

U.S. DEPARTMENT OF EDUCATION

+ + + + +

A NATIONAL DIALOGUE: THE SECRETARY OF EDUCATION'S
COMMISSION ON THE FUTURE OF HIGHER EDUCATION

+ + + + +

TUESDAY,
FEBRUARY 7, 2006

+ + + + +

The Commission met at 9:00 a.m. in the Crowne Plaza Hotel, 1113 Sixth Avenue, Seattle, Washington, Rick Stephens, Acting Chairman, presiding.

COMMISSION MEMBERS PRESENT:

RICHARD (RICK) STEPHENS, Senior Vice President, Human Resources and Administration, The Boeing Company

RICHARD VEDDER, Distinguished Professor of Economics, Ohio University; Adjunct Scholar, American Enterprise Institute

JAMES DUDERSTADT, President Emeritus, Professor of Science and Engineering, Director, The Millennium Project, University of Michigan

BOB MENDENHALL, President of Western Governors University

SARA MARTINEZ TUCKER, President and CEO, Hispanic Scholarship Fund

VICKIE SCHRAY, Acting Designated Federal Official

Welcome and Introductions.....3

Remarks by Sam Smith.....7

Remarks by Pam Tate.....21

Remarks by Charles Mitchell.....39

Remarks by David Conley.....52

Remarks by Mark A. Emmert.....69

Remarks by Andrew Menter.....87

Remarks by Richard Anderson.106

Remarks by Pam Silas.....114

Break for Lunch.....130

Public Testimony.134

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

1
2 CHAIRMAN STEPHENS: Well, good morning
3 ladies and gentlemen. On behalf of the Secretary and
4 the Department of Education and the Commissioners on
5 the future of higher education of America, I would
6 like to welcome you to this public hearing that we
7 have today.

8 My name is Rick Stephens. I'll be the
9 acting chair today and will be helping facilitate a
10 number of discussions.

11 As many of you are aware in September the
12 Secretary of Education, Margaret Spellings, announced
13 the establishment of a National Dialogue about the
14 future of higher education in America. Its charge is
15 to ensure that America's system of higher education
16 remains the finest in the world and continues to meet
17 the needs of America's diverse population by expanding
18 opportunity, innovation, and economic growth.

19 Composed of approximately 20
20 representatives from both public and private sectors,
21 as well as a number of ex-officio members from the
22 Department of Education and other federal agencies,
23 the Commission is focused on addressing a number of
24 vital questions such as: How can we ensure that
25 college is affordable and accessible and how well our
26 institutions of higher education are preparing our

1 students to compete in the new global economy.

2 The Commission is on task of completing
3 its report by the first of August of this year to be
4 able to submit to the Secretary with our
5 recommendations, our observations, so the Secretary
6 can take appropriate action from her approach as
7 leading the Department of Education.

8 We have two major elements of our activity
9 today in this public hearing. This morning we will
10 spend time with some prepared testimonies hearing from
11 a number of experts in particular areas. This
12 afternoon, after lunch, we will then have the
13 opportunity for members of the community at large to
14 speak for a few minutes on their key thoughts and
15 ideas that will be important for the Commission to be
16 able to hear as we consider how we press forward.

17 What I would like to do right now is ask
18 each of the Commissioners to just give you a little
19 bit of background so you have a sense of who we are
20 and where we are from as we press forward. So Rich,
21 can you maybe give a short introduction and press on
22 down from there.

23 RICHARD VEDDER: Yes. My name is Richard
24 Vedder. I'm a Professor of Economics at Ohio
25 University in Athens, Ohio, and I'm also an adjunct
26 fellow at the American Enterprise Institute and have

1 been doing some research and writing on the economics
2 of higher education.

3 JAMES DUDERSTADT: I'm Jim Duderstadt,
4 Professor of Science and Engineering, past president
5 of University of Michigan. As I flew out yesterday on
6 the plane from Detroit to Seattle with a lot of long
7 faces that reminds of me of how I used to feel after
8 playing UW at the Rose Bowl.

9 BOB MENDENHALL: I'm Bob Mendenhall,
10 President of Western Governor's University, which is a
11 private non-profit on-line university that grants
12 degrees based on demonstrated competency.

13 SARA MARTINEZ TUCKER: And I'm Sara
14 Martinez, President of the Hispanic Scholarship Fund,
15 one of the nation's largest organizations promoting
16 and supporting Hispanic higher education. We're
17 privately funded. We do work in two general areas,
18 working with families to ensure that we strengthen the
19 pipeline of Hispanics graduating from high school,
20 college ready, wanting to go to college; and then the
21 retention rate of Hispanics enrolled in college.

22 CHAIRMAN STEPHENS: Thank you, Sara. And,
23 again my name is Rick Stephens. I'm the Senior Vice
24 President for Human Resources and Administration for
25 the Boeing Company. Just to give you some sense of
26 perspective from Boeing, we receive about two million

1 job applications every year. And so making sure we
2 have the people that meet our needs long-term trying
3 to continue our base of 153,000 employees. So I bring
4 the industry perspective in our representation here
5 today.

6 Vickie, can you give us the run down on
7 the game plan, how it is going to work today?

8 VICKIE SCHRAY: I'm Vickie Schray, Deputy
9 Director with the Commission.

10 The format for today's public hearing,
11 this morning we have invited a number of panelists,
12 experts from the Northwest who can speak to some of
13 the key issues facing this Commission. Their
14 presentations will run approximately ten minutes,
15 allowing ten minutes for Q and A from the
16 Commissioners.

17 The afternoon we have invited the
18 public-at-large to come forward to both preregister
19 and register on site to offer testimony. Depending on
20 the number of individuals that have expressed interest
21 in testifying, their remarks will last between three
22 and five minutes. And the format will be that of a
23 Congressional Hearing with the lights indicating when
24 their time is completed.

25 CHAIRMAN STEPHENS: So we have, as Vickie
26 said, we have a number of speakers this morning. I

1 would ask that as each of the speakers approach the
2 podium and take your place, if you would give us a
3 little bit of background about who you are so we have
4 that perspective for not only the Commissioners, but
5 also the audience. And we would also ask that for
6 those of you who presented testimony, we do have the
7 testimony here. We have that in the record. So I
8 think the key challenge is helping some understand the
9 background of perspective that you have, the basis for
10 that background, and then help us with the
11 recommendations that you have so we're able to focus
12 our discussion around those elements that are really
13 important as we press forward.

14 So with that, without any further ado,
15 Sam, if you would please approach the podium and help
16 us out and give us your perspective.

17 SAM SMITH: Thank you very much. I'll try
18 to stay within the ten minute guidelines. Anyone who
19 has taught knows that most academics takes me ten
20 minutes just to clear my throat. I'll try to clear it
21 quickly. Okay.

22 I'm Sam Smith. I spent about fifteen
23 years as President of Washington State University.
24 And for the last number of years I have been involved
25 in what I would call "New Models" of higher education
26 institutions or related models of higher education

1 institutions. Currently involved with Western
2 Governor's University, a group that was involved with
3 Bob Crave's leadership in establishing Washington
4 Education Foundation and I chair the board of Talaris
5 organization and then I have some other projects.

6 But basically, I thank you for the
7 opportunity to be here today and make some general
8 comments. I spent about 40 years within the
9 university system, but I spent about four years
10 working with a group called the National Kellogg
11 Commission on the Future of State Universities and
12 Land-Grant Colleges, something Jim is very familiar
13 with. A group of four of us spent some time in
14 Kellogg.

15 The environment for universities and
16 colleges in the country is changing very dramatically.

17 How are universities adapting? What are they doing
18 to meet the new challenges and new opportunities? And
19 we decided to do something a little differently. That
20 is, we went around the United States and we saw which
21 presidents and chancellors were actually doing
22 something to improve their universities and which ones
23 were just talking about it. And we selected 25 that
24 were actually making creative changes. We spent four
25 years, if you haven't seen the reports about how the
26 university changing involvement, I suggest you look at

1 the National Association State Universities and
2 Land-Grant Colleges website.

3 And actually if you look, particularly
4 tomorrow on Wednesday, you'll find that we're just
5 releasing a five-year follow-up report on what
6 actually was accomplished, what came out of the
7 Commission itself. There are ten written reports of
8 our initial studies, but you'll find that the report
9 that we just released was, did we have an affect? We
10 want to find out. There is a term we use out here in
11 the Northwest, I don't know if it is filtered around,
12 but we want to make sure our reports are not something
13 called "shelf art", something that is very nicely
14 decorative.

15 Now, one of the things talked about today,
16 I'll limit my comments primarily to accessibility and
17 affordability. There is no question in many of our
18 minds that our higher education system as compared to
19 other countries around the word is slipping. And
20 we're particularly slipping along the point of view of
21 educating our workforce, educating people in math and
22 science, engineering, technology. You have all seen
23 the various statistics about which country produces
24 the most engineers, scientists, et cetera.

25 Also we are very concerned that those who
26 study in this area, that we are not producing enough

1 graduates coming out of high school that have the
2 capabilities of going into these fields in the first
3 place. And so we're looking about how we can link
4 more closely with the high schools and four-year
5 institutions.

6 Are you familiar with the Early College
7 High School concept? Okay. I know Ms. Tucker is.
8 The Early College High School concept is something
9 that is being pioneered, Jobs for the Future out of
10 Boston is doing a lot of this. Also, the Gates
11 Foundation is heavily involved. These are high
12 schools, grade nine to grade 14, where you move
13 through at your own pace. You graduate, technically
14 you can graduate with both a high school credential
15 and AA degree. It is a new model that is doing very,
16 very well.

17 One of the concerns that we have right
18 now, in general, is on the affordability. We just had
19 a meeting recently with a group from the federal
20 financial aid organization in Washington DC, and they
21 confirmed the data that we have from several other
22 sources, that your probability of attending a
23 four-year institution in the United States today is
24 directly proportional to your family's income. This
25 is a problem, I think, that is perhaps understated or
26 under-recognized. I'm not too concerned as I say, we

1 have been studying universities. We know the
2 universities are going to be involved and they're
3 going to be all right. They're going to have enough
4 customers, and I'm using that term specifically.

5 But what we're seeing is that a whole
6 segment of our gene pool being ignored and not being
7 made available to attend college. Ms. Tucker was
8 talking about a Hispanic side. Whether it is
9 Hispanic, whether, whatever ethnic group, whatever
10 economic group. We see that there is a major need
11 right now for the federal government to come in
12 perhaps with some new ideas. And I have one
13 suggestion I will make in a few moments.

14 Because what we're seeing right now where
15 the children of the young, excuse me, children of the
16 wealthy, have a greater probability to attend college.
17 What we're seeing, we have some major needs in our
18 country competitively. These really parallel many of
19 the conditions that existed in the 1860's in this
20 country, and that is where we were trying to compete
21 as a nation in an agricultural economy at the time.
22 The federal government, under the Morrill Act, and
23 this is a 1862 Act signed by President Lincoln, quote:
24 "Want to assure that education would be available to
25 all social classes."

26 Another quote: "The genius of the Morrill

1 Act was two-fold, in accord with its governing
2 principles: The equality of opportunity and the
3 utility of knowledge were equal." To put this in
4 today's terminology, they wanted to use all of the
5 intellectual capabilities to make sure that our nation
6 was successful.

7 Now, what we're seeing today, now the
8 Morrill Act, they link land obviously with agriculture
9 because it is a very logical association. The federal
10 government made available large tracts of land to each
11 state if they were willing to put up a school to teach
12 people, particularly in the rural communities. And
13 like the State of Washington, we matched those lands
14 from the state end. And also the State put in
15 additional lands to make sure that not only the
16 Land-Grant schools would receive money but also such
17 as University of Washington, the regional
18 institutions, the community college, and K through 12.

19 One of the things I would suggest is that
20 we're probably ready again for another bold action,
21 and not just some tinkering around the edges. The
22 federal government has done a wonderful job as far as
23 trying to work with student financial aid and others,
24 but it is not enough. I mean, we thank them. We love
25 them. That is great. What would be the possibility of
26 a new act, something associated with math and science?

1 Perhaps some value as far as intellectual property.
2 Some of the suggestions that have been made right now
3 is that, for example, if we would take some
4 percentage, federal government would take some
5 percentage of say, band width, make it available to
6 state. Some intellectual property rights which the
7 government would share with the states.

8 We have also had suggestions of water
9 rights; also suggestions of mineral rights. Are there
10 equivalents to the end and those of you that are in
11 the business sector have much greater knowledge on
12 this than I would ever have. But is there something
13 logically associated with science, technology,
14 engineering, that we could have the equivalent again
15 of a Morrill Act but have it on the basis of
16 intellectual property, something that would give us
17 the ability to compete in the new world where we have
18 a knowledge-based economy.

19 Now, in watching these things over the
20 years, there is another major change that has
21 occurred, and I'll just comment on this briefly. What
22 we're seeing right now, and I speak primarily in this
23 case for the State of Washington. What we're seeing
24 is the private sector is stepping in very strongly and
25 helping work with the state to make sure we have some
26 new opportunities, some new approaches to higher

1 education that can help us meet these problems.

2 The one group that does not seem to be in
3 as much as perhaps we would like to see is the federal
4 government. Let me give you about two or three
5 examples. Western Governors University, Mr.
6 Mendenhall is president of and doing wonderful job
7 with. This was put together by a group of governors,
8 but the private sector came into it very, very
9 strongly; and frankly right now, I think, Bob, I
10 believe we have the largest number of students
11 studying to be teachers of science and technology in
12 the high schools. But the private sector coming in
13 with the public sector. It works.

14 In this State we also see it from the
15 point of view of the Washington Education Foundation.

16 We have one of the largest scholarship programs now
17 in the country. A little help from the government,
18 not much, but mainly from the Gates Foundation and
19 other organizations. We have some 3,000 students on
20 scholarship right now, one of the largest scholarship
21 programs in the country, I believe, right now.

22 If there were some way we could have an
23 equivalent Morrill Act, some commodity, something put
24 in of value that could be matched by the states and
25 then work jointly with them to bring in the private
26 sector, I think we could do again what we did in the

1 100 years ago, 100 plus years ago, and increase the
2 capacity of the universities to serve.

3 Our universities today are working very,
4 very strongly with very limited resources. They have
5 developed new business models, but if we're going to
6 provide the education we need for this next century,
7 this century, we have to have a bold move and not just
8 a small movement. You're all leaders. I know you are
9 good at it. Mr. Stephens, I know your company has
10 been very useful in this.

11 One of the other things I am involved in
12 is Talaris, and I want to thank you for the work that
13 Boeing did just a couple of weeks ago and we signed a
14 Memorandum of Understanding between the private sector
15 and the Governor of the State of Washington on Early
16 Learning.

17 I think we have an opportunity today for
18 bold move, Morrill Act type approach coupled with the
19 private sector. I think we could do some wonderful
20 things.

21 I'll close my comments at that point and
22 the way I have got it down, I had nine minutes. Did I
23 do all right, Vickie? Nine minutes, was that all
24 right? Any questions?

25 JAMES DUDERSTADT: The idea kind of
26 Land-Grant Act of the 21st century, which was one of

1 the themes Kellogg Commission was very appealing. One
2 of the interesting things about the Land-Grant Act of
3 the 19th century is it created a new type of
4 institution, one that was committed to serving the
5 working class, assisting agriculture, industrial
6 development. Do you see new kinds of institutions
7 coming out of a 21st century paradigm.

8 SAM SMITH: Yes, very definitely. I'm
9 going to use a Hispanic word just for a second
10 (Spanish, unintelligible), for example in this state
11 we have Heritage University, just became a university,
12 and is primarily aimed at working (Spanish,
13 unintelligible). Working as a new type of institution,
14 it is primarily privately based funded right now, some
15 state funding, a little federal. What I'm seeing
16 right now, rather than have the private sector funding
17 as an add on, is to have it as part of the income
18 strain linked with a state, linked with federal
19 government, and then linked with what the student can
20 support. Yes, I see a new institution, but an
21 institution actually once again aimed at making sure
22 all individuals can have an opportunity for education,
23 which we do not have today.

24 CHAIRMAN STEPHENS: Rich.

25 RICHARD VEDDER: Thank you for a marvelous
26 statement. President Duderstadt indicated I am

1 intrigued by this new Land-Grant idea. I think we're
2 trying to come up with some bold thoughts and I think
3 it is one.

4 My concern is one, to pick up on Jim's
5 last comment about new paradigms and new ways of doing
6 things. The costs of higher education have been
7 rising substantially. And if we just drop more money
8 out of airplanes over the system with good intentions
9 to help low income people, we're not going to solve
10 the problem. Let me just pick up on one little thing
11 you said at the beginning here talking, tied into
12 something that Charles Reed, President of the --head
13 of the Cal State system said Saturday in terms of new
14 paradigm, he said quote, and I'm quoting him: The
15 senior year is a vast waste land, referring to high
16 school. Should we be doing -- colleges be going into
17 high schools and teaching in high schools. Should we
18 be doing more on-line things with kids who are bright
19 at the junior, senior and high school, should we be
20 encouraging those students more to attend universities
21 early in a way to compress the education for some
22 students, not all, but for some, in order to achieve
23 some financial savings that would allow us to help
24 finance some of the things that you were talking
25 about.

26 SAM SMITH: The divide between high school

1 and college is, pardon the expression, is a foolish
2 device. The more that we look at institutions that are
3 a combination of high school and university or college
4 and the more we can use the technology to bridge that,
5 I think the better off-- the new business models that
6 we're looking at right now in working with the state,
7 really involves a bridging with the high school and
8 also involves the student being able to move at their
9 own pace.

10 And I recommend, the reason we are looking
11 at these early college high schools, and I know Bob,
12 there are four or five, I believe, in the State of
13 Utah. There is about 170-plus that will be up and
14 running by 2008 somewhere in the country, is a new
15 model of institution right now and we have, for
16 example, with our community college system, we have a
17 very strong community college system in this state.

18 We have -- number would love to see a
19 series of blended schools in some way tied with them.

20 Maybe starting at eighth grade, ninth grade and build
21 a new type of institution much as John Hopkins did a
22 century or two ago, much as Stanford did a century or
23 so ago. I think we can build some new models, and
24 there are new models out there. I would be happy to
25 provide the Committee with a -- there is a couple of
26 charts a number of us use showing what a business

1 model was for a university 20 years ago, what it is
2 today. And you look at that and there is about 15
3 comparatives that we use. And if you look at those,
4 it is very illogical to look at blending and tying
5 together into the K through 12th system. It is a
6 foolish device.

7 BOB MENDENHALL: One of the concerns with
8 adding additional dollars to the system is the rapidly
9 spiraling and escalating tuition cost. As president
10 for a long time of a major university, what, if
11 anything, do you think can be done about increases in
12 tuition that are twice the rate of inflation? Is
13 there something in connection with a major act to
14 provide more money that could also be recommended that
15 would keep costs down?

