need to be on this yet.

13 So if we have this big gap between what
14 students need to know to be prepared and what we
15 currently expect of them, what do we do now? Achieve
16 is working now with 22 states that have committed to
17 a four part action agenda just to close this
18 expectations gap. Closing the expectations gap won't
19 instantly ensure that everyone is prepared. It will
20 be important to have good curriculum and really well
21 prepared teachers and a variety of other things as
22 well.

23 But not closing the expectations gap will
24 guarantee that all the other things we do under the
25 name of high school reform, from better teachers to
26 smaller schools, the multiple pathways, to everything

1 in between. Not having the right expectations
2 guarantees that we'll continue to have large numbers
3 of students who are unprepared when they leave high
4 school, no matter what else we do.

5 So we see four steps for states and then I
6 want to close with some steps that are particularly
7 important for higher education to take.

8 States need to do four things. One is that
9 to align high school standards and assessments with
10 the knowledge and skills that are required for
11 success in postsecondary education and work. It's
12 essentially the point I've been making all along.
13 They need to make sure that the standards they set
14 reflect what students need know.

15 Secondly, some place in the high school
16 assessment system, at least one of the many tests
17 that students take ought to tell them and ought to
18 tell postsecondary institutions whether, in fact,
19 they're meeting these college-ready standards.

20 One example of this in California, the
21 California State University System worked with the
22 State Education Department, looked at the eleventh
23 grade tests that are given. All students there.
24 It's not a high stakes test. They noted a small gap
25 between what that test measured and what they -- the
26 CSU system needs to make placement decisions. Credit

1 bearing versus remedial courses. And added 15 items
2 to the math tests and the English tests that the
3 state gives to eleventh graders.

4 So if you're an eleventh grader in
5 California taking your test, you get to page in the
6 test booklet that says, "I'm interested in attending
7 the CSU system. Answer the rest of the questions."
8 It's an option. Answer the rest of the questions.

9 Those who do -- and hundreds of thousands
10 in California have done that -- now begin to get
11 information in August between -- or the summer
12 between their junior and senior year. They either
13 get information back that says in effect,
14 congratulations, you are ready to do college level
15 work. We sure hope you're planning to go to college.

16 And if you come to a CSU campus, you won't have to
17 take another placement test. We'll guarantee you
18 placement into credit bearing courses.

19 Or they get a message that in effect says,
20 unfortunately you're not ready to do college level
21 work. But the good news is you're still in high
22 school. You have a whole year to make up the skill
23 deficiencies and implicitly saying so you won't have
24 to take and pay for remedial courses when you do come
25 to our campus.

26 So every state ought to have a signaling

1 system like that, an assessment system that would
2 provide that kind of information and that the
3 postsecondary system will value and honor and use for
4 real decisions as part of their overall assessment
5 systems.

6 Third thing that states need to do is
7 require all students to take a curriculum that will
8 prepare them to meet these college and work ready
9 standards. What's the point of having the standards
10 and not requiring the students to take the courses
11 that deliver the content? I mean if that's not an
12 aspirational standard and nothing more, I don't know
13 what is.

14 Then finally, states need to take another
15 look at their accountability systems. And the
16 fundamental accountability question they ought to be
17 asking of high schools is how many of the students
18 who enter ninth grade (A) have earned a diploma and
19 have graduated and (B) have demonstrated that they
20 are college ready? That's the fundamental
21 accountability question we ought to be asking high
22 schools.

23 And at the same time, we need to start more
24 systematically asking postsecondary institutions to
25 account for the success of the students they admit.
26 How many persist? How many earn a degree?

1 And at some point, what, if anything, did
2 they learn? That's a longer term agenda, I think.
3 And it's the hardest area to work on. But if we
4 don't do that, the odds of getting higher education
5 to play the role it needs to play in order to improve
6 high school education, I think, is pretty slim.

7 So with that, let me close with some
8 suggestions for postsecondary education, particularly
9 state postsecondary systems.

10 One thing that they need to do is be
11 transparent. They need to provide a clear,
12 consistent statewide definition of the knowledge and
13 skills necessary to do college level work, in effect,
14 what the CSU system did in California. And that's
15 not an easy thing to do. Campuses value their
16 independence. Each have their own requirements. But
17 it's that system that makes it impossible for high
18 school teachers and students to understand what does
19 it really take to be prepared. And if you don't have
20 a clear definition of what it takes to be prepared,
21 the odds of organizing a system to accomplish that
22 goal are diminished.

23 Secondly, they need to speak with one
24 voice. At least the broad access institutions need
25 to, to make -- the standards for placement need to be
26 quite similar if not precisely the same in all the

1 institutions in a state. Again otherwise, you don't
2 have a clear target to aim at.

3 To do this they need to partner with the K
4 to 12 system. They need to sit down, college
5 faculty and high school faculty, and have pretty deep
6 conversations with lots of data to inform them about
7 what you really need to know in order to succeed in
8 our institutions here and how does that relate to the
9 high school standards in the high school curriculum.

10

11 Of the 22 states that have joined our
12 American Diploma Project Network, we're now working
13 with about 15 of them to launch these conversations
14 and to bring them within a year or so to a successful
15 conclusion in terms of identifying common standards.

16 And then the final thing that postsecondary
17 institutions need to do is send really clear signals
18 to students about when and whether they are ready.
19 That goes back to the CSU example that I gave. There
20 needs to be assessments that students take that they
21 know opens doors for them. And the only way that
22 those assessments can open doors is if the
23 postsecondary institutions are prepared to use them
24 to make significant decisions about opportunities for
25 students. So there needs to be that kind of
26 signaling system in order for students and their

1 teachers to focus on what it takes to be prepared.

2 Just four simple things for states. Four
3 simple things for postsecondary institutions. But a
4 lot of work ahead to work through the very complex
5 issues to move from recommendations like this to
6 action that's taken and implemented in states and
7 campuses and high schools around the country.

8 I look forward to the opportunity to
9 discuss this with you further and to take any
10 questions you may have.

11 MS. COLES: Thank you. Thank you,
12 Chairman. Is this on?

13 Thank you, Chairman Miller. Thank you, Ms.
14 Tucker for inviting me to talk today about non-
15 academic barriers related to improving college access
16 and success.

17 I work with a non-profit organization in
18 Boston, The Education Resource Institute, or TERI,
19 that has for the past 15, almost 20 years been
20 facilitating education access in two ways.

21 One, we are a guarantor, a non-profit
22 guarantor of private student loans that support
23 college access on the undergraduate, graduate, and
24 professional levels for middle and upper income
25 students and families who need additional support to
26 pay their college bills.

1 Secondly, we are working extensively on a
2 variety of college access initiatives for low income
3 and first generation students, both in Boston, across
4 New England, and nationally through our work and my
5 work as Director of the Pathways to College Network,
6 which is an alliance of 40 national organizations and
7 fundors working collaboratively to improve the
8 preparation, enrollment, and success of under-served
9 students in college.

10 Today I will talk about -- focus my remarks
11 on under- served students that we've studied
12 extensively through our research compilation,
13 dissemination as part of the Pathways Network. These
14 are students aged 14 to 25, low income, first
15 generation to go to college, under-represented
16 minorities, and students with disabilities.

17 The fact that I'm not going to talk about
18 adult learners no way suggests that this is not an
19 equally important group of learners to support,
20 encourage, and help with the transitions from their
21 current point in life through college education. And
22 I want to make sure and to emphasize that I think it
23 is an equally important group of people.

24 I'm also going to focus on non-academic
25 barriers. And I'm going to talk more about
26 students' experiences in planning and preparing for

1 college and less about the success of students once
2 they get to college campuses. I think this is an
3 equally important topic.

4 And I hope that at a future meeting that
5 you will all invite experts to talk about retention,
6 persistence, achievement, and success on the
7 postsecondary level.

8 Much of what I'll talk about is research
9 that the Pathways to College Network has compiled and
10 synthesized and is now disseminating nationally
11 working with policy makers and practitioners on
12 improving policies and practices related to college
13 access and success, using what we know for we have
14 evidence is effective. And much of this research
15 that I have referenced is summarized in a report that
16 each of you has today called "A Shared Agenda, a
17 Leadership Challenge for Improving College Access and
18 Success."

19 Also you have today a copy of my remarks
20 which were not in the notebook. You have an outline
21 of them. But I wanted you to have the real thing.

22 So as Mike talked about, we have in this
23 country large numbers of low income students with
24 college aspirations who do not go to college. And
25 among those who do, only a very small percentage
26 complete Bachelor's degrees by the age of 24. Only

1 21 percent of low income students who start college
2 earn Bachelor's degrees, compared to 93 percent of
3 high income students.

4 Within this larger group, there is another
5 group that is of particular interest. And that is
6 college qualified low income students graduating from
7 high school who do not go to college, or if they do,
8 do not complete college degrees.

9 According to NCES data, only 52 percent of
10 college qualified low income students attend four-
11 year colleges, compared to 83 percent of high income
12 college graduates -- qualified graduates. And 22
13 percent of college qualified low income students do
14 not attend college at all. In real numbers, this
15 means that approximately a 168,000 low income college
16 qualified students are not going to college every
17 year.

18 Another piece of data related to this Paul
19 Ligenfelter mentioned yesterday that low income high
20 school graduates scoring in the top quartile on
21 achievement tests attend college at the same rates as
22 high income high school graduates scoring in the
23 bottom quartile on the same tests, about 78 percent
24 for both groups.

25 And finally, only 21 percent of college
26 qualified low income graduates who enroll in college

1 actually complete Bachelor's degrees, compared to 62
2 percent of high income graduates.

3 Some of the barriers that low income
4 students, including these college qualified students,
5 face in achieving their college goals: non-academic
6 barriers are related to lack of motivation; family
7 and peer support; expectations of parents, teachers,
8 and guidance counselors; inadequate college planning
9 resources; and paying for college.

10 I will talk a little bit about each. The
11 way I will approach this and you'll see I have
12 provided you with the indicators of college going.
13 Things that we know from the research predict
14 students' likelihood of going to college and then the
15 barriers faced by low income students.

16 In the area of motivation, family and peer
17 support, these indicators include aspirations for
18 college, career goals that require college, parents
19 talking to their children about college plans, high
20 school course taking and achievement.

21 And we know from data that up through tenth
22 grade the most important people in the lives of
23 students in terms of their future plans and what they
24 think about doing are their parents or surrogate
25 parents, the adults that they live with on a day-to-
26 day basis. Perceived ability to pay for college,

1 parents saving for college, and peers who go to --
2 who plan to go to college are studying hard and
3 getting good grades.

4 Looking at the barriers for low income
5 students in terms of motivation, some of the biggest
6 ones can be summarized in the notions of lack of
7 cultural and social support. By cultural support, we
8 mean lack of a tradition, a history in families of
9 college going. And therefore, a lack of the
10 knowledge of what it takes to prepare for careers
11 that require advanced education, to plan for and
12 prepare for college, and to pay for college.

13 By social capital, we mean lack of access
14 to the social networks that all of us use all the
15 time in finding out how we can do certain things. I
16 think those of you who have -- and a number of you
17 have children who have gone to college. And I am
18 sure that in your work with your kids planning you
19 used your social networks extensively to figure out
20 where to apply, how to pay, how to overcome some of
21 the challenges. Low income students don't have those
22 kinds of social networks, family, and friends who can
23 tell them those things.

24 Lack of career aspirations and
25 understanding of the range of peer options. Many of
26 these kids, they're very limited. Because they have

1 limited contacts, they don't really have a sense,
2 aside from what they see on television and in the
3 media, what are career possibilities to which they
4 can aspire.

5 Lack of financial resources and knowledge
6 is another one.

7 Moving on to expectations, college going
8 indicators here. Are parents expecting college?
9 Teachers and guidance counselors college expectations
10 for students.

11 Is that me? My stomach is really making a
12 lot of noise. (Laughter)

13 CHAIRMAN MILLER: It's the next room. Just
14 go ahead.

15 MS. COLES: And schools with a college
16 going culture and expectations of high academic
17 achievement for all students. And I'm going to just
18 reference some data specifically on teacher and
19 guidance counselor expectations.

20 The Met Life does a survey every year of
21 the American teacher. And in the survey they did in
22 2000, they asked -- and they also include students
23 and parents in that survey. They asked students,
24 "How many of you expect to go to college?" These
25 are ninth graders. And about 78 percent expected to
26 go. We've seen that data.

1 Then they asked the parents of the same
2 students how many of them expected that their children
3 would pursue education beyond high school. About 52
4 percent of the parents did.

5 Finally, they asked the teachers of the
6 same students, "What percentage of your students do
7 you think are likely to -- are college material?"
8 Only 32 percent of the teachers thought they would be
9 likely to go.

10 If you have that kind of gap in
11 expectations, you can imagine the results that you're
12 going to -- you can predict the results.

13 So looking at barriers that says -- faced
14 by low income students, we talked about parents not
15 expecting college. Fears of encouraging college
16 going because they think they can't afford it.
17 Teacher and counselor believes that some students are
18 not capable of being prepared. Schools not assigning
19 all students to college prep curricula. Twenty eight
20 percent of low income students are assigned to
21 college prep curricula, compared to 49 percent of
22 middle income and 65 percent of high income.

23 Kati, I bet this is some of your data. We
24 used yours extensively.

25 Third, college planning resources and
26 support. Indicators of college going here are

1 attending high school with high college going rates,
2 access to information about college, and financially
3 -- you spoke a lot about that yesterday.

4 Participating in college planning activities.

5 Applying to college seems obvious, but there are just
6 a lot of students who don't apply because they think
7 they can't go. Applying for financial aid and
8 participating in pre-college enrollment systems -
9 programs rather, enrichment programs.

10 Barriers are a lack of information about
11 college options, admissions requirements, financial
12 aid, and application processes. Inadequate systems
13 for delivering college and financial aid, planning
14 information for students and families. Limited
15 access to assistance with completing applications and
16 weak connections between schools and students'
17 families around issues of planning for the future.

18 Finally, paying for college. We spoke a
19 lot about that yesterday. Also it's a major
20 challenge for lower income students. First, I think
21 I'll call your attention to this data from the most
22 recent College Board Trends in College Prices Study.

23 And both of these studies are really excellent.
24 Those of you who are unfamiliar with them, Sandy
25 Baum, the author of them is here today. And I think
26 they're just very, very valuable resources in these

1 discussions.

2 The percentage of family income needed to
3 cover net costs after grant aid has increased
4 significantly for students in lower income quartiles
5 from 1992 -`93 to 2003-2004. For students in the
6 lowest income quartile, today 47 percent, almost half
7 of the family's income is required to pay the costs
8 at a public four-year college, 83 percent at a
9 private four-year college, and 37 percent, over a
10 third of a family's income, at a public two-year or
11 community college.

12 The second quarter students in those
13 families faced similar challenges. Twenty-five
14 percent of a family's income is required to pay the
15 cost at a public four-year college and 41 percent at
16 a private four-year college.

17 I also want to just pause here. One of the
18 things I find difficult is these discussions is we
19 talk about who can't afford college. But people
20 never talk about what exactly do we means in terms of
21 the income quartiles. So I provided that information
22 for you.

23 These are quartiles of family incomes if
24 you look at everybody who's gone to college in a
25 couple of years ago I think it was. And this is
26 federal data, one of the data sources that was

1 referred to yesterday.

2 The lowest quartile today are families with
3 incomes of zero up to \$34,000.

4 The second quartile goes up to \$62,000. So
5 the bottom half of students are families with incomes
6 below \$62,000. I think the per capita income today
7 in the United States is about \$52,000 to \$53,000. So
8 it's close to that.

9 And the third quartile goes up to \$94,000.

10 And the highest quartile are \$94,000 and
11 beyond.

12 So it's just important to understand. I
13 have a lot of friends who consider themselves middle
14 income, needing financial aid. And I know they're
15 making close to, if not, six figures. But that's the
16 way they think of themselves. They're not really
17 aware of some of this.

18 Secondly, between 1990 and 2004, unmet need
19 increased significantly in constant dollars adjusted
20 for inflation for students in the two lower income
21 quartiles. For students in the lowest quartile, an
22 unmet need is the difference between family
23 resources, the aid the students get, and the cost of
24 attending college. For students in that lowest
25 income quartile, the unmet need in 2004 is calculated
26 about \$5,500. That's \$2,500 more in real dollars

1 than it was in 1990. And for students in the second
2 quartile about \$3,000.

3 Interestingly when you look in the third
4 and fourth quartiles, those families have more money
5 than they need to -- they don't have unmet need. In
6 fact, they got a little money that they could afford
7 to help out others or use for other things. So they
8 come out with a negative.

9 Third, regard to affordability, low income
10 families lack information about paying for college
11 and financial aid. A Sally May Fund Harris poll in
12 2004 found that 45 percent of low income parents had
13 no idea how to pay for college. And 62 percent of
14 these families did not name grants as a source of
15 aid. Minority families expressed a greater need for
16 information, and Latino parents received aid
17 information two years later than others.

18 TERI also did some research studies of the
19 -- all the research on these issues. I want to share
20 with you some of these findings, looking at what we
21 know and what we don't know. One thing we know is
22 that parents with no direct experience of their own
23 or another child -- experience with another child in
24 their family -- have less and less accurate knowledge
25 about college price and financial aid. That's that
26 lack of cultural capital, social capital.

1 Secondly, student aid program design and
2 operations do not target students or parents early in
3 the education pipeline, and early marketing efforts
4 have minimal impact. Pathways did a study of 88
5 state information campaigns about financial aid,
6 another 70 other kinds of campaigns. And that study
7 confirms that these campaigns are basically
8 informational. College is possible. Financial aid
9 is available.

10 But they really do not provide targeted
11 messages. They're not based on what it is that
12 particular audiences need to know and understand.
13 And they don't tell these audiences the specific
14 actions they need to take in order to advance college
15 goals for their children. Most students and families
16 get this information later in high school after
17 having made decisions, particularly academic
18 decisions, that influence their ability to attend
19 college.

20 Another finding is that good counseling
21 results in significant statistically proven
22 differences in students feeling that they have enough
23 information. When they are available to students,
24 counselors are seen as primary and reliable sources
25 of information, especially for plans in middle school
26 and information about college costs and financial aid

1 in eleventh and twelfth grade.

2 But based on existing research, the average
3 school counselor is relatively unavailable for any
4 college planning tasks. And most school counselors
5 are uninformed about financial aid. The least
6 available and least informed counselors are in
7 schools serving large numbers of low income and
8 minority students.

9 There's lots of evidence in the research of
10 effective policies and practices for overcoming non-
11 academic barriers to college access and success. And
12 I'd just like to share with you a few examples.

13 Providing experiences for students on
14 college campuses beginning in elementary grades and
15 continuing through high school. In Massachusetts;
16 Washington, D.C.; and Suna, California, we have a
17 program called Kids to College, which is a six-week
18 curriculum pairing sixth grade classrooms with
19 college partners for a variety of college and career
20 exploration activities culminating in a day on
21 campus.

22 And in evaluating that, there is a lot of
23 evidence that kids who participate in these
24 experiences, they talk more to their parents and
25 teachers about college plans. And they have an
26 understanding of college admissions prerequisites,

1 what they'll have to do to prepare for college that
2 these children who don't participate in Kids to
3 College have.

4 Using the media and other forms to raise
5 public awareness of the importance of college for all
6 students. The state of Texas, I think, has some
7 particularly good examples of doing that that have
8 resulted in requiring the college prep curriculum as
9 the default curriculum for all students in Texas and
10 really encouraging students and families and adults
11 to support college aspirations for Texas students.

12 Organizing social marketing campaigns to
13 promote, prompt students and parents to take actions
14 to prepare and plan for college. Again we see good
15 examples of such campaigns in Texas and North
16 Carolina.

17 Engaging business and community leaders in
18 advocating for college preparation for low income
19 students. One of the best examples are the State
20 Scholars States of which there are a number where we
21 have business people going into schools talking with
22 kids beginning in eighth grade about the importance
23 of a -- they call it a scholars curriculum, but it's
24 a college prep curriculum for college success.

25 And you can read the other examples that I
26 have there. There are a number of them.

1 In Boston at TERI, we have a variety of
2 activities that we've launched to address these. We
3 have college access centers in public libraries and
4 community organizations around the city. They're
5 open seven days a week, evenings as well as days.
6 Free information, very, very accessible.

7 We have a program called Coach, where we're
8 training college students to work with high school
9 seniors in small groups throughout the year with
10 college admissions and applications processes.

11 We helped to launch Access, a financially
12 advising and Last Dollars Scholarship Program modeled
13 after the Cleveland Scholarship Program and supported
14 financially with a 10 million dollar endowment
15 contributed by business leaders in the city.

16 And there are a number of examples of these
17 kinds of programs throughout out the country. The
18 funding for these programs is city, state, federal,
19 college and universities, corporations, a real
20 partnership.