16 SAM SMITH: First of all, I can think of
17 several flip phrases and I will not respond that way.

18 But I'm also involved as a member of the higher ed
19 coordinating board for the state. One of the things
20 we're trying to do right now is to put some, I know
21 this is not a popular term, some specific goals or
22 outcomes for the institutions. You cannot run Boeing
23 and say that, you know, we don't have a product. One
24 of the things we have selected as the outcome base
25 being, in this case, bachelor degrees, associate
26 degrees, or certificates. You know, we're willing to

1 recommend additional funding if you, as an
2 institution, are willing to do the following things.
3 And at this point, if you say that additional money
4 will be available if you do a specific thing, this
5 fits the current model of universities. Because many
6 things right now are a contract kind of basis. Some
7 are called performance contracts. Because I know if
8 we had gone to Jim and his job and said, we would give
9 you X number of dollars if you produced so many more,
10 they would figure out a way to do it.

11 Throwing money at the problem will not
12 solve it. Setting a series of outcomes such as a
13 number of graduates -- last time I saw universities,
14 one of the few organizations that spent a lot of time
15 describing the incoming student, but very seldom
16 described the graduate. And since we have supposed to
17 be value added, let's describe the graduate. Put
18 those down as the product. And there's a dozen ways
19 of doing that and you are much better at it than I am.

20 CHAIRMAN STEPHENS: Any comments? Sam,
21 really appreciate your comments this morning. I think
22 we would like to take advantage of the models and maps
23 that you mentioned. If you could provide those to me
24 at the break and we'll get them out to all of the
25 Commission members. And thank you very much and also
26 thank you very much for staying on time.

1 See, next we have speaker Pam Tate, the
2 President of The Council of Adult and Experimental
3 Learning, Pam.

4 PAM TATE: Good morning. And it is a
5 pleasure to be here. Thank you for the invitation.
6 The organization is called The Council for Adult and
7 Experiential Learning and I'm its president and CEO.
8 And we're a national, non-profit organization that
9 serves as an intermediary between and among higher
10 education, employers, and government and our mission
11 is to remove barriers to lifelong learning for adults.
12 And the way we do that is to work with colleges and
13 universities to make their programs more accessible to
14 working adults in collaboration with employers.

15 And we administer employer-funded tuition
16 assistance programs that serve probably half a million
17 adults annually nationwide. And we also test new
18 public policy strategies for making lifelong learning
19 more accessible to adults.

20 So we are -- our comments today are based
21 on directly serving thousands of adults each year and
22 working with hundreds of colleges and universities
23 nationwide that have adults as a key part of their
24 mission. So we feel that we're describing the adult
25 issue from a first-hand, on-the-ground level
26 experience.

1 Now, other presenters have shared their
2 statistics with you about why adult learners have to
3 receive the Commission's attention and I have written
4 a lot of them in my testimony, but I will just mention
5 two major reasons. First, I think you know that 45
6 percent of undergraduate students on our campuses
7 today are adult learners. And this is not a small
8 number. This is nearly half. And most of them are
9 working and very few can go to school full time. And
10 so a lot of the issues I'm going to talk about and
11 recommendations have to do with that fact. They have
12 got to be a central part of the Commission's
13 deliberations.

14 The other thing I want to mention is,
15 maybe some statistics you have heard, but let me just
16 repeat them. Estimates are that fifteen million U.S.
17 jobs that require a college education will be created
18 by 2020. And unfortunately based on current
19 educational attainment rates, there is only going to
20 be a net gain of probably three million new workers
21 with college credentials. So to meet the skill
22 demands of companies across the country we cannot just
23 focus on K through 12 or the pipeline of traditional
24 aged college students to meet these needs. There will
25 not be enough of them. We have to make it a strategic
26 priority to educate a very large number of adults in

1 the workforce who have earned a high school degree but
2 for one reason or another have not finished
3 postsecondary education.

4 So with those just quick introductory
5 remarks let me just turn right away to CAEL's
6 recommendations for the Commission. And I won't cover
7 all of them because of course there is not time so
8 I'll just highlight a few. Like to address the
9 affordability issue first. Our research that we
10 conducted in 2004 showed that of the 7,000 employers
11 in our national survey, only 35 percent offered some
12 form of tuition assistance program. Many of them are
13 smaller and mid-sized and do not have the generous
14 tuition programs of a company like Boeing, for
15 example.

16 And we know that lack of funding is one of
17 the three major obstacles to the participation of
18 adult learners, so because financial assistance is so
19 critical, we believe that student aid must be
20 redesigned to support adult and lifelong learners. I
21 believe you know that financial aid resources are not
22 available to adults going to school for less than half
23 time. This is a serious problem. And we would
24 advocate that the Commission strongly urge changes in
25 federal student financial aid policies, to proceed
26 financial aid to the less than half time learner.

1 A second area that we think is worth your
2 attention and, again, I won't cover them all, but we
3 believe that educational tax credits must be made more
4 accessible to working adults. An organization called
5 Future Works did research in 2004, and they found that
6 the HOPE Scholarship and the Lifetime Learning Tax
7 Credit now are primarily benefitting families who
8 claimed them on behalf of dependent students in
9 college. If the percentage of qualified expenses
10 allowed under the Lifetime Learning Tax Credit could
11 be -- if the percentage could be expanded, if the
12 definition of qualified expenses could include costs
13 such as childcare and transportation, if the HOPE and
14 Lifetime Learning Tax Credits could be refundable so
15 that low income adults could claim the full credit,
16 even if it exceeds their tax liability, these kinds of
17 changes would make an enormous difference in
18 affordability for the adult learner.

19 And then the third area I want to
20 recommend is a new one, perhaps new to many of you,
21 and that is the concept of Lifelong Learning Accounts.

22 L/I/L/A or we call them LiLAs for short. CAEL
23 advanced this idea to make higher education more
24 affordable.

25 And the way that we have conceived of the
26 idea is that this would be a matched saving account

1 between the employer and the employee. And a worker's
2 investment in this case would be for dollar-for-dollar
3 matched by the employer up to a specified amount per
4 year. And our hope would be that the employer's
5 contribution would be able to be eligible for a tax
6 credit and the individual's contribution would be tax
7 deductible.

8 We have advanced this idea through some
9 national demonstrations funded by 23 philanthropic
10 funders and several government agencies, and we have
11 advanced this in a number of states as well. We have
12 these demonstrations under way. We have hundreds of
13 adult workers and employers involved in the
14 demonstrations. And the U.S. Department of Labor as
15 well as the Ford Foundation have been leading the way
16 and advocating for this concept. We would urge the
17 Commission to consider the creation of a federal
18 demonstration of Lifelong Learning Accounts in which
19 employers would receive a tax credit and individuals a
20 tax deduction for Lifelong Learning Account.

21 We're considering at this time about a
22 \$500.00 a year contribution by employers and a \$500.00
23 contribution by the individual into this account.
24 This would support learning throughout one's life. It
25 would also enable people to be engaged in education
26 when they work for smaller and mid-size firms. And we

1 have tested this and found that the small and mid-size
2 firms will invest at this level. So LiLAs are a new
3 idea but being tried out in four states and
4 legislation is now being introduced in three other
5 states. We would advocate for major federal
6 initiative.

7 And then let me jump quickly here to the
8 recommendations we have regarding accessibility.
9 There are eight, and I'm going to -- but I'm just
10 going to mention two this morning. The rest, again,
11 are in what I have submitted.

12 One important area is that non-credit and
13 workforce training are important entry points for the
14 adult learner into higher education. However, in most
15 states, both at the community college and the
16 university level, these institutions are operating
17 under enrollment formulas that give support in a full
18 credit way only for enrollment in the full credit
19 programs.

20 There only a few states where institutions
21 can get FTE credit generated for non-credit and
22 workforce learning. We would advocate that more
23 states be encouraged to reimburse colleges for their
24 non-credit programs that are workforce training
25 related. And that, we think, would help increase
26 access for students to postsecondary education,

1 because our evidence is that they move on if they're
2 successful in non-credit learning.

3 A second area I want to mention, I think a
4 couple of other speakers prior to today have as well,
5 is we believe that the Commission should support the
6 amendment of the 50 percent rule regarding on-line
7 learning. Right now that prevents institutions that
8 specialize in on-line learning from participating in
9 federal financial aid. And we would hope that you
10 would advocate for the easing of this rule which would
11 encourage the growth of on-line and blended courses,
12 and we believe would open access to thousands of
13 students who can enter higher education through
14 on-line learning.

15 And the last one I'll mention on the
16 incentive front for access, has to do with changing
17 funding formulas to encourage higher education to
18 provide better student support systems. Now this is
19 often not as much paid attention to, but we know that
20 colleges that serve large numbers of adults are really
21 disadvantaged by the way that the formula is worked
22 today because they are -- the formulas are FTE based,
23 not head count based. So the larger number of adult
24 students an institution has, the less likely it is to
25 have appropriate levels of student support personnel.
26 And we know that adult learners need the student

1 services personnel in some ways and many cases more
2 than traditional students do.

3 I do want to mention one other idea that I
4 think would really help in increasing access. And it
5 has to do with launching what we are calling a social
6 marketing campaign to engage business and industry.
7 We have leading employers like the Boeings and
8 Verizons of the world who are already employers of
9 choice and understand the importance of the investing
10 in higher education.

11 But for the most part, these ideas still
12 have not penetrated the mid-sized and smaller firms.
13 So we would like to see some kind of a national social
14 marketing campaign, perhaps jointly initiated by the
15 Departments of Labor and Education, which would show
16 employers the bottom line benefits of investing in
17 tuition assistance programs, Lifelong Learning Account
18 programs, and other ways to advocate for their
19 workforce to return to higher education.

20 Last area that -- I just want to make one
21 comment on if I have time, is the accountability area.

22 An important way, we think, to increase
23 accountability in the area of adult learning
24 achievement is to conduct a state-by-state comparison
25 of how states are doing with regard to their adult
26 learners attainment. I know that all of you know

1 about Measuring Up, the state-by-state report card.
2 We're suggesting that a state-by-state comparison
3 should also be available for measuring how states are
4 meeting the needs of adult learners. We and NCHEMS
5 together are already working on the design of such a
6 state comparison, and we would hope that the
7 Commission would advocate for its use by states.

8 So let me just say in closing that one way
9 we believe that the Commission could pursue several of
10 these recommendations would be to consider the idea of
11 the federal government giving incentive grants to
12 states for implementing comprehensive plans related to
13 better serving adult workers. In other words, some
14 kind of a federal/state partnership to focus on
15 helping the states who are, after all, the biggest
16 stakeholder in higher education other than federal
17 student aid, so that they together could look at how
18 higher education could be governed and financed so
19 that better opportunities could be provided for
20 working adults.

21 Only I think with this kind of
22 federal/state incentive and encouragement are we going
23 to be able to change the fairly rigid structures that
24 have existed for a long time to serve the adult
25 learner.

26 So we hope that these recommendations and

1 those in the memorandum I sent to you will be of some
2 assistance and we would offer our help in crafting any
3 follow up activities that might come out of the
4 Commission.

5 CHAIRMAN STEPHENS: Thank you very much.
6 Commissioners, some questions?

7 SARA TUCKER: Thanks for your comments and
8 observations. And I couldn't help but resonate as I
9 look my, the students that I serve, my age group of my
10 scholarship recipients is all the way from 17 to 60,
11 but it is in traditional education, and as I look at
12 the Hispanic demographics, the 25 to 29-year-old,
13 percentage of adults with a college degree is very
14 different from the 25 and older general population.
15 In the adult learners that you have supported through
16 your work, and congratulations for getting the level
17 of support you have, have you found a difference
18 between adult learners who are retraining for better
19 jobs or different jobs in industry and those that are
20 making their way to education, higher education, for
21 the first time in their lives?

22 PAM TATE: Yes. I would say we see a very
23 different kind of support needed for people who are
24 coming to education for the first time. And it is
25 through special kinds of bridge and transition
26 programs that those individuals can be most

1 successful. A lot of them are lacking the very -- the
2 most basic skills necessary for success in college;
3 whereas those who are returning for retraining, at
4 least have a level of skill and knowledge that they
5 can bring to the table.

6 The other thing that we notice as a
7 difference is that the -- those that are coming back
8 for retraining, often with the support of their
9 employer, many times have extensive training behind
10 them that might be equivalent to a college credit
11 experience or course; and, therefore, they could
12 submit that, that area of competence or knowledge for
13 college credit, for consideration for college credit
14 by the institution. Whereas people who have never been
15 and are returning literally from no background in
16 education at all or who have been unemployed or on
17 welfare, public housing residents, many of those that
18 we serve will have less of what I would consider
19 college level learning to bring to the table. So we
20 think that they need different kinds of support and
21 more support if they haven't had that prior
22 experience.

23 CHAIRMAN STEPHENS: Jim, go ahead.

24 JAMES DUDERSTADT: I think your experience
25 and your efforts are extremely important and you
26 highlighted a number of actions that I think could be

1 recommended that could assist that. But let me ask
2 you to think a little bit more broadly. One of the
3 things our Commission has been challenged to do is
4 come up with very bold recommendations that really
5 drive change in the paradigm.

6 Consistent with President Smith's previous
7 testimony, one idea is to kind of recast an analog to
8 the Land-Grant Act for the 21st century as proposing,
9 in fact, a national commitment to universal access to
10 lifelong learning opportunities, okay, ubiquitous in
11 one's life, that really would mean that from cradle to
12 grave one would be involved in learning at various
13 different levels, which of course will be required by
14 a global knowledge driven economy. Now that, of
15 course, would require a very significant change in
16 higher education.

17 I think that the kind of partnerships
18 between public and private sectors would have to be
19 revised somewhat. It might even require a commitment
20 more comparable to Social Security, in which it
21 requires mandatory commitments to building these
22 education accounts, but in return for that people have
23 an ownership in that and might be more inclined to
24 pursue it.

25 So, I guess, you know, both -- any
26 reaction you might have today but over the longer term

1 any bolder thinking about how would this nation
2 provide the opportunity for all of our citizens to
3 have as a civil right, not a privilege but a right,
4 access to lifelong learning opportunities?

5 PAM TATE: You know, there are a number of
6 what I would call bold recommendations that have been
7 made in this area that I would be glad to share with
8 you. One that a number of us are considering is the
9 idea of creating a Lifelong Learning Account for all
10 citizens at the time of birth and that it would be a
11 joint savings by -- it could be invested in by the
12 family, the person, the government, employers, and
13 could be used throughout one's life to finance
14 postsecondary education.

15 But I think one of the reasons we have
16 recommended the introduction of a more incremental
17 step, the Lifelong Learning Account matched by the
18 employer, is that we have, I guess we have been
19 somewhat daunted by the budget, by the budget
20 deliberations we have seen and the budget reductions
21 we have seen on domestic programs. And so we thought
22 that probably the time for introducing such an idea
23 may not be now. It may be that what we have to do is
24 to work our way toward that kind of idea. But I would
25 be very excited to see the Commission take this on in
26 a much broader way than I have even suggested today.

1 JAMES DUDERSTADT: An old saying when the
2 going gets tough, the tough get going. And there may
3 be no better time to explore bold approaches and any
4 input you folks could provide would be of enormous
5 assistance.

6 PAM TATE: We would be glad to do that.

7 CHAIRMAN STEPHENS: Rich, go ahead.

8 RICHARD VEDDER: I just want say I echo
9 Jim's comments. One, I think we should as a
10 Commission come in with bold suggestions, and I also
11 very strongly support the idea of increasing our
12 commitment to lifelong learning.

13 At the same time, however, and Pam you
14 eluded to this in your remarks, there has to be an
15 element of realism in what we suggest. And in
16 searching between boldness, we also want to find
17 something that is attainable.

18 And going back to President Smith's
19 comment, too, I think we have to find new paradigms,
20 new ways to reduce cost, maybe to traditional learning
21 as it is today, in order to, in effect, provide the
22 resources to help expand to new horizons and including
23 accessibility to traditional students at the 18 to 22
24 level, but also to lifelong learning.

25 PAM TATE: Just one last comment about
26 that. I think what is really interesting is that if

1 we look at quote, traditional students between 18 and
2 22 on most of our campuses, they're not traditional.
3 They are working. They have families. Increasing
4 numbers of them look like adult learners. They have
5 the same issues. So by doing what you're suggesting,
6 by shifting resources into on-line programs, on-site
7 programs whole variety of public/private partnerships
8 we might not just be serving the quote, over 25
9 person, we may be serving 18 to 22-year-olds on many
10 of our campuses who cannot participate in the way we
11 did when we went to higher education.

12 BOB MENDENHALL: You mentioned obstacles
13 to adult participation in higher education of funding.
14 You mentioned one thing was lack of funding. What
15 were the other two?

16 PAM TATE: There are three major ones.
17 Lack of time, you know, people just not being able to
18 manage multiple demands; lack of money; and lack of
19 information about what their options are. And it is
20 one of the reasons that we advocate strongly for, and
21 one of our bold recommendations would have to do with
22 a career counseling system that would be made
23 available for people prior to their entering higher
24 education. We have counseling offices, but only after
25 you have chosen where you're going to go to school.

26 And many adults that we encounter in the

1 workplace don't have fundamental information about
2 what their choices might be. They only see what is
3 advertised in the newspapers, and often what is
4 advertised are institutions that are at a higher cost
5 and may not be their best choice. Whereas, for
6 example, community colleges that might have options
7 for them in their first two years don't even
8 advertise. So I think a counseling system that would
9 be put in place would be a tremendous benefit to
10 overcoming this lack of information problem.

11 CHAIRMAN STEPHENS: Follow up questions?

12 BOB MENDENHALL: You mentioned the problem
13 of financial aid not being available for adults going
14 less than half time. For adults going more than half
15 time are there other financial challenges or is
16 financial aid adequate for what they're facing?

17 PAM TATE: No. I don't think that -- even
18 with financial aid, I still think that we see if
19 someone is working in a company that does not provide
20 tuition assistance, financial aid -- financial
21 challenges are serious. And the lower income a person
22 is, the lower down on the pay scale they are, the more
23 that financial issues are -- keep them from going to
24 school.

25 One thing that we have seen really changes
26 that paradigm is when the tuition is provided up front

1 by the employer. If they do provide tuition
2 assistance. If they support the idea of a letter of
3 credit or voucher being taken to the college or
4 university, rather than expecting the person to pay
5 the money out and wait to get it back. I know Boeing
6 has such a system of prepaid tuition but a very small
7 number of employers do. And we really believe that
8 that could alleviate the financial -- some of the
9 financial obstacles as well as some of the other
10 recommendations I have made about the creation of
11 accounts. But no, that is just one thing. Financial
12 aid, making financial aid available is just one piece
13 of the puzzle.

14 CHAIRMAN STEPHENS: Pamela, thank you very
15 much. It is clear a lot of the questions from the
16 Commission's standpoint now really draw around the
17 whole cost equation, trying to get cost down as well
18 as trying to be able to make sure there is enough aid
19 out for students to participate.

20 Thanks very much for your testimony and we
21 appreciate the support.

22 PAM TATE: Okay. Thank you.

23 CHAIRMAN STEPHENS: Next on the agenda we
24 have Charles Mitchell who is the Chancellor of the
25 Seattle Community College District. Charles, welcome.

26 CHARLES MITCHELL: Thank you. As

1 mentioned, my name is Charles Mitchell. I'm
2 Chancellor of the Seattle Community Colleges and I'm
3 very pleased to be here to appear before the
4 Commission. And I'm kind of representing the American
5 Association of Community Colleges as well as the
6 community and technical colleges in the State of
7 Washington. Little of my background, I have been -- I
8 was president of Seattle Central, one of our three
9 colleges in the state, and I have been the chancellor
10 for two years here.

11 And I might add, James, I graduated from
12 the University of Washington. I played on the
13 football team, but not in the Rose Bowl where they
14 beat Michigan, but where they beat, but we did beat a
15 couple of them.

16 Before I provide some specific
17 recommendations to the Commission, I would like to
18 provide some background information about community
19 colleges and their role in American higher education.

20 I'm sure many of you are familiar with these.

21 We have more than 1,150 community colleges
22 in the United States including 22 Hispanic-serving
23 institutions and 12 historically Black colleges and
24 universities. Community colleges enroll about 46
25 percent of all U.S. graduate college students or
26 almost seven million credit students each year.

1 Another five million students take non-credit courses,
2 43 percent of our students work full time when
3 enrolled, and the average age is about 29, although 50
4 percent of our students are 24 or younger. Almost
5 half of the students are members of the first of their
6 -- first member of their families to enroll in a
7 college.

8 Community colleges offer a broad array of
9 programs and they range from traditional transfer
10 degrees, to highly sophisticated technical training
11 programs that prepare students for several areas.
12 From high wage jobs to basic education and English as
13 a second language courses an increasing number of our
14 students are reverse transfer and these are people
15 that have completed their baccalaureate degree
16 programs and then they decide to go back to a
17 community college to pick up specific occupational
18 skills.

19 Community colleges across the nation
20 contribute significantly to the economic, cultural,
21 and civic well-being of their local communities. And
22 these contributions are particularly essential in our
23 rural areas.

24 On behalf of the community college, I
25 would like to offer some recommendations on a broad
26 array of policy issues and these issues affect our

1 ability to provide a quality education experience and
2 our students' ability to reach all of their
3 educational and work goals. We remain convinced that
4 investments in higher education will yield long-term
5 benefits to our economy and society and promote
6 equality of opportunity.

7 The first I would like to speak to is to
8 give state and local government greater incentives to
9 provide more stable funding for higher education. On
10 average, community colleges receive 64 percent of
11 their funding from state and local government. And
12 this support is critical to community colleges'
13 ability to maintain an open door for our students.

14 Unfortunately, experience has proven that
15 postsecondary institutions tend to be the first victim
16 of state budget short falls since they're usually
17 considered more discretionary than other commitments.
18 We support the federal government providing incentives
19 to states to provide stable funding for community
20 colleges so that we can keep our tuition low. And
21 that is something that we want to do so that students
22 can continue in our institutions. Higher education,
23 as we all know, is a public good that needs to be
24 supported by public investment.

25 The second area is to strengthen community
26 colleges' ability to address the nation's workforce

1 needs through increased investment. Now, it is widely
2 acknowledged that the nation, as a nation, we face a
3 very severe skills gap. In the State of Washington,
4 community colleges can compete to receive a higher
5 level of funding to address critical workforce needs.
6 However, greater investment by federal, state, and
7 local government is required to help community
8 colleges better meet the nation's workforce needs.

9 Community colleges remain a primary and
10 cost-effective answer to the nation's labor needs in
11 fields as varied as nursing, teaching, construction,
12 and lately the Home Land Security but only if the
13 colleges are funded at a level that enables them to
14 meet these needs.

15 President Bush's community-based job
16 training grant initiative is a positive development,
17 and I'm pleased to report that two of our colleges in
18 our state, and that is Columbia Basin College as well
19 as Seattle Community Colleges have received these
20 grants in 2005. However, the funding level provided
21 by the community-based training grant program isn't
22 adequate, given that technical training is generally
23 more expensive than your academic program. In
24 addition, more robust funding is needed for Work
25 First, Workforce Investment Act, and regional economic
26 development programs.

1 As I mentioned, community colleges enroll
2 over half of all US undergraduates. Any national
3 initiative to encourage a greater number of college
4 students to enter science, math, foreign language, or
5 other key fields must include a strong community
6 college component to be successful. The recently
7 enacted academic competitive grant should be revised
8 to allow participation by more community college
9 students.

10 The third area is to provide enhanced
11 oversight of the profit, of the for-profit higher
12 education industry by enforcing federal oversight
13 mechanisms. And I'm not putting all of these colleges
14 in the same basket because we have great relationships
15 with colleges such as the University of Phoenix, and
16 they are helping our students achieve their academic
17 goals. However, we are concerned about the reports of
18 exploitive recruiting practices and mismanagement on
19 the part of some for-profit postsecondary schools.
20 And we support enforcement of existing federal law in
21 this area.

22 The next area gives student strong
23 incentives to upgrade skills through Lifelong
24 Learning. But Pam did such a great job in covering
25 that area and she had just great suggestions so I'm
26 not even going to speak to that.

1 Next is to give five incentives to develop
2 more seamless articulation framework. Washington's
3 community and technical colleges offer many
4 articulation options to students interested in
5 obtaining a bachelor's degree, and they include
6 university centers. And this is where a student can
7 get their junior and senior year at an institution
8 that is located on the community college campus. And
9 they bring in the four-year colleges on those
10 campuses. And they work very well for us.

11 The other thing that we're trying to do is
12 make sure that our students are major ready when they
13 come out of our community colleges, and so we're
14 trying to get them to commit to a major earlier so
15 they can start working on that right from the start as
16 they go into the four-year college. And this is
17 having great success.

18 Another program that was authorized by our
19 legislature just this past, well, last year's session,
20 was to allow four of our colleges, community colleges,
21 to present a bachelor's degree in certain applied
22 areas. And right now we're in competition among our
23 community colleges as to who will get those four pilot
24 programs.

25 Community colleges and many other states
26 have also developed strong articulation agreements

1 with four-year institutions, but we still have a lot
2 of work to do. And we recommend that federal
3 government provide funds to states and higher
4 education institutions to more fully develop
5 articulation networks. Excuse me. Okay.

6 Moving on. Our sixth recommendation is to
7 recognize the community colleges' role in providing
8 remedial or pre-college education. In the State of
9 Washington, about half of the recent high school
10 graduates must take remedial or pre-college courses to
11 prepare for college level course work. In addition to
12 high school remedial instruction, community colleges
13 are at the forefront of efforts to provide adult basic
14 education, high school completion, and English as a
15 second language instruction.

16 We have tried several models to help this
17 population of students. For instance one of our
18 colleges, South Seattle Community College, we have a
19 large immigrant student population. And to address
20 the needs of these students, the college has developed
21 innovative health care job training courses that
22 infuse ESL instruction into the curriculum. So we
23 have our traditional instructor, but we also bring in
24 an ESL person to help. But, of course as you know,
25 that is kind of double cost. It is expensive to run
26 those programs. These programs make a tremendous

1 difference to both individual students and community
2 vitality by effectively addressing the needs of under
3 prepared and under served students.

4 And we also work closely with our high
5 schools in this area. And one of the -- the federal
6 programs that have really helped us is the GERA
7 (phonetic) program and that is with a four-year
8 colleges and two-year colleges as well as the high
9 school.

10 Another area is to re-examine the
11 subsidies provided through the federal loan programs
12 and to use direct lending as a cost-saving strategy.
13 Federal and state student aid policy for community
14 colleges should focus in providing aid to students on
15 the basis of documented financial need. And we
16 recommend that the federal subsidies provided through
17 the major loan programs be re-examined. In addition,
18 the federal lending programs should become more
19 income-sensitive both to help students and reduce the
20 number of loan defaults.

21 We commend to the Commission the work of
22 the project on student debt and we believe that the
23 project is asking many of the right questions about
24 the current structure of the major federal loan
25 program. Often availability of need-based financial
26 aid determines whether a disadvantaged student can

1 attend a college. And government policies should
2 reflect -- should reflect the lending program's
3 significant cost savings compared to the Federal
4 Family Education Loan Program. Huge subsidies are
5 being delivered to the lending communities that should
6 be allocated to needy students.

7 Finally, to eliminate the federal tuition
8 tax deduction and devote funds to more needed purposes
9 and Pam spoke to this as well.

10 The college tuition deduction established
11 in 2001 is primarily of benefit to taxpayers in the
12 higher income bracket. In an environment of limited
13 resources, giving well-off families a deduction for
14 payments that in many instances they would pay anyway,
15 cannot be justified. And American Association of
16 Community Colleges does not support the costly and
17 poorly-targeted tuition tax deduction, but it does
18 endorse for families to save for college. An example
19 of this, of course, Section 529 and that plan is
20 growing in popularity and we welcome this trend.

21 So these are the recommendations I have.
22 And again, I thank you for having the opportunity to
23 appear before you.

24 CHAIRMAN STEPHENS: Chancellor Mitchell,
25 thank you. A few moments for questions. Who would
26 like to start?

1 SARA MARTINEZ TUCKER: Thank you for your
2 comments and work of the community college. I'm going
3 to appeal to you wearing the hat of the American
4 Association of Community Colleges. You described the
5 federal initiatives and state initiatives in your
6 recommendations. Two-part question. What role is the
7 private sector playing today in the community colleges
8 and the work that they do, and what role do you think
9 the private sector should play?

10 CHARLES MITCHELL: Good question. The
11 private sector is playing a role with the community
12 college in many different ways. I had mentioned our
13 Workforce Development Programs, and that is working
14 directly with the industries. Now as you know with
15 community colleges in all of our, some called
16 vocational programs, some called professional
17 occupational programs. We have advisory boards that
18 are made up of people from the community and that way,
19 I mean, from the industry. That way we are able to
20 keep abreast of what skills our students need to get
21 the job out there. So they help us that way.

22 And community colleges are kind of new to
23 raising private funds. And I compare it to like our
24 University of Washington here just had a two billion
25 dollar campaign and we're trying to get, you know,
26 struggling to get up with the community colleges. But

1 more and more the private sector recognizes the value,
2 the social, economic as well as the educational value
3 of the community college, community/technical college
4 system. And they are supporting us. They're
5 supporting us with private dollars with scholarships,
6 private dollars for capital, private dollars to design
7 the various workforce programs. And so I always feel
8 that we could do better.

9 And the question I think was asked, of
10 what role the private sector plays in this whole
11 education movement if we were to guarantee education.

12 And I feel that it has to be a big involvement from
13 the private sector for us to go forward with that.

14 CHAIRMAN STEPHENS: Richard.

15 RICHARD VEDDER: Let me ask you an unfair
16 question. That is what I get being on the Commission.
17 You are sitting there. If you were a member of
18 Congress and you had to vote on the following
19 proposition: We're going to eliminate all federal
20 student loan programs for families with income of more
21 than \$80,000, from kids from families with more than
22 \$80,000 a year and federal tax credits and deductions
23 similar to what you're already recommended. And we
24 would take the money and use it to support
25 scholarships for low income students of all ages, by
26 the way to pick up the earlier testimony, say families

1 of less than \$40,000 a year, and I'm just roughing
2 this out. Would you vote for or against such a
3 legislation? I assume that would be roughly revenue
4 neutral. I'm not sure.

5 CHARLES MITCHELL: Sounds like a trick
6 question. But I guess the basis of that would give
7 those students who could not afford college an
8 opportunity to go there, I would certainly be for it.

9 I do understand that when we speak of many of our
10 colleges that are priced out of the community
11 colleges, sometimes they're not the students that are
12 the most disadvantaged or the poorest. Many times it
13 is that marginal student that are just above the line
14 where that cannot receive financial aid. And so, that
15 is the way I'm going to answer your question.

16 CHAIRMAN STEPHENS: One last question,
17 Bob, go ahead.

18 BOB MENDENHALL: I think we all agree with
19 investing in higher education. And in many ways
20 community colleges are the most efficient providers of
21 higher education in the system. What would you think
22 of the idea if we were to propose that we actually let
23 colleges charge their real tuition, what it cost to
24 educate a student; and that the state subsidies,
25 instead of going to the institutions, were provided to
26 students and increasingly on a need basis so those

1 with greater need would receive a different proportion
2 of the dollars than those with lesser need. Would
3 that be to the benefit of community colleges? Would
4 that increase transparency and accountability in the
5 higher ed system, and would it assist in holding down
6 costs? In short, would that be a reasonable way to
7 address some of these cost issues, would be to provide
8 the subsidies directly to students and let colleges
9 charge real tuition rather than subsidize tuition?

10 CHARLES MITCHELL: Yes, I would agree with
11 that. I know that we have, like one of our legislators
12 in the State of Washington has always proposed high
13 tuition and high financial aid. And the problem that
14 we have had with it is that financial aid has never
15 covered the cost of the tuition. And I think the
16 proposal that you are proposing is that they would be
17 covered. Those with the lowest need would be covered
18 and on up to those that could afford it would pay
19 less. And, yes, I would agree with that.

20 CHAIRMAN STEPHENS: Thank you very much
21 for your time and your testimony. The insights you
22 have provided today we will take into account as we
23 press forward.

24 Next on the agenda today we have David
25 Conley, Director of the Center for Educational Policy
26 Research for the University of Oregon.

1 DAVID CONLEY: I thank you all for the
2 opportunity to visit with you on this beautiful sunny
3 day both in Oregon and in Washington. I will be
4 talking to you about some systems issues, about the
5 connections between high school and college, how
6 students enter college, and what we need to do to make
7 sure they succeed. Some of what I will be saying will
8 echo comments you heard before President Smith and
9 others. But some of them will be more really
10 policy-oriented. As a Professor of Educational Policy
11 I took more of kind of a pure policy approach to this
12 and as such my recommendations are more general in
13 nature and they're not specific to a program.

14 But I think, as I try -- the point I try
15 to make in my written comments was that this is a
16 system issue and that higher education is a part of a
17 larger education system that as others said is not
18 particularly well-connected or well-aligned. And that
19 is a deliberate choice by this nation throughout its
20 history was to separate high school and college and
21 there are reasons for it. However, we have reached a
22 point where that disconnect no longer serves the kinds
23 of purposes that it once did and it is harder and
24 harder to rationalize as a logical way to organize
25 education.

26 So what is the effect of this disconnect

1 between systems? Well, the first effect, is there is
2 no particular accountability on who is admitted to
3 higher education or proposed secondary education. A
4 lot of the discussion here has been about access but a
5 broader more fundamental question is access for whom.

6 And what is the effect of access for students and for
7 society of who is admitted to college?

8 Universities, state universities, private
9 institutions, community colleges all have control over
10 who comes to their institutions to some degree, to
11 varying degrees. But what -- the net effect is that
12 as the system operates currently the message that
13 students get about what they should be doing in high
14 school to be ready for college access are not
15 consistent with what it actually takes to succeed in
16 postsecondary education for the most part. Now I'm
17 really talking about all students, but the ones who
18 are who -- where this affects the greatest is what I
19 call the middle fifty percent. But the highest
20 performing high school students manage to succeed in
21 postsecondary ed sometimes in spite of everything we
22 do to them and for them.

23 The middle group, which really is the
24 group that over the last 30 to 40 years has now come
25 to view postsecondary ed as an aspiration, that group
26 fifty years ago did not view postsecondary ed as their

1 goal. That group, expanding group of students who are
2 going on to postsecondary ed but may not be engaging
3 in high school all that seriously but they can still
4 get admitted because they do certain ritualist things
5 that are required which include courses of particular
6 titles, include particular grade point average,
7 include good attendance and some other things.

8 So on they go to postsecondary ed. They
9 get there. They're really not prepared for what they
10 run into. Now what they run into is a different set
11 of expectations and really, a different set of goals.
12 Postsecondary ed at the very -- we have done a lot of
13 research on what goes on in entry level college
14 courses, and to sum it all up, the difference between
15 high school and college is that colleges assume that
16 education is about learning, not only things, but how
17 to think about things. And sort of an
18 over-generalization in some ways but not to say that
19 things aren't important.

20 But college education, entry level, even
21 in the general ed strand, has a very strong component
22 of learning to think like someone who is an expert in
23 a particular area or way of doing. So in science it
24 is to learn to think like a scientist. In English it
25 is to think as someone who could critique literature,
26 for example. In the social science, it is to be

1 analytic, for example, and know how to interpret. And
2 high school doesn't really develop those skills.

3 And college -- when students arrive there
4 they're confronted with this tremendous change in
5 expectations. And some of them arrive without even
6 basic skills that it takes so that they don't have
7 even the reading, the writing, and particularly the
8 writing I want -- if you want to focus on one thing.
9 Mathematics is another question. For one reason
10 mathematics is amenable to sort of focused
11 instruction. Writing is something that really is
12 acquired over a longer period of time. If we are not
13 addressing writing consistently, students simply don't
14 arrive at the writing level, and it is very difficult,
15 in particular to bring them back up to the level that
16 we need in writing. And the net effect of that is
17 that in college writing is the primary means we use to
18 ascertain student performance and skill level. And
19 that is increasingly true across the disciplines.

20 My daughter, my middle child, University
21 of Oregon in human physiology and she would frequently
22 tell me about their labs and they have to write up
23 their labs and they have to write long, descriptive
24 reports. So writing became a skill in human
25 physiology as a major, sort of in a pre med area. We
26 are finding that writing is an incredibly important

1 skill. So this may sound like a high school problem,
2 but my point is it is a systems problem.

3 And colleges for their part set admissions
4 criteria without really addressing whether those
5 criteria get the students what they want and need. So
6 there is a responsibility from my perspective here in
7 a policy sense to have college admissions criteria,
8 and methods reflect better the knowledge and skills
9 needed to succeed in postsecondary ed.

10 The other thing that happens is because
11 the current measures don't really work well, grade
12 point have gone -- averages have gone up for 30 years
13 in high school without any evidence of corresponding
14 increase in student knowledge and skill, for example.

15 And we see an increasing variance in the high school
16 curriculum by course title. So that the course called
17 Algebra 1 or Algebra 2 at the high school level is
18 really -- we don't know anything about what that means
19 anymore. But from the college's perspective, the
20 course title is the means of quality control, do you
21 have this title on your transcript.

22 The net effect of that is that the
23 variance hurts the poor and largely students in
24 minority-concentrated areas most because those high
25 school students tend to be the ones where the variance
26 works against the students' benefit.

1 And in essence, what happens is that
2 expectations are lowered for those students, even
3 though the course title remains the same. Those
4 students that have transcripts that appear to prepare
5 them to come to college. And they think they are
6 prepared. They have gotten good grades. They have
7 been told their writing is good and then run into this
8 tremendous disconnect, this discontinuity in
9 postsecondary level. So getting a continuity of
10 expectation is critically important.

11 Placement testing is also an issue. It is
12 more technical in some ways, but it is also a concern
13 for two basic reasons. One is the high schools don't
14 know what is on the placement tests. The students
15 don't know. So when the students arrive very often
16 they do poorly on the placement test simply because it
17 wasn't coordinated in any way with what they did in
18 high school. If you had Charles Reed here, he would
19 be talking about this in detail with you about how
20 they have been working to try to get better
21 connections between what is on the placement test and
22 what students are doing on the state high school
23 examination.