21 Finally I want to close with a couple of
22 recommendations I hope the Commission will consider.

23 One is promoting strong partnerships among federal,
24 state, local institutional and private sector
25 entities to undertake systemic and integrated efforts
26 to facilitate student transitions along the college

1 pipeline from early education through degree
2 completion.

3 Secondly, advocating for increased need-
4 based grant aid for students in lower income
5 quartiles. Again, using this partnership approach,
6 it's the responsibility of all sectors who are
7 concerned about more students completing college to
8 make it possible for them to do so, removing the cost
9 barriers.

10 Third, providing incentives for higher
11 education institutions to make long term commitments
12 to work actively and collaboratively with K-12
13 systems and schools to help under-served students get
14 ready for college and to increase the retention and
15 degree completion of these students.

16 I frankly have been frustrated with my work
17 in Boston. Colleges and universities worked
18 extensively there. They're willing to do programs
19 here and there in bits and pieces, but to really step
20 up to the plate and work systemically, there are a
21 very few -- there are examples, but they're very few.

22

23 Encourage the adoption of the research-
24 based principles that we developed through the
25 Pathways Network shared agenda, a set of six
26 principles that you'll find just inside the report on

1 the inside cover. And that's really what the
2 research tells us need to underlie all efforts to
3 improve college success for under-served students.

4 With regard to financial aid and college
5 costs, I strongly encourage you to collaborate with
6 the Lumina Foundation, a college cost initiative. It
7 was actually launched by Bob Dickerson and where
8 Lumina has brought together over 50 partners to look
9 at these issues. And I think you could leverage
10 their work with yours. They've laid a lot of great
11 groundwork. And that would make a big difference.

12 So thank you so much for this opportunity.

13 I look forward to your questions.

14 MS. TUCKER: I would ask the other
15 Commissioners if you want to make some brief remarks.

16 MR. ROTHKOPF: Mike Cohen referred to Jay
17 Green and some of his work. And I know this was
18 referred to. And it was discussed in one of our Task
19 Forces. He reached a conclusion in a piece early
20 this year there really was no gap between college
21 ready and those who are actually enrolled in college.

22 I don't know if you have seen the research.

23 MS. COLES: Yes, we have.

24 MR. ROTHKOPF: I guess I would ask whether
25 you can reconcile that, or you just disagree with it
26 in terms of the statistics and the presentation that

1 you made?

2 MS. COLES: I think there are different way
3 of looking at it. I think the college qualified they
4 were using, that data was based on NCS and I think
5 the research of Cliff Adelman. And so I'm not sure
6 how Jay -- I don't remember exactly how he calculated
7 that rate.

8 But I think that there are a large number
9 of college qualified students who do not go to
10 college or complete college. I know you mentioned
11 that yesterday. I'd have to look more closely at
12 that in order to give you a definitive answer.

13 MS. HAYCOCK: I can do that.

14 MS. COLES: Okay, why don't you do that,
15 Kati.

16 MS. HAYCOCK: At the gross level, the
17 numbers match. But the truth is there are a lots of
18 students who are not college ready who are going.
19 And many who are, who are not going. And that tracks
20 directly by income and race.

21 MR. ROTHKOPF: Maybe I'd just raise one
22 other point that we discussed yesterday. And I'd be
23 interested in the Panelists' view on that. And that
24 is within our Task Force we talked about the question
25 of the increasing role of merit aid, i.e. none-need
26 based aid in higher education.

1 And I think we are frankly -- some of us at
2 least, and maybe all of us, are concerned about the
3 growth of merit aid as taking away funds from those
4 who are indeed needy, assuming these statistics are
5 correct. That there are college ready or college
6 qualified students who can't go.

7 Is there -- should this Commission consider
8 saying something about the growth of merit aid both
9 in the form of federal, state, and local things,
10 including tax credits and other advantages that are
11 afforded to middle and upper income recipients?

12 MS. COLES: I definitely think you should
13 say something about merit aid.

14 CHAIRMAN MILLER: We get rid of it?

15 MS. COLES: I don't think you're going to
16 get rid of it.

17 CHAIRMAN MILLER: Can you define it?

18 MS. COLES: In some cases such as Georgia
19 that did not have a need-based grant aid program, the
20 Hope Scholarship Program has actually generated a lot
21 of more grant aid.

22 But I think we need to really sort of look
23 at targeting our resources to students to whom it's
24 going to make the most difference. The investment in
25 terms of them going to college or not going to
26 college. And I think that's -- a lot of the merit

1 aid programs that money is going to students who are
2 going to college anyway. And I don't think you
3 necessarily get a big return on the public investment
4 when that happens.

5 I think that there's a number of need-based
6 programs that have a merit component. And I think
7 that there are certain incentives that we could
8 provide within need-based programs. The Indiana 21st
9 Century Scholars Program is a good example where they
10 are making an early commitment of students to
11 students, but they require them to take a college
12 prep curriculum to achieve a 2.5 grade point average
13 and so forth.

14 CHAIRMAN MILLER: I don't understand how
15 aid that isn't objectively defined can be successful
16 that way.

17 Sorry. Go ahead.

18 MR. VEST: May I slightly editorialize and
19 ask a question that might hope might shed a little
20 light on what our Chairman has just brought up.

21 And I'll say up front, I don't know how to
22 do this in a biased way -- in a non-biased way
23 because I have some strong views. But over
24 the last 20 years, probably even over the last 30
25 years, several things have happened in the financial
26 aid world. One is that some institutions invented

1 something that was referred to yesterday, generally
2 called enrollment management.

3 The philosophy or guiding principle of that
4 is essentially that one uses scarce financial aid
5 resources in such a way as to optimize the quality of
6 students coming into the institution. And that tends
7 to mean that some or all of the discretionary
8 financial aid money is given largely on the basis of
9 high school performance and so forth without
10 attention being paid to the student and the family's
11 income status.

12 The second thing, which Art just mentioned,
13 is that we have had during this whole period a growth
14 of tax incentives for attending -- for paying tuition
15 which if you look individual by individual primarily
16 benefits the people who pay at high tax rates, not
17 those people who pay at low tax rates. And there
18 have been just a lot of other organizations that have
19 made more and more money available on the basis of
20 merit, as opposed to distributing financial aid
21 resources according to the family's need.

22 My question is -- we clearly know that
23 these shifts are. And we can sort of see what
24 percentage of money today is need-based and what is
25 not. The question is do we actually have hard,
26 convincing data that correlates these shifts with the

1 realities of low income kids attending college. Can
2 we really see a correlation or not? You and/or
3 anybody else who knows these things.

4 MS. COLES: A correlation between the
5 shifts?

6 MR. VEST: Between the fact that less and
7 less of the available aid is now need-based and the
8 realities of attendance college of low income kids.

9 MS. COLES: I'm not a good person to ask
10 that question. I think that Sandy Baum might be able
11 to, or you might want to invite someone like Mike
12 McPherson, or maybe Richard could answer it.

13 MR. VEDDER: Well, I just -- you remember
14 Bob Zemsky. Remember him? He used to be a member of
15 our Commission. (Laughter) He left us last night.

16 Bob yesterday made the statement that four
17 to eight -- remember he said this is based on a
18 survey of Pennsylvania students that hasn't been
19 released yet. But four to eight percent of students
20 he thinks are denied access to college because of
21 affordability issues which relate -- it's not
22 directly related to your question, but it's
23 tangentially related to your question. And he put
24 those numbers at that level. Everyone I've talked to
25 and read would suggest that the numbers are somewhat
26 higher than that.

1 And that this gap between -- these quartile
2 gaps on income as it relates to accessibility are
3 largely -- more largely explained by affordability
4 issues than what Bob's numbers would suggest.

5 On the other hand since Art invoked Jay
6 Green, whose name has come up several times, I would
7 just parenthetically mention that Jay Green in his
8 latest book makes a very strong point that the main,
9 dominant reason that you get these disparities on
10 college access by income groups is related to K
11 through 12 performance. And that is the dominant
12 thing.

13 And Green goes so far as you shouldn't even
14 be thinking of trying to improve college access for
15 low income people until you do something about K
16 through 12. That's just what he says in his latest
17 book.

18 So, I -- Kati disagrees, but I'm --
19 (Laughter)

20 CHAIRMAN MILLER: Well, I disagree too.
21 I'd like to get -- you are the first Panel that we've
22 had that had specific recommendations about higher ed
23 should do which I thought was very valuable. In
24 other words, right at the end of both presentations.

25 Rather than what K through 12 should do or somebody
26 else should do, you have a couple of specific

1 recommendations.

2 But at the beginning of this discussion, we
3 talked in generic terms or vague terms. It seems to
4 me it's very difficult to define merit aid and aid
5 other than just based on income, means tested period.

6 Because once you start spreading out the definition,
7 all the families in America, as you said, would say,
8 "I need aid to send my child."

9 MS. COLES: Right.

10 CHAIRMAN MILLER: We haven't as a society
11 communicated that somebody should have been saving
12 for that college because income of a family of
13 \$100,000 might still have a need to go to college.
14 And there's no -- I don't have a feeling that we
15 should penalize that child because somebody made a
16 mistake in savings. Or they had a catastrophe in the
17 family or anything like that.

18 So the point I guess is could you be more
19 specific with these recommendations as this Task
20 Force works? Can you convert what you have in here
21 as recommendations to policy advice? This, this,
22 this, and this would be very helpful.

23 MS. COLES: Yes, that would be --

24 CHAIRMAN MILLER: Some of these things are
25 a little vague compared to --

26 MS. COLES: Be happy to do that.

1 With regard to those \$100,000 families, I
2 think the thing to do if they haven't saved. They
3 have a lot of capacity to borrow. And there are many
4 opportunities for them to borrow. They also have
5 much more capacity to help their children.

6 CHAIRMAN MILLER: Borrowing could be
7 financial aid, too. We haven't defined that.

8 MS. COLE: Right.

9 CHAIRMAN MILLER: That's what I'm saying.
10 I don't know what that means when we just say merit
11 versus -- we're talking generalities.

12 And I'm not criticizing. I think this is
13 one of the most important things we're going to
14 address.

15 But based on one survey in one state to me
16 seems that would be immaterial or what Jay Green says
17 from the Manhattan Research. One project would be.

18 We're looking for long-term serious, major,
19 strategic policies. And this is the first one --
20 the first Panel we've had a chance to really get into
21 that.

22 So I guess what I'd like to see next -- I
23 know you have a work process going, but some
24 specificity in these recommendations that you've
25 made. If you could convert them into here's what I
26 want these people to do when.

1 MR. VEDDER: Charles, along that line, I
2 was thinking the same thing. Are you wanting us --
3 and this relates to witnesses -- to come in very soon
4 and start saying, okay, you said this. What we
5 really mean is we want you to end tuition tax credits
6 for people with incomes above \$60,000 or whatever.
7 I'm just using that as an example. And we want to
8 give double tax credits to people who give money for
9 need-based aid. I mean very specific --

10 CHAIRMAN MILLER: Well, I hope -- the
11 answer is I hope we're going to keep on doing what
12 we're doing now. And then we'll have policy and
13 staff people at another level -- I keep calling it
14 parallel paths -- begin to do what you've talked
15 about. And that's why I try to get Task Force work
16 done by the end of January.

17 We're going to start trying to do that and
18 bring in strategic suggestions. And it's not going
19 to be different from what the Task Force is working
20 on. It's just going to be more specific.

21 We don't want to have a recommendation that
22 -- let me see if I can pick one of these. Again, not
23 to be critical. Promote strong partnerships.

24 MS. COLE: Right, no --

25 CHAIRMAN MILLER: And I want to promote
26 strong partnerships. What does that mean

1 specifically?

2 MS. COLE: Right.

3 CHAIRMAN MILLER: Can the federal
4 government or somebody do this, this, this, and this
5 that would highly guarantee or incentivize (sic) it
6 in what way?

7 MS. TUCKER: Charles, my hope was that
8 their recommendations would be seen as to the Task
9 Force. And the Task Force would consider them and
10 then get specific about what we want to carry forth.

11 CHAIRMAN MILLER: I know you're going to do
12 that. I have a lot of confidence. I guess what I
13 was saying to them is I'd like to see them do it,
14 too.

15 In other words, outside people could be
16 encouraged to present those proposals as well.

17 MS. TUCKER: I just want to make sure that
18 Charlene and David and Kati have a little bit of time
19 to make some comments and traditional observations
20 either from the Panel's presentations or from our
21 discussions yesterday.

22 MS. NUNLEY: I really appreciated both of
23 your presentations because you're describing the
24 student population that our nation's community
25 colleges deal with virtually every day. And I have a
26 lot of thoughts, but I won't take everybody's time

1 with a lot of thoughts.

2 But when I see the statistics of 90 percent
3 of the ninth graders wanting to go to college and
4 recognizing that that's the most diverse population
5 of ninth graders probably that our nation has ever
6 had and knowing that the baby boomers are retiring,
7 we have to convert those aspirations into reality. I
8 don't really think our economy has any choice about
9 that.

10 And the high school preparation issues that
11 you talk about are extremely important. And I really
12 think that our nation's higher education leaders need
13 to be come more engaged with our high schools. And
14 our teachers on our college campuses need to become
15 more engaged with our high schools if we're really
16 going to turn around those preparation issues. So
17 I'm glad to see that you are thinking in that
18 direction.

19 I also see a lot of these barriers that
20 you're talking about that are preventing students
21 from entering college. Just for data from one
22 institution, I know that last year I had 3,000
23 students who applied for and qualified for
24 scholarship aid at my college that we were unable to
25 award. And those 3,000 students did not attend
26 college. That is a needless loss of talent I think

1 from higher education. And we have to do something
2 about it.

3 I also would say that, Michael, we did some
4 research that really confirms a lot of the things
5 that you said today. We integrated the database from
6 the public schools with the college's database to try
7 to see what were the pathways that led to remediation
8 and what were the pathways that led to college
9 readiness. We found three paths through high school.

10 One guaranteed readiness for college. We
11 wouldn't even have to assess those students if they
12 followed that pathway. They're ready.

13 We found a second path that guaranteed
14 remediation. We wouldn't even have to assess those
15 students if they followed that pathway. They have to
16 be remediated.

17 We found a third pathway which is the
18 pathway that most of the students follow. And a
19 third of the students who pursued that pathway needed
20 remediation.

21 We need to work on what we know about those
22 pathways so that we get all of the students on the
23 right path. I think a lot of the data and
24 information is there that we need. We need to use it
25 in a systematic way to make a difference in what's
26 happening to young people coming out of our schools.

1 And then we need to use it at the collegiate level
2 to make sure that we're doing better on the retention
3 issues once we get them through our doors.

4 So I really loved what you're doing. And
5 hope that you'll continue to provide us with more
6 information.

7 MR. COHEN: Well, thank you. And I'll be
8 happy to both come back with more specific
9 recommendations. And we have a steady stream of
10 research that we're doing that keeps addressing these
11 issues and experience with states that are trying to
12 address them. So I think we can be a resource as
13 this Commission continues to work.

14 I would like to know more about the
15 research that you described.

16 MS. NUNLEY: Be happy to share it with you.

17 MR. COHEN: Because it raises one -- at
18 least the first question that it raised for me, is
19 why on earth would we want to continue to have a
20 pathway that guarantees that people who go through it
21 aren't prepared?

22 MS. NUNLEY: Absolutely.

23 MS. ELLIOTT: And when you say pathway,
24 Charlene, do you mean curricula?

25 MS. NUNLEY: The course, the curriculum
26 they followed. I can tell you, for example, it's

1 very consistent with -- students who had math through
2 pre-calculus and took a math class in their senior
3 year -- it was absolutely crucial that they took a
4 rigorous math class in their senior year -- had
5 honors English in high school, and at least one other
6 honors or AP course, hands down are ready for
7 college.

8 The pathway that assured remediation were
9 the young people who took no math in their senior
10 year, typically didn't take an intermediate algebra
11 class and took what really isn't a real English class
12 in their senior year in high school. That pathway
13 guaranteed remediation.

14 And then the middle path was the more
15 meeting of the requirements that would lead them to
16 high school graduation. And a third of those
17 students needed remediation, which says that again
18 the required pathway that guarantees graduation from
19 high school is not the same pathway that guarantees
20 college readiness.

21 MR. WARD: I enjoyed Michael's and your
22 presentations In a way it's like a simultaneous
23 equation. One is we might want more access. But
24 access to what? And is the access to prepare
25 students to do college work? And it's a kind of
26 complicated double problem to attend to.

1 I do think that one of the issues that we
2 have to do is step back a little bit and examine why
3 we have a problem. I think there is a problem of the
4 under-serving of low income students. That while we
5 know that there are some unqualified students, we
6 know there are qualified students who don't go to
7 college for either financial or maybe a variety of
8 other reasons that we might call cultural or
9 contextual.

10 But I think what's happened is that over
11 the last 30 years we have sort of underestimated the
12 cost of to complete the amortization of higher
13 education. There is that the -- without giving any
14 more financial aid, the growth of number of students
15 going to college creates sort of almost an
16 exponential growth in the amount of financial aid or
17 cost that's needed.

18 And so for example, in the Pell Grants
19 today, our biggest problem is our success in growing
20 the numbers of students which chews up so much money
21 that the whole concept of raising the amount we give
22 to each student is stressed by that growth.

23 So in some senses, we should feel good that
24 one of the virtues of U.S higher education until very
25 recently was that we had grown access at the same
26 time at least many of our institutions had high

1 quality and certainly were recognized that way. And
2 that combination is what I think was most admired.

3 In the last 10 years, I sense there's some
4 apprehension about whether that democratic vista is
5 continuing to play itself out or is actually
6 reversing. And I think part of that now raises the
7 question of the public and private benefits that are
8 increasingly talked about. Whereas at one time I
9 think it was viewed as a pure public benefit that
10 came incidently from the private gain. Now I think
11 that there's some effort to sort of argue there's a
12 little bit of both.

13 And in which case how do we assign that
14 proportion? And is that proportion means tested and
15 so on? I don't think any of us have any idea whether
16 an individual owes a third of the cost in financial
17 aid or whatever is the other two-thirds or it's
18 fifty-fifty or whatever.

19 But there is in a sense now a division
20 that's empirically not well understood between a sort
21 of private benefit and a public good. And nobody
22 quite knows what these two are.

23 So I think both the democratization of
24 higher ed and the success of that in an aggregate
25 sense has created a challenge where the possibility
26 of the pure public funding of what used to be viewed

1 as an entitlement may no longer be possible.

2 And I think the fact that tuition is being
3 introduced in many other parts of the world where, in
4 fact, it was viewed even more strongly as an
5 entitlement to either low or no tuition is occurring.

6 And so the challenge of financial aid is beginning
7 to rear its head elsewhere.

8 So I think we're facing a kind of sense of
9 apprehension that something that was very American
10 has been lost. And in the past perhaps most people
11 who could find their way to college that aid would be
12 there. And now we know and can document and I think
13 that is in a social sense a very threatening issue.

14 And you've sort of documented and others,
15 Pat and others, have documented that. And for one
16 reason or another, we've not -- institutions
17 themselves are part of the problem as well.

18 So that it's not as if we on the higher
19 education side have come up with answers to that in
20 that perhaps some of the wrong policies going back to
21 this still not fully understood need-based versus
22 merit based issues. Institutions are in some senses
23 concerned to maximize quality. And in maximizing
24 quality they may have quality measured in their own
25 sense maybe to that too has undermined access of
26 those who are less well prepared but maybe still

1 qualified.

2 So I think one of the challenges is perhaps
3 for us to begin to recognize what that -- whether
4 that public benefit and who should pay that public
5 benefit and what way. And obviously there is some
6 private involvement here. The challenge I think is
7 if we are going to find adequate financial aid, it
8 will now come from a variety of sources.

9 And that will bring us back to Michael's
10 point. That if we're going to encourage a
11 partnership between private resources, philanthropic
12 resources, the kind of things I think that Sara does
13 and the federal government which is the anchor of all
14 this. Then the issue of whether what is being
15 provided is of value to these three parts.

16 And that, I think, will bring the
17 Commission together. That the quality issue and the
18 access issue get connected because increasingly there
19 will be more equity interests in paying for who is
20 going on to college. Wherein the past it was a
21 little simpler with a much more predominately public
22 source. I think there's a -- some issue there for us
23 to connect the two.

24 The other issue is that -- and I'll keep
25 repeating this probably in the Commission -- is the
26 challenge of how do develop a language to deal with

1 an educational system that's not a system. But it is
2 really an aggregation of institutions of enormous
3 variability. And that, therefore, the sense of what
4 is the right thing to do or whether there's only
5 thing to do may not be necessarily the way to deal
6 with the U.S. higher education.