24 Across the nation, the state high school
25 exams are all developed without reference to what it
26 takes to succeed in postsecondary learning. Michigan

1 recently just developed the ACT as a replacement,
2 essentially, for its state high school exam. Is that
3 an answer? It is a -- time will tell. However, it
4 illustrates this disconnect between high school exams
5 and college readiness and information for students
6 about how ready they are for college based on how they
7 do on a high school exam.

8 So the last thing to think about is in
9 higher ed is the gatekeeper courses where -- and some
10 of us have experienced those in our lives where the
11 real admissions method at many universities is not the
12 admission's office. It is the gatekeeper course. And
13 those are sort of a 100 level number course in general
14 ed. And that's where the universities can show you
15 with some consistency the failure rate, which is 50
16 percent or greater. They know it. They use it to
17 weed out students.

18 Now the problem with -- it may seem
19 acceptable because while the student shouldn't be
20 doing this, they should go to another major at this
21 point, the problem is that this hits the hardest in
22 math and science. And the net effect of that is that
23 it constricts the pipeline of students who are able to
24 move on in math and science. Now, my argument is not
25 to lower the expectation of the standard of those
26 courses, but it is to make more clear what students

1 need to do to succeed in those courses. And it may
2 that we need sequences that help students even get up
3 to the level of the gatekeeper course, so they can get
4 through it as opposed to having them receive a
5 message, I can't do this. I need to switch to a
6 different major. We need more students going on,
7 particularly math and science, and the gatekeeper
8 courses in those areas in particular became an issue.

9 My solution said is very policy-oriented,
10 very, I don't want to say -- wampish (phonetic) -- but
11 it has some of that in it. Requiring, for example,
12 that all high school students have a common core of
13 four years of preparation in core academic areas. We
14 are having fights about whether students should have
15 three years. We are having fights about whether or not
16 we should even dare think about four years of
17 mathematics let alone science. Most other places
18 around the world, if you are going to college you take
19 a prescribed core of courses for four years to prepare
20 you. And everyone who is going to college takes
21 roughly the same course.

22 This doesn't mean that teachers can't
23 adapt this creatively to the student populations, and
24 they shouldn't have flexibility to run curriculum
25 implementations, but the expectations should be four
26 years for everyone. And the people, the students who

1 will benefit the most are the ones in the poorest
2 communities, and students will at least represent the
3 higher education and suffer from the lowest
4 expectations.

5 Colleges need to work with high schools on
6 reviewing syllabi. This is a very controversial
7 notion. But that the colleges -- the University of
8 California system up until the 1960's actually
9 accredited high schools, individual California high
10 schools. They did quality control. This is not
11 unprecedented in U.S. history at all. My suggestion
12 would be, in an era where we can review materials on
13 line, let's have the courses submitted, let's have
14 them reviewed by panels of faculty members in
15 conjunction with high school people. I think it is
16 fine to work jointly on this.

17 Advance placement is moving in exactly
18 this direction. Beginning next year all 120,000 or so
19 AP teachers will have to submit their courses for
20 review. So this is not an unprecedented notion.

21 I believe that more student work should be
22 examined. For example, if students had to do a senior
23 paper, a serious research paper, that had to be
24 submitted with the application and reviewed. The most
25 selective universities allow some of this sort of
26 material submission now. I believe we could extend it

1 further so that students had a capstone piece of work
2 that they had to focus on that would really get them
3 to that level.

4 I'm at my ten minutes. I'm going to close
5 here in just a second. I covered most of this in my
6 recommendation so just by implication, I think we need
7 some more work around the entry level courses, how
8 they're taught, how they're structured. This is
9 something where I think higher education has to look
10 deeply into how it operates and say, are we setting up
11 those courses in a way students can succeed or is some
12 of the problem students simply -- incoming freshmen
13 don't even figure how, what this course expects of
14 them until halfway through the semester. In some
15 cases it is really just a whole problem of
16 expectations and orientation and so forth.

17 Well I think there is plenty of
18 responsibility to go around here. I don't think there
19 is any blame to go around because the system is
20 operating exactly as it is designed to operate. So
21 from my perspective, this is really about designing
22 systems for the 21st century where we acknowledge what
23 we want for education and we put the policies in place
24 to achieve that. Thank you very much.

25 CHAIRMAN STEPHENS: Thank you very much.

26 Jim.

1 JAMES DUDERSTADT: One of the disconnects
2 you didn't mention, I would be interested in your
3 views on is the disconnect between how teachers are
4 produced presumably in our university that are for K
5 12, and of course they're produced only in a little
6 corner of our universities and generally forgotten
7 about. And that seems to be one of the most
8 significant disconnects of all.

9 DAVID CONLEY: That is very important. I
10 think until we address that we'll never get to point
11 of having teachers in our public schools who deal with
12 the kind of critical thinking or higher order thinking
13 that we are expecting students to have mastered or at
14 least experienced before they move on to postsecondary
15 ed.

16 Similarly for secondary school teachers in
17 particular, unless we can design some core curriculum
18 we want them to master, what we do with them is we
19 don't prepare them to teach anything in particular.
20 One example, in English, most students who teach --
21 who became, I will put this way, most high school
22 English teachers weren't English majors in college or
23 many weren't. The result is they focus on literary
24 analysis, which is not a bad thing, but it shouldn't
25 be what you do for four years of high school to the
26 exclusion of composition, of rhetoric, forensics,

1 speech and debate, and particular reading and decoding
2 of informational text in addition to literature. So
3 we need a common core of expectation of what is going
4 on in high school. And then the teachers have to be
5 trained to that core so we don't just simply accept
6 what they come out of college with as whatever they
7 have is the basis.

8 CHAIRMAN STEPHENS: Other question?

9 RICHARD VEDDER: I just want to comment,
10 you are the second or third speaker today that has
11 pointed to the need to make the experience between
12 high school and the university experience more of a
13 seamless experience rather than us living in different
14 worlds that we come together. And so I commend you
15 for your testimony. And I want to echo what Jim said
16 about teacher education being the biggest disconnect
17 of all. At least some of us feel that that is a very
18 serious problem, and of course teacher -- and you are
19 a professor of education so you know this better than
20 I do, but there is within the university community
21 some disdain and neglect, perhaps, integrating
22 colleges of education into the broader university life
23 and that may be contributing as well as the disconnect
24 between the high schools and colleges themselves.

25 DAVID CONLEY: And I think that is
26 definitely a system issue and there is no simple

1 solution to that. I think a lot of things can be done.

2 I think we can encourage more students, more of our
3 best and brightest to enter teaching. And we have had
4 lots of programs to try to do that. There is much
5 more talk about focusing on math and science and
6 encouraging students in math and science to go into
7 teaching.

8 But we don't want to -- the only way we
9 can accomplish these things is if we have a larger
10 pool of qualified students, back to my earlier point.

11 If we're not admitting them, if they're not going
12 into the majors, if they're not moving far enough
13 through the program, in math and science for example,
14 we're not going to get the teachers we need. If you
15 look at our program, any university program, the
16 number of students who want to be English teachers or
17 social studies teachers compared to math and science
18 teachers, it is staggering, the differential between
19 the two. I don't think we can afford to do that.

20 So at the very least we have to give an
21 option within math and science for students to be able
22 to move to a high level of competence based on their
23 interest and skill, but then also be able to teach
24 rather than going into industry or the private sector,
25 but we'll never get there if the pool remains so
26 small.

1 RICHARD VEDDER: You talked an awful lot
2 about the importance from a systems perspective. Do
3 you have any good examples where you see that system
4 operating very well?

5 DAVE CONLEY: I see a lot. Washington
6 State is making some good effort. I thought Running
7 Start is a good effort. The Higher Education
8 Coordinating Board has projects under way doing
9 postsecondary readiness definitions. We're doing work
10 with them on that project. They have done math
11 transition standards between high school and college.

12 Boeing has been involved in that project. There are
13 a lot of pieces. There is talk about how does the WASL
14 connect with postsecondary ed. There are pieces.

15 But what you don't have is, you don't --
16 no one owns it. Everyone is doing it on their own.
17 Here we're in a state that is doing the best job, one
18 of the best jobs of it, but it is happening out of
19 people kind of good will. So Oregon is trying to
20 coordinate its -- they have joint boards articulation
21 group, it brings the two boards together. And we are
22 going to have to look at these government structures.

23 We are going to have to look at how they communicate.

24 We are going to have to look at -- people are going
25 to have to give up some autonomy, and I think this is
26 going to be painful, to get coordinated policy. I

1 think having a lot of experimentation and voluntary
2 agreement is really good to help us figure out how to
3 do this.

4 Eventually though, we have to put it into
5 place. These -- most states expend really, the kind of
6 Running Start approach, where we let's -- it is about
7 five percent, and Washington is more than that. I
8 think it is approaching ten. But in most states these
9 joint programs get about five percent of the students.

10 From an accountability and efficiency point of view,
11 many more students could be moving on to college much
12 earlier, in a much more gradual transition than exists
13 currently, but high school -- is very threatening to
14 high school. Colleges aren't wild about that either,
15 by the way. Policy has to be put in place.

16 So I would say you have states that are
17 moving in the direction of coordinating their
18 governing boards, trying experimental programs, seeing
19 what works. But it tends to largely be individual
20 initiatives, even campus-based initiatives, and I
21 think we need to have systems.

22 CHAIRMAN STEPHENS: Some on the Commission
23 are considering is it time now to start looking at a
24 broader integrated architecture? Would you see within
25 the educational community there is beginning to become
26 an appetite to be able to support something like that?

1 DAVID CONLEY: No. I think that this is
2 -- this is something that is not going to come about
3 without pain. This is not -- you can cobble elements
4 of this into a win/win. But part -- and I think when
5 it is in place people are going to be okay with it.
6 But getting there is going to be painful because this
7 involves surrendering long-held deep-seated beliefs
8 about autonomy on both sides of the system. High
9 schools are parts of school districts that are
10 independent governmental agencies. Colleges and
11 universities have very strong traditions of autonomy.
12 I think this is an incredibly difficult match to make
13 on a policy level. And the budgets are separate too.

14 JAMES DUDERSTADT: -- we are about to tear
15 down a large building named after former university
16 president named Henry Freeze (phonetic). Freeze's
17 great contribution in the 1960's was to realize that
18 for the larger universities, it is just too expensive
19 to build their own academies to prepare students for
20 admission, so he got the bright idea of having
21 universities accredit those so-called secondary
22 schools and had it propagated throughout the midwest
23 and look how far we have now diverged from that.

24 DAVID CONLEY: We have the models. Thank
25 you.

26 RICHARD VEDDER: I must comment there is a

1 Duderstadt Center at University of Michigan and one
2 wonders how long it will be before they tear it down.

3 CHAIRMAN STEPHENS: Mark Emmert, President
4 of the University of Washington.

5 MARK EMMERT: Thank you. Ladies and
6 Gentlemen, thank for providing this opportunity to
7 meet with you and discuss what I think is one of the
8 most important issues in America today and that is the
9 future of our higher education institutions. When you
10 look at the global landscape and America's place
11 within it and you ask yourself, what enterprises is
12 the United States still clearly the globally dominant
13 player? One among those is, of course, our higher
14 education institutions. While we have many, many
15 challenges and many issues that we need to be
16 attentive to, I think one of the places that I would
17 like to start is with the recognition that today, as
18 least as of right now, the higher education system of
19 the United States has done some pretty remarkable
20 things on global scale. It is still the educator of
21 first choice for citizens from all around the world.
22 It is still the repository of great storehouses of
23 knowledge that has been accumulated. It is still the
24 bastion of the greatest research and scholarship going
25 on any place on the planet right now.

26 So as we think about where we would like

1 to go with higher education moving forward, I think we
2 do have a bit of a baby in the bath water challenge in
3 front of us and that is to recognize the clear and
4 obvious need for change and improvement. At the same
5 time recognize that higher education institutions
6 overall, and in the United States in particular, are
7 extraordinarily successful in their scope and their
8 reach and their capacity to educate a broad citizenry.

9 But having said that, then you say all
10 right, that explains most of the 20th century, surely
11 the post World War II era of the 20th century and the
12 rise of the great universities, especially the kind
13 that I represent, the research universities like
14 Michigan or others.

15 But as we stretch into that 21st century,
16 we start to see there are some fundamental challenges.

17 We have continued to ask more and more of our
18 universities. Again, I'm going to speak predominantly
19 about research-intensive universities, if I might.
20 And especially public ones since those are the ones I
21 know the most. We have continued to ask more and more
22 of these institutions and therefore they wind up
23 having a great complexity of ownership and demands and
24 expectations of them so that it becomes much, much
25 harder for any of these universities to maximize any
26 one of their programs.

1 So as we emerged as great research
2 enterprises, it put certain strains and challenges on
3 the undergraduate educational experience. As we
4 became great clinical practice medical centers, that
5 placed another set of strains on physical plans and
6 budgetary concerns and added new dimensions of
7 complexity to what they were about. As we became the
8 graduate educators of first choice for the world, that
9 added yet another set of expectations. And then as we
10 moved into the latter part of the 20th century up to
11 today, we're also now of course turned to as
12 fundamental engines of economic opportunity and
13 economic growth to support business and industry and
14 job creation.

15 I think that speaking for the University
16 of Washington, we represent, in many ways, an exemplar
17 of those opportunities and those successes. The UW
18 has become the largest recipient of funded research
19 funding of -- funded research dollars of any public
20 university in the country, second only to Johns
21 Hopkins among all universities. It is an institution
22 that now has a very large and very complex biomedical
23 research program and clinical enterprise running two
24 and a half hospitals. We now have full and part time
25 employees of over 35,000. We have now become a three
26 billion dollar a year enterprise. Its sheer economic

1 impact letting alone its role as an educational
2 institution, is quite immense, like most of the large
3 successful public research universities.

4 At the same time, what we're trying to do
5 is focus on delivering excellence in all of those
6 activities that we engage in. So I just caught the
7 tail end of the last presentation, which sounded quite
8 interesting, and I'm sorry that I didn't hear all of
9 it because I thought it was making great sense to me.

10 And we're, for example, looking at many of
11 those same issues. We're engaged right now in an
12 effort to reconsider the nature of the entire
13 undergraduate experience at the University of
14 Washington, recognizing that that experience is much
15 more complex than simply what goes on in the
16 classroom. Recognizing that we don't want our
17 students to simply finish their educational experience
18 having checked off all of the right boxes of cafeteria
19 of courses being offered. But that we expect them to
20 enter the university as skilled, able, ready-to-begin
21 students and leave the University of Washington as
22 fundamentally transformed people. People who are very
23 different than the young men or young women or not so
24 young men and women who entered the institution four
25 or five years earlier. That that experience provides
26 them with a fundamentally different understanding of

1 the world around them, who they are in that world and
2 what their opportunities are and what they can do in
3 that world.

4 It is much the same with how we look at
5 our research enterprise. We, like every research
6 university, is very proud of our rankings in this
7 field or that field and we brag about it a lot in all
8 of our literature. But it begs the question, what are
9 we going to do with those rankings. Okay. So we have
10 the number one program in public health and very high
11 ranking medical school and number one program in
12 nursing, et cetera, et cetera. What does that mean
13 for the citizens of Washington? What does that mean
14 for the citizens of the United States and beyond?

15 So we're trying to also focus attention on
16 areas where we can have meaningful impact on the world
17 around us; that we can take the intellectual resources
18 that reside inside the university, focus them not just
19 on great intellectual questions, as important as those
20 are, and as everybody continues to stay focused on,
21 but also how do we put that intellectual promise out
22 there in ways that is going to have transformational
23 impact on our state and beyond.

24 To give you an example, we just, a couple
25 of weeks ago, announced formation of a new department
26 of global health. A department that brings together

1 in a highly interdisciplinary program, a department
2 that is going to come out of public health and out of
3 medicine and brings together the entire university
4 campus.

5 The nature of the issues around global
6 health are self-evident. We don't need to spend time
7 on those, but you cannot solve problems of public
8 health inside the context of any one academic
9 discipline. It requires every bit as much economic,
10 political, and anthropological solutions as it
11 requires medical and health policy issues. It
12 requires civil engineering solutions to deal with
13 housing and sanitation and water quality. And so
14 instead of starting with those individual disciplines,
15 we said what is a glaring problem in our state, in our
16 nation, and in our planet, global health. How do we
17 organize ourselves, then, to start to address this
18 interesting and daunting problem? You can't do that in
19 a traditional fashion. You have to rethink structure,
20 you have to rethink the way people interact at the
21 university.

22 Same thing with the undergraduate
23 experience. As we focus on constantly improving the
24 quality of the undergraduate experience, it is not
25 just the role of the classroom professor, it is the
26 role of everyone throughout the university. When I

1 was asked how I would know that the undergraduate
2 initiative was successful my answer was, I'll know it
3 when the custodians working in the student residence
4 halls believe and act upon the fact that they're part
5 of the educational experience, that they're engaged in
6 that every bit as much as everyone else is on the
7 campus.

8 Then I think the last piece I want to
9 mention and then I'll take questions is that as we
10 think about rolling out the university as an exemplar
11 in all of those things that we do, we are trying very
12 hard also to focus on maintaining our global
13 competitiveness. We don't need to, in this audience,
14 begin to talk about the world is flat sort of
15 arguments and all of that is quite self-evident to
16 everybody who looks at these issues; but the fact of
17 the matter is that American higher education has been
18 one of the great competitive advantages for our
19 nation. We need to maintain it as such but we can't
20 do it by doing more of the same. We do, in fact have
21 to continue to be aggressive in the way we change and
22 adapt and evolve as enterprises.

23 At the end of the day though, universities
24 produce the two things that are the most important for
25 success economically, socially, and culturally as we
26 move forward as well as education, and that is smart

1 people and great innovative ideas. In the 21st
2 century, those communities, those states, those
3 nations that can accumulate the greatest number of
4 those two assets: Smart people and great new ideas
5 will be successful. And those states, communities, and
6 nations that can't accumulate them will be much less
7 successful. Those are the only two products that we
8 provide, that and health care are the three things
9 that we provide to the citizenry of the state and the
10 nation, smart people, great innovative ideas, and good
11 health care. And we're going to continue to work on
12 our structures to make sure we do that well into the
13 21st century, and with that I would be happy to pause
14 and take any questions.

15 RICH STEPHENS: Thank you very much. Jim,
16 go ahead.

17 JAMES DUDERSTADT: One of the debates that
18 is occurring within the Commission has to do with view
19 of the future in terms of availability of resources
20 and the balance between public and private sector.
21 One group believes that the priorities of aging baby
22 boomer population, expensive health care, safety from
23 crime, Home Land security, national security, reduced
24 tax burden will simply limit the availability of
25 public resources and provide very little opportunity
26 for new dollars to meet public demands for the new

1 kinds of missions that universities like yours
2 achieve.

3 We have another view that I think is best
4 articulated by one of our members, Governor Hunt from
5 North Carolina, that if the public understands just
6 how important education is to their future they'll put
7 it in priority above health care, national security,
8 everything else, because after all it is the education
9 of our people that will determine all of the other
10 factors.

11 Now that is an interesting debate to have,
12 but as a university president, how do you read the tea
13 leaves for the University of Washington and how do you
14 position yourself, I suppose, to handle either of
15 those two futures?