7 The fact that there are a variety of
8 different structures. Whether you think independent,
9 for-profit, and not-for-profit, they're clearly
10 virtues in small schools and large schools. Schools
11 with no graduate schools, schools with -- in other
12 words, there's a sort of range of options.

13 That doesn't mean to say that the threshold
14 standard you need to go to any of them, or a
15 community college for that matter, should vary. But
16 there are these options and what -- how one might
17 recruit.

18 There might be other variables in terms of
19 personality, in terms of a whole range of things that
20 give a richness to what we offer as distinct from a
21 pure public model with only large institutions. So I
22 think that makes it a little bit complicated.

23 And so the strategies that different kinds of
24 institutions with a sort of -- almost a mission niche
25 designed to meet almost different consumer needs or
26 preferences for the kind of education they want. I'd

1 hate to lose that as we work our way through this.

2 That still means that I'm a great believer
3 in threshold standards. But then I like the idea of
4 having a variety of options in how people may react
5 to those.

6 It also means that as you try to deal with
7 institutional accountability there is also an
8 enormous variation in how institutions are
9 responding. And I think that may be one of our most
10 -- greatest difficulty is that we frequently find
11 that best practices institutionally grounded cannot
12 be scaled up because there isn't a collaborative
13 structure or a public infrastructure that makes that
14 part of what we do.

15 And the greatest challenge is that we know
16 there are great institutions. We know there are
17 great best practices. But we have an enormous
18 challenge because the structure is by its nature not
19 strongly linked collaboratively. Maybe some of the
20 systems are developing in that direction.

21 And so it's in a sense as we try to cast
22 judgment or compare what we're about, we've got to
23 remember that the main fact, the institutional
24 practices that we need to celebrate.

25 And so when we make recommendations, one of
26 the key issues is not in a sense to assume we've got

1 an unvarying problem across institutions or even
2 about states. Although Pat Callan's report card
3 makes one worry if any state has got true best
4 practices. But nevertheless, I think that's one of
5 the things that we might need to look at. That in
6 our recommendations let's not reinvent the wheel.

7 We may find, as you will find in a kind of
8 dynamic society we have, the very best practices in
9 the world. But they won't be general. They'll be
10 very specific to a particular institution.

11 So those two points: this idea of a
12 public, private issue and how I think accountability
13 will be driven into the broader equity range of
14 resources necessary to get into college. And the
15 second one is that we are an aggregation of
16 institutions that really makes it more of a challenge
17 to in a sense to have an a national agenda and deal
18 with a national agenda.

19 And maybe therefore there will be a
20 segmented agenda and one that figures out -- and we
21 may need to figure out that for ourselves in higher
22 ed. How can we scale up best practices so in fact we
23 don't have just a few stellar institutions or a group
24 of stellar institutions and then an average which is
25 perhaps less impressive?

26 MS. HAYCOCK: I want to thank Mike and Ann

1 for very good presentations and suggest to my fellow
2 Commissioners there are at least two things that are
3 important for us to think about.

4 Number one, Mike outlined a very nice, very
5 aggressive agenda to try to raise high school
6 standards to more closely match what's necessary for
7 students to succeed in postsecondary education and in
8 work.

9 And it would be tempting for us because
10 there's a lot of energy behind that agenda -- after
11 all the governors have signed up; the CEOs have
12 signed up -- to think that that work is so well
13 underway that it's not important for us to do
14 anything about it. I would argue that it is very
15 important for us to think hard about how we can
16 reinforce that work.

17 And to understand that as recommendations
18 roll out from this work, you can predict exactly how
19 they will be greeted by educators and others within
20 states. The current too-low standards, too-low
21 course requirements, too-low assessments will be
22 defended as essential to do no harm to poor kids and
23 kids of color.

24 It is very important that we remember that
25 the truth is exactly the opposite from that. The
26 victims of these too-low standards, too-low

1 requirements, and too-low tests are actually the poor
2 kids and kids of color who are always expected to do
3 the minimum that's necessary to get through.

4 So again we need to think hard about how to
5 reinforce this work and what in particular higher
6 education's role in there. There are very clear
7 things that higher education needs to do to make this
8 effort succeed.

9 That said, there's a real temptation in
10 higher education community to think that until these
11 things get fixed, both on the academic side and on
12 the financial aid side, there's nothing that we can
13 do to improve either access or success. And so it is
14 hugely important for us to recognize that, yes,
15 academic preparations matters. And, yes, financial
16 aid matters. But what institutions do matters a lot
17 too.

18 As many of you know, we've done very
19 careful analyses of the data across the country. And
20 it is quite clear that even institutions that serve
21 roughly the same kind of kids with roughly the same
22 kinds of academic preparation and roughly the same
23 sorts of financial need have very different results
24 in terms of getting students successfully through to
25 a Baccalaureate degree.

26 So while we need to reinforce and support

1 the work going on in high schools, we also to need to
2 make it very clear this is not a linear thing, one
3 fixed before the other. And how to get higher
4 education to accept its responsibility for student
5 success is hugely important.

6 MS. TUCKER: If any of our other
7 Commissioners have questions of our Panelists, let me
8 encourage you to make those now.

9 MR. FALETRA: I just have one question on
10 the population of that second quartile. How many
11 actual, absolute students are in there?

12 MS. COLES: Good question. I can't answer
13 it for you. I can get you the answer, but I don't
14 have it at the top of my head.

15 MR. STEPHENS: Ann, you talked about a
16 number of issues, including the motivations, family
17 and peer support, which in my experience these are
18 critical because it's about developing of
19 relationships going forward that enable with
20 knowledge necessary to gain access to various
21 pathways people have talked about.

22 Is there any data or any programs that you
23 have seen that are scalable to be able to address
24 this on a national basis? Because my experience has
25 been all those elements today seem to be locally
26 focused.

1 And if we're really going to encourage
2 youngsters to be able to achieve the level of
3 attainment that we all expect from a job perspective,
4 it just doesn't happen at one point. It's a cultural
5 perspective that happens throughout their lives.

6 MS. COLES: Right. I think that it's
7 something that has to happen early in school. I
8 think that it would be -- we have an education. I'm
9 going to say something very obvious. We have a
10 college prep system in this country that really works
11 well for a whole bunch of students. And it's called
12 school.

13 And I think that to the extent that we can
14 incorporate a lot of this information, knowledge,
15 motivation, support into public schools starting with
16 students early in elementary school, we will -- so
17 that students really integrate into their thinking
18 and belief systems. That also involves working with
19 teachers and school staff so that they integrate into
20 their belief systems that they can do this.

21 I've been very -- so I think that's the
22 most scalable way to do it. That's the -- I've
23 worked in these college outreach programs for years.

24 And the problem with them is that they're -- you've
25 got these schools and then you've got these programs
26 outside schools. And it doesn't make sense. They

1 sort of operate in separate spheres. All that stuff
2 should be in schools and be part of school the way it
3 is in suburban schools and private schools that are
4 college prep schools.

5 The other -- that's one of the reasons I
6 like the State Scholars Program is because that
7 directly engages business people in communities going
8 into schools. And where it's working in Texas and
9 Arkansas, they're doing that starting in eighth
10 grade.

11 And it could be done in every single
12 community. And it's virtually no cost. Talking with
13 students and families and teachers about the
14 importance -- the fact that college ready standards,
15 work ready standards are the same. Why they need to
16 do this and what the payoffs will be for them to do
17 that. So that's I think is also scalable, so to
18 speak.

19 MS. TUCKER: Thank you. Let me just wrap
20 it up so that we can be on time, Mr. Chairman. I
21 want a closing comment. Geri used the term
22 yesterday, "U-learner." And that is encouraging
23 Americans to become lifelong learners.

24 My hope would be that the Access Task Force
25 in making its specific recommendations could do a
26 little bit of what David was saying, which is, number

1 one, how do I create the path that's good for me that
2 I need for higher education. And then two, how do I
3 build that financial plan that's a mix of public and
4 private that will help me?

5 Vance McMahan, you mentioned that mapping
6 to me yesterday. My hope would be that that's
7 something that we could conclude. And so that would
8 be our hope in the recommendation areas.

9 But before I turn it over, I would be
10 remiss if I didn't, on behalf of my fellow Task Force
11 members, thank Eleanor Schiff for the work that she
12 did in supporting us. So thank you, Eleanor. And
13 thank you, Mr. Chair.

14 CHAIRMAN MILLER: Thank you. Wonderful
15 presentation. Right to the point.

16 I'd add my comment. I think the line
17 between what's done in K-12 and higher education is
18 virtually nonexistent. But we're going to have to
19 draw a thin line only in the sense that we're
20 required to focus on the higher ed part of it. That
21 leaves us with this problem on access. And what we
22 see is the deficiencies in the K through 12 system.
23 We just have to find a way to deal with that, finesse
24 or otherwise.

25 I just want to point out -- and I'm not
26 speaking for anybody -- point out personally. There

1 was a proposal in the last year by this
2 Administration about high school. And it has been in
3 a national sense coolly received in Congress and other
4 places. Almost as if we are in fatigue on trying to
5 improve the K through 12 system.

6 But I think we can come up with something
7 that might encourage people to go back to work on
8 that while we still work on the higher ed portion of
9 it. So I thank you for your contributions today.

10 **SESSION 5 -- QUALITY**

11 CHAIRMAN MILLER: Hello. There we go.
12 Thank you. The real leaders in this room. Now that
13 Governor Hunt is here, we're ready to start.
14 Governor, welcome. We've missed you. But we're
15 ready to go.

16 I just want to add a couple of things. I
17 mentioned a Work Force Task Force, and I neglected to
18 add that Peter Faletra from the Energy Department has
19 agreed to serve. And we're very, very lucky to have
20 him on the Commission, by the way. Thank you. Very
21 distinguished career and brought different -- private
22 and public work.

23 I think Charlene Nunley will be added to
24 the Task Force.

25 I'm still working on Rick Stephens. It's
26 an important Task Force. He's going to help us in a

1 lot of ways with that Task Force.

2 So anybody else who wants to contribute,
3 please volunteer to step up.

4 We're going to have Senator Alexander in a
5 few minutes. I think he may join us a little early.

6 If he comes in, let's invite him to come up to the
7 table if we can do that.

8 Dr. Vest.

9 MR. VEST: Thank you, Mr. Chairman. I am
10 here to sort of report and then hopefully lead some
11 discussion on very early work of our Quality
12 Subcommittee.

13 I begin by saying I'm a fraud. The actual
14 chair of this group is Jim Duderstadt, who could not
15 be with us today. Our group includes in addition to
16 Jim, Governor Hunt, Nick Donofrio, Bob Mendenhall,
17 Rick Stephens, and myself.

18 We have met once telephonically. And
19 unfortunately we did so in the absence of two
20 members, Governor Hunt and Rick Stephens, both of
21 whom are sitting opposite me, staring at me. So I'm
22 in an awkward position. (Laughter)

23 We began our discussion by several people
24 saying each in their own way that whatever we do to
25 think about what the quality of higher education in
26 America today and going forward, we have to look at

1 it in terms of the global landscape.

2 And it, of course, has been interesting
3 that all through both days of this meeting we have
4 heard time and again various allusions as to what is
5 going on globally. And to the envy of the rest of
6 the world has of much of our system. But also a lot
7 of things that we need to be learning from others.
8 But we do hope to maintain a global perspective going
9 forth.

10 Our Chairman pointed out -- of our
11 subcommittee -- pointed out that there are a variety
12 of kinds of starting points that we might take to
13 look at the issue of quality which, of course, means
14 10 different things to any 10 people one might get
15 together.

16 We might begin by actually attempting to
17 define quality and excellence in this context. And
18 we'll come back to that point later on. We might be
19 in some sense either catch all or, I would say,
20 integrating group regarding issues that are not
21 exclusively in any of the other three groups, what
22 I've call a cube here.

23 We do think it's important as at least a
24 starting point to delineate and sustain existing
25 strengths of U.S. higher education. And that's going
26 to get some emphasis in my remarks this morning.

1 And finally -- and we actually for this
2 meeting chose to do the latter -- focus on some
3 urgent recommendations of a variety of national
4 reports that have come out literally over the last 12
5 or 15 months. One of which was stimulated in very
6 large measure by Senator Alexander, who will be
7 joining us.

8 As one thinks about quality and excellence,
9 you can look at it from many perspectives. We
10 generally tend to talk about institutional
11 excellence. What makes a good college? What makes a
12 good research university? What makes a good
13 technical school? What makes a good community
14 college?

15 And we tend to look at metrics that talk
16 about institutions. But it's sometimes a very
17 different thing, as we've heard particularly this
18 morning, to think about assessing quality for
19 excellence from the point of view of the student. Is
20 the institution or is the system of institutions
21 serving individual students well?

22 We also must be very keenly aware that
23 differing colleges, universities, and other
24 institutions have to be viewed and understood in
25 terms of their quality in regional and specific
26 mission context.

1 One size is not going to fit all. And that
2 is one of to me the highlights of this particular
3 meeting is we've all begun to talk and think in terms
4 of this wonderful mosaic of many different kinds of
5 institutions that we are blessed with in the United
6 States. And hopefully we'll get our minds away from
7 our own specific context and look at the others.

8 And finally, and I hope this isn't
9 offensive to anybody. But the way people tend to
10 think about quality, and particularly institutional
11 quality, tends to range from what I would call
12 utopian to highly utilitarian.

13 And I think frankly this is one of the
14 things that we have to deal with explicitly or at
15 least implicitly. Because underlying a lot of what
16 has been said this morning, a lot of certainly what
17 I'm going to talk about today, is the whole issue of
18 preparing people for jobs and in some case to prepare
19 people to create jobs. But there is more to
20 education for life than just that.

21 Some of the roles that Jim listed that --
22 Jim Duderstadt -- that are really not included in
23 access, affordability, and accountability is the fact
24 that we have to delineate education: undergraduate,
25 graduate, professional, and particularly this whole
26 movement to think more deeply about lifelong or

1 continuing education of our citizens, our workforce.

2

3 And then, of course, the development of the
4 individual which is probably what brought most of us
5 to our professions, those of us who teach in colleges
6 and universities. We are about creating
7 opportunities for people and also about widening
8 their vistas and their capabilities. So any way we
9 think about quality has to kind of recognize these
10 factors.

11 Others, we as institutions at the
12 university level in particular are conservators of
13 values and of our culture. We have a very important
14 role that faculty hold dear of being independent
15 critics of society, of politics, of trends.

16 And of course, great emphasis today on our
17 role in universities in terms of knowledge generation
18 and discovery. Something that this nation is far
19 more dependent upon from the university sector than
20 is the case in most countries around the world.
21 Although as was pointed out yesterday, many countries
22 are learning quickly from us and are making great
23 progress in this knowledge generation and discovery
24 and of university responsibilities.

25 These things done through research, done
26 through scholarship, through roles that institutions

1 of all kinds around the table play in the economic
2 development and betterment of their regions and in
3 particular in advancing the nation's ability to
4 innovate, which is going to be a key thrust today.

5 We could delineate and sustain U.S. higher
6 education's existing strengths. And I think Chairman
7 Miller made it very clear, particularly at our first
8 meeting, that this is on the table as much as change
9 and improvement is.

10 And among the factors that our Committee
11 discussed very briefly telephonically are, as we've
12 heard today, the importance of the diversity of the
13 kinds of institutions that we have in the United
14 States from community colleges, small liberal arts
15 colleges, big mid-western land grant universities,
16 somewhat more focused places like Cal Tech and MIT,
17 the Ivys, and so forth.

18 The role of market forces, I think all of
19 us believe are among the primary factors that make
20 American universities and colleges strong. But sort
21 of unusual market forces, not just the financial ones
22 but the marketplace of the intellect and the idea.
23 The whole idea of merit based -- of merit competition
24 among institutions for research grants and things
25 like that. A role that has not had much prominence
26 so far. And I kind of understand why.

1 But I believe -- and think my colleagues
2 who were on the call believe -- it's very important
3 that we remain the great magnet for the very best and
4 brightest students and scholars to come to this
5 country from other parts of the world. They
6 contribute enormously to our ability to excel, to
7 innovate, to create jobs.

8 We have a -- people use many different
9 terms to say the same thing this morning -- a highly
10 decentralized and hopefully agile systems of higher
11 education. Some people said we have no system. I
12 kind of think of it as -- speaking as an engineer --
13 as a very loosely coupled system. We do interact.
14 And it's very important to understand those
15 interactions. But we have great freedom and
16 flexibility in individual institutions to determine
17 our own destinies.

18 We have some extraordinarily wonderful
19 supportive public policies in this country, such as
20 tax incentives for individuals to be philanthropic
21 with colleges and universities. And the role that
22 the federal government plays in making it financially
23 possible for many students and their families to
24 afford college and university.

25 And again something that is very close for
26 the obvious reasons to my heart is this remarkable

1 partnership that our public and private research
2 universities have had with the federal government
3 basically since the end of World War II. That is the
4 knowledge generation, the economy generating part of
5 what we do.

6 What we did do and what I was mandated to
7 do this morning in this presentation by my colleagues
8 was, in fact, to focus on for today, for today, on
9 the urgent recommendations of a variety of national
10 reports that have been promulgated over the last year
11 or so.

12 We're going to mention in particular the
13 first two: a report that was, in fact, stimulated,
14 as I said, by Senator Alexander and together with
15 Senator Jeff Bingaman that put a request before the
16 National Academies of Science that resulted in a
17 committee chaired by Norm Augustine that recently
18 published a report called, "Rising Above the
19 Gathering Storm." And a very and parallel effort
20 that has actually been going on over several years
21 and with much larger number of leaders from business,
22 academia, and labor in the Council on Competitiveness
23 called "Innovate America," the key document of their
24 national innovation initiative. Both of these
25 studies have a lot to say specifically about the role
26 of higher education.

1 But there are others. President's
2 Committee of Advisors on Science and Technology has
3 issued a series of reports called "Sustaining the
4 Nation's Innovation Ecosystem." The Center for
5 Strategic and International Studies in Washington
6 recently put out a report called "Waiting for
7 Sputnik."

8 And those of you around the table will
9 certainly understand what is being alluded to here
10 looking for that spark that will again pull the
11 nation together around the importance of its science
12 technology and innovation in 21st century. And
13 several reports from the National Academies of
14 Engineering and elsewhere.

15 So we're going to focus this morning on the
16 report "Rising Above the Gathering Storm." And we
17 did so for several reasons. First of all, in keeping
18 with our Chairman's dictates, Charles Miller's
19 dictates, it has a lot of specificity. You may
20 agree, disagree, but has some very high specificity.

21 And it's also very timely because its
22 recommendations are working their way through the
23 political system as we sit here this morning.

24 The world of higher education has great
25 centrality in the overall recommendations of this
26 report, as well as the Council on Competitiveness

1 Report. It was recommended to us, this Commission,
2 at our first meeting when Secretary of Energy Bodman
3 joined us briefly and spoke rather passionately about
4 the importance of this report and hope we would pay
5 some attention to it.

6 And finally we have the rather unique
7 opportunity of having in a few minutes Senator
8 Alexander join us today.

9 So the Committee that was put together by
10 the National Academies of Science, Engineering, and
11 the Institute of Medicine, it's officially called the
12 Committee on Prospering in the Twenty-first Century.

13 Because the letter that was sent to the academy by
14 Senators Alexander and Bingaman and also by
15 Congressman Sherry Bullard and Bart Gordon to
16 Republicans to Democrats asked a simple sounding
17 question: What are the top 10 actions in priority
18 order that federal policy makers could take to
19 enhance the science and technology enterprise so that
20 the United States can successfully compete, prosper,
21 and be secure in the global community of the 21st
22 Century? What strategy should we have? What are
23 several concrete steps that could be used to
24 implement each of the actions?

25 The Committee that was put together -- I
26 think its composition is important to understand. It

1 consisted of six current or former CEOs of Lockheed
2 Martin, Intel, Lilly, DuPont, Exxon Mobil, and Merck;
3 five active faculty members, one each from Berkley,
4 University of Virginia, Cornell, Harvard, and
5 Stanford; presidents or former presidents of Texas
6 A&M, Rensselaer Polytechnic, Rockefeller University,
7 Yale, MIT, University of Maryland; and then three
8 other members: one who runs a private educational
9 foundation, the foundation that funds primarily K
10 through 12 education; a high scientific executive of
11 Livermore National Laboratory; and finally, the
12 Superintendent of Schools of our of our states,
13 specifically the state of Maryland.

14 So it was a very diverse and hardworking
15 group; 21 people were asked to serve. Twenty said
16 yes. And work began on a three-day weekend, the
17 third week of August.

18 What I am going to do is tell you that the
19 Committee came back, not with 10, but with four
20 recommendations. I will tell you what they are. And
21 then we will hone in on just those parts which are
22 involve responsibilities for higher education.

23 The first recommendation was called Ten
24 Thousand Teachers Affecting Ten Million Minds. And
25 the concept is simply to increase America's talent
26 pool by vastly improving K-12 science and mathematics

1 education. And our universities and colleges will
2 have a key role in this.