16 MARK EMMERT: Well, Governor Hunt, of
17 course, is a genius. Obviously you know Jim, and of
18 course you got to do this for many years as well. The
19 reality is that it is a juggling act. You have to
20 operate inside the political realities of the day. I
21 am, I'll confess, disappointed in our baby boomer
22 generation because as we age we do seem to be a little
23 bit self-centered in the kinds of things we're
24 investing in.

25 I grew up in a working class family. I'm
26 a first generation college graduate. My family always

1 had expectations that I would go to college and they
2 dutifully paid their taxes and supported every school
3 bond issue. And we know that story. And the point of
4 the matter is that our predecessor generation, our
5 parent's generation made enormous investments that
6 weren't going to pay off necessarily for them but for
7 their children and for succeeding generations in
8 education systems, in infrastructure in this country,
9 and highway systems and in a variety of ways. And
10 we're much less hesitant to invest back in some of
11 those infrastructures right now and I think that is a
12 case we in education need to make very strongly that,
13 yes, there are immediate impacts and yes, that is
14 something we need to focus on, that come out of
15 education in terms of impact on environment, et
16 cetera, et cetera.

17 But also that there is just a public good
18 here that needs to be addressed, that this is not all
19 about private goods. I can make a compelling argument
20 that the students at the University of Washington
21 ought to pay all of their costs of education. I can
22 make an equal compelling argument that they ought to
23 pay none of it because the return on investment in
24 both cases is exceptional.

25 What has to be done is you have to strike
26 a balance between what is the fair share for the state

1 and the taxpayers; what is the fair share for the
2 families and the students. And that is always a
3 dynamic tension.

4 The biggest problem is that the lack of
5 sense of urgency. You know here in Washington, we're
6 debating the Alaska Way Viaduct in the City of Seattle
7 and it is about to fall down if there is another
8 earthquake. Everybody knows that. Everybody is
9 anxious about it. You can make a case for urgency.

10 But you know the degradation of education
11 occurs very, very gradually. I liken it to scooping
12 up a bunch of sand and you hold it in your hands, but
13 it is seeping out between your fingers and at no
14 moment can you watch it dissipate. But then when you
15 look away and look back your hand is empty and you
16 can't quite figure out what happened.

17 Well, the degradation of education is the
18 same kind of process. It is this wonderful jewel, but
19 it is degrading fast and its competitiveness and we're
20 going to turn around and look back and all of a sudden
21 realize we're not competitive anymore. And then it is
22 going to be extraordinary expensive to fix.

23 RICHARD VEDDER: This is fascinating and I
24 appreciate your comments very much. Picking up a
25 little bit on what Jim asked, you have a three billion
26 dollar budget. How much of it, and this is just a

1 factual question, how much of it comes in the form of
2 state government subsidies?

3 MARK EMMERT: State general fund
4 appropriations about 375 million dollars, 12 percent.

5 RICHARD VEDDER: This leads into my
6 question. I was guessing it was about that because it
7 is so typical of the major mainline state
8 universities, ten, fifteen percent of the total funds.
9 I assume that includes medical centers and so forth?

10 MARK EMMERT: Yes, of course

11 RICHARD VEDDER: But still in the broader
12 order of things you would be hard pressed to do away
13 with it right away. It is still only an increasingly
14 small minority of total funding.

15 President Garland of Miami University in
16 the Washington Post within the last month proposed
17 moving toward a system where so called state
18 universities, in effect, move in the direction of
19 privatization, taking those, in your case, 375 million
20 dollars, and giving them to the students and let them
21 pick the school that they go to. This might foster
22 greater competition among universities, might sort of
23 in a sense increase transparencies, and deal with the
24 fact that state universities now are more of a fiction
25 to call them state universities, and that the state
26 universities are hamstrung with regulations and so

1 forth anyway. And this was coming from a state
2 university president. I just was curious as to what
3 your thinking is on that.

4 MARK EMMERT: We've actually spent a great
5 deal of time looking at the Miami of Ohio tuition
6 model. We have assessed it pretty rigorously and
7 rejected it pretty, equally rigorously. The fact, of
8 course, is that we have as we debated the
9 public/private good component of this across the
10 country and you're well aware, you have written about
11 it, shifted the relative portion that is public to
12 greater tuition and along with that, has become, has
13 occurred these diminishing value, diminishing
14 contributions in a relative sense from the states.

15 But on the other hand, I think I'm one of
16 those that still believes in the publicness, public
17 university person and have done all of my work in
18 public universities. Were we to move toward a Miami
19 model, there is no question the University of
20 Washington, as an enterprise, could be successful. We
21 could probably generate greater revenue than we do
22 today.

23 On the other hand, our student body would
24 look very different. It would be very less
25 socio-economically diverse. It would be very less
26 representative of the State of Washington. We work

1 very hard to have a very large proportion of
2 Washingtonians here, about 86 percent. We would wind
3 up acting like, much more like private institution.

4 And with that there would be enormous loss
5 to our citizens. Yale University is a spectacular
6 university, one of the great universities on earth
7 that happens to be located in Connecticut. I was at
8 the University of Connecticut. I was chancellor there
9 so I know Connecticut well. But Yale doesn't, nor
10 should it be expected to worry about the fate of the
11 State of Connecticut. It just happens to by
12 historical accident be located there. It is not of
13 Connecticut. It is just residing there. And
14 therefore, it behaves accordingly. It doesn't worry
15 about helping solve the problems of Connecticut. It
16 doesn't worry about the public policy issues of the
17 day. It doesn't worry about reaching out to the
18 citizens of the State of Connecticut. It worries
19 about New Haven, but only in a enlightened
20 self-interested fashion.

21 I think the great public universities of
22 this country have had a fundamental impact on shaping
23 the civility of our country and were we no longer
24 public we would worry much less about that. And I
25 think that would be a great casualty.

26 CHAIRMAN STEPHENS: One last question.

1 SARA MARTINEZ TUCKER: I'm working with
2 several of my colleagues on the access piece for the
3 recommendations for Secretary Spellings, and we have
4 had an interesting debate come up. There are those
5 that believe that every American, once understanding
6 the importance of education, should be able to chart
7 their own course of action for acquiring knowledge.
8 Not setting the standard for where it takes, but
9 acquiring that knowledge and have the resources; and
10 another tension that says, let's not kid ourselves, if
11 we look at the varying types of higher education
12 institutions outcomes are different. And to the
13 extent that we stimulate access among the low income
14 or first generation to college or different races or
15 ethnicities, there is a plug in terms of capacity.
16 What advice would you have for us in terms of capacity
17 at the traditional, what we would consider traditional
18 education, campus like you serve and then advice on
19 other types of higher education for students?

20 MARK EMMERT: Well, I don't think there is
21 any -- I'll answer them in reverse orders if I might.

22 I don't think there's any question that we have been
23 insufficiently creative in the ways in which we
24 deliver higher education. We still deliver the vast
25 majority of our education in a very traditional
26 format. We are all experimenting with and moving into

1 new, more efficient ways of doing that, thereby
2 creating more capacity in our institutions.

3 But, you know, the fact that universities
4 and colleges are the oldest sustaining organizations
5 on the planet, I would suggest that we're doing
6 something right in some of those traditional models as
7 well. So again, baby and bath water models. I think
8 we need to look at and explore a variety of different
9 modes of delivering education and provided capacity
10 for different students with different backgrounds and
11 different needs and be open to that. And we in the
12 more traditional institutions ought not to be
13 threatened by that. We ought to embrace it and we
14 ought to do more of it ourselves as we are trying to
15 at the UW.

16 And I think similarly we need to be much
17 more flexible in finding efficiencies inside our own
18 organizations, both in the way and the manner in we
19 educate and move people through the system so that we
20 get higher levels graduation on time, because for
21 every student we get out in four years instead of five
22 or six that is one more person you can bring in as a
23 freshman or transfer student. So I think all of that
24 ought to be on the table as you think of your work.

25 In terms of the access issue, when federal
26 policy was put together around financial aid, first it

1 was access that was addressed through financial aid
2 models and then it was choice. So it wasn't just a
3 matter of well, we can guarantee or financially
4 guarantee access to a school, now it is a school of
5 choice. I think that has allowed some of the
6 competitiveness to come into the system that is very
7 useful. We worry about what goes on at Stanford at
8 the University of Washington. Because of strong
9 financial aid programs our best students get to choose
10 between us and Stanford. So we try very hard to make
11 sure our educational programs match up to those at
12 Stanford or Michigan or whatever our competitor is.
13 And that is a very good thing for the quality of
14 education.

15 I think it has also allowed us to raise a
16 whole generation of young people and, again, not so
17 young people, who aspire to achieving educationally at
18 the best schools they can possible get into. That is
19 a remarkably animating force I think. For a young
20 person to realize there is no financial barriers as
21 they're go through school if they chose, and if they
22 have the intellectual capacity to go to any school
23 that they can get into I think it is a remarkable
24 thing. We have many, many, too many families now that
25 don't believe they can afford to go to college. We
26 need to change that.

1 CHAIRMAN STEPHENS: Thank you very much
2 for your time and testimony. We look forward to
3 continued dialogue.

4 Next on the agenda we have Andrew Menter,
5 from the Highland Campus health Group. Andrew, the
6 floor is yours.

7 ANDREW MENTER: Good morning. Again, my
8 name is Andrew Menter, I'm the CEO of Highland Campus
9 health Group, insurance billings on college health
10 centers. We have a full turnkey service. What I mean
11 by that is in addition to billing and collections we
12 do compliance, credentialing, IT and everything
13 associated with billing so the college health centers
14 can concentrate on what they do best, which is
15 providing health care to students.

16 In Nashville, Senator Lamar Alexander
17 lamented that state appropriations to higher education
18 rose only 6.8 percent between 2000 and 2004. That
19 incidentally included a 2.1 percent decline in 2003
20 which was the first such decline in 11 years. During
21 that same period, the Medicaid cost rose 36 percent.
22 Medicaid is a non-discretionary item as Dr. Mitchell
23 said, higher education is not. And so whereas states
24 spent about fifteen percent of their budget on higher
25 education in 1990 that number decreased to 11.5
26 percent last year. And in many states that gap is

1 significantly larger.

2 But instead of or perhaps in addition to
3 promoting these figures, what we need to do is explore
4 whether the dollars needed to fund the state
5 appropriation shortfall lies solely in increased
6 tuition and fees. These fees have risen 7.3 percent,
7 9.3 percent, and 12.3 percent in the last three years
8 respectively. And they threaten student retention for
9 obvious reasons, that is cost. What we need to do is
10 explore whether this 10 percent or so annual tuition
11 and fee increase could be mitigated by alternative
12 revenue sources. When a student receives an invoice
13 for semester's enrollment, the largest account payable
14 is tuition and fees.

15 Now I think we all understand tuition.
16 Presumably that is primarily the dollars that we --
17 that the students pay to go to class. We learn from
18 our professors and learn from our fellow students.

19 But what about the fees part of that which
20 include the dining fee, the recreational facilities
21 fee, the campus activities fee, the library fee and
22 the largest one of all recently, the student health
23 fee?

24 Because universities are receiving fewer
25 and fewer state dollars, some universities are
26 requiring non-academic departments to become axillary

1 departments whereby these departments are expected to
2 support themselves. Unfortunately, these departments,
3 a lot of them, are finding that their expenses are
4 exceeding the revenues and in order to fill that
5 shortfall, these departments are all levying pretty
6 excessive student fees. There is an opportunity in
7 student health centers to increase revenues for
8 themselves, same time reducing these excessive student
9 health fees.

10 In briefly describing the insurance
11 billing model in student health services, what I hope
12 to do is illustrate how partnerships between
13 universities and private industry can save students
14 significant dollars and prove a better response to
15 limited state appropriations and escalating fees. At
16 the very least, industry can help mitigate the rising
17 costs.

18 With respect to student health centers,
19 the recent survey by the American College Health
20 Association, suggests that 83 percent of college
21 students have private insurance. However, less than
22 five percent of these student health centers are
23 accepting private insurance. And for context, I would
24 like to cite an example of a typical visit by a
25 student to a student health center. And I'll use an
26 example that's close to home.

1 Our CEO's youngest daughter just started
2 college last fall. Within the first two weeks of
3 class she went to the health center, saw a provider,
4 had an x-ray, checked out, went and handed her
5 insurance card. And they said sorry, ma'am, we don't
6 accept that. Here is a \$55.00 bill for your x-ray,
7 but here is the good news, you don't have to pay for
8 your office visit.

9 Now of course she can take the paperwork
10 and try to get the reimbursement from insurance
11 company, but reality dictates that is not going to
12 happen. These providers in the student health center,
13 because they don't accept insurance, are not
14 credentialed. They're all out of network. And no,
15 she did not get reimbursed for that \$55.00.

16 Interestingly I asked our CEO yesterday if
17 he would mind if I relate the story. He said, while
18 you're at it, tell them I got a bill the other day
19 from TCU where my son goes to school, and he had to
20 pay X number of dollars. But this \$55.00, the
21 majority of the ancillary dollars that students are
22 paying at student health centers represent a hidden
23 and unpublished cost of higher education. On the
24 other hand, the zero dollars for the office visit that
25 an insurance company would pay, represents foregone
26 revenue.

1 So with student health centers either
2 unable or unwilling to accept private health
3 insurance, we have two results that emerge. First, as
4 I noted, students are paying out-of-pocket dollars for
5 ancillary charges their private insurance should and
6 would generally cover. And second, student health
7 services are foregoing a considerable revenue stream
8 by not billing insurance for office visits. The
9 student health services are, by the ill-fated
10 department that are caught in the nexus of limited
11 state support for higher education and a corresponding
12 increase in the cost of delivering health services.

13 Thirty percent annual student health
14 service fee in recent years has been commonplace and
15 some universities as large as fifty percent increase
16 annually, but here is our opportunity. Twelve million
17 two hundred fifty three thousand students attended
18 four-year institutions in fall of 2003. And I use
19 four-year institutions because these are typically the
20 institutions that have a comprehensive health center
21 where at least -- there is at least one physician
22 where insurance billing model works most effectively.

23 At 83 percent of students having private
24 health insurance, that is 10.2 million of those 12.2
25 million students. The average visit to a student
26 health center per student per year exceeds 1.5. Let's

1 take 90 percent of that or 1.35 visits per student.
2 That 10.2 million insured students make accumulative
3 13.7 million office visits per year. Based on a lower
4 level visit that you're going to see in a student
5 health center, Medicare would pay an reimbursement of
6 about \$61.00. And the insurance companies are paying
7 at about rate equivalent to about 100 percent of
8 Medicare. Of course there will be deductions for
9 non-allowable deduction -- just various out-of-pocket
10 expenses the insurance company won't cover so if we
11 reduced that figure by 20 percent, that \$61.00 becomes
12 about \$49.00.

13 But 13.7 million visits multiplied by
14 \$49.00 per visit equals gross collections of about 670
15 million dollars.

16 Again, earlier I said that five percent,
17 only five percent are accepting student health
18 insurance. So that 95 percent of that 670 million
19 dollar number means that about 635 million dollars of
20 gross revenue in U.S. college health centers remains
21 uncollected. That is a figure that equals almost one
22 percent of total state appropriations to higher
23 education in the United States. And that is from one
24 department.

25 Overall the lack of state appropriations
26 has forced universities to seek alternative revenue.

1 Unfortunately additional revenue irrespective of the
2 industry habitually requires increased cost and risk.
3 But the switch to third-party billing at student
4 health services represents the unusual scenario where
5 revenue is already being generated -- every single
6 time a student goes to see a provider. Missing is
7 merely the collection of that revenue from the
8 insurance company.

9 Headlines from a 2003 article in the
10 Arizona State University student newspaper read:
11 "Student Fees Contribute to Rising Tuition Costs."
12 And that has been a common headliner in student
13 newspapers across the country for the better part of
14 the last five years. ASU which is, by virtue of the
15 fall 2005 enrollment, the largest school in the
16 country, responded in part by outsourcing third-party
17 billing in their student health center. Dr. Michael
18 Crow, has been their president since July 2002, has
19 openly encouraged entrepreneurial leadership
20 presumably with the goal of averting the aforesaid
21 headlines. And in today's economic environment where
22 higher education foregoes dollars to non-discretionary
23 items, higher education officials should capitalize on
24 all financial opportunities that do not include
25 raising tuition and fees. And the easiest one is on
26 the student health center.

1 And yet while some directors like Dr.
2 Septin (phonetic) at ASU, and two student health
3 center directors and Professor VederState (phonetic),
4 Dr. Eaglemen (phonetic) at Bowling Green and Mary
5 Reeves at Kent State embraced third party billing,
6 many directors are shunning third-party billing. On
7 multiple occasions the health center directors having
8 knowledge that while third-party billing would benefit
9 parents, students, and the university it is simply
10 easier and less work to increase the student health
11 fee.

12 And in a word, that is just unacceptable.

13 It is also irresponsible, but as this Commission has
14 discussed many times many in higher education are not
15 amenable to change.

16 John F. Kennedy said: Change is a law of
17 life and those who look only to the past or present
18 are certain to miss the future. Then again, Woodrow
19 Wilson also said that if you want to make enemies try
20 to change something.

21 The missions of universities all differ
22 but common theme is educating their students.
23 Realistically, universities do not want to be health
24 service providers. That is not their primary purpose,
25 but having health centers on campus enriches a
26 student's experience. That is also why dining halls,

1 dorms, and other departments exist, not to educate the
2 students but rather to augment the students'
3 educational experience.

4 Universities are in the business of
5 educating students. They do it best. However, we
6 need an environment whereby partnerships between
7 universities and private industry are beneficial for
8 both parties so that educators can educate at an
9 affordable price while others, whether student health
10 centers, dining, housing, or other non-academic
11 departments who capitalize on partnerships with
12 industry to facilitate efficiency and reduced expenses
13 for students and their parents.

14 I conclude with a recommendation. A lot
15 of presenters made several recommendations. I have
16 one. Facilitate change to make it worthwhile for
17 private companies to partner with higher education.
18 Our CO is here today. She has been in billing for 25
19 years. It used to take her about two to three days to
20 go see a doctor and go get a client and start making
21 revenue for herself and her client. We've had
22 contracts sitting in general contractor's office now
23 for six months.

24 But this is -- the change is related not
25 necessarily to the tuition part of it but to the fee
26 part of it with the auxiliary departments. In student

1 health centers allow incentives for likes of Dr.
2 Septin, Dr. Eagleman and Mary Reeves. Harry Truman,
3 sticking with presidents, said that progress occurs
4 when courageous skillful leaders seize the opportunity
5 to change things for the better. Well, let's reward
6 our leaders.

7 On the other hand, and I know this is
8 probably a part of your accountability discussion or
9 hopefully it is in some respect, but where is the
10 accountability for those who would rather pass cost to
11 students and parents than make a change within their
12 department simply because it increases work load.

13 I was born in South Africa and lived there
14 for eight years. And South Africa's great leader
15 Nelson Mandela said: Education is the most powerful
16 weapon which you can use to change the world. But
17 folks, unfortunately, if the people in higher
18 education do not change, that powerful weapon is no
19 longer going to be affordable one. Thanks.