3 The second recommendation we called Sowing
4 the Seeds Through Science and Engineering Research.
5 How do we sustain and strengthen the nation's
6 commitment to the kind of long-term basic research
7 that ultimately some of which can ultimately
8 transform our businesses, our industries, our
9 education, other things that create jobs of the
10 future? How to -- and this is a primary way in which
11 we maintain the flow of new ideas that will fuel our
12 economy and provide for our security and enhance our
13 quality of life.

14 The third recommendation we called Best and
15 Brightest in Science and Engineering Higher
16 Education. Simply put, we need to be sure that the
17 United States remains the most attractive setting in
18 which to study and perform research so that we can
19 develop, recruit, and retain the best and brightest
20 students, scientists, and engineers.

21 In two ways, first, from within in the U.S.
22 because this group very much believes that we need to
23 increase the fraction, particularly at the graduate
24 level, of scientists, engineers, mathematicians,
25 information technology people who are U.S. citizens.

26 But also simultaneously, as I said earlier, to

1 assure that we still are the place that attracts the
2 very best and brightest from around the world.

3 And I just -- any of you who go around
4 Silicon Valley, you will find that over half the CEOs
5 of Silicon Valley companies are folks that came here
6 largely from Southeast Asia, generally as graduate
7 students, stayed, contributed to our economy. Others
8 have of course returned home and with a better
9 understanding of the U.S. and built systems
10 elsewhere.

11 Then finally, and I will not spend much
12 time on this one this morning. Incentives for
13 innovation and the investment environment to assure
14 again that we remain the best place in the world to
15 innovate by investing in downstream activities, such
16 as new approaches in manufacturing and marketing and
17 services to create high paying jobs that are based on
18 innovation.

19 And to do this there were several
20 recommendations to modernize the patent system,
21 realign our tax policies to encourage innovation.
22 And very important I think -- and everyone here
23 understands it -- to ensure affordable broadband
24 access to everybody in the United States.

25 So with that introduction, I'd like to
26 spend a few minutes looking at the specific

1 recommendations that were relevant to higher
2 education's both opportunities and responsibilities.

3 So the Ten Thousand Teachers, Ten Million Minds -- a
4 very straightforward mechanism suggested to move
5 forward. Namely the federal provision of four-year
6 scholarships annually for 10,000 college students who
7 will earn Bachelor's degrees in disciplinary areas in
8 science, engineering, or mathematics and concurrently
9 achieve K through 12 teacher certification.

10 Now obviously the federal responsibility
11 here we are suggesting is to provide the financial
12 wherewithal for this. But our colleges and
13 universities will have to make some changes in order
14 to make it efficient and effective to both earn
15 degrees in these fields and concurrently become
16 certified. Probably the goal is to do this within
17 four years will probably involve some summer as well.

18 Those who receive these scholarships would be
19 committed to teach at least five years in public K
20 through 12 schools.

21 In addition, universities would have a
22 responsibility together with perhaps other
23 organizations, particularly through industry
24 partnerships, to strengthen the skills of 250,000
25 teachers. To do this by some time-proven mechanisms:
26 summer institutes, something that had great

1 dominance back in the 1970s by the way. And that we
2 believe more universities should put together science
3 and mathematics Master's degree programs specifically
4 geared to taking smart, motivated, K-12 teachers in
5 these fields and probably through two-year part-time
6 work make it possible for them to earn a disciplinary
7 Master's degree in such a way that it's conducive to
8 improving their work as K-12 teachers.

9 And then also there are some
10 recommendations built around training teachers to
11 work with advanced placement and international
12 Baccalaureate curricula by again trying to train
13 about 80,000 Pre AP or Pre IB instructors.

14 And to finally, we suggest something that
15 will be a little bit controversial. But we believe
16 that we should make freely available K through 12
17 curriculum materials in science and mathematics based
18 on world-class standards. This is not a
19 recommendation that there be a strictly defined
20 national standard.

21 But in very much the spirit of the growing
22 movement to open courseware and open materials in
23 higher education, we believe we should get some of
24 our very best and brightest educators around the
25 country and work together to provide absolute world-
26 class materials, not necessarily as things would be

1 used through computer mediated education but to put
2 them in the hands of teachers and students to use
3 them in the way they think appropriate to their
4 context.

5 Turning a little bit to the research
6 investment of the federal government, and here I
7 should give just a little bit of background for those
8 of you who do not think about this part of our system
9 of higher education. Unlike most other countries,
10 after the end of World War II the United States
11 decided to follow the recommendations of a very
12 famous report called "Science the Endless Frontier"
13 authored by Vannevar Bush, who chaired a small
14 committee appointed by President Roosevelt at the
15 closing days of World War II.

16 And he was asked the following question by
17 the President. Science and industry based on science
18 have contributed enormously to the war effort. It
19 looks like victory is close at hand. How can these
20 same forces be harnessed to provide for a vibrant
21 economy and security and quality of life and health
22 in peace time?

23 And the primary answer came back that we
24 should make our public and private research
25 universities the core of the research infrastructure
26 in the United States, thereby both doing research but

1 also simultaneously training people who are the
2 students would be the next generation of researchers,
3 the next generation of industry leaders. Today we
4 would say innovators and entrepreneurs.

5 Over the last 30 years the federal input in
6 the physical sciences, engineering, mathematics,
7 computers and so forth in federally sponsored
8 research has been pretty much flat in terms of real
9 purchasing power. Since the 1970s, so 35 or so years
10 now.

11 On the other hand we have had an enormous
12 growth in the support of the life sciences. During
13 the current Administration of President Bush, we've
14 completed a long promised doubling of the NIH budget
15 expended in universities and so forth. And this has
16 had an enormous impact not only on spurring new
17 knowledge, new basis for human health, but also to
18 spinning out new industries literally and companies
19 in biotechnology.

20 We feel that it's time to see a similar
21 rise in the other areas of science and technology
22 that will lead to whole other product lines and
23 hopefully jobs. And specifically we propose that the
24 long-term investment in basic research by the
25 government increase at 10 percent a year for the next
26 seven years.

1 We want to pay particular attention to the
2 early career stages of our best and brightest young
3 scientists and engineers. And have proposed that we
4 essentially double the number of research grants that
5 are specifically available to outstanding early
6 career researchers to give them flexibility and
7 frankly jumpstart their careers and their
8 productivity.

9 We also believe as a Committee that the
10 research infrastructure is falling rapidly behind in
11 this country. We propose 500 million dollars a year
12 of federal funding over the next five years to
13 approach this problem. This does not solve the
14 problem. But it can approach it and help it out in
15 some key areas.

16 And we would build the mechanism for doing
17 this on the framework that was developed by the Bush
18 Administration to administer the National Now
19 Technology Initiative, which has seemed to work very
20 well. Creation of one very small central government
21 office that coordinates work across the agencies and
22 maintains the data and the understanding to be sure
23 that we are going about this in a fair and logical
24 way.

25 And finally and this is not a matter of new
26 money. We believe that each agency that sponsors

1 research needs -- and you can kind of pick your
2 favorite number -- but we averaged our own opinions
3 to about eight percent of their research budgets to
4 be specifically used in a highly discretionary way
5 for high-risk research. The stuff, frankly, that in
6 the long run tends to come up with the greatest
7 number of big hits for the nation. But like all
8 bureaucracies over time, we tend to become somewhat
9 risk adverse in our funding of research. And it's a
10 very simple matter to try cut through that.

11 Turning to workforce, to human beings and
12 their knowledge and understanding best and brightest.

13 An absolute cornerstone of what the Committee on
14 Prospering in the 21st Century believes this nation
15 needs to do is to create a series of both
16 undergraduate and graduate scholarships and
17 fellowships to attract young men and women of the
18 highest caliber into the fields that we deem to be of
19 areas of national needs.

20 When I say, "we," I don't mean the
21 Committee. But that the government agencies would
22 have some overview, particularly at the graduate
23 level, over time to be sure that we're getting smart
24 young men and women who are U.S. citizens into the
25 specific fields that look promising and important for
26 the future.

1 We would start at the undergraduate level
2 by creating annually 25,000 four-year undergraduate
3 scholarships to increase the number in proportion of
4 U.S. citizens earning Bachelor of Science degrees and
5 extremely important in my opinion 5,000 new graduate
6 fellowships for U.S. citizens in these areas of
7 national needs.

8 And students would vote with their feet.
9 They would attend the college or university that they
10 felt best fit their ability to grow and be educated
11 in science, engineering, and mathematics in the area
12 in their area of interest.

13 We also believe -- and this touches on some
14 things we discussed here yesterday -- that there
15 should be additional federal tax credits to
16 companies, to employers who provide for the ongoing
17 retraining and continuing education of their
18 employees. Whether it be going to traditional
19 schools, whether it be through internal work or many
20 of the other mechanisms, including online things we
21 discussed yesterday. But increased incentives to
22 help move forward and help move, help advance the
23 skills of our workforce in these areas.

24 And then the last sub-recommendations here
25 are extremely important. I have to tell you I get
26 very passionate about this. I will try to do it

1 briefly. But as this country and our government
2 struggled with the vexing task that was brought to
3 them after the heinous attacks of 9/11, undertook the
4 task of trying to simultaneously keep people in this
5 country safe and secure and also keep us open. This
6 is a tough, tough balance.

7 And I fear that in some ways we, in fact,
8 over reacted, although that's a hard term to use,
9 especially if you're not wearing the shoes of the
10 decision makers.

11 But we need -- we put in place for a period
12 an extremely cumbersome visa processing system for
13 young men and women coming to this study -- coming to
14 the country to study or to perform research. That
15 has improved. Administration has worked very hard.
16 But we need to keep after the improvement in that
17 processing.

18 The Committee also believed that, when
19 people come here, invest the time and effort, and
20 earn Ph.D.'s in science, technology, engineering,
21 mathematics, they should simply be given a one-year
22 visa automatically to have a period of time to seek
23 employment in companies and universities and
24 education, whatever here in this country. If they do
25 not find it in that time, then of course they would
26 do what normally would have to do which is to return

1 home.

2 We also believe that we should put more
3 emphasis on skills-based immigration policies. That
4 we're turning away an awful lot of very talented
5 people who want to come and live and work and
6 contribute to America in the way immigrants always
7 have done who are kind of being filtered out.

8 And finally and this is a little esoteric,
9 so I'm not going to spend the time other than to say
10 it's a term I hope you will say I have heard. And I
11 think it's something important. We have to reform
12 the deemed export system.

13 Very simply, if a graduate student comes in
14 contact of some knowledge of a piece of equipment in
15 the United States in a university or government lab
16 that is on our export control list, areas of
17 computing and certain satellite technologies and so
18 forth, then the fact that person has come in contact
19 -- has a little bit of knowledge about it. If he or
20 she is from another country, that is deemed to be an
21 export of that technology.

22 And let me simply say that we are facing a
23 problem now in which for understandable reasons --
24 but it's going in the wrong direction -- there is an
25 overreaction to post 9/11 security issues that, if it
26 is not stemmed, is going to mean that basically you

1 have to take out an export license for just about
2 every graduate student that comes to study in these
3 fields.

4 And I will also tell you it's not just a
5 university issue. A good friend of mine is the Chief
6 Technology Officer of one of our largest companies.
7 He made a statement to me the other day that because
8 of the global nature of their business, that deemed
9 exports, as he feels it, is probably the largest
10 single motivation to move R&D activities out of the
11 United States and into other countries. It's a
12 serious issue, a little bit esoteric, but I mentioned
13 it.

14 So those are the ideas behind the study
15 that Senator Alexander and his colleagues caused to
16 happen. And I'm sure that he's going to have some
17 other things to say about that in a moment.

18 But in closing my sort of formal remarks on
19 behalf of our subcommittee, some of the other things
20 that we want to think about in terms of quality and
21 maintaining and enhancing it going forward is the
22 fact that we do have to maintain a robust group of
23 world-class universities in this country. They
24 should be both public and private in our opinions.
25 We need AAU-class public universities and they are
26 particularly at risk today because of eroding tax

1 bases and tax support in the states.

2 And our wonderful system that we have
3 talked about around the table has a great spectrum of
4 students it serves and of knowledge it generates all
5 over the map. But if we lose these pinnacles, our
6 ability to innovate and to create the jobs for our
7 children and grandchildren, I believe, is very much
8 at risk.

9 And I hope we all think very hard about our
10 public universities because in my humble opinion --
11 and even though I represent a private institution
12 now, I spent 27 years in a public institution. They
13 are being forced to finance themselves in ways that
14 for the near term are just fine. More dependence on
15 private philanthropic support. That's good.

16 But in the long run if we're not careful,
17 we can distort the social contract that our state
18 universities have with their states. And so this is
19 something that I personally worry a lot about. So
20 frankly, I editorialized a little bit
21 in putting this together.

22 We also believe that our group, if we have
23 semi-infinite time and energy, need to think about
24 quality in terms of new approaches to pedagogy,
25 learning, appropriate uses of technology. And there
26 are several topics that some of our members have

1 thought about that are associated with globalization
2 that we have to consider as well.

3 So just to conclude with two more slides
4 here. I'm sorry. This actually the last slide.

5 We need as we think about quality and as we
6 think as a full Commission in our view about the
7 purpose of education. Now that's a hard question to
8 answer. And we have many different sizes and shapes
9 and missions of education. But we need to think
10 about its fundamental purpose, particularly for our
11 students in particular.

12 We need to think about leading versus
13 reacting. What Senator Alexander and the Council on
14 Competitiveness and so many others have put before us
15 as a challenge to some extent is a reaction. It's a
16 reaction because the country is getting scared about
17 off-shoring of jobs and what's the future of our
18 economy. But globalization and the role of higher
19 education is also an opportunity.

20 And I hope that -- and again, I think that
21 Charles has said some similar things to us -- that we
22 think about this as leadership, not just as problem
23 solving.

24 Some of the characteristics we think are
25 going to be important for our institutions. You're
26 going to have to be nimble, international, robust,

1 resourceful, and diverse.

2 And finally, and this is more myself
3 speaking perhaps than the Committee, although I think
4 most agree with us. We must maintain a flexible
5 system and not inadvertently move ourselves toward a
6 centrally planned monolith.

7 So with all apologies to my fellow
8 Committee members for any distortions or overzealous
9 editorial commentary, Mr. Chairman, that completes
10 what I wanted to say. And I hope that you will call
11 on the members of the Committee who are present to
12 add anything to this before we turn to Senator
13 Alexander.

14 Thank you.

15 CHAIRMAN MILLER: Thank you very, very much
16 for that great presentation.

17 Let's do that. Let's see if any of the
18 Committee members want to add anything or Task Force
19 members, please.

20 MR. STEPHENS: I'll make a comment.
21 Charles and I had a very robust discussion yesterday
22 which reminds me to be able to participate in the
23 telecon that we have or lined up for another one next
24 week.

25 I think the comments I'd like to add is
26 that I do think that part of the role and

1 responsibility of this Committee is to look at some
2 of the metrics that will be important from a
3 measurement perspective. If I look at the data we
4 talked about yesterday, and I think that one of the
5 challenges that we as a Commission have to work on is
6 really focusing on what is it we're trying to
7 actually work.

8 The data yesterday said there are 92
9 million Americans participating in higher education.

10 Seventeen million students are enrolled in colleges
11 of the more traditional approaches, of which three
12 million actually reside on campuses. So I
13 think the challenge that we all have to look at is
14 what are some of the key metrics that will be
15 important to measure because as me from the
16 industrial side are really concerned about making
17 sure we have sufficient students coming out of the
18 higher education system that are able to meet our
19 economic needs.

20 And being a member of the nation's largest
21 exporter we all recognize the implications that has
22 to do with
23 our performance economically here but also our
24 national security and our standing.

25 I would also comment that there are, in
26 fact, many, many recommendations that have come out

1 of Commissions. And whether it's the responsibility
2 of this particular Task Force, the Quality
3 Subcommittee, or others, I do think we need to
4 consider how best to go look at those and incorporate
5 those recommendations into our Task Force
6 recommendations for alignment and integration.

7 And I would give as but an example relative to
8 the best and the brightest in the recommendation
9 about giving 25,000 new four-year undergraduate
10 students and focusing on 10,000 teachers. There are
11 already a number of great activities underway. I
12 know in the Department of Education there are some
13 that are underway where grants have been awarded
14 because I don't think it's necessarily a technology
15 issue we have to work.

16 I'd go back to some of our social agenda
17 that we have to work. If you look at the number of
18 math and science teachers today in high school, their
19 longevity is running about three years. And so we're
20 finding is we can get into the system but they don't
21 want to stay in the system because it's really hard
22 in the social environment where some were teaching,
23 particularly in the inner city schools.

24 So I think it's going to be really
25 important that we share a lot of common information
26 so we can come up with quality metrics and other

1 recommendations about how to go forward with the
2 integrated solutions.

3 CHAIRMAN MILLER: Thank you.

4 MR. MENDENHALL: Just a couple of comments.

5 I think in our Task Force we talked about quality in
6 at least two aspects. One was looking at enhancing
7 the quality of research activities in the
8 institutions which tends to be some upper tier of our
9 postsecondary institutions. And certainly part of
10 the issue is how do you define quality of that
11 research.

12 I think while endorsing additional
13 investment into research in our universities, it's
14 also clear that just adding money doesn't necessarily
15 enhance quality. And we need to figure out, as Rick
16 said, something about the metrics of how we would
17 determine what the research quality is and what we
18 hope the output to be.

19 The second part, which we haven't quite
20 gotten to yet, is looking at the quality of teaching
21 across the institutions and in research institutions,
22 but particularly in teaching institutions whose focus
23 is in teaching. And what is the quality of that
24 teaching enterprise.

25 We saw data earlier this morning that said,
26 of 40 students out of 100 ninth graders that start

1 college, 27 start the second year, which means we
2 have a 67 and a half percent, a two-thirds, retention
3 rate after one year. So a third are dropping out in
4 the first year.

5 And what does that say about the quality of
6 support and teaching that we're providing them?

7 I also think as we look at research that
8 it's important for us to think about how we focus
9 those dollars. I think one of the challenges is
10 that, as we grant institutions Baccalaureate and
11 post-Baccalaureate degree granting authority, they
12 automatically want to become research institutions.
13 So we have this mission creep in every state where
14 additional institutions get into research which may
15 or may not be conducting great research.

16 I had a really interesting conversation
17 with the President of the University of Tennessee
18 system last night. And I thought he made a
19 suggestion that was worth our considering. And that
20 is they have in Tennessee the Oak Ridge Lab. And
21 seven major universities from the East really
22 collaborate with the Oak Ridge Lab.

23 But he said, you know, "If you look at the
24 infrastructure, we always been equipment rich in the
25 labs, but people poor. The universities have always
26 been people rich, but equipment poor."

1 And we have this proposal here to invest a
2 lot of money in upgrading the infrastructure at the
3 universities. It may make sense to look at putting
4 money into the labs and expanding the collaboration
5 with universities as a place to combine equipment and
6 people. And furthermore, perhaps to look at focusing
7 the research of each of the major labs in a different
8 area so that -- as opposed to have everybody
9 researching everything, we begin to focus the dollars
10 in specific areas around specific competencies around
11 specific equipment. That's not meant to suggest that
12 we entirely dictate that from the top and that we
13 eliminate the diversity of research that can take
14 place.

15 But if I were investing research dollars, I
16 think we'd want to focus them in specific areas where
17 we have a lot of capability. And I believe we need
18 to more clearly distinguish between research
19 institutions and teaching institutions. And that may
20 be very well be a state role at least for the public
21 system, as opposed to let this creep happen where
22 everyone is a mix of both.

23 The last comment I would make is that,
24 while increased dollars surely will enhance our
25 research, I don't think we want to make the mistake
26 that more money means more quality. And we need to

1 make sure that we're measuring quality and then
2 investing more dollars where we get a return on that
3 investment.

4 Our university actually offers Bachelor's
5 degrees to math and science teacher in math and
6 science, including teacher certification and Master's
7 degrees.

8 It's not clear to me that we have to pay
9 the entire cost of students to get 10,000 more
10 teachers into math and science. I think the current
11 legislation which has been floated a couple of times
12 to increase the loan forgiveness program up to \$7,500
13 a year for math and science teachers would do wonders
14 to get people into this system. I think, frankly,
15 the most important thing would be to pay math and
16 science teachers more on a regular basis to teach, as
17 opposed to pay them to become educated to be
18 teachers.

19 So we have work left to do on our Quality
20 Task Force. But there's some ideas we hope to work
21 on.

22 CHAIRMAN MILLER: Thank you, Bob.

23 GOVERNOR HUNT: Mr. Chairman, I'm sorry
24 that I got here late. I had to -- I was with the
25 Asia Society Annual States Institute yesterday
26 afternoon and for the Goldman Sachs Prizes for

1 Excellence in International Education last night.

2 And this morning Washington had a big
3 snowstorm. I want you all to know I got up at 3:45
4 to be with you. (Laughter) But the airplanes
5 couldn't get out that early.