20 RICHARD VEDDER: All I have to say and
21 you're probably right on on the healthcare, I mean in
22 your business and third party billing, but I want to
23 think big as in life for the Commission. I would ask
24 my fellow commissioners, why are universities in the
25 business of providing, housing, food, healthcare,
26 professional entertainment which goes under the name

1 of intercollegiate athletics, and a variety of other
2 things when what they're really good at and what they
3 should focus on is the dissemination and creation of
4 knowledge?

5 JAMES DUDERSTADT: A couple comments.
6 First, a great many universities are both providers as
7 well as consumers of health services. They run very
8 large medical centers. Those were intensely
9 competitive environments and student health centers
10 are rolled into that as a part of it. In fact, they
11 provide those kinds of services for nearby
12 institutions.

13 I think many universities are under
14 enormous pressure to spin off where they can, health
15 care services, janitorial services, and so forth. And
16 I don't see that as anything you dictate from
17 Washington. You let the marketplace drive that. And
18 if the marketplace is transparent and it is truly
19 competitive, over time it will work.

20 But I think the issue you are raising is
21 much broader one and that is to do with the degree to
22 which building communities to socialize young people
23 have become not simply one of the missions, but in
24 many cases the primary mission for higher education in
25 this country. Sharp contrast to what it is in Europe
26 and Asia. That, I think, is contributing enormously

1 to the cost structure. It is outside of the
2 classroom. And I think it is really time to put that
3 on the table that just how much do these universities
4 want to become involved in -- as Lord Rugby said
5 transforming savages into gentlemen. Is that really a
6 significant fraction of our mission, or is our mission
7 one, to produce smart people --

8 RICHARD VEDDER: Or turning gentlemen into
9 savages.

10 JAMES DUDERSTADT: Well, getting back to
11 football again. But I think that your concern is an
12 appropriate one, but I think it is very much driven by
13 missions and it has to be addressed by this broader
14 issue, to what degree do universities accept this
15 broader issue building and socializing communities.
16 And it may be time that comes on the table for
17 reconsideration.

18 ANDREW MENTER: Yeah, I agree. The
19 setting in a college health center is, you know, 180
20 degrees from a primary care clinic. One of the most
21 important aspects of a college health center is the
22 wellness they teach in prevention and education. That
23 is something that is not reimbursable and something, I
24 think, is acceptable to pay a student health fee for.

25 The clinical side of it is not something
26 that needs to be borne out of a student that has

1 insurance. And because of the wellness and prevention
2 et cetera, I don't think you can be outsourcing
3 college health centers entirely. That has been tried
4 and it's failed.

5 What I'm suggesting is let the student
6 health centers provide healthcare and concentrate on
7 the wellness and prevention and let private industry
8 help you fund it so that those costs don't have to be
9 pushed to the students.

10 CHAIRMAN STEPHENS: Other questions.
11 Andrew, thank you very much for your thoughts and
12 ideas. It is important for the cost structure, spend
13 some time on that and as Richard pointed out we
14 certainly have had an interesting discussion amongst
15 the Commissioners about what universities and colleges
16 should be all about.

17 RICHARD VEDDER: Mr. Chairman, during Mr.
18 Anderson's presentation, I will have to leave in the
19 middle of it because I have to get to Washington DC
20 for dinner tonight. I want to apologize to him
21 already.

22 CHAIRMAN STEPHENS: We now have Richard
23 Anderson, Professor of Computer Science and
24 Engineering at the University of Washington.

25 RICHARD ANDERSON: Thank you very much.
26 Today I'm going to be talking about opportunities for

1 technology support instruction in higher education.
2 I'm a professor of computer science and engineering at
3 the University of Washington. About ten years ago my
4 career took a major shift, away from traditional
5 research in computer science to working with
6 educational technology where I now develop classroom
7 technology and study how to design effective pedagogy
8 for novel educational environment.

9 The shift began as I became involved in
10 various educational outreach activities in our
11 department. I found the area fascinating,
12 challenging, and rewarding and have managed to attract
13 a strong group of students to work with. Four years
14 ago, I spent a sabbatical year at the Learning Science
15 and Technology Group at Microsoft Research which has
16 lead to a very successful collaborative relationship.

17 The flexibility given by the University of
18 Washington, and my own department, has been very
19 important in allowing me to pursue this
20 non-traditional path.

21 Today I'll be talking about aspects of
22 educational technology. To illustrate general
23 principles, I will talk about three particular areas I
24 have worked in at the University of Washington.

25 Key points that I want to get across are
26 that there is tremendous potential for applying

1 technology to higher education, as long as instructors
2 define and pursue pedagogical goals for appropriate
3 match for the technology. Applying technology to the
4 classroom in a way that actually enhances learning is
5 neither easy nor cheap. And there is substantial work
6 to be done in developing teaching methodologies in
7 concert with underlying technology.

8 Tutored Video Instruction is a novel
9 mechanism for taking advantage of archived educational
10 materials in the classroom. The idea is to facilitate
11 discussion around pre-recorded material so students
12 can reach an understanding of classroom content with
13 the help of their peers and a tutor. This method of
14 instruction was developed at Stanford in the 1970's by
15 Jim Gibbons and his colleagues. They demonstrated
16 very impressive results in terms of learning outcomes
17 by students at remote sites.

18 Our Tutored Video Instruction project at
19 UW made our introductory computer courses available at
20 community colleges. We wanted students that took the
21 courses at community colleges to be prepared for
22 follow up courses when they transferred to a four-year
23 institution. Basing the courses on our pre-recorded
24 materials ensured coverage was the same as at UW. And
25 the Tutored Video model allowed community college
26 instructors to take advantage of face-to-face

1 interaction.

2 We ran the program for several years and I
3 will admit there were serious challenges and missteps,
4 although on the balance there were some very positive
5 outcomes. One in particular was the evolving
6 relationship that community college instructors had
7 with archived materials, integrating the content into
8 their teaching repertoire. The technology for
9 capture, distribution and replay of course material
10 has improved greatly from the days when Jim Gibbons
11 did his initial work enabling Tutored Video
12 Instruction and other initiatives to spread the
13 benefits of education in a variety of contexts.

14 A second project, which is also based on
15 combining facilitated instruction with archived
16 educational materials is a Digital Study Hall project
17 being directed by Professor Randy Wang of Princeton
18 University. The Digital Study Hall aim is to improve
19 elementary school education in rural India by
20 deploying low-cost digital technology to show
21 pre-recorded educational content, supported by
22 classroom instructor. One of the brilliant ideas in
23 his project is the model of making it possible for
24 people worldwide to contribute content -- such as math
25 lessons in Hindi, which are then used by village
26 school teachers.

1 This model of developing technology around
2 community-based instruction of educational resources
3 is powerful and has broad applications. The reason
4 that Tutored Video Instruction has tremendous
5 potential of going forward lies in the way it
6 leverages both technology advances and traditional
7 face-to-face interaction.

8 Another idea I would like to highlight is
9 distance learning. I have worked with the distance
10 learning through my department's Professional Master's
11 Program. Some of our courses are offered through
12 site-to-site internet conferencing. We have used a
13 number of technologies in the ten year history of the
14 program. Currently we're using Conference XP, a
15 research project coming out of Microsoft.

16 There are tradeoffs between distance and
17 face-to-face instruction, and I don't want to downplay
18 the technological and pedagogical expertise necessary
19 to foster high quality real time interaction.
20 However, internet technology enables some very
21 significant improvement that deserve mentioning. Our
22 most interesting successes have been in four-way
23 courses we've offered between University of
24 Washington, UC San Diego, UC Berkeley, and Microsoft.

25 These have included classes in Public Policy for
26 Computing and in Homeland Security. We have brought

1 together instructors in computer science, in law, in
2 education. And the significance of these is that it
3 allowed us to create educational experiences that were
4 not available otherwise. And we were able to do this
5 in a way where we were achieving more than just
6 sharing of lecture content. We were able to share
7 interaction across sites, that is the bringing
8 together of people to create the new experiences,
9 which I consider to be one of the real successes in
10 our distance education project.

11 Finally, my current project is to enhance
12 traditional classroom instruction through the use of
13 student devices. The vision of the classroom where
14 students have network devices, laptops, personal
15 digital assistance, tablets, or even cell phones,
16 which interact with the instructor's device to create
17 a learning environment which is rich both in spoken
18 and electronic interaction.

19 The underlying technology is widely
20 available and there are a variety approaches for
21 getting student devices into students' hands. The
22 motivation behind augmenting the classroom with
23 student devices is to achieve specific educational
24 goals. These can include active learning, classroom
25 assessment, integration of student work into classroom
26 discussion.

1 There are many educators and researchers
2 pursuing projects based on such network classroom
3 infrastructures. One major approach is classroom
4 response systems, which have a growing record of
5 documented success in terms of learning outcome.
6 Notable uses of classroom response systems have been
7 in physics and astronomy, where a pedagogy of peer
8 instruction has been developed around students working
9 cooperatively and using a response systems so that
10 group responses can be compared and evaluated.

11 The project at the University of
12 Washington that I'm running is the Classroom Presenter
13 project. Classroom Presenter is a Tablet PC based
14 classroom interaction system, where the instructor
15 writes on electronic slides with digital ink and the
16 slides are shared with the student devices.

17 The basic structure of a class session
18 includes activities, where students write their
19 answers on slides, and send them back via wireless to
20 the instructor. The instructor then selectively shows
21 student work anonymously on a public display. This
22 turns out to be very powerful. It greatly increases
23 contributions by students, especially from quieter
24 students who have difficulty participating otherwise.

25 We have observed many different
26 instructor-specific and subject-specific instructional

1 strategies being implemented with the help of the
2 technology -- such as displaying answers from all
3 students to demonstrate that they all have valid
4 ideas, to analyzing particular contributions to be
5 able to address specific key points and
6 misconceptions.

7 I have found it far more powerful to use
8 slide contributions by students in order to make
9 individual points than to rely on prepared examples.
10 Designing a class for student interaction causes a
11 fundamental shift in how the class preparation is
12 thought about -- a shift from the traditional model
13 resembling the writing of a speech to a model that
14 starts with identifying learning goals and desired
15 outcomes, then thinking about how to assess such
16 outcomes, and finally connecting those with course
17 content.

18 To summarize, there are many opportunities
19 to deploy technology in higher education. This
20 includes capturing and reusing educational content to
21 broaden access, connecting people across distances to
22 create opportunities that don't exist locally and
23 using technology in the classroom to implement
24 strategies that improve student learning. Technology
25 and pedagogy for all of these is still under
26 development, and we are in a period where we have the

1 opportunity for experimentation and discovery.

2 From a personal point of view, the most
3 rewarding part of working in this area has been seeing
4 how colleagues at the University of Washington and at
5 other institutions have used the technology in novel
6 and unexpected ways to enhance student learning.

7 I thank you very much for the opportunity
8 to express my views to the Commission.

9 CHAIRMAN STEPHENS: Thank you very much.
10 Richard, did you have a question you want to ask
11 before you departed?

12 RICHARD VEDDER: I say, tell the state
13 legislators the following: I say with the possible
14 exception of prostitution, I know of no profession
15 that has had absolutely no productivity advance in the
16 2,400 years since Socrates taught the youth of Athens.

17 I think your approaches here are commendable. I
18 think they deserve our attention.

19 I'm worried about the incentive systems
20 within the higher education community that allows
21 changes such as you are talking about to take place.
22 I have no question in my mind that we have technology
23 that can improve qualitatively the nature of
24 instruction and may be, in the long run, will lead to
25 lower cost. That may take longer to happen. But I
26 have real reservations about whether the higher

1 education community with its lack of incentive to
2 change, with its resistance to change, will move fast
3 enough. And that is where my concerns are.

4 RICHARD ANDERSON: I will respond to that
5 in saying that I do find a lot of conservatism at the
6 University, but I also find tremendous energy on the
7 part of individual faculty in experimentation and
8 innovation. I was at a conference last week sponsored
9 by HP where they brought together educators from a
10 wide range of disciplines and institution types. And
11 it is clearly remarkable at the individual instructor
12 level the range of innovations that people were taking
13 place of, taking advantage of technology and
14 experimenting with different ways of including people
15 and different ways of experimenting with learning
16 based technology.

17 SARA MARTINEZ TUCKER: Earlier we talked
18 about the gap between the college readiness of high
19 school graduates and what is required on college
20 campuses. I personally think that all of the
21 techniques that you described have great promise in
22 another area, which is not improving higher education
23 but improving the readiness of high school graduates.

24 Have you at all seen any of the content that could be
25 transportable to maybe that use to maybe increase the
26 pipeline of kids who are not getting quality public

1 education?

2 RICHARD ANDERSON: The Tutor Video area
3 where the model of combining pre-recorded materials
4 with face-to-face instruction has always been very,
5 very attractive to me, of being able to multi-purpose
6 educational material. So I certainly think there is
7 tremendous possibility for linking higher education
8 with different levels around the facilitative
9 instruction.

10 A big motivation for us looking at
11 facilitated instruction was to bridge the gap of
12 having a lack of qualified instructors and being able
13 to transfer a certain amount of expertise. And one of
14 the things that I mentioned that I found very, very
15 heart warming was the degree that the facilitators
16 then started to build on top of material.

17 SARA MARTINEZ TUCKER: I have a question.
18 Have you seen any examples of where this is being
19 used?

20 RICHARD ANDERSON: I don't know the high
21 school area that well.

22 JAMES DUDERSTADT: I read of an
23 interesting meeting in San Diego last week, Joel Smith
24 from Carnegie Mellon, Tom Magnanti from MIT, Dave
25 Wiley from Utah. And one of the themes that came out
26 of there, particularly from Carnegie Mellon people, is

1 that while they can find from industry federal
2 government support for some of these experiments that
3 are going on, it is very difficult to find support for
4 the rigorous follow-up scientific assessment of what
5 is the impact on cognitive development. Of course,
6 Carnegie Mellon is one of the leaders in the world in
7 neuroscience and cognitive science. And they have
8 actually been able to apply it to their intelligent
9 tutoring process and so forth. But unfortunately
10 there doesn't seem to be available resources for many
11 of these experiments to actually assess, in a rigorous
12 scientific way, the impact on learning. Have you
13 folks found the same thing? Do you have the same
14 concerns about this?

15 RICHARD ANDERSON: Yes. It is very, very
16 difficult to assess the long-term impact of these for
17 a lot of reasons. One, the technology is changing
18 fairly rapidly and we are operating by the seat of our
19 pants, changing things as we go. Another is just lack
20 of collaboration across disciplines. I'm not the one
21 to rigorously evaluate long-term learning outcomes.
22 That -- so collaborations with college of educations,
23 assisting long-term programs that have expertise in
24 evaluating.

25 JAMES DUDERSTADT: And their point was
26 that organizations like NSF, Department of Education,

1 NIH, perhaps, really ought to build into their grants
2 support for follow-up assessments by psychometrics and
3 cognitive scientists and so forth to assess what is
4 really happening.

5 RICHARD ANDERSON: I'm incredibly
6 supportive of this.

7 CHAIRMAN STEPHENS: There is follow-up
8 related to that within the University of Washington,
9 what would you see as something that would happen in
10 the university system that would, in fact, be the
11 incentive to create that bottom relationship to be
12 able to carry that out? Is that something that needs
13 to occur from on-high policy outside of the university
14 or do you think that is something that can happen?

15 RICHARD ANDERSON: First of all, I feel I
16 have been very, very fortunate in having a supportive
17 department in university structure to allow me to do
18 something very, very non-traditional. And I am
19 publishing in non-traditional places, doing
20 non-traditional work. So, locally there is certainly
21 a culture that allows this to emerge. That -- I think
22 the biggest thing is developing flexible reward
23 structures for faculty members, that viewing a
24 faculty's portfolio, that you're going to have some
25 faculty that are leading research efforts, some that
26 are innovative in education, some that are the

1 brilliant classroom teachers and having a diverse set
2 of rewards for faculty and culture that is supportive
3 of that.

4 And, you know, I have certainly seen this
5 in our college of engineering. I have seen it in my
6 department. And so I'm actually quite optimistic
7 without having any solid basis for it.

8 CHAIRMAN STEPHENS: So where would you
9 see, though, that sense of integration across
10 disciplinary action that ought to occur? That is
11 really the question I'm trying to drive.

12 RICHARD ANDERSON: So the
13 cross-disciplinary level, you would it -- has to
14 clearly kind of move up to the Provost level to
15 recognize this is good. And the other thing that
16 certainly enhances cross disciplinary interaction, is
17 funding that is large enough to bring people together
18 across disciplines.

19 CHAIRMAN STEPHENS: Other questions? Dr.
20 Anderson, that you very much for your insights and as
21 Jim mentioned we heard a lot about this last week so
22 this is really important. We see great opportunities
23 here.

24 Our next speaker is one that I'm
25 particularly pleased that she is here to present today
26 because of my heritage as a Native American. That is

1 Pamela Silas, the Executive Director of the American
2 Indian Science and Engineering Society. Pam, the
3 floor is yours.

4 PAMELA SILAS: Thank you very much. Good
5 afternoon. Thank you for this opportunity. As I have
6 been listening this morning, I feel like the view or
7 perspective I will represent is someone who has had to
8 find creative ways to survive some of the challenges
9 that have been facing our postsecondary institutions .

10 I myself am a member of the Menominee
11 Tribe of Wisconsin, and am a first generation college
12 student. I work for an organization called American
13 Indian Science and Engineering Society. We have about
14 3,000 members on an annual basis. We have graduated,
15 as part of our programs, about 17,000 Native Americans
16 who have pursued degrees in science and engineering.

17 I know that it is a very complicated
18 history to talk about American Indians in this country
19 and some of the challenges that have faced us in
20 particular around education. And a lot of that is
21 tied to the very complex history. And so without
22 having the time to go into that, I just want to remind
23 you that it is a very complex history. There is a
24 special trust relationship that exists with Native
25 people that is very unique unlike any other minority
26 group in this country. And a lot of that is driven by

1 federal policies.

2 There has been a longstanding list of
3 barriers that have existed between Native Americans
4 pursuing higher education that begins with a lot of
5 educational policy around boarding school and a very
6 large distrust with education systems in this country
7 that have been designed around assimilation and forced
8 relocation. So I want to kind of distinguish that
9 there are some very unique circumstances.

10 I also want to say that there is a very
11 small population compared to the main stream, there
12 are three million self-identified Native Americans and
13 that is including Native American and other races
14 since that was a new category on the 2000 census. And
15 that is a very small percentage of the overall
16 population.

17 My perspective today is really from the
18 experience of working with a group that deals with
19 students seeking science and engineering degrees so
20 take that percentage and go even smaller. It is
21 important to highlight that because I think it would
22 be a good idea to get some input from some of the
23 other Native American groups around the country. 560
24 different tribes, probably 560 different perspective.

25 AISES has been around for about 27 years,
26 and I really feel like our big job is to minimize the

1 risk with our students, both the risk that they face
2 in accessing postsecondary education and minimizing
3 the risk of attrition. I have heard a lot things this
4 morning that I can echo in sentiment, the cost of
5 education, someone mentioned earlier the big question,
6 access for whom? I think that is really important to
7 highlight the case of Native Americans. They -- a lot
8 of our population is still in very rural and remote
9 areas. Access to opportunities, role models around
10 postsecondary education is minimal.

11 We do have about 128,000 undergraduates
12 seeking education right now. And of that 70,000 are
13 considered full time. So a lot of the comments around
14 adult education are very relevant to our community as
15 well. In the 70,000 that are considered full time,
16 about half of them are in two-year institutions and 50
17 percent are in four-year main stream universities
18 around the country from the Stanford's to the
19 community college level.

20 I thought an interesting statistic, and I
21 shared a lot of this in the written testimony that I
22 presented, 31 percent of the freshmen in higher
23 education are claiming to want to pursue science and
24 engineering degrees. Now what happens with that huge
25 attrition rate at the undergraduate level and then
26 certainly it is compounded at the graduate and post

1 doc level.

2 It has been our experience that putting
3 together what we call some of our minimizing the risk
4 program, and I have made some recommendations in here
5 that kind of echo some of the ones you have heard:
6 Reaching Students Early and Creating Pathways to
7 Access support within their own communities is
8 critical. This includes educational programing that
9 creates continuity and networks between the students,
10 the community and the STEM profession. We have to get
11 to them, you know, we say even younger than high
12 school, that there has to be some exposure to the
13 opportunities early on.

14 We also believe that there are some very
15 large cultural barriers, and I know this morning you
16 haven't heard from some of the other ethnic groups but
17 you'll -- echoing that experience of the Native
18 Americans reclaiming, we say, traditional Indian
19 scientific pursuits as an example of addressing some
20 of the current socio-scientific issues.

21 We have a long tradition in our community
22 of being scientists, agriculturists, engineers, and
23 you don't, you know, see a lot of that being portrayed
24 in the public. Lot of our medicines that we use
25 nowadays have come from Native traditional science.
26 So we think that making that connection early on in

1 young within our Indian communities will also inspire
2 to continue to pursue that tradition of scientific
3 accomplishment.

4 We also want to encourage our members to
5 pursue research opportunities which bring their unique
6 perspective, knowledge, and understanding of the
7 world, which will help generate new ideas and
8 innovation. We find in the attrition rate it isn't
9 just some of your standard things that interfere with
10 the success of Native students. It is having almost
11 being like a foreigner in your own country. When you
12 bring those perspectives and ideas, it is very hard to
13 find research from an Indian perspective to validate
14 some of the theories and innovative ideas that they
15 want to contribute. We find this particularly at the
16 graduate and the post doc levels that if you have a
17 panel of post doc reviewers, they often stifle some of
18 your innovation because there isn't the research
19 available from that community perspective to support
20 your innovative idea and there certainly isn't faculty
21 at the universities to support that perspective.

22 Here are some of the recommendations that
23 I would like to make based on some of our experience.

24 We do also echo that there needs to be an improvement
25 in the quality of technically trained teachers. We
26 have found that so many of our students, when you ask

1 them what are the two things that have motivated you
2 to pursue a degree in science and engineering. And
3 they inevitably say that they have met someone either
4 in a professional capacity or within the classroom who
5 excited them about science and engineering.

6 And the second thing is that somebody told
7 them they needed to take those extra courses, those
8 core courses in high school that would then qualify
9 them for a program in college. Without this
10 intervention of a person, they would not have made
11 that path.

12 Having technically trained teachers then
13 in science, math, and engineering and technology are
14 really critical.

15 Secondly, we need to support more access
16 programs, the whole bridging and, you know, the fact
17 that we have to create this synthetically, I have
18 heard some great ideas here today about if we were to
19 connect. Someone mentioned that divide between high
20 school and college is really not working anymore. So
21 we have found that whenever we have provided either
22 programs in a competitive nature like having science
23 fairs and engineering fairs or having a summer camp
24 that immerses them in some of the academic and
25 cultural end, social support, we have found successes
26 in that. So instead of having to create that

1 synthetically, it would be great to build that in.

2 Thirdly, we need to connect students early
3 on with professionals and private industry. And this
4 is a challenge when some of our communities are very
5 remote, for them to see what are the benefits of these
6 skills both in serving as role models, providing skill
7 building experience as mentors, and connecting the
8 student to the relevance of their field of study. A
9 lot of the science and engineering skill sets are
10 still being provided by outsiders within the
11 community, and I think we need to create opportunities
12 to show students they can fill those roles.

13 Fourth, we have seen that establishing
14 communities of support within the higher education
15 institution, and this is by increasing the number of
16 Native American faculty, and encouraging other faculty
17 members to learn more about the American Indian and
18 Alaska Natives that they are serving. Having some
19 understanding and even in the financial aid offices,
20 there are some tribes who have resources to provide
21 educational support. But without the institution
22 understanding how to access that, it becomes very
23 difficult. And I also want to put a caveat in there
24 that not all tribes have the resources to provide
25 their own scholarships, which is a public problem
26 right now.

1 And lastly, having opportunity to do
2 research is really critical, I think, to the success
3 of Native Americans in postsecondary education. And
4 this is important because there has to be some
5 connectivity, again, to the relevance of that
6 education to their own community. Not everyone is
7 going to go for a corporate job far away from home.
8 There are people who do want to stay within their
9 community whether it is an environmental issue, health
10 care, you know, civil engineering. There is a lot of
11 opportunities within their own community. So having a
12 base of research from a Native perspective and
13 encouraging Native Americans to do research relative
14 to their own community seems to be a critical element
15 in keeping them in school.

16 Lastly, I want to just recommend that
17 there was an excellent study done by the U.S.
18 Secretary of Education called Indian Nations at Risk.

19 And this was 1991 and it was about 400 pages. I
20 didn't include it in your background. But
21 unfortunately a lot of the factors that they
22 identified in that very extensive study still exist
23 and haven't changed much. And they do begin, you
24 know, with low teacher expectations, inadequate
25 curriculum from K through 12 level, definitely the
26 continuation of lack of role models and some overt and

1 subtle racism within our school systems. I wish I
2 could sit here today and say a lot of those indicators
3 have changed. They haven't.

4 And then there is one really bright star
5 in what has helped in the current attainment of higher
6 education. And that is the tribal college format. It
7 has only been in existence about 20 years, but there
8 are now about 36 tribal colleges, three of them are
9 four-year institutions. The rest are two. But they
10 really have opened up a path to postsecondary
11 education that did not exist before. Eighty-four
12 percent of the students that go to tribal college
13 express an interest in pursuing additional higher
14 education. And so they're an important feeder into
15 the main stream schools. And about 48 percent
16 actually do transfer into an institution of higher
17 education.

18 So it is also the tribal colleges and some
19 of the efforts of group like AISES, American Indian
20 Science & Engineering have also provided kind of a
21 place to interact with the main stream opportunities.

22 So finding Indian students or finding a co-hort that
23 would be interested, the tribal colleges are a great
24 place for recruitment and bridging into some of the
25 other universities.

26 So I think I will definitely take some

1 questions. I think one of the disappointing things I
2 have seen is that in 1976 we had 35,000 students
3 enrolled in four-year universities and 20 years later
4 we have 70,000. It is doubled but it certainly has
5 not increased significantly.

6 CHAIRMAN STEPHENS: Thanks very much.
7 Questions?

8 JAMES DUDERSTADT: One of my colleagues
9 was working over the last several years in a grant
10 from the Kellogg Foundation use information technology
11 to empower tribal colleges, Native American
12 communities and so forth, have you seen any evidence
13 of the technology itself as providing empowerment and
14 participation?

15 PAMELA SILAS: Absolutely. Someone asked
16 earlier if there were some examples. Definitely.
17 Almost -- the fact that we were behind in the
18 technology has also created this new opportunity
19 because there hasn't been a great deal of investment
20 in infrastructure of laying cables particularly in the
21 new wireless trend. There are some great
22 opportunities. There has been distance learning,
23 experimentations going on, particularly in Dine,
24 Navaho nation that has proved to increase enrollment.

25 I think someone mentioned about kind of
26 accumulation of a body of knowledge from previous

1 curriculum. That is also contributing because that
2 becomes available to some of the other institutions
3 around the country. The fact that, you know, I think
4 I don't want to say that distance learning is the only
5 tool technology that will move education forward
6 because there is a definite misunderstanding that
7 students are not willing to leave the reservation for
8 opportunity. I can tell you 64 percent of our
9 population live in urban centers and 50 percent of our
10 undergraduates are attending universities outside of
11 their community. So it is a tool and it definitely
12 holds promise.

13 We have been talking from a science and
14 engineering perspective, creating additional
15 curriculum improvements to the tribal colleges so that
16 they can bridge to science and engineering. In two
17 years there is, you know, you have to make sure there
18 is pre-engineering courses. And because of the
19 technology we can actually connect with those tribal
20 colleges in a much easier rate. Everybody is
21 scattered all over. So it does hold promise for, kind
22 of, accelerating progress.

23 JAMES DUDERSTADT: The other great asset I
24 have seen through visits is that some of the nation's
25 premiere laboratories, Department of Energy laboratory
26 and so forth, are located in the western United States

1 in areas with a very strong Native American presence.
2 And particularly for your interest in science and
3 engineering, those are -- seem ideal resources to use,
4 providing internship participation. Is investment in
5 those kinds of activity adequate? Is there a lot more
6 opportunity there that we can -

7 PAMELA SILAS: You know, I think that we
8 have enjoyed -- AISES has definitely enjoyed that
9 connection between the big laboratories, Los Alamos,
10 Sandia, I will say 13 percent of our trained
11 scientists and engineers are recruited by the
12 government. It is a very large employer. And so
13 there has been an increase in that.

14 Here in Seattle I met last night with some
15 of the professional engineers and scientists and there
16 is someone working at Boeing as an electrical
17 engineer; at Cellular as a computer, masters in
18 computer information; and a civil engineer for Seattle
19 Utility, public utilities, who has been an
20 award-winning designer for water reclamation. So
21 these aren't, again, our students are not just going
22 back into remote communities, they are contributing to
23 the field.

24 SARA MARTINEZ TUCKER: Pam, thank you for
25 the comprehensiveness of your commentary. I'm
26 curious, two of your recommendations rely on our own

1 communities to become resources. One is the access
2 programs and the other one is the faculty, increasing
3 the Native American faculty, whether it is
4 African-American, Hispanic, Native American, one of
5 the things that I have heard from those that are
6 involved in fixing access or working on institutions
7 is in effect. Harvard Business Review recently had an
8 article that people of color in corporate America tend
9 to take on not only their responsibilities, but
10 community responsibilities as well leadership that
11 they outside of the corporation and how infrequently
12 it's recognized. Many of the faculty that are of
13 color tell me they're tired. They not only carry
14 their regular loads but became the de facto mentors
15 for all of those students that are like them and are
16 themselves personally committed to increasing access
17 from the areas in which they came.

18 Have you found any practice or any
19 innovative way either of easing the strain on the few
20 scarce resources we have as service model or ways of
21 using different role models for your community?

22 PAMELA SILAS: Well, I think that I have
23 definitely heard the same, but it is almost, I think
24 the success has been the integration that you can't
25 separate your school experience from that of your
26 community. And I think we have found that as long as

1 we wove that into the experience of the student from a
2 very early age, that's not, that shouldn't be
3 considered a deficit. It is a blessing.

4 And if we're going to a global economy, we
5 have to find within our institutions ways for diverse
6 perspectives and diverse people to make it up through
7 the ranks to the innovation. You know, I know we
8 talked a lot about having common denominators, even
9 English being our main language, but those common
10 denominators, if they're kind of forced end up
11 creating homogeny which isn't creative.

12 So I think we have to look at, it is a
13 blessing to involve our communities and we ought to
14 continue from having those examples of the students
15 going out into their own community and saying what are
16 the socio-economic issues here that you can one day be
17 a part of resolving or play a role.

18 In fact, I have heard our college
19 education being kind of similar to a coming of age
20 ceremony, you know, after you come out of that college
21 experience your understanding ought to be greater and
22 your responsibility ought to be greater. So it is
23 never been about the individual credential Indian
24 students. It's been about taking their place in the
25 community.

26 CHAIRMAN STEPHENS: Well, that question of

1 tribal colleges, we have had lots of discussion about
2 the increase cost of higher education across the
3 nation. What is your sense of perspective what is
4 going on in tribal colleges, the same rate of
5 increasing cost, has it been relatively flat, or can
6 you give us thoughts and ideas?

7 PAMELA SILAS: Well, there was a lot of
8 discussion about the role of private and public and, I
9 think, tribal colleges are a great model for you to
10 look at. I think they are creating a successful
11 graduation rate at a much lesser cost than any
12 institution we have seen and they do leverage a lot of
13 community private resources to do so. They have a
14 private scholarship fund, the American Indian College
15 Fund. They might be someone you ask to come and
16 speak. They have been able to leverage a lot of
17 private dollars in support of Indian education. They
18 leverage private dollars to even build up the
19 infrastructure because a lot of these buildings were
20 nothing more than like a trailer at one point in time
21 and are now have been moved into new facilities.

22 They're adding some of the laboratories
23 that are required to increase their curriculum in
24 science. They're adding some of the technology to help
25 move people into the technology training. So they're
26 actually, I would say, probably a good example to look

1 at of how they have created a community, private,
2 public partnership and have pretty good success rates.

3 CHAIRMAN STEPHENS: So would the American
4 Indian Higher Education Consortium be a good source of
5 that information?

6 PAMELA SILAS: Definitely. Or the
7 American Indian College Fund.

8 CHAIRMAN STEPHENS: Other questions? Pam,
9 thank you very much. This concludes our formal
10 testimony for this morning. I would like to thank all
11 of the presenters for your time and energy involved in
12 coming forward here to the Commission members here
13 today so we can take that into account as we continue
14 to develop our thoughts and going forward to the
15 Secretary.

16 And at this time we will break for lunch.

17 We will break until 1:00 at which time we'll return.

18 At that time we'll have the opportunity to hear
19 public testimony. Each of the speakers will have the
20 opportunity to speak for three minutes. And with that
21 in mind, hopefully, we'll have sufficient time to hear
22 everyone who has taken time to come out to participate
23 today. Thank you very much. Enjoy your lunch.

24 [LUNCH RECESS]

25 CHAIRMAN STEPHENS: We are together to the
26 afternoon session for the National Dialogue on the

1 Secretary of Education Commission on the Future of
2 Higher Education. My name is Rick Stephens. I'll be
3 the acting chairman for our afternoon's activities.
4 We have three hours set aside for public testimony
5 from members of the community at large.

6 And what I would like to do before we kick
7 off is give a little bit of background about what the
8 Commission is about, ask each of the Commissioners who
9 are here today to give a short background about who
10 they are and their perspective; and then I'll turn the
11 floor to Vickie to describe the process we're going to
12 go through this afternoon.

13 As many of you know the Secretary of
14 Education Margaret Spellings announced the
15 establishment of a National Dialogue. The Secretary
16 of Education's Commission on the Future of Higher
17 Education started in September of this last year. She
18 chose the Commission ensuring that America's system of
19 higher education remains the finest in the world and
20 continues to meet the needs of America's diverse
21 population by extending opportunity, innovation, and
22 economic growth.

23 The Commission is focusing on four key
24 areas: Accessibility, affordability, accountability,
25 and quality and will submit our final report to the
26 Secretary by August of this year. We're about a third

1 of our way through our journey of our Commission's
2 work having held a number of meetings. And this is
3 our first, quote, public hearing agenda. We have
4 another one that will occur in Boston, I believe, it
5 is later in March.

6 We have no conclusions that we have come
7 to at this point and we recognize that while our role
8 is to provide a report to the Secretary with
9 recommendations in a number of areas, we also
10 recognize the importance of higher education in
11 America is a responsibility that all of us have, not
12 just the Secretary. So part of our role as
13 Commissioners is help provide the Secretary in
14 recommendations that impact her policy and budget
15 decisions but also make sure we support those
16 recommendations going forward so we can ensure success
17 again, of higher education in America.

18 With that as background, Jim would you
19 please make comments about your background?

20 JAMES DUDERSTADT: Yes. I spent the last
21 40 years as faculty member for science and engineering
22 at the University of Michigan and for ten years I was
23 president of the University of Michigan.

24 BOB MENDENHALL: I'm Bob Mendenhall. I'm
25 president of Western Governors University, which is a
26 non-profit private on-line university that grants

1 degrees based on demonstrated competency.

2 SARA MARTINEZ TUCKER: And I'm Sara
3 Martinez, I head up the Hispanic Scholarship Fund. We
4 do work primarily in two areas, strengthening the
5 pipeline of Hispanic students for college and
6 increasing the retention, all with the goal of
7 doubling the rate of Hispanic's earning their college
8 degrees.

9 CHAIRMAN STEPHENS: Rick Stephens, I am
10 the senior vice president for Human Resources and
11 Administration for the Boeing Company. I'm based in
12 Chicago, Illinois, at our corporate headquarters and
13 responsible for making sure we are able to attract,
14 retain, develop the 153,000 employees of Boeing
15 Company that provide great product and services that
16 many of us have the opportunity to participate on
17 every day when we go from point A to point B.

18 Vickie, would you like to take us through
19 the process, please?

20 VICKIE SCHRAY. I'm Vickie Schray, deputy
21 director with the Secretary's Commission on the Future
22 of Higher Ed with the US Department of Education.

23 As Rick shared with you, this is one of
24 many meetings where we're seeking public input, ideas,
25 models, recommendations regarding the work of this
26 Commission. We published, in our federal registry

1 notice, the process for today and I wanted to just
2 briefly share that with you and specifically walk you
3 through how you will provide your testimony to the
4 Commission members.

5 We provided through the federal registry
6 notice an opportunity to pre-register to provide
7 testimony. And many, many people did. If you have
8 not registered on site to provide testimony, please
9 step outside and make sure that you speak to one of
10 our staff. They would be happy to accommodate you.

11 We had asked that you provide our staff
12 with written testimony and also would like to request
13 that if possible you e-mail that testimony to us as
14 this will become part of the public record of the work
15 of this Commission.

16 In terms of today, this is very much a
17 like a Congressional Hearing. What we have asked that
18 you do is I'll be calling you up by number. And I
19 have to tell you up front because of pre-registration,
20 it is not in a sequential process. So please listen
21 for your number. We would like you to approach the
22 table and introduce yourself to the Commission
23 members. At that point I will hit the green light.
24 You will have three minutes to provide your remarks.
25 When you have met your three minute time limit, I will
26 hit the red button and if you continue to speak -- I

1 want to share with you that we're going to have to cut
2 the mikes. We already have 60 people signed up to
3 provide testimony and we're obligated to end this
4 meeting by 4:00 so we want to make sure we allow
5 everybody the opportunity to provide their testimony.

6 Finally, if for some reason, the number of
7 individuals interested in providing testimony exceeds
8 our time frame, we encourage you to provide us with
9 your written testimony. We're happy to accept that at
10 any time. Thank you.

11 CHAIRMAN STEPHENS: So Vickie will be our,
12 as I said, moderator and she will also be the one that
13 invites you by number to come approach the podium,
14 again, help us again with your name and background as
15 a brief introduction. That will give us insights
16 about the perspective of your comments.