6 I want to say several things. First of
7 all, and let me say to Bob Mendenhall, one of the
8 things that we've talked about yesterday at a
9 meeting, coalition of groups that are interested in
10 international education was talking about the fact
11 that we have about 2,500 high schools in America that
12 want to teach Chinese. And we have about nine
13 institutions that are preparing Chinese teachers.

14 Why doesn't your university work hard on
15 that and, by measuring what they know and can do
16 already, help us get into these classrooms by
17 alternative entry means highly qualified people who
18 could teach Chinese?

19 That's an immediate thing that America
20 needs that your university is probably best set up to
21 do of anything in the country.

22 So let me get to --

23 MR. MENDENHALL: I've never heard of it,
24 but we'll look at it. (Laughter)

25 GOVERNOR HUNT: I'll tell you more about it
26 if you're interested.

1 MR. MENDENHALL: Good. He will.

2 (Laughter)

3 GOVERNOR HUNT: Mr. Chairman, I want to
4 commend this wonderful report that Chuck Vest has
5 reported on here.

6 And I want to commend my good friend,
7 Senator Lamar Alexander, who was one of America's
8 greatest governors and a wonderful Secretary of
9 Education and is now doing his marvelous education
10 and economic leadership work in the Senate. Commend
11 him and Senator Bingham for getting this underway.
12 And I hope they'll push it through the Senate, as I
13 know they will, and then get the House to agree.

14 I agree with everything I've heard,
15 including the fact that we need to spend more money
16 on it. And we have to. I want to just -- everybody
17 is sharing their stories. And everywhere I go,
18 people are talking about, including Tom Friedman -- I
19 want to quote the President of Wachovia Bank,
20 headquartered in Charlotte, North Carolina, Ken
21 Thompson, whom I visited with and asked to come and
22 speak to something the other day.

23 And I was down in Charlotte and he said, "I
24 got in from India this morning at 4:30, 5:00 a.m."
25 And he'd been in three cities. And he said, "Jim,
26 what I saw there," and he hadn't -- this was the

1 first time been, obviously. "What I saw there scared
2 me to death."

3 Now this is a hard-nosed, conservative
4 banker from eastern North Carolina -- we grew up 30
5 miles apart -- who was saying that. And I just say
6 that to give additional urgency to what we're doing
7 here.

8 I'm not sure I know of anything going on in
9 the country, Mr. Chairman, that has more potential
10 for helping make us more competitive and have the
11 good jobs our people want and need than what we're
12 doing here. This isn't just about higher education.

13 This is about America's economy.

14 And people want to know, "What kind of jobs
15 can I get? How do I prepare for them?" That's what
16 average people want to know. And they don't go along
17 with some of our proposals on freeing up trade, which
18 I favor in part, because they don't know the answers
19 to those things. And we haven't told them and we
20 haven't shown them they can be a part of it and their
21 children can be. So I think this is so, so
22 critically important.

23 I want to comment on several things that
24 Chuck Vest mentioned. First of all, I want us with
25 this Commission to be bold and aggressive with regard
26 to improving quality. We've always said -- I think

1 everybody around this table has always said, "It's
2 the best thing we've got in America, higher
3 education." We've said it in our own states.

4 But folks, it isn't good enough. Certainly
5 accessibility, we aren't doing a good enough job on
6 that and all these other things we work on. The
7 quality isn't good enough. It's got to get better.

8 You got to keep getting better all the time cause
9 the folks around the world are getting better. And
10 we've got to stay out front. We've got to be the
11 best and continue to be the best.

12 So I would hope we would understand that
13 this Commission is also about quality and that that's
14 a very important thing for us to do.

15 Second, I want to endorse and strongly
16 commend the recommendation for 10,000 science and
17 math scholarships for four years. In North Carolina
18 about 10, 15 years ago, I was part of setting up a
19 system in which we give 400 scholarships a year for
20 teachers to go to our public universities.

21 And I can tell you that the quality of the
22 people who've applied for them have been almost as
23 good as those who go for the top scholarships in our
24 universities that are privately funded. We've got
25 excellent people. And most of them have stayed in
26 teaching.

1 And so this is a very important thing. And
2 I would hope that we would strongly endorse that and
3 that higher education, of course, would be very
4 active in making it come about.

5 Next, Mr. Chairman, I want to urge that we
6 -- and again I hope that we'll be bold in all of
7 this, folks. This is no time to be vague and
8 squeamish about what America ought to do. If we
9 don't do big, bold, aggressive things, we're going to
10 really get left out. And it's moving the other way,
11 not our way, right now.

12 But I want to urge that we do and we
13 encourage to this Commission the development of those
14 world-class curricula according to world-class
15 standards.

16 Senator Alexander and I have worked with
17 governors over the years who've stood on the
18 prerogatives of their states and their communities.
19 My wife is from Iowa. And out in the Midwest they
20 don't even -- they don't even want to have states --
21 teachers to have testing. I think they've all
22 changed now because of No Child Left Behind. And
23 that's good, David.

24 But, Mr. Chairman, we have got to have
25 world-class standards. I think we ought to have
26 national standards. They don't have to be the

1 federal government's standards. But if the right
2 people, the science folks and the math folks and all,
3 if they develop them, much as we did the standards
4 for the National Board for Professional Teaching
5 Standards, that can be done by the professional
6 people, the academics and so forth in that field.
7 And I would hope that this Commission would stand
8 behind that.

9 This holding back and saying we're going to
10 do everything different in our communities or our
11 state. We can't afford that. We will not compete
12 and win in the future if we keep holding to that kind
13 of attitude. And I would like to see our Commission
14 push in the other way.

15 The whole proposal that you have here on
16 visas, I'm glad to hear you say, Chuck Vest, that
17 there's been some improving in this area.

18 Has there been very much?

19 MR. VEST: There's actually been
20 substantial statistical improvement in the time for
21 processing. But we are not out of the woods, sir.

22 GOVERNOR HUNT: Over here from Microsoft,
23 I'm not hearing a whole lot of excitement about the
24 improvement.

25 MS. ELLIOTT: Well, Chuck's answer is
26 correct. Statistically the time for the processing

1 has lowered. But it is certainly not where it needs
2 to be to encourage folks coming here, as well as the
3 actual numbers aren't enough to actually fill the
4 demand. So progress has been made, but certainly not
5 where it needs to be.

6 GOVERNOR HUNT: I wonder if Boeing would
7 agree with that.

8 MR. VEST: Let me give you a quick example.
9 One of the real issues that everybody who will
10 relate to both industry and universities is that if
11 someone comes here as a visiting scientist or scholar
12 or graduate student, they're limited to a very short
13 space of time in which they can go in and out of the
14 country without having to get another visa. This led
15 to all the heartbreaking stories of people going home
16 for parent's funerals and weddings and things and
17 find themselves in limbo for 9 to 12 months.

18 Well, the government now has expanded that
19 to 4 years which is great. But if you read the fine
20 print, it says as long as there is reciprocity with
21 the country. So if, for example, China doesn't do
22 that for U.S. citizens coming there, we're not going
23 to do it for them coming here.

24 And I'm afraid I'm freelancing. These are
25 personal views. I think this country ought to do
26 what it believes is right and not let somebody else's

1 policies dictate what we do. So there are these -- a
2 lot of fine print around the edges that still is
3 causing a lot of trouble.

4 GOVERNOR HUNT: Well, this ought to be
5 corrected right away, long before this Commission
6 report's ever finished. And I'm sure that Senator
7 Alexander will be a part of that. (Laughter)

8 I would say one thing further about that.
9 Folks, having those -- yes, we'd like for those
10 bright students to come here. Some of them do
11 valuable research while they're here even if they go
12 back pretty soon. Many of them do live here. I've
13 talked to a number of them in recent times who're now
14 running great businesses in the research triangle
15 area of North Carolina.

16 But even if they go back -- one of my last
17 trade missions that I took as governor, we were in
18 Taiwan. And I was meeting with the CEOs of
19 biotechnology companies. There were about 20 of them
20 around that big table, about this big. Every one of
21 them had a Ph.D. from an American university. And
22 they were all friends of America.

23 And I was trying to get them to put jobs in
24 North Carolina and to work with us. And they were
25 favorable toward that because of the experience
26 they'd had here. And that's so important for our

1 future.

2 Final thing, Mr. Chairman, I want to say a
3 word about is this. I've done a lot of thinking in
4 recent months about how we are going to compete. It
5 isn't going to be on cheap labor. It's got to be
6 with education. And if we're going to have a high
7 standard of living, it's got to be because our people
8 are creative and innovative. And Chuck's talked a
9 lot about that.

10 Now we can't leave that up and you haven't.

11 This great report, of course, talking about the
12 teachers and everything else.

13 But we've got to do a lot more focusing on
14 creativity and innovativeness in K-12. I would say
15 pre-K and K-12 education, and higher education needs
16 to help the public schools do it.

17 Here's kind of where I've come out on it.
18 And everybody -- a lot of people around this table,
19 certainly my friend Katie and Arturo and others know
20 how strongly I support No Child Left Behind. But the
21 fact is with that alone -- and a lot of people feel
22 like that it's just been that alone -- we're just
23 saying get everybody to grade level. Spend our time
24 getting those kids that are so far down up to grade
25 level. And we should do it. We need to do it. It's
26 morally right.

1 But we've got to spend, I think, an awful
2 lot of time taking these kids who are already at
3 grade level way up yonder to the top. We've got to
4 focus on making them as creative as we can because
5 they're the ones going to come up with those new
6 ideas and innovations and technologies and products
7 and services that we can sell to the world for a high
8 price and keep our high standard of living.

9 And so I really believe that as a country
10 maybe, Mr. Chairman, we need to keep our approach and
11 our commitment to No Child Left Behind but lay in a
12 new commitment to teaching creativity and
13 innovativeness or causing it to happen. We don't
14 even know how to teach it. We don't even know how to
15 talk about it. But higher education can help us
16 learn.

17 And I'd love to see a brand new -- now new
18 -- we've done a lot of it. But a far greater
19 partnership between higher education and early
20 childhood and K-12 education with regard to this
21 putting in place a system of focusing on creativity
22 and innovativeness and finding ways to measure it.

23 One of the reasons we've done well under No
24 Child Left Behind -- and we have done well. Gosh,
25 I've seen tests scores in my state go from 52 percent
26 to about 80 percent. And the closing of the

1 achievement gap in the process. But it's because
2 we've measured that.

3 Higher education can help us figure out how
4 to teach it, how to help people become that way and
5 how to measure it. And I think that's going to be
6 real critical. We can't wait until they get to
7 college. And we've got to focus on this.

8 Then you'd see teachers saying, yes, I'm
9 going to focus on getting kids up to grade level.
10 That's critical. That's where we ought to start.

11 In addition to that, we've got to focus on
12 this other stuff. And if it takes a teacher's
13 assistant in there to help them do that or reducing
14 the number of children in that class or whatever it
15 takes, we've got to do it. Otherwise, we're just
16 going to be at grade level. And we want everybody at
17 grade level, but we've got to go so much further.

18 So I think all of these issues have been
19 touched on. And you've got wonderful
20 recommendations, Chuck and Senator. I just hope
21 we'll push hard on them. And I particularly hope
22 we'll push in this area of creativity and
23 innovativeness so that we can, in fact, have that
24 high standard of living for the future.

25 CHAIRMAN MILLER: Thank you, Governor.

26 MR. DONOFRIO: May I comment?

1 CHAIRMAN MILLER: Yes, sir.

2 MR. DONOFRIO: It's always dangerous
3 following, Governor Hunt.

4 CHAIRMAN MILLER: Difficult.

5 MR. DONOFRIO: Very, very dangerous being
6 last --

7 CHAIRMAN MILLER: Challenging.

8 MR. DONOFRIO: -- in this whole group
9 because all the good stuff has already been talked
10 about. So I've got to come up with some very
11 innovative and creative thoughts here. (Laughter)

12 So I'm going to start with actually an
13 industry perspective since that's perhaps the thing
14 that I know the most about. I'll come back to the
15 specific comments on Gathering Storm at the end.

16 But there are answers to your questions
17 with respect to: Where are the jobs in the future?
18 What is really happening in the world? This whole
19 issue of global competitiveness.

20 There is major fundamental shift going on.

21 Real wealth generation is still the goal for
22 everyone. But value is moving. And that value is
23 what is incredibly important to concentrate on.

24 So as a company that employs 190,000
25 scientists, technologists, engineers, and
26 mathematicians, they're very important us. We need

1 more of them. This industry has a propensity to want
2 to continue to grow over the next ten years 40, 50,
3 60 percent growth in terms of the skills that we're
4 going to need, hopefully in this country, hopefully
5 in this country. But that by itself isn't going to
6 get the job done.

7 It's fundamentally what the concern is, at
8 least from our perspective, because the need to
9 innovate is more than just be smart in math and
10 science. There's a whole series of skills. There's
11 many studies on this topic.

12 I'm kind of box -- one of the boxes that
13 said, we'll discuss other things. That's kind of my
14 box. That's how Chuck passivated (sic) me in the
15 Quality Task Force report that he just gave. Because
16 I think these other things could end up being perhaps
17 the difference maker in the end.

18 And as we do our work on this Commission
19 and on the Quality Task Force, we have to keep asking
20 ourselves the question: Are we trying to catch up at
21 the end of something? Or are we trying to move to
22 the new next thing as we think about the reformations
23 that we want to put in place?

24 This happens all the time in industry. Are
25 you simply trying to catch up to where the leaders
26 are? Are you trying to get to the next thing which

1 is way ahead of where anybody will be? And you're
2 leading versus reacting point kind of evokes these
3 thoughts as I think about things that we need to
4 study in the Quality Task Force.

5 The whole issue of productivity and
6 technology, we -- a few people yesterday talked about
7 productivity. I was encouraged. My observation from
8 41 years in this industry is every time we give
9 technology to education, they screw it up. They
10 don't do anything well with technology. It becomes -
11 - yes, it's on like a check list. Yes, we're going
12 to do technology too and everything else that we were
13 doing. So there is no gain.

14 You could probably argue and we should do
15 some work, Chuck, and maybe there's studies that we
16 can actually either find or do that proves it's
17 actually unproductive to give them technology because
18 it's not -- you talked a lot about culture. The
19 culture isn't changing to adopt the technology.

20 We talked about the global competitiveness and
21 the nature of the global competitiveness. You see
22 the problem is these people have no systems. They're
23 building them correct by construction. So they're
24 building them right from the bottom up.

25 And here we are with a wonderful world-
26 class system that we want to keep world-class. And

1 it's vested. And trying to make those changes are
2 going to be the tricky, tricky transformations that
3 we're going to have to study and to understand.

4 I'm hopeful. I'm incredibly hopeful that
5 we can do all of that. I would also remind you as
6 you're looking to the future in terms of what is it
7 we're trying to train people for. Someone yesterday
8 said, "This economy and most economies in what we
9 would call the mature sector or the advanced sector,
10 they're services led economies." I think the number
11 we heard yesterday was 65 percent of our GDP. I've
12 actually see that number as high as 80 percent of our
13 GDP is services led in this country.

14 MR. VEST: And 40 percent of our R&D.

15 MR. DONOFRIO: And, Chuck, to that point, -
16 - by the way 40 percent of that 80 percent -- half
17 the 80 percent is actually high tech services. So
18 don't be confused with changing tires and flipping
19 hamburgers. I mean that's where real value is
20 generated, real wealth is generated.

21 And we have no pedagogy. We have no
22 instruction that does anything to train people to be
23 services -- the 190,000 scientists, technologists,
24 and engineers we have in our country, more than half
25 of them are services based people. People that we
26 ended up having to train to be what we need them to

1 be. They're great mathematicians. They're great
2 engineers. They're great scientists. But that's not
3 what you need to be when you take on a high tech
4 services role.

5 And unless you got a different prediction
6 of the economy of the country, I suspect we'd better
7 get on with this. I suspect we'd better understand
8 this, and I suspect we better reflect this in our
9 deliberations, in our thinking at least in the
10 quality of work that we do.

11 So I mean in the end, I'm eternally
12 optimistic. I think we can address all of these
13 issues and more. I think we can align many of the
14 reports that have already come out along with this
15 whole issue of Gathering Storm. The NII also has a
16 study that is being -- that has been released and
17 we're trying to get legislation moved on it as well.

18 And, of course, alignment and coordination as we do
19 these things is going to be terribly important.

20 I'll leave you with one last thought. You
21 know this may not be just government's problem.
22 There may be a joint stewardship here with industry
23 that we need to think about in a different
24 perspective. Industry does have a series of
25 obligations. It does have a set of responsibilities.

26 Chuck knows this because we've talked about it.

1 There are many of the things in Rising
2 Above the Gathering Storm -- and you hit on this as
3 well, Rick, many of the things in this report. You
4 price these things out and they're going to cost us
5 billions of dollars.

6 But with industry's help and industry's
7 involvement and industry's engagement and industry's
8 joint stewardship on this and the work that we're
9 going to publish coming out of this Commission could
10 be a much different world.

11 One small example, not criticizing Ten
12 Thousand Teachers, Ten Thousand Minds. I'm not
13 criticizing it at all. We need better math and
14 science teachers in this country. Seventy percent of
15 our children are taught by people who have never
16 majored in math and science or never been certified
17 in math and science. And so how can you possibly
18 wonder why the outcomes are the way they are?

19 We took one small action in our company,
20 one simple small action. We created a program called
21 Transition to Teaching for mid to late career
22 employees. We said, "You want to do that? We'll
23 pay. We'll pay for your transition and your
24 certification in New York and in North Carolina."
25 Only because those are two states who could deal with
26 us, that would allow us to do this because of

1 certification bureaucracy and everything else that
2 you have to deal with. We'll pump out next year 100
3 math and science teachers in New York state, a
4 hundred.

5 Just think about if -- and I've said this
6 in public before. What if there were nine other
7 companies that would do the same thing? Every year
8 we could pump out a thousand new, please God, math
9 and science teachers. And it wouldn't cost us a lot
10 of money to do that.

11 These mid to late career people are vested
12 in this work because this is what they did for a
13 living. Maybe they may not be the perfect teacher, but
14 they're going to be okay complimented with the
15 support of the system.

16 These are the things that I think in the
17 end will distinguish us, Chuck, as we do this quality
18 work. And hopefully these are the things that will
19 distinguish, Mr. Chairman, this Commission when we
20 finally put a pen to paper and release our thoughts
21 as well. Very excited. Very energized.

22 Thank you for listening.

23 MR. CHAIRMAN: Thank you. I think of broad
24 -- as you started off saying a broad topic like
25 quality which could cover almost anything turned out
26 to be very powerful and insightful. And that's very

1 good signal for us.

2 Would you like to add anything in the
3 close?

4 MR VEST: Only that I want to thank Eleanor
5 for all the work she has done and will do on our
6 behalf and to apologize all of your for my coughing
7 and sneezing fits. We haven't totally cured the
8 common cold yet. (Laughter)

9 Thank you for the opportunity.

10 MR. CHAIRMAN: Thank you.

11 The Council on Competitiveness study that
12 was mentioned a little less, but specifically. We
13 passed that out as well as the Gathering Storm early
14 in our deliberations. We've distributed that to
15 everybody. And I encourage people to look at that.
16 That did cover that innovation focus.

17 And whether you call that creativity,
18 innovation, or some combination, maybe we will --
19 could bring that more to the surface as we go along.

20 You know we didn't have time to do all of it. But
21 that would be very helpful. That was created by a
22 list of some of the most important business and
23 academic leaders in the country.

24 We want to get that kind of advice to the
25 table which is why we did the Gathering Storm today.

26 So thank you.

1 **SESSION 6 - SENATOR LAMAR ALEXANDER**

2 CHAIRMAN MILLER: We've already informally
3 recognized Senator Alexander. We would be glad for
4 you to sit or be comfortable wherever you are,
5 including up here where you could face everybody.
6 And that might be an easy way. We're filming this,
7 Senator. And I'd like to add a more formal
8 introduction since we've already done that in several
9 ways.

10 As a Texan, I want to recognize there's a
11 historical very close connection between Tennessee
12 and Texas. And there is even with this Senator as
13 he'll recognize, I believe. I would say the DNA of
14 Texas is made out of Tennessee if you count Davy
15 Crockett and Sam Houston and Stephen F. Austin.
16 (Laughter). I wouldn't begin to say enough, but I
17 feel that way. My wife's family has that. So we
18 have a very -- we feel a very close relationship with
19 you.

20 And I want to thank the people in Nashville
21 and in Tennessee for the way they've received us and
22 encouraged us and been hospitable. We've had a
23 wonderful social occasion last night with -- at
24 Vanderbilt. I think that's your alma mater. But we
25 had higher ed leaders from all over the state that
26 joined us. And they were very hospitable to us and

1 also very encouraging. They gave us some good ideas
2 and advice. And we just felt very much at home here,
3 all of us.

4 I want to add a couple of things. The man
5 we're getting ready to hear from is probably as much
6 a leader in education in general and has been for as
7 many years as anybody in the world. And I feel that
8 strongly.

9 He's the son of a kindergarten teacher and
10 an elementary school principal. His mother opened a
11 nursery school in the kindergarten program in a
12 converted garden in their backyard 27 years before
13 kindergarten became public in Tennessee. So there's
14 a DNA connection there too, Senator. It's in your
15 genes.

16 As governor, he helped the Volunteer State
17 become the first to pay teachers for teaching well.
18 And that's something we're still working on, Senator,
19 the merit pay idea. It's becoming more common and
20 accepted.

21 When he served as the President of the
22 University of Tennessee from '88 to '91, he got
23 directly involved in higher education at that great
24 institution.

25 And then President George H. W. Bush
26 invited him to come serve as Secretary of Education.

1 As Secretary of Education, he helped President Bush
2 push for higher academic standards and develop the
3 G.I. Bill for Kids, creating federal scholarships for
4 children with choices in schools.

5 He organized the first U.S.-Mexico Border
6 Conference on Education. And that such an unknown or
7 unrecognized step that I have to say that it's one of
8 the most important things we could focus on. We have
9 a long border with a country that has a different
10 education system and quality of it than we do. And
11 it's one of our most important issues. And that was
12 to open that dialogue and improve education on both
13 sides of the border. I thought that was a very --
14 showed great foresight in that step.

15 He was also at that time responsible for
16 planning and implementing the first every meeting of
17 APEC, the Asia Pacific Economic Cooperation education
18 and looking at education standards in the 21st
19 century. And here we are years later talking about
20 what's happening in that part of the world and what
21 it means for us and how important that is.

22 He was the Goodman Professor at the Harvard
23 School of Government from January 2001 to May 2002.
24 He taught a course in American Character. Of
25 course, he was elected to the Senate in November
26 2002. And fortunately he's currently serving on the

1 Senate Health, Education, and Labor and Pensions
2 Committee and Chairman of the Subcommittee on
3 Education and Early Childhood Development.

4 He's been recently responsible for several
5 key provisions in the Senate: passed Higher Ed
6 Reauthorization Bill, including 45 million for the
7 Teach for American Program, simplification of the
8 Student Financial Aid Form, reduction of paperwork
9 and regulation for universities, and year-round Pell
10 grants for students.

11 I can't tell you how much we appreciate you
12 being here, Senator. Thank you.

13 SENATOR ALEXANDER: Thanks, Mr. Miller. I
14 should thank you and everyone here for giving -- this
15 is a busy crowd of Commissioners. I want to thank
16 you for giving your time for this and for inviting me
17 to be here. I'll acknowledge the Texas connection.
18 It's just everywhere.

19 There was a moment in Tennessee history --
20 I think it was 1829 -- when Andrew Jackson, a
21 Tennessean, was President of the United States. Sam
22 Houston was Governor of Tennessee. Davy Crockett was
23 the Congressman from West Tennessee. James K. Polk
24 and Andrew Johnson were waiting in the wings.

25 And true to form for Tennessee politics,
26 Jackson and Crockett got in a fight. Jackson sent

1 his people down here to beat Crockett. They did beat
2 him in the election of 1834 or five, which is when
3 Crockett mounted the courthouse steps and delivered
4 that famous speech that every defeated politician has
5 always wanted to say to the voters. He said, "I'm
6 going to Texas and you can go to hell." So we've had
7 a long, strong relationship with Texas.

8 I've seen education from a lot of sides.
9 And I'm sometimes asked what's harder, being a
10 governor, being a university president, being member
11 of a President's cabinet. My answer always is
12 obviously you've never been a university president,
13 or you wouldn't ask such a question. But I have
14 great respect for what you are about.

15 I know most of you. And I would be remiss
16 if I didn't especially say how pleased I am Jim Hunt
17 is here. I regularly worked with him, went to see
18 what he was doing in North Carolina so we could
19 borrow it, and consider him a great leader.

20 I have six suggestions for recommendations
21 you might make. I've written them down. And I'm
22 going to give them to you after I say it orally so
23 you won't be leafing through it while I'm talking.
24 And I'm not going to read this thing that I've
25 written. I'm going to summarize it. And that will
26 leave some time if you want to discuss, if that's all

1 right with you, Mr. Miller.

2 Number one, I hope you will urge the
3 Administration that appointed you to make the
4 National Academy's Augustine Report the subject of
5 the President's State of the Union Address in January
6 and the focus of his next three years.

7 Now we've talked about how this happened,
8 but it's a very simple thing. I literally went down
9 to the National Academy's meeting last May and asked
10 them this question. I said, "I'm worried sitting
11 through budget committee hearings that we're going to
12 spend the next 10 years trying to bring Medicaid and
13 Medicare and Social Security under control. We're
14 going to spend seven billion dollars for bird flu and
15 \$62 billion dollars for tax cuts and \$65 billion
16 dollars for the war in Iraq. And Medicaid spending
17 is up 41 percent over five years. And we're going to
18 fail to make the investments we need to create the
19 economy to pay the bills for all that. We're not
20 going to have any money for war, deficits, bird flu,
21 hurricanes, and debt if we don't have jobs."

22 And so I said to the assembled people at
23 the National Academies, "Could you please tell us
24 exactly what we ought to do over the next 10 years so
25 that we can keep our advantage in science and
26 technology which is the principal supplier of the

1 steady stream of new jobs that we've had and will
2 have?"

3 And they appointed Mr. Augustine and asked
4 people and Chuck Vest and others serve part of it.
5 And so they gave us a report. Senator Bingaman and I
6 did that. He's a Democrat who's very interested in
7 this who I work with. Senator Domenici, Senator
8 Mikulski, a Democrat. So that's how this came about.
9

10 Now I well understand that there are many
11 other good ideas. We could go around the table.
12 Education is like a football game. If you allowed
13 everybody in the stands to coach, the game would go
14 on forever. And everyone has got a great idea about
15 education.

16 But the advantage of this Augustine Report,
17 or gathering storm, is that it represents one
18 consensus about 20 things that we ought to do. It's
19 not everything we ought to do. And obviously it can
20 be improved. And obviously there's some things it
21 missed.

22 But if we wait for everybody to give their
23 idea, it will be the next century before anything
24 happens in Washington because we senators and
25 congressmen aren't capable of sorting through all of
26 the things that the Academies did just in the 90 days

1 that they had and coming to reasoned judgments about
2 what to put on a list of 20. So I urge you that
3 consensus, this consensus, is the single most
4 important thing about the report. And we
5 were talking last night. There are other very
6 valuable works. The National Competitiveness work is
7 extremely valuable. Comes at it a little different
8 way. But if the consensus divides, nothing will
9 happen. So I intend to be a co-sponsor of the
10 report. And I would urge you to take the same
11 attitude.

12 And I hope that even though -- I hope this
13 gets well underway before you finish your work.
14 There'll still be plenty to do when you finish your
15 work. And since this is actively being considered in
16 Washington right now by the Administration and
17 members of Congress, I hope you'll put your two bits
18 in.

19 Now there are many recommendations in there
20 and I won't go through them. But you were talking
21 about one that I'd like to underscore. And I hope
22 you'll make it part of your work. You need to take -
23 - I would recommend that you take a look at the
24 effect our immigration laws have on this subject.
25 They're really nonsensical.

26 For example, every foreign student who

1 comes here has to swear he's going to go home. Well,
2 if they're smart, we ought to make them swear to go
3 stay. That's not in -- we're not doing China a favor
4 when they send their brightest scientists to the
5 University of Tennessee. We're doing ourselves a
6 favor.

7 I urged that President Bush that I used to
8 work for, the first President Bush when I was at UT.

9 We had the Tiananmen Square problem. And I said to
10 him, "I wish we would give immediate citizenship to
11 the 30,000 Chinese students who are studying in the
12 United States today. Because it'll take care of us
13 for another generation in terms of science technology
14 and many other disciplines because they're the
15 brightest they have. They're here."

16 We have 572,000 foreign students here.
17 You've heard the statistics. Sixty percent of our
18 post docs, half of our people in science. And until
19 we do a better job of growing our own, we're going to
20 continue to need them.

21 So we need to change our immigration laws.

22 And we ought to find ways to create ways for large
23 numbers of highly skilled people to come here. We
24 found ways for ten and a half million illegal people
25 to come here. We might as well find a way for
26 several hundred thousand highly skilled people to

1 come here and help improve our standard of living.

2 And then if as Governor Hunt said, "They
3 want to go home and be great ambassadors, that's
4 terrific." That helps us as well.

5 But the idea that's in this report, a very
6 simple one that came -- Craig Barrett, I think, had
7 the idea. Maybe many did. Give a green card, in
8 effect, to every foreign student who earns a Ph.D. in
9 physics, in science, math, and computing. I think
10 Craig Barrett said that was about 12,500 people a
11 year who it would add to our pool.

12 So taking a look at the immigration, the
13 effect of immigration laws, it's not just the visa
14 applications. It's the whole structure of the laws.

15 And we have gotten lazy, because our universities
16 have been so attractive to the brightest people in
17 the world, that we've not had to recruit them really.

18 Now we need to make it easier for them to come.
19 It's much more than visas. You can make a difference
20 with that.

21 Second, I suggest that you recommend that
22 this President and all presidents appoint a Lead
23 Advisor for higher education for all the Federal
24 Government responsibilities. My greatest regret as
25 U.S. Secretary of Education was that I didn't
26 volunteer to be that person.

1 The -- sounds like the U.S. Secretary of
2 Education is in charge of higher education. The U.S.
3 Secretary of Education has the same sort of authority
4 over higher education that, say, a Majority Leader
5 has over the United States Senate or a University
6 President has over a university. It's an
7 overestimated authority.

8 The authority for higher education is
9 spread all throughout the government. Virtually
10 every agency in government has something to do with
11 it.

12 Let me give you one example. When I was in
13 the government in the early `90s, there was the
14 argument between the Defense Department and some of
15 our research universities about whether the
16 universities were overcharging for overhead on the
17 research -- federally funded research. Well, maybe
18 they were. But the argument was between the auditors
19 at Defense and the lawyers at Justice and our major
20 research universities.

21 There wasn't anyone in the Administration
22 standing up and saying, "Well, while we're having
23 this argument, let's resolve it properly. Let's
24 follow the law. Pay an appropriate amount. But
25 let's not damage these most important institutions
26 that we have." So someone needs to be up there.

1 And Secretary Spellings' willingness to put
2 together this Commission is an important first step
3 toward someone in this Administration taking a
4 comprehensive look at all of the Federal Government
5 responsibilities for higher education. Somebody
6 ought to do that. It's too important not to do it.
7 And every president after this ought to do it.

8 I'm not necessarily suggesting -- I'm not
9 suggesting a Czar. I'm not even sure it needs a
10 change in the law. I think a President might best
11 just take the person in whom he has the most
12 confidence -- he has many choices. And the current
13 one, say, in this Administration, Secretary
14 Spellings, would be a good one. And create a cabinet
15 committee and give it that charge the day he hits the
16 office. Would have the Science Advisor and have
17 about everybody on it. But at least someone would
18 have a comprehensive look at higher education.

19 Which leads me to the third point, I would like
20 to urge you to join me on the bandwagon for
21 deregulation of higher education. I believe the
22 greatest threat to the quality of American higher
23 education is not under-funding. It's is over
24 regulation.

25 The key to the quality of our higher
26 education system is that it is not a system. It is

1 not a system. It is the marketplace of 6,000
2 autonomous institutions. Yet, each of those 6,000
3 institutions, which accepts students with federal
4 grants or loans -- and 60 percent of our college
5 students today have federal grants and loans. Each
6 of them has to comply with 7,000 federal regulations.
7 It's really absurd, really absurd.

8 The President of Stanford has said that
9 seven cents of every dollar of tuition goes to comply
10 with regulations.

11 I would -- attached in the little stuff I'm
12 going to give you, comments I made about this. When
13 I introduced the Higher Education Simplification
14 Deregulation Act, some of which got into the Higher
15 Education Reauthorization Bill. But you can make a
16 real difference there.

17 There's this irresistible urge in state
18 capitals and Washington, maybe even on this
19 Commission, come up with a great idea and make
20 everybody do it. That is not how we got the best
21 colleges and universities in the world. We create an
22 environment in which they can figure that out for
23 themselves and do it. And some do it better. And
24 some do it worse. And on the whole, we've left
25 everyone in the dust. And we ought not to overlook
26 that.

1 And if you want to compare that with
2 anything, compare it with our K through 12 system,
3 which is just the completely reverse model which is
4 over-regulated, underfunded, and mediocre.

5 Fourth, I would urge you to urge Congress
6 to overhaul the Medicaid Program. Now you say, "Why
7 would we get into that and free states from outdated
8 federal court consent decrees so that states may
9 properly fund colleges and universities?"

10 I will give you two charts that tell the
11 story. And I would urge you to check my figures
12 because these figures are hard to assemble. And I
13 could be wrong. But here's my best estimate of what
14 went on. And you won't be able to see this from
15 here, but you'll have it in your packet.

16 Between 2000 and 2004, that's five years.
17 That includes Clinton and Bush and the Congresses
18 there. So this is a non-partisan statement. State
19 spending on Medicaid nationally went up 35 percent.
20 State spending on higher education went up nearly 7
21 percent. And tuition at a four-year public
22 university went up 38 percent. Now you see that?
23 State spending on Medicaid 35, state spending on
24 higher education 7, tuition 38 percent.

25 Now you may say, "What was the Federal
26 Government doing all that time?" It was up 71

1 percent, 71 percent. Now you wouldn't know that
2 because you hear all this noise about how the Federal
3 Government is not funding higher education. It's not
4 true. It's not true. And if I'm wrong, you should
5 tell me.

6 But down there at the bottom, you'll see in
7 small type all the funding for research, Pell Grants,
8 everything kind of thing that the Federal Government
9 spends. I think it should spend it.

10 But the fact is that because governors are
11 wrestling with Medicaid, they don't have anything
12 left for higher education because it's the only place
13 they can take the money. And if this continues 10
14 more years, you're not going to have a great
15 University of Tennessee. You're not going to have a
16 great University of North Carolina or great
17 University of California. Won't happen. Because you
18 can't have excellence if you're decreasing spending.

19 If the principal funder of public universities is
20 going up at the rate of one or two percent a year,
21 you will not have centers of excellence.

22 Now in our state, it's worse. Since 2000,
23 Tennessee state spending on Medicaid between 2000 and
24 2004 was up 71 percent, higher education went up 10
25 percent, tuition at the University of Tennessee up 43
26 percent. Federal Government at that same time up 71

1 percent.

2 Now I don't blame the Governor for that nor
3 the legislature because the Federal Government has
4 created a Medicaid program that sets the standards
5 and sends the bills to states and they have to pay it
6 in effect. The Federal Government is going to have
7 to change that and let the states have a bigger role
8 in setting the standards and let the Federal
9 Government contribute.

10 And then there's another problem which
11 sounds so -- you think deemed exports is an esoteric
12 subject, Chuck. The Federal Court Consent Decrees,
13 you wouldn't want to hear about that except if you're
14 Governor Hunt in North Carolina, or if you're the
15 Governor of Tennessee to be specific, you have three
16 Federal Court Consent Decrees that have been here for
17 25 years. And after you persuade the people, after
18 you persuade your staff, after you persuade the
19 legislature, you're going to have to persuade the
20 judge that the proper balance of state funding puts
21 this extra money into higher education rather than
22 into Medicaid.

23 So I think elected officials ought to be
24 allowed to make the decisions they were elected to
25 make. And if they can't, kick them out. And the
26 Congress needs to change that to governors and

1 legislatures need that or higher education over the
2 next 10 years at the public universities will suffer.

3

4 Two more quickly. I hope you'll put a
5 spotlight on the greatest disappointment in higher
6 education today which is colleges of education.

7 "At a time when American schools face a
8 critical demand for effective principals and
9 superintendents, the majority of programs that
10 prepare school leaders range in quality from
11 inadequate to poor." Those are not my words, but
12 those are the new report by the President of Teachers
13 College at Columbia. And I've included that in the
14 package.

15 I would suggest you ask that president to
16 testify if you haven't. I would suggest you invite
17 Richard Light at Harvard to testify, who I've helped
18 to -- when I was there to create an effort. And he's
19 working with university presidents to find and
20 inspire young faculty members who could become deans
21 of our colleges and universities. And he's a
22 wonderful individual. So there are people out there
23 really working on this.

24 But let me give you one example of the
25 problem. This is one Governor Hunt's worked on for a
26 long time. In 1983, beginning my second term as

1 Governor, not one state was paying one teacher one
2 penny more for teaching well. Now it's my view that
3 all the things that we've talked about -- most of
4 them and most of the things in Chuck Vest's report --
5 to help with math and science teaching will start out
6 well but fizzle because we don't pay good teachers
7 more for being good teachers. That is the most
8 glaring obstacle to good new math and science
9 teachers that exists.

10 So in 1983, I said, "Well, we'll start
11 doing that in Tennessee." I went to the colleges of
12 education asked for their help.

13 And they said, "It can't be done."

14 I said, "That's patently absurd."

15 So I, a politician, had to go out and
16 create a way to do it. And we did it. We did it and
17 paid up to 10,000 teachers on a career ladder. And
18 Governor Hunt and a group of others have now taken
19 those kinds of ideas and institutionalized it. But
20 colleges of education should be leading the way to
21 help elected officials figure out how to pay good
22 teachers more for teaching well and not saying you
23 can't do it. That's just one example.

24 Finally, I've attached the report of the
25 Columbia Teachers College President as well.

26 Finally, now some of you may not like this, but I've

1 gotten to the point in my life, I'll just say it
2 anyway. I hope you will put a spotlight on the
3 greatest threat to broader public support and funding
4 for higher education which is the growing political
5 one-sidedness which has infected most campuses in the
6 absence of a true diversity of opinion.

7 And to describe this phenomenon, allow me
8 to borrow some words from the past which may sound
9 familiar to Mr. Miller, who was once Chairman of the
10 Board of Regents of the University of Texas. And
11 these are the words I am borrowing. "Systematic,
12 persistent, and continuous attempts by a politically
13 dominant group to impose its social and educational
14 views on the university." That's what I mean.
15 There's too much of that.

16 Now this was also what the American
17 Association of University Professors condemned in the
18 words I just used in its censure of Governor Pappy
19 O'Daniels' Texas Board of Regents in 1940s when they
20 fired the University of Texas President. It's all
21 reported in Willie Morris' book, North Toward Home.
22 The AAUP was talking about political one-sidedness
23 from the right is just as bad as if it comes from the
24 left. And it's not good for our universities. And I
25 think there's more to this than many in the academic
26 community would like to admit or discuss.

1 I mean how many conservative speakers are
2 invited to deliver commencement addresses? How many
3 campuses teach -- require a course in United States
4 history today? How many campuses even teach Western
5 Civilization? How many faculty members are
6 encouraged to do dissertations on the failures of bi-
7 lingual education or the virtues of vouchers or
8 charter schools? Those are politically unacceptable
9 topics.

10 I'm not one bit surprised when faculty
11 members express liberal views or vote Democratic or
12 that they resist authority. I think that is the
13 nature of universities. It doesn't bother me one
14 bit.

15 What does bother me and what disappoints me
16 is when there becomes a definition of diversity that
17 replaces true diversity of thoughts. It's unfair to
18 students; it's not good for the pursuit of truth.
19 And what it also does, it is the single biggest
20 obstacle to securing addition financial support and
21 broad public support for our higher education system
22 which we all admire.

23 I don't suggest any Washington laws about
24 this. I think this is for deans, presidents,
25 trustees, and faculty members themselves to solve.

26 Now one last comment. Last year Senator

1 Kay Bailey Hutchinson of Texas invited -- and Senator
2 Frist invited President Cardozo of Brazil, a former
3 president, to meet with a few senators. He was
4 finishing up a residency at the Library of Congress.

5

6 Senator Hutchinson asked Dr. Cardozo, "What
7 memory of the United States will you take back to
8 Brazil?"

9 He said without a moment's hesitation, "The
10 American university. The uniqueness, strength, and
11 the autonomy of the American university -- there's
12 nothing in the world like it."

13 So I salute Secretary Spellings and each of
14 you for giving your time to this. I think you're
15 working on America's secret weapon for our future
16 success. In coming to your conclusions, I hope you
17 will urge the President to adopt the Augustine
18 Report, to designate a Lead Advisor for higher
19 education. That you'll jump on the bandwagon to
20 deregulate higher education. That you will urge
21 Congress to overhaul Medicaid and Federal Court
22 Consent Decrees so states can properly fund
23 education. And that you'll urge trustees to revamp
24 colleges of education and ensure a campus environment
25 that honors true diversity of opinion.

26

Thank you.

1 CHAIRMAN MILLER: Well, we can see why we
2 can come to Tennessee for the leadership he showed.
3 Thank you.

4 I'd like to see if you have another minute
5 to see if some of our Commissioners --

6 SENATOR ALEXANDER: Sure, sure.

7 CHAIRMAN MILLER: -- could talk to you or
8 ask you a question.

9 GOVERNOR HUNT: Mr. Chairman, I know that
10 we are really sort of getting underway with our work
11 as a Commission. But I agree with Senator Alexander
12 that it would be great if the President would endorse
13 this report and make it his program. I think that I
14 hear some indications that President is moving in
15 sort of maybe this direction. I don't know regarding
16 all of this, but some things he might talk about.

17 Now, Mr. Chairman, we want to look to you
18 for guidance. You know if it was just up to me, I'd
19 say let's have a motion to endorse it and vote on it
20 right now. But I follow my Chairman.

21 And well, we're not going to have another
22 meeting probably until after the State of the Union
23 Address. So Mr. Chairman do you have any thoughts
24 about --

25 CHAIRMAN MILLER: Well, I think the answer I
26 would have, I would rather us do our work on our own

1 timetable. We've brought it to the forefront today.

2 We distributed it to the members of the Commission.

3

4 The Administration is looking at this with
5 all intensity as far as I know. I think you would
6 agree with that. There's not been any reluctance to
7 consider it. So I think it's under full examination.

8

9 I wouldn't think we need to make the
10 recommendation. The fact is, we've highlighted and
11 put it forth in the public. And I think that shows
12 we have a deep interest in it. But all of us could
13 individually express ourselves. I'll find a way to
14 make that more part of the public record than we've
15 done so far.

16 But as far as I can tell, as I said we
17 highlighted it the day we sat at a meeting, the
18 entire Commission. We've had discussions about it.
19 And we're showing the importance of it. And that's
20 at least as important as anything.

21 We know the Administration is looking at it
22 and talking about it in several different aspects.
23 So it's being given full consideration, I believe. I
24 think you feel that way.

25 SENATOR ALEXANDER: I do, Mr. Miller. I
26 do. I think the more attention that it has the

1 better. And if individual members of the Commission
2 can express their support to members of Congress and
3 to the President about it, the time to do that is in
4 the next couple of weeks.

5 CHAIRMAN MILLER: Because of the State of
6 the Union Address.

7 SENATOR ALEXANDER: And the budget process
8 in the State of the Union. And bills are being
9 introduced in Congress next week when the Senate
10 reconvenes. So it's a timely thing.

11 CHAIRMAN MILLER: Thank you.

12 Questions or comments?

13 Thank you.

14 MR. ROTHKOPF: If I could just make a
15 couple of observations, Senator. One, I would
16 express my appreciation I think of all of us here for
17 your extraordinarily thoughtful remarks and your
18 willingness to come here.

19 As one who -- maybe on two subjects
20 briefly. One, as one who recently left a college
21 presidency after 12 years, I fully endorse your last
22 comment. It's a challenge to bring a diversity of
23 opinion to a college campus. I tried very hard to do
24 so. Did so at commencement addresses.

25 But in the day-to-day operations of a
26 college or a university, what you have are faculty

1 committees, faculty groups with the funding to bring
2 a range of speakers who do not generally represent a
3 broad diversity of opinion. It's almost entirely
4 one-sided. And I commend you for your comments. And
5 I think it's a point that needs to be pushed.

6 I do not believe a congressional academic
7 bill of rights is a good idea. But I do think that
8 it's a bully pulpit that people like yourselves and
9 others should have.

10 If I may just ask a question? I agree and
11 I work for the U.S. Chamber of Commerce, which is
12 very much in support of the changes in immigration
13 laws that you talk about. But we're facing a
14 national opinion very hostile to more liberalized
15 immigration. I guess I'd be interested in your views
16 as to how the Congress may react to this emphasis on
17 border security but not emphasis on an expanded and
18 more liberal immigration law.

19 SENATOR LAMAR ALEXANDER: Well, I'd be glad
20 to do that. I have -- the President is right about
21 this because he has said to the country and to
22 Congress that we need a comprehensive immigration
23 law, not just one on border security. Now here's
24 what I mean by comprehensive immigration. I'm not --
25 he can say for himself what he means.

26 Number one, of course, is border security

1 because we're a nation of the Rule of Law. And it is
2 not right for us to ignore the Rule of Law. That
3 ought to be very simple.

4 Now it's complex to solve the problem when
5 you have 10 to 20 million people illegally here. But
6 it's not right for 500,000 to a million people each
7 year to go over to the federal courthouses, raise
8 their hands, learn English, learn something about our
9 history, prove their good character, wait five years
10 to become a citizen. And then other people come in
11 illegally.

12 And it's our fault in the Congress for
13 allowing that to continue. So step one in
14 comprehensive immigration reform has to be border
15 security.

16 Step two ought to be -- once we've secured
17 the borders, we ought to create a legal status for
18 those who we welcome to work here and study here.
19 The danger with only doing border security was it
20 would sound like we don't welcome people to work here
21 and study here. And we do. I mean 100 of the 100
22 so-called American winners of the Nobel Prize in
23 physics, 60 of them are immigrants or the sons or
24 daughters of immigrants. So number one, border
25 security.

26 Number two, create a generous legal status

1 for students, especially bright ones; and workers,
2 especially skilled ones. And we should change the
3 immigration laws to reflect that.

4 And the third thing that I believe belongs
5 in a comprehensive immigration bill -- and I've
6 introduced legislation on it -- is that we need to
7 help prospective citizens become Americans. A
8 hundred years ago when we had a big wave of people
9 coming to this country, we had a lot of institutions
10 that helped people learn English, learn about our
11 country, learn what it meant to be an American. Now
12 those institutions don't do that as well anymore.
13 And we ought to at least help people learn English.
14 And help them learn United States history. We ought
15 to at least do that.

16 And so I have in my legislation recommended
17 that we allow those who become proficient in English
18 -- not just basic but proficient -- to become
19 citizens in four years instead of five. And that we
20 give scholarships to adults who would like to learn
21 English, not to be punitive but to create opportunity
22 for them. And there may be other ways to do that.

23 Now the reason -- the President's going to
24 get us into that. And I hope we do get into that
25 after the first of the year. But I -- one advantage
26 with dealing with some of these provisions in

1 something like legislation with the Augustine Report
2 or the Competitiveness Report is that it can be
3 considered on a separate track, and it might get
4 enacted more rapidly.

5 I mean if you really want to change the
6 laws to create a preferential treatment for skilled
7 workers coming in, to give a green card to scientists
8 who get Ph.D.'s here from other countries, I would
9 suggest we do it on this kind of consensus
10 legislation. It may also get done on the immigration
11 bill. But that's going to be a big bloody fight.

12 CHAIRMAN MILLER: Any other questions or
13 comments?

14 Senator, we're going to respond to each of
15 those items to you and generally each of those items
16 you raised. I've been wrestling with that way of
17 trying to get the argument about philosophy at
18 campuses or that sort of one-sided idea for us to do
19 that. And we'll work on that.

20 I heard you say how it affects the funding
21 and the support of higher education. And I feel that
22 is a threat that people feel like it's not a balanced
23 debate, whether it is or not. And that's the
24 perception. And I agree with that it is.

25 I worry about the relevance of higher
26 education and the thoughts that come out of that. In

1 other words, people don't put much weight on what the
2 thinkers that come from higher education say.
3 Because it is one-sided, or it can be one-sided.

4 In other words in economic policy debates
5 or another kind of policy debate, in some ways people
6 put less weight on what comes out of universities
7 today than they ever have because of that. We have
8 think tanks and other people who make those kind of
9 policy proposals or Commissions like this, rather
10 than getting it from the best and brightest we have
11 in society. So I worry about the irrelevance that
12 gets created when it's only a one-sided discussion.

13 SENATOR LAMAR ALEXANDER: That's an
14 interesting thought too. Some people have observed
15 that, instead of the country being divided
16 economically today, it's divided in other ways.
17 There's an elite group of opinion. And then there's
18 most people. And the university thought is almost
19 always in the elite group and not with most people.

20 The study of the attitude toward United
21 States history is a very good example of that. Where
22 the elite group thinks it's just not that important
23 any more that -- and where most Americans feel
24 there's nothing much more important.

25 Now I don't think it's up to me or this
26 Commission to say which view is right. But both

1 views ought to be strongly available to students.

2 And it would increase the relevancy.

3 And to make a really gross
4 characteristization, this is less of a problem at
5 many of the better universities. I mean I was
6 privileged to be on the Harvard faculty. They knew I
7 wasn't qualified to be on the Harvard faculty. They
8 made a little place for people like me. And put me
9 on there for two years in the School of Government.

10 But they made a -- they were making a
11 conscious effort to include different views. They
12 had different speakers. They have Professor
13 Mansfield, Professor Huntingdon there, who say very
14 clearly what they think. Their views aren't widely
15 shared by their colleagues. But they clearly share
16 those.

17 So they were doing a pretty good job I
18 thought even though only 6 percent of the registered
19 voters in Cambridge are Republicans. But it's a
20 question of relevancy. I think that's a good way to
21 put it.

22 But when I go over to try to talk people
23 into better funding for colleges and universities,
24 the single biggest push back I get is from elected
25 representatives who think too many of those places,
26 those campuses, are one-sided. And I think that's

1 worth taking into account.

2 CHAIRMAN MILLER: I had that same
3 experience in my home state. So I understand that.

4 And my comment was always we should have
5 open discussion, and I'm not afraid of anything that
6 comes out of the university. We don't know what's
7 good or bad or what works or not in our research
8 until we actually do it. So we do -- we make
9 mistakes. There's some risk. And the harder and
10 stronger the debate, the better it is.

11 So the issues really --

12 SENATOR ALEXANDER: When I went to
13 Vanderbilt as a freshman, I had a political science
14 professor who many people in Nashville thought was a
15 Communist. And I had a professor of history who
16 people thought the same thing about because he
17 thought World War I was a mistake. Well, the
18 professor of history is looking better and better
19 today as we look back. And my views were challenged
20 by the political science professor that I had. It
21 was a valuable experience for me.

22 And so if it's all one-sided on the campus,
23 then only the students who agree with the professors
24 -- who disagree with professors get a good education.

25 And so they were saying the School of Government at
26 Harvard, if we don't have some of these Republicans

1 in, the only ones who will get a good education are
2 the Republican students because their views are
3 constantly challenged. And the Democratic view
4 aren't constantly challenged.

5 That may sound like an oversimplification,
6 but that's what everybody is saying there. And I
7 think a Commission like this is a good place to talk
8 about it, rather than try to impose some law from
9 Washington to solve the problem which would be a big
10 mistake.

11 CHAIRMAN MILLER: Thank you. And we'll
12 respond to each of those things. Thank you for your
13 contribution to what we're all interested in.

14 SENATOR ALEXANDER: Thank you.

15 CHAIRMAN MILLER: We're going to take a
16 minute to reconvene with the student input.

17 **SESSION 7 - STUDENT PANEL**

18 MS. OLDHAM: We're running a little bit
19 behind, but the good news is we don't have a ton of
20 wrap-up to do. So I think we'll still get out of
21 here on the schedule allotted. And Charles had to
22 duck out to grab a flight, and he apologizes. But I
23 am following him, which is dangerous.

24 Next we have the Student Panel. And at
25 each of our Commission Meetings, we thought that we
26 ought to hear from the current consumers of

1 education, and those would be our students. The
2 students we have chosen and will choose for the
3 Panels will be representative of educational
4 institutions and student experiences, which is what
5 we have here today.

6 Today we have three talented young women,
7 all with different backgrounds. Mari and Sondra
8 currently attend public community colleges and Lori
9 attends a private four-year institution. Mari and
10 Sondra in particular are students who hold student
11 leadership and government positions and have been
12 chosen by their peers to represent them at the
13 national and state level.

14 We're thrilled to have all three of them
15 here with us today. And I'll just give you a short,
16 brief introduction to each of them before they speak.

17 Mari Corales, our first speaker, is originally from
18 San Antonio, Texas. She's enrolled both at Texas
19 State University and at St. Phillips Community
20 College, which is a historically black college, and
21 also Hispanic serving institution. She's completed
22 her Associate's degree in Culinary Arts and is
23 working on a Bachelor's degree in Occupational
24 Studies. She is the Southern Region Vice President
25 of Delta Epsilon Chi, which a national student
26 leadership organization. She has two young children.

1 And the focus of her remarks today will be on
2 affordability.

3 Sondra Wilson is originally from Columbia,
4 Tennessee and is the Student Body President at
5 Columbia State Community College. She was appointed
6 by the Governor to serve on the Tennessee Board of
7 Regents as a student representative. Sondra will
8 receive her Associate's degree in May and then
9 transfer to a four-year institution to pursue her
10 Bachelor's degree. She enrolled in college directly
11 after graduating from high school. And her remarks
12 will focus on high school prep and access issues.

13 And Lori Plato, Lori is currently a senior
14 at Vanderbilt University and is double majoring in
15 Biology and Public Policy Studies. She hails from
16 Columbus, Ohio and enrolled in Vanderbilt after
17 completing her college program. Her remarks will
18 touch on the quality of education she's received in
19 terms of improving her critical thinking skills and
20 preparing to enter the workforce.

21 So let's start with Mari.

22 MS. CORALES: Thank you, Ms. Oldham.

23 Distinguished Commissioners and guests, I
24 am honored to participate in the National Dialogue on
25 Higher Education System.

26 My name is Mari Corales. And I'm a 29-

1 year-old student from San Antonio, Texas. I'm
2 currently enrolled in St. Philip's College and Texas
3 State University.

4 I've just completed my first Associate's in
5 Culinary Arts. And this week I just completed my
6 second Associate's in Restaurant Management. I'm
7 also at Texas State University where I'm working on
8 my Bachelor's in Occupational Education. Once I
9 graduate from Texas State University, I will be
10 teaching in high school in the hospitality area.

11 I also serve as Southern Region Vice
12 President for Delta Epsilon Chi, which is the college
13 division of DECA. It's a national organization --
14 international for students in career and technology
15 student organizations with more than 220,000 students
16 in college and high school.

17 My testimony today is based on my personal
18 experience and my discussions with and observations
19 of students in both high school and college during my
20 three year involvement with DECA, Delta Epsilon Chi.

21

22 Please allow me to briefly describe my
23 personal experiences. My path has not been easy.
24 I'm a child of divorced parents. And even after my
25 mother remarried, we had limited financial resources.

26

1 With poor study habits and without strong
2 sense of direction, I struggled in school,
3 particularly high school. I always passed by the
4 skin of my teeth, as my mom used to say. My
5 involvement with the school choir was the one bright
6 point in my high school experience.

7 By 22, I had failed my first attempt in
8 college. Then I enrolled -- enlisted in the United
9 States Marine Corps and had been medically discharged
10 because I was pregnant.

11 Had two children. Lived in and out of shelters. And
12 eventually lost custody of my children.

13 After that I moved back home with my
14 parents and began to rebuild my life. One year
15 later, I regained custody of my children. And at 25
16 I met and married my husband. With the support and
17 encouragement of my husband, I enrolled at St.
18 Philip's College in their Culinary Arts Program and
19 Restaurant Management.

20 We started the process of applying and
21 admissions, academic assessment, and finally
22 financial aid. Getting started was fairly easy. It
23 only took about an hour to be admitted to the
24 college. By the end of the day, I had my academic
25 assessment, knew what courses I needed to take, and I
26 was enrolled.

1 The hardest part was paying for it. I
2 applied for financial aid. However, I didn't receive
3 my award until almost the middle of the semester.
4 Fortunately my husband had credit cards. So we used
5 them to pay for tuition and until my award arrived.
6 Financial aid was definitely the deciding factor for
7 me to stay in school.

8 After my first semester in college, I no
9 longer qualified for the Pell Grant to cover the full
10 amount of my tuition. So I was reliant on
11 scholarships, grants, and loans to pay for the rest
12 of my tuition.

13 At St. Philip's, I found an atmosphere that
14 allowed me to develop a clear vision of my potential
15 and the support I needed to succeed. The classes are
16 small with the student-teacher ratio of 1 to 21. And
17 because of this, the instructors have time to sit
18 down and assist all their students in anything that
19 they need.

20 During my freshman year, at the -- one of
21 my academic advisors recommended Delta Epsilon Chi.
22 At her recommendation, I got involved with Delta
23 Epsilon Chi. My involvement with Delta Epsilon Chi
24 has helped me connect with my classroom instruction
25 to my chosen career path. Delta Epsilon Chi's
26 programs and activities has built my confidence, both

1 in my understanding of classroom concepts and in the
2 relevance in the workplace of workplace skills.

3 The program requires collaboration with
4 other students which developed social skills. It
5 also instills strong community service and provides
6 many opportunities to develop and practice leadership
7 skills. Through Delta Epsilon Chi competitions and
8 conferences, I have grown in confidence and developed
9 a valuable network of business contacts.

10 With this as background, I'd like to make
11 three recommendations to the Commission.

12 Number one, success in higher education
13 begins in elementary school and continues through
14 high school. The current emphasis on academic
15 preparation is a very good start. However, academic
16 preparation is only a part of the solution.

17 Students, particularly high school students
18 need to develop a clear understanding of how their
19 interests, passions, and skills can translate into
20 careers. They need to know exactly what higher
21 education pathway leads to their career interests and
22 how high school courses help in transition from high
23 school to college.

24 As a future teacher in hospitality and
25 someone who has worked in the industry for several
26 years, not only do I want to assist students in the

1 vital transition from college to the workplace, I
2 want to be a role model.

3 We need to ensure that high school
4 curriculums are rich with options and opportunities
5 for students to develop both academic and career
6 skills. And we need to do this in a nurturing
7 environment. Student organizations like DECA, choir,
8 and student government can play an important role in
9 providing a place for every student to develop
10 leadership and to foster community service.

11 Number two, the cost of higher education is
12 a huge barrier for many students. It needs to be a
13 little easier to pay for college. The criteria for
14 qualifying for financial aid are often too high for
15 even low income families to qualify for.

16 Student loans become a huge burden for students
17 once they've completed their education. Graduates
18 often face loan averages of \$50,000 to \$75,000 as
19 they start their new careers. Average starting wages
20 in most industries have not kept pace with the
21 increasing education costs. We need to find ways to
22 reduce the real cost of higher education to students,
23 not to just provide student loans.

24 And number three, too many students are not
25 successful in college. Most students who enter
26 college do not graduate. I believe colleges can be

1 too impersonal with very large classes and little
2 guidance. We need to find a way to provide formal
3 and informal support systems in higher education that
4 nurture students and create an environment of
5 success. DECA and Epsilon Chi are models that work
6 very well. Perhaps a partial solution is to reward
7 faculty for quality teaching and mentoring students,
8 as well as academic research.

9 I've traveled a rocky road to get where I
10 am today. Fortunately I have a family who is very
11 supportive and reminds me every day of how proud they
12 are of me. Without them I would never have come this
13 far.

14 I'm honored to be a part of this
15 discussion. And I look forward to answering any
16 questions that you may have. Thank you.

17 MS. OLDHAM: We can go ahead and do
18 questions at the end.

19 Sondra, if you want to go ahead.

20 MS. WILSON: Good afternoon. My name is
21 Sondra Wilson. And I'm a sophomore from Columbia
22 State Community College. Columbia State was not in
23 my plans at all for higher education. As a senior in
24 high school I had planned on attending the University
25 of Tennessee or MTSU. As it came down to the wire, I
26 had applied and been accepted and received

1 scholarships to all three. But I couldn't decide
2 which one I wanted to attend. So therefore, I went
3 to Columbia State.

4 I didn't want to be at Columbia State
5 because as my friends and I joked around, we say it's
6 much like the thirteenth and fourteenth grades. You
7 know, everyone goes there. And it's just like high
8 school.

9 I became involved as the SGA Senator and
10 Vice President. And I currently serve as the
11 President. And I absolutely love it. I wish we
12 could get it turned into a university.

13 Looking back, I feel that I was not
14 adequately prepared for college. There was a major
15 disconnection from the high school with my college.
16 And I say this because my sister attended a different
17 high school within the same county. But her high
18 school offered AP courses and honor courses. And she
19 was just -- she's really smart. I'm smart too, but
20 we did not receive the same education and we were in
21 the same county. With my high school we offered
22 dual enrollment as her high school did.

23 And I think there's a disconnection between
24 high schools and colleges. I feel that counseling
25 from high school advisors are lacking knowledge about
26 colleges, which in turn puts the students in a bind

1 because we don't know where to turn to figure out
2 where we need to go.

3 The classes that I took in high school were
4 pretty simple. The syllabus for the majority of my
5 classes went much like, outline the chapter, define
6 the key terms, and answer the summary questions at
7 the end. Doing this would more than likely at least
8 guarantee a B in the class. Expectations for
9 students are too low. Teachers are not preparing the
10 students for a college course.

11 In college the professor normally lectures
12 and we take notes. In high school you're used to
13 doing hands-on activities and things of that nature.

14 So when you get into college, you're just bummed out
15 because you just sit there and you take notes all the
16 time. Sorry.

17 A lot of this has to do with the fact that
18 many high school teachers maybe have been out of
19 college so long that they don't know what it's now
20 like. And so they can't prepare us for it.

21 My recommendation would be that the
22 department heads, division chairs, or supervisors of
23 each subject at the high school work hands on with
24 the college to come up with a curriculum that could
25 better help the students in college. I know that no
26 matter how extensive the high school works, there's

1 no substantial way to prepare the students for
2 college to its fullest extent. But I feel that this
3 would maybe retain more college students.

4 It is obvious the students put forth some
5 effort to apply for scholarships, choose a degree,
6 and purchase their books. They do have a passion to
7 succeed in life. However it is depressing when the
8 student goes to class and, if you are not fortunate
9 to have a family that backs you and supports you, you
10 drop out because you just don't feel that there's no
11 other way out. And working at a factory, Nissan or
12 Saturn, seems to be -- is an answer.

13 As the Student Government President, I
14 interact with diverse students on a daily basis. So
15 often I see my fellow classmates falling by the
16 wayside, both because the cost of tuition is
17 expensive in college and college was not what they
18 expected it to be.

19 Sad to say, the majority of high school
20 students are not cut out to go to college because
21 we're not prepared in high school or in middle school
22 to become successful college students. The standards
23 for K through 12 education needs to be increased.
24 And maybe the retention rates for college graduates
25 will increase as well.

26 There are not too many scholarships

1 available for the average student who does not have a
2 2.75 or a 3.0 GPA. And therefore, they may not have
3 the money to go to college. And they don't choose to
4 further their education.

5 At Columbia State, the graduation and
6 transfer out rate of first year full-time students is
7 39 percent. And the retention rate from fall to fall
8 is 61 percent. So the question is, where is the
9 other students that don't graduate or transfer out?

10 All in all the standards and funding for K
11 through 12 education should increase. Our country
12 would be up to par with our competing countries which
13 would cause a steady increase in the retention rate
14 as well as the number of college graduates.

15 Thank you.

16 MS. OLDHAM: Thank you, Sondra.

17 Lori.

18 MS. PLATO: Good afternoon, my name is Lori
19 Plato. I greatly appreciate the opportunity to
20 appear today before the Commission on the Future of
21 Higher Education and to offer some thoughts from the
22 perspective of a current consumer of higher
23 education. I'm honored to be participating on a
24 Panel with two other students who have demonstrated
25 such personal commitment to attending college and
26 making the most of their experiences.

1 I'm a senior at Vanderbilt University
2 studying Biology and Public Policy with a
3 concentration in Health Care. I'm originally from
4 Columbus, Ohio and began attending Vanderbilt in the
5 fall following my graduation from high school.

6 In addition to my studies, I also work for
7 two offices within Vanderbilt's Division of Public
8 Affairs, spending a total of about 15 hours a week on
9 these two part time jobs. I'm also involved in
10 several community service organizations such as
11 Collegiate Leadership Vanderbilt and Delta Gamma
12 sorority.

13 When exploring my available options for
14 achieving higher education, I came across several
15 different types of schools offering differing paths
16 for obtaining a Bachelor's degree. Though every
17 institution and academic path has its own benefits to
18 students, I have found that my decision to attend a
19 four-year institution immediately after high school
20 has been the best option for me and my field of
21 study.

22 For me selecting a college was a
23 challenging process because there are so many options
24 available to potential college students. The higher
25 education system is so diverse that students are able
26 to evaluate their interests, personalities, and

1 future plans and combine these different values into
2 an effective tool for selecting a college. I believe
3 that this alone helps contribute to students'
4 intellectual growth primarily because the college
5 search marks the first time in a student's life when
6 they are able to ask what type of school suits their
7 interests rather than finding their interests in a
8 school's curriculum.

9 My personal search for a college in a
10 system with so many choices was an enriching
11 experience because I was able to assess myself and my
12 future goals by visiting schools in different
13 geographic areas of differing size and with different
14 academic strengths. In doing this I was able to find
15 an institution that catered to my academic interests
16 while also allowing me to thrive socially in a
17 community suited to my personality.

18 The high school I attended was a private
19 college preparatory school, though I did not attend
20 the school with a goal of gaining admittance to a
21 leading university. Rather I chose to attend such a
22 school with the intention of receiving a quality
23 education.

24 Because of this opportunity, I feel that I
25 came to college equipped with the tools necessary to
26 succeed. I realize how fortunate I am to have had

1 such an experience. I witnessed several of my peers
2 experiencing much more difficult transitions to the
3 rigors of college level studies.

4 My time at Vanderbilt has been extremely
5 beneficial to me in terms of personal and
6 intellectual growth. As mentioned, I'm a double
7 major in Biology and Public Policy and am
8 particularly interested in Health Care. This unique
9 combination has allowed me to experience a wide
10 variety of classroom settings and teaching styles. I
11 have been in nearly every classroom setting, ranging
12 from 150 student lectures to the small discussion-
13 based classes.

14 I believe all of my classes and instructors
15 to be high quality, with many instructors being
16 specialists in their respective class' specific topic
17 within a broader discipline.

18 Larger classes took more effort on my part
19 as a student to reach out and make connections with
20 the material since classroom environments with more
21 than 100 students make individual monitoring by the
22 professor nearly impossible. However, I have never
23 experienced a professor who did not at least attempt
24 to assist a struggling or confused student. And many
25 campus resources are available to offer students
26 academic assistance.

1 In terms of the quality of my education, I
2 feel that my family and I have made a good investment
3 that will benefit me for the rest of my life. In
4 taking a wide variety of courses throughout my
5 studies, I have learned considerable amounts of
6 concrete, factual information.

7 However, I think the most important lesson
8 I will take away from college is that I have learned
9 how to think. That is upon entering this university,
10 I found myself intellectually challenged to not only
11 learn new things, but to think about each concept in
12 a new way using new analytical skills. I have
13 learned how to apply what I have learned in the
14 classroom to broader issues facing the world today.
15 The ability to critically analyze problems and form
16 my own educated opinions about the world to the
17 extent that I am able to do today is something that I
18 do not believe I would be able to do without a
19 college education.

20 Given what I have learned over the past
21 four years, I hope to take my experiences from
22 Vanderbilt and work within the health care industry
23 making policies. I plan to do this by first gaining
24 exposure to health policies by working in a health-
25 related organization and then likely attending
26 graduate school.

1 While I feel very confident that the
2 education that I have received at Vanderbilt has
3 prepared me for the workplace, I realize that there
4 are some very practical aspects of the workforce that
5 I must experience before deciding which type of
6 graduate school is best suited to my interests. I
7 have no doubt that I will be able to apply my
8 knowledge and become a very valued member of my
9 future workplace.

10 Thank you.

11 MS. OLDHAM: Thanks, all three of you.

12 And I want to open it up to any
13 Commissioners who might have questions for any of
14 them.

15 Governor Hunt?

16 GOVERNOR HUNT: Sondra, you talked, touched
17 on this. But it bothers me that so many students get
18 into college -- apparently they qualified to get in.

19 But they drop out. You all mentioned this.

20 And I don't think -- I'm afraid that
21 institutions of higher learning aren't concerned
22 enough about it. I don't know if they talk about it
23 much. I don't know what they do about it.

24 You know I can remember having a -- what
25 they call advisors. That didn't amount to much when
26 I started school. But what has been you all's

1 experience with that yourselves? And what do you
2 think we can do to make a big change in this, not
3 just a little bitty something? But are there some
4 things that we could do to really help a lot more
5 students stay in?

6 MS. CORALES: I believe there is. There
7 have been studies that have shown that students who
8 get involved on their campus tend to stay in school.

9 And my third point, to reward faculty
10 members for doing a better job in mentoring the
11 students and helping students and tutoring other
12 students, that would show the students that they are
13 wanted there on campus. They would be more likely to
14 get involved. We'd have more advisors. We'd have
15 more organizations like Delta Epsilon Chi and student
16 leadership based organizations that would help retain
17 the students in college and increase that retention
18 rate.

19 So I think that would be an excellent way
20 to get students to stay in school. Get them
21 involved. The more they are involved in their
22 campus, then the less likely they are to drop out.
23 It makes it harder to leave if you have other
24 responsibilities.

25 GOVERNOR HUNT: What about the rest of you?

26 MS. WILSON: I think that just being well

1 prepared when you're coming out of high school into
2 college and getting ready to -- just knowing what you
3 have to do when you get into college. I just don't
4 think the students are well prepared. And maybe with
5 the No Child Left Behind Act that will change. But
6 from my experience, I think that's what it has to do
7 with.

8 And then a lot of students work. And
9 they're paying for themselves to go to college. And
10 they're just like, well, you know, I have to work. I
11 have to pay bills. I have to pay a lot of rent. And
12 they just drop out because both of them are just too
13 hard. College is expensive.

14 GOVERNOR HUNT: Lori?

15 MS. PLATO: I think that one thing that's
16 very important in increasing retention rates is that
17 students not only feel that they're part of their
18 community, as Mari said. But also that I think there
19 needs to be a lot of emphasis when students leave
20 high school that you understand what the benefits are
21 of having a college degree. Because I believe
22 people, or students, will be less likely to
23 discontinue their education if they realize how much
24 they stand to benefit from having that Bachelor's
25 degree.

26 GOVERNOR HUNT: May I ask you -- if some of

1 the college or university presidents are around or
2 deans. Do colleges keep track of how many of an
3 advisor's advisees drop out? Is there any checking
4 on that? Any push to encourage them to do a better
5 job and be more proactive and helpful?

6 MR. VEST: I will be honest that I have
7 worked at a university that's not exactly typical.
8 And we are very fortunate that our graduation rates
9 are up in the high 90 percent.

10 However, the issues that all these young
11 students brought up, the quality and extent of
12 mentoring by academic advisors, the participation in
13 campus life is at least as important at a place like
14 MIT because the intellectual part of their work is so
15 intense and so tough. And it is a perennial
16 discussion at every college and university I know of
17 how to keep faculty more deeply engaged as mentors.

18 And my experience is at least that this is
19 really going to get solved at the department level.
20 And I can just go right through our departments. I
21 can tell you Aero Space Engineering, Chemistry, do a
22 terrific job of this. Has built a culture where it's
23 expected. The faculty really do a good job of
24 mentoring. There are some other departments where
25 it's not as good. But it is very important.

26 And I think more faculty need to understand

1 the life stories. We have some mechanisms that help
2 encourage this. Getting kids into freshman seminars
3 with their advisors that only have 5 or 6 students
4 and so forth. But it takes continual work because
5 everybody's so busy that you got to keep pushing it
6 up on the priority list and, frankly, on the reward
7 structure.

8 MS. NUNLEY: And I work in an institution
9 that is dramatically different from that where we
10 have an extremely mobile population of students with
11 multiple goals coming through the doors of the
12 college. And many of the adult students don't
13 particularly need intense advising because they come
14 there for a particular purpose. They're going to get
15 that purpose done, and they're going to go.

16 But struggling in that environment to try
17 to figure out how you can assure that the students
18 who are the more, I guess, traditionally oriented
19 kind of students get the support they need to stay in
20 is an ongoing challenge. And one of the things that,
21 I think, a lot of the community colleges are now
22 working toward is to try to create more first-year
23 experience, more learning communities, more
24 orientation classes for the more traditional students
25 so they will get the kind of -- get an MIT kind of
26 experience in an environment that's populated with a

1 wide range of students of different backgrounds.

2 It is something that we do worry about,
3 agonize about, try to figure out all the time. And
4 we still have much, much room to improve.

5 GOVERNOR HUNT: I don't believe a whole lot
6 of people do do that all the time.

7 MS. NUNLEY: Oh, well.

8 GOVERNOR HUNT: You do?

9 MS. NUNLEY: We do.

10 MR. DONOFRIO: So, Governor, I don't work
11 in this industry, thank God. But I am a trustee of
12 an institution. It's very interesting. Kind of
13 compliments both what Chuck and Charlene said.

14 There seems to be a movement afoot now, at
15 least at the institution that I'm affiliated with, to
16 make this part of tenure consideration by
17 departments, as Chuck said. It's the general rule.

18 But now they're actually separating the
19 variables here as well. It's one set of skills to be
20 an advisor. There's a different set of skills to be
21 a counselor. And there's actually another set of
22 skills to be a mentor. And it's not always the same
23 person. And most usually you need different
24 training to be able to do these things.

25 So I'm a little bit encouraged by what I've
26 recently heard at the recent board meetings. When

1 they start talking about making this a condition of
2 tenure, then you know people are starting to get
3 serious.

4 GOVERNOR HUNT: I would hope that as we
5 prepare our report, that we give attention to this.
6 Maybe you could work that up for us.

7 MR. DONOFRIO: I'll be glad to do it.

8 MR. VEST: You know, Governor, one other
9 very quick comment. We also have a system which
10 allows and makes it possible for a lot of people who
11 work at MIT who are not faculty members to serve as
12 advisors and mentors. And this is not a copout.
13 These are some of our absolute best advisors. Do
14 other work around the university. And they want to
15 feel a part of the academic environment. They love
16 the kids. That's also a good part of the solution.

17 MR. STEPHENS: I'd like to thank you for
18 sharing what are some very personal stories and some
19 perspectives because I think it's an important part
20 of the Commission getting a sense of the lives that
21 you're going through and where you're headed and
22 congratulate you on your achievements thus far.

23 My question really focuses on what was
24 going through your lives and perspectives at, let's
25 say, prior to college and getting some sense about
26 the importance. Because Mari and Sondra, you both

1 kind of mentioned that as important elements for what
2 you think was the time and eventually said these are
3 things going forward.

4 What should we consider differently about
5 how to help provide the right perspective of the
6 opportunities when you are prior to going to college
7 that would be important, whether it's college is
8 reaching down or greater relationships or is it more
9 from immediate perspective, because that certainly
10 drives our attitudes, perspectives behaviors? That's
11 more the social side rather than the academic side.
12 But I'd appreciate your comments.

13 MS. CORALES: I think academics. The other
14 two students have mentioned the same thing. A lot of
15 it has to do with the students not being ready. And
16 there's not -- there really isn't any kind of bridge
17 between college and high school. You're in high
18 school, and then you're in college. There's no
19 transition period between the two.

20 So a lot of students go into shell shock
21 because I know I was when I went into -- I went into
22 college right after high school. And I went in
23 thinking that everything was going to be the same. I
24 was going to have homework assignments. We were
25 going to do hands-on things.

26 But that day that the teacher said, "Here's

1 your assignment." And when she didn't get mad at me
2 the next day when I didn't turn it in, well, you
3 know, hey, I didn't turn in any other assignments
4 either because I wasn't going to get in trouble for
5 it. (Laughter)

6 But you know, I mean it can go both ways.
7 So I mean high school -- maybe high school students
8 are being pampered too much. Maybe the teachers are
9 holding their hands and walking them through. And
10 that's not what the real world is about. Nobody's
11 going to hold your hand while you go for that
12 interview for that big position. And when a high
13 school student goes into college, they go in with
14 that mind set, that somebody will be there to catch
15 me if I fall.

16 MR. FALETRA: I would like to ask you if
17 you could name a teacher from any part of your past
18 that was the reason -- and each one of you -- was a
19 part of your going to college?

20 MS. CORALES: In high school?

21 MR. FALETRA: Any K through 12.

22 MS. CORALES: Okay. Well going in middle -
23 - in high school, I had one teacher -- actually there
24 were two of them, Mark Hosney and Paul Dyer. And
25 they were my choir directors. But they saw something
26 in me that I didn't see. They were always telling

1 me, you're so smart. You can go into anything. You
2 have the artistic ability. And I was just going into
3 college to kind of pacify them. (Laughter) But they
4 were always there kind of pushing me in.

5 I kind of wish that I had listened to them
6 sooner than now. But those are the two high school
7 teachers that really helped me out, yes.

8 MS. OLDHAM: Unfortunately we're running
9 low on time.

10 Do you want to ask a quick question, Emily?

11 And then we'll --

12 MS. DEROCO: I just have a quick comment
13 before we break. After one real quickly, I have the
14 benefit in my work of carrying around this great
15 chart prepared by the Bureau of Labor Statistics that
16 tells me the higher level of education a young person
17 or any person achieves, the more employment growth
18 there is and the kinds of jobs that those doors will
19 open for them. The less chance that they will ever
20 be unemployed in their life. And that their average
21 weekly salary will increase exponentially like four
22 times the level for a weekly salary from a high
23 school diploma to a four-year degree.

24 So Lori said something, and I was just
25 wondering whether you, Lori, or either of your
26 colleagues as you thought about your future after

1 high school took into account, or did anyone tell you
2 that, in fact, your salary potential would be four
3 times greater if you went to and finished college?
4 That you would have job opportunities significantly
5 throughout your career that you would not have if you
6 didn't go to college? And that you would be perhaps
7 never be unemployed if you had that four-year degree
8 under your belt? Did anyone give you that guidance?

9 MS. PLATO: I was told that -- not using
10 the specifics, I was never told the comparison of how
11 much college graduates versus how much high school
12 graduates. But I was certainly encouraged.

13 I'm very fortunate that my parents are both
14 very strong proponents of education. And I was very
15 much encouraged throughout my whole life that -- and
16 I was always -- I don't know if I was ever explicitly
17 told, but it was always kind of known that, yes,
18 there are many ways you can go about your life, but
19 having a college education really opens a lot more
20 doors.

21 So I would say that, yes, I was raised in
22 an environment and went through school systems that
23 it was never explicitly stated and it was never told
24 that you had to go one way or the other. There was
25 never any this way is better than this way to live
26 your life. But it was -- I became very aware that it

1 is easier to make -- to navigate your way through the
2 workforce if you do hold a Bachelor's degree.

3 MS. WILSON: I agree. And I was never told
4 in high school. But my parents always -- they were
5 both college graduates. And I just knew that if I
6 wanted to succeed in life and have things that I was
7 going to have to go to college and receive a degree.

8 MS. CORALES: I was told about the degree.
9 And if I had this many -- if I had this degree, then
10 I would have this much more money. And eventually
11 that was a deciding factor.

12 However, what they didn't tell me is that
13 along with those degrees I would also have the debt
14 from loans that I would have to pay off. But in the
15 end, it works out. It will pay for itself. I'll be
16 working longer than I'll be paying off the loan.

17 (Laughter) So I guess that's okay.

18 MS. OLDHAM: Thank you all three of you
19 very much. We appreciate it.

20 MS. ELLIOTT: You're wonderful role models.
21 So thank you so much for doing this. God bless you
22 for actually having the courage to come present to
23 the Commission. You don't realize what an
24 achievement that is.

25 And you probably already do this, but I
26 really hope that you're going back to your high

1 schools and your communities. And that you realize
2 what a role model you are. And that you're mentoring
3 those young students as well as those young women.
4 Thanks for that.

5 **WRAP UP AND ADJOURN**

6 MS. OLDHAM: We're officially over time.
7 So I'm just going to make a couple of quick comments.

8
9 We're meeting next in San Diego, obviously
10 February. Second and third, I think, are the dates.

11 Charles has sent out some information that you all
12 should have received about kind of a work plan for
13 the Commission that gives some deadlines and some
14 dates, some things to focus on and look towards.

15 San Diego, we're going to -- we're not
16 going to focus just on the four sort of major areas.

17 We're going to look at some other things.

18 But Charles did say before he left that we
19 would want to have at least an update probably in
20 some sort of format from each of the Task Forces and
21 give you the opportunity to say, okay, here's where
22 we are. Here's our sort of preliminary findings.

23 And the other thing that you all did
24 receive recently was a memo about some public
25 hearings. We kind of added that to the agenda over
26 the last month or so. Just feeling it was very

1 important to kind of get the most we can out of this
2 dialogue and input from the public. So we're going
3 to plan for one of those in Seattle and one in
4 Boston.

5 And to the extent -- we certainly do not
6 need the entire Commission to come. We get a handful
7 of Commissioners, that would be fantastic. So the
8 extent you can make one of those, it would be great.

9 Just let us know.

10 Questions from anybody?

11 Thank you. Adjourned.

12 (Whereupon, this hearing was concluded at
13 1:01 p.m.)

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