17 VICKIE SCHRAY: The first person or number
18 is 15. And while number 15 is approaching, the next
19 person to provide testimony is number 24. And the
20 next is number 28. So if you would like to be
21 prepared it will help us in terms of getting
22 everybody.

23 CAROLYN HAYEK: Well, thank you for giving
24 me an opportunity to be here. My name is Carolyn
25 Hayek, and I am the Washington State President of
26 American Association of University Women, which is an

1 organization which has been active in this state for
2 over 100 years working for equity and education for
3 all women and girls.

4 I want to address the issue of educational
5 climate for undergraduate students. In addition to
6 studying academic subjects, most students today are
7 learning to deal with issue of sexual harassment. Our
8 organization has recently published this report which
9 I provided a summary copy of it for each of you. This
10 research, which was done just this past year by Harris
11 Interactive shows that two-thirds of all college
12 students today, male and female are reporting
13 incidents of sexual harassment in their college
14 experience. It appears that verbal and physical abuse
15 are becoming a way of life on our campus.

16 Males often view this behavior as joking
17 or kidding around and are not necessarily upset about
18 it, although in some cases males are extremely upset.
19 Women, however, are reporting feelings of
20 embarrassment and fear often to the point of changing
21 college routines or even the school that they're
22 attending to avoid being victimized.

23 My daughter is a college sophomore so I
24 decided to test this research on her. She first said
25 oh, no, that is not a problem here, which is a typical
26 response we seem to hear when you first ask about it.

1 But when you start asking about specific things, has
2 this happened, has this happened, has this happened,
3 then she agreed that she had observed many of these
4 things on her own campus.

5 So just to give a first-hand experience,
6 she writes to me in an e-mail. I'd say the most
7 harassment I'm aware of that is occurring against gay
8 students. There have been a few incidents in the time
9 I have been here. For example, "fag" was written on
10 the door of an openly gay student. And then she goes
11 on to say: And I know of an incident of a girl who I
12 am friends with who is being really distressed by
13 sexual harassment by a male student a grade ahead who
14 had a track record of this kind of behavior. The end
15 result was that she went with friends to one of the
16 deans and reported him. And they issued a sort of
17 retraining order that he wasn't allowed to be in the
18 dorm she lived in or within a certain number of feet
19 on penalty of some ambiguous punishment.

20 So anyway, on behalf -- am I done? On
21 behalf of all students, especially gay and lesbian
22 students and all women, I urge you to become familiar
23 with the emotional and financial cost presented by
24 sexual harassment and the consequences to society if
25 this type of behavior is not significantly dealt with
26 on our campuses.

1 VICKIE SCHRAY: Number 24.

2 KESHE LEE: Good afternoon. My name is
3 Keshe Lee. I am a graduate of Dillard University in
4 New Orleans, Louisiana, majored in international
5 business and Japanese studies. I currently live in
6 Seattle. I am a commissioner for the Human Rights
7 Commission. And in addition to that I serve as
8 Director of Student Services for One World Now, which
9 is a global leadership program for minority and
10 underrepresented students here in the city's public
11 school system.

12 I'm coming to specifically address the
13 vitality of this nation's historically Black colleges
14 and universities. And I want to make a specific point
15 that the Commission includes this in your report, that
16 the Secretary makes an intentional effort to include
17 not only resources for our HBCU, but also a
18 written/verbal exclusive commitment to support the
19 importance of our institutions.

20 I mentioned I graduated from Dillard
21 University in New Orleans. We were one of the
22 universities that was most damaged, I think, by
23 Hurricane Katrina, and right now my university is
24 going through a process, a very difficult process for
25 a small historical Black college, to maintain its
26 status of vitality.

1 I don't know if you are familiar with the
2 environment in New Orleans or if you spent a
3 significant amount of time in the city prior to the
4 hurricane but you may be aware that New Orleans was a
5 very poor city and the universities and colleges in
6 that city are very vital to the community. Likewise,
7 as far as role models and for young people who live
8 there providing community service and helping to
9 create in the city of New Orleans, some other way
10 outside of the poverty net that existed.

11 At some point, my president or the former
12 president of Dillard University was the head of
13 President Bush's Commission on Historical Black
14 Colleges, which we now know is not doing anything. I
15 would like to see for that commission to be reinstated
16 and reinstate it with strong leadership, specific plan
17 with financial backing for resources for HBCU, and
18 specifically that the Commission address HBCU's
19 Dillard University, Xavier University, Tulane College
20 in Mississippi who were specifically affected by
21 Hurricane Katrina because there is an immediate need
22 for resources and scholarship dollars to increase the
23 enrollment of students in those schools.

24 Dillard University had an enrollment of
25 2,500 students before. Right now we are at 1,000
26 students. And next year, not certain how the fall

1 class will look, what the fall class will look like,
2 but quite frankly if the University doesn't have tons
3 of money to give scholarships it is going to be very
4 difficult to attract students back to the University.

5 In conclusion, that is my statement,
6 overall supporting the historically Black colleges,
7 the public and state and private universities in
8 addition to having a specific need to address those
9 HBCU's who are affected by the Katrina disaster. I
10 will submit a written statement by e-mail to the
11 Commission for your records.

12 VICKIE SCHRAY: Number 28.

13 THEODORE L. KASSIER, Ph.D. Good
14 afternoon. I'm Ted Kassier, Senior Associate Vice
15 President for Academic Affairs with the University of
16 Alaska, statewide system. Formerly Dean of College of
17 Arts and Sciences at the University of Alaska,
18 Anchorage; and Provost State University of Alaska,
19 Anchorage as well.

20 I just wanted to echo and synthesize a
21 good bit of what I heard this morning. I don't have
22 written remarks prepared but -- because I wasn't sure
23 I was going to make any but decided to take advantage
24 of the opportunity and I'll e-mail them to you.

25 I do think that this is sort of sequence
26 of related observations. There are clearly

1 significant issues in American higher education today.

2 That is why you exist as a Commission. Just devoting
3 more money to all of the situations is likely only
4 going to produce only more of the same. So in that
5 context, I just like to encourage you to be bold in
6 your recommendations and temper the boldness, of
7 course, as was also pointed out this morning with some
8 realism. And in that context, suggest that you be
9 careful not to throw out the baby with the bath water.

10 There is a great deal of good in U.S.
11 higher education. It has been pointed out that there
12 has been no productivity advances in 2,400 years.

13 U.S. higher education though in
14 universities are, you know, institutions that have
15 lasted more than a thousand years so they have a good
16 deal of staying power on the one hand and a good deal
17 of resistance to change on the other. Savor the good
18 and try to change, try to make changes and provide
19 incentives for changing what needs to be changed.

20 Then insofar as some specific suggestions
21 as you do everything that I just described, stay away
22 from one liners as the basis for making policy. It is
23 very easy to fall into and it doesn't lead any place
24 good usually. Pay attention to the needs of part time
25 students, facilitate the needs of part time students
26 who are so largely overlooked in the current construct

1 with financial aid, a number of other measures that
2 are applied. You take care of the working young. You
3 take care of adults by doing that, and it is a real
4 need for meeting the future needs of our society.

5 And then finally, make sure that whatever
6 you do and recommend is scaleable, that is to say what
7 works for Chicago or New York, and I say that as
8 native New Yorker myself, make sure that whatever you
9 suggest and propose will work for the very scarcely
10 populated western states such as Alaska and a number
11 of others. That is it.

12 VICKIE SCHRAY: Number 41. Number 45.

13 DIXIE SWENSON: If my voice goes away, I
14 apologize. I am going through bronchitis. This
15 happens to be afflicting this part of the country, I
16 guess, as well as lots of others.

17 My name is Dixie Swenson and I'm the
18 federal public policy chair for the American
19 Association of University Women of Washington State.
20 AAUW's 2005 to 7 public policy program states that
21 AAUW is committed to supporting a strong system of
22 public education that promotes gender fairness,
23 equity, and diversity and advocates increased support
24 for and access to higher education for women and other
25 disadvantaged populations. With changes in the
26 workforce over the last 120 years, higher education

1 is, of course, becoming less of a luxury and more of a
2 necessity. By the year 2020, it is estimated there
3 will be another 15 million new jobs requiring
4 postsecondary education. We heard a lot of this
5 discussion this morning, so just sort of reiterating
6 that. And as the skill requirements of jobs continues
7 to increase so should the access to postsecondary
8 training.

9 I would like to address the issue of
10 affordability for a minute because if higher education
11 isn't affordable, then access is essentially denied.
12 The majority of non-traditional students, those who
13 are part time working or parenting are women. During
14 the 1999 to 2000 school year, nearly 73 percent of
15 undergraduates were considered non-traditional,
16 meaning of course that they're older, they work, or
17 they may attend school part time. Many
18 non-traditional students only have opportunity to
19 return to school one class at a time.

20 But there are many barriers to this kind
21 of -- to returning to school and managing to get a
22 degree. AAUW believes that such students should have
23 access to financial aid while ensuring that the
24 integrity of the federal aid program is maintained.
25 While PELL grants are available to students who attend
26 school less than part time, most loan programs require

1 students to be enrolled at either the part time or
2 full time level. AAUW believes that federal student
3 loans should be available to all students willing to
4 make a commitment to higher education even if they
5 have to chip away at that dream one class at a time.

6 As you well know the largest program under
7 Title IV of the Higher Education Act is the PELL grant
8 program, which is intended to serve as the foundation
9 for all financial aid and was designed to help low
10 income students and their families achieve their dream
11 of a college education. Almost half of all PELL grant
12 recipients classified as independent for tax purposes
13 make less than \$10,000 per year. And over 90 percent
14 had income below \$30,000. AAUW supports expanding the
15 program to make it available year round to
16 non-traditional students and increasing the maximum
17 award level.

18 At the same time, AAUW supports reduction
19 of the work penalty; that is, the income protection
20 allowance, allowing single financially independent
21 students to keep more of their income when determining
22 eligibility for financial aid. Because many
23 non-traditional students have to work full time to
24 support their family, they often make too much money
25 to qualify for a significant financial aid package.
26 Just parenthetically, I was talking to my daughter who

1 has some experience in early childhood education and
2 said okay, if I wanted to -- if I needed full-time day
3 care, because I wanted to go to school full time, how
4 much would that cost? And as I looked at the cost of
5 full time day care, and then I looked at what the
6 maximum allowable response -- subsidy was, it wasn't
7 even close. So if I'm also hit on the income side
8 then I just can't do it. So the current income
9 protection allowance just doesn't reflect the actual
10 cost of living for a dependent of parent age students.

11 We support raising the income protection
12 allowance to allow students to work without that
13 income counting against their financial aid package.

14 I'm providing you with copies of these
15 remarks. Students who work hard, support their
16 families and trying to increase their skills and climb
17 the career ladder should be given every possible
18 assistance. And I thank for coming to Seattle. We
19 appreciate it.

20 VICKIE SCHRAY: Number 46.

21 TINA BLOOMER: Good afternoon and thank
22 you. I appreciate and support the comments that were
23 just made by the way. I'm Tina Bloomer and I am with
24 the Washington State Board for Community and Technical
25 Colleges. I'm the director of student achievement.
26 Our system has an interest in how better to serve low

1 income and underserved adults and in their impact on
2 the economy.

3 Our research bears out the need for this
4 attention. Educational attainment and unemployment
5 are closely linked. The society's economic health is
6 directly related to the economic attainment of its
7 members, how are we doing with the least skilled. One
8 out of every four persons age 18 to 24 has no high
9 school diploma. More than one-third of the working
10 age population in Washington, ages 25 to 49 have a
11 high school education or less. Non-English speakers
12 25 or older doubled in the last census and nearly half
13 of all Latino Hispanic 25 years or older have less
14 than a high school education.

15 A study conducted by our office tracked
16 35,000 working age adults who came to community and
17 technical colleges with a high school diploma or less
18 or were non-English speaking. The study identified an
19 economic attainment tipping point of one year of
20 college level credit and credential which would give
21 students a career path way in the future earnings up
22 to \$8,500 annually.

23 Education systems are currently designed
24 to meet the needs of traditional students. It is
25 clear that the youth of the traditional lens does not
26 address the need of low income and underserved

1 population. We need to use a new non-traditional lens
2 with which to view this group and to design policies
3 and systems with this new view.

4 In spring of 2004 the State Board for
5 Community Technical Colleges, Adult Basic Education,
6 and Workforce Education offices began working on ten
7 innovative projects which tested the traditional
8 notion that students must first pursue basic skills
9 before they can begin workforce training. IBEST
10 (phonetic) brings together basic skills and
11 professional technical faculty to plan and provide
12 instruction together in the classroom in a way that
13 results in both literacy and workforce skills gain.

14 In the demonstration project, students
15 earn five times more college credits on average and 15
16 times more likely to complete workforce training than
17 were traditional basic skills during that same time
18 frame. IBEST programs increase the access to workforce
19 training for basic skills student. The students saw
20 the opportunity and they took it. Carl Perkins and
21 federal basic skills funding were able to be used to
22 pay for this type of programming.

23 Both funding streams have played a
24 critical roll in being able to serve low skilled adult
25 learners that we were concerned with the
26 administration zeroing out Perkins in the 2007/09

1 budget. Also financial aid has been an issue. It was
2 designed with the traditional student in mind.

3 Financial aid is not available for basic
4 skills portion of IBEST programming. Many more
5 community and technical college students taking IBEST
6 programming have multiple dependents and are more
7 likely to be working either full or part time than
8 traditional college students. This has created access
9 issues due to challenging in developing financial aid
10 packages for students participating in this type of
11 program. We ask that you reconsider the financial
12 structure with this in mind. By increasing access to
13 this type of effective programming, you will be
14 increasing opportunity for a better life for these
15 students and their families. Thank you.

16 VICKIE SCHRAY: Number 49.

17 MARC TOLBERT: Thank you for this
18 opportunity. My name is Marc Tolbert. I come here
19 representing well, first off, the corporation that I
20 help co-found back in Kentucky, Fantax (phonetic).
21 I'm co-founder, CIO of that organization. We have
22 established next step programs throughout Kentucky
23 with this specific goal of helping people help
24 themselves. We don't charge anything for our clients.
25 We don't charge anything for our help to the
26 individual organization that we work with. And me and

1 my co-founder, we don't draw a salary on this thing.
2 We have been doing it since '97.

3 I'm going to be sitting here kind of like
4 that big elephant that was invited to the party or
5 crashed it and everybody is kind of dancing around it
6 and yet a pun is intended. One of the things that I
7 haven't seen addressed here yet through all of the
8 testimony given, is the fact that we're only looking
9 at a very small percentage of the population that is
10 even able to make it to college or through college.
11 We have had huge numbers of people that are dropping
12 out of high school. Over a quarter of our freshman
13 don't make it out. I'm sorry folks, that is
14 disgusting. When it comes to college, the freshman
15 classes, statistics I have seen range from 50 to 60
16 percent of them don't make it out of the colleges.

17 We're looking at a majority of our society
18 that needs support to help them accomplish their
19 immediate needs and get through life. For some that
20 includes college. For others that includes additional
21 education to help them advance in the workforce. We
22 are not addressing those needs of society. And we
23 should be ashamed of ourselves. I don't see
24 individuals coming here and doing much more than
25 going, we need help with what we're doing. We need
26 help with my job. With my organization.

1 I'm not asking for help for my
2 organization or my family. We'll take care of
3 ourselves. We have. We'll keep doing it. The
4 individuals in our programs, they take care of
5 themselves. They built communities amongst
6 themselves. We need more of this. We need more
7 communities. We need more neighborhoods. We need
8 more families. Until we start addressing these needs,
9 we're just looking for band aids for symptoms. Thank
10 you.

11 VICKIE SCHRAY: Number 52. Number 53. I
12 should mention for those individuals that are not here
13 when their number is called, if we have time remaining
14 at the end of the session we'll try to fit them in.

15 SANDRA ELMAN: Good afternoon. Thank you
16 for coming to Seattle and opportunity to appear before
17 you. My name is Sandra Elman. I'm the President of
18 the Northwest Commission on Colleges and Universities,
19 which is the accrediting commission located here in
20 Redmond, Washington. We wish you never left. On
21 behalf of the Northwest Commission on Colleges and
22 Universities and my fellow regional accreditation
23 directors, I want to encourage you all in the
24 important work of this Commission, to please call upon
25 the regional accreditation community, the hallmark of
26 quality assurance and continuous improvement in our

1 country to work with you all on this very important
2 endeavor, which the Secretary of Education has so
3 wisely chosen to initiate.

4 We would encourage you to ask the
5 following questions in your deliberations, your
6 important deliberations. What does it mean to be an
7 educated person in a complex inter-dependent,
8 multi-cultural world; and what does it mean to be a
9 contributing member of our society?

10 Second, what role does higher education
11 play in preparing these people?

12 And third, for you all in particular, what
13 is the appropriate, appropriate, role of the federal
14 government in supporting higher education's pursuit?

15 We offer, briefly, the following notions
16 that we ask that you and your esteemed colleagues keep
17 in mind. One of the hallmarks of American higher
18 education is that it is a decentralized system where
19 partnerships between K through 20, business and
20 industry, government have thrived over the years. We
21 hope you will do everything so that we can retain
22 these kinds of possibilities for innovation and change
23 in a decentralized system which is our hallmark.

24 Two, regional accreditation is a powerful,
25 perhaps untapped, means of accountability and quality
26 assurance which might be likened to the Japanese

1 notion of Kizon in the corporate world of continuous
2 improvement. Work with us so that together we can
3 achieve our mutual goals for higher education.

4 Third, recognize the diversity of our
5 range of thousands of institutions in these United
6 States and even the diversity of our institutions
7 within one sector.

8 And lastly, in the public policy world, we
9 know that different problems require different
10 solutions so we encourage you, the members of the
11 Commission and the staff and your colleagues, to
12 consider that your preferred outcomes, whatever they
13 may be, take into consideration both the intended and
14 perhaps the unintended consequences of what your
15 recommendations may be.

16 Lastly, the regional accrediting community
17 and my fellow regional accreditors have worked closely
18 with Congress, Congressman Bater and others during the
19 course of this last few years on reauthorization. We
20 look forward to working with your Commission and with
21 the Secretary of Education to fulfill your goals.
22 Thank you for this time. And good luck.

23 VICKIE SCHRAY: Number 57.

24 JEAN HALES: I would like to extend my
25 welcome to you. I'm Jean Hales, President and CEO of
26 the South Snohomish County Chamber of Commerce. And

1 I'm here -- I'm impassioned about all ranges of
2 education from birth on, but I'm here today
3 specifically to talk about community colleges in
4 relationship to the needs of a business community.

5 Normally I'm much more of an advocate for
6 less government but in this case, government needs to
7 take a strong role in making education its number one
8 priority. The future of our nation is dependent upon
9 a strong educational system, and we are in the midst
10 of what I think is a monstrous educational crisis.
11 Our ability to compete on a global level is
12 proportionate, directly proportionate, to the quality
13 of our educational system.

14 Bringing this down to a local level we
15 know that economic vitality is contingent upon family
16 wage jobs. Many of these jobs require access to
17 ongoing skills development. Several of our local high
18 tech companies report that over 60 percent of their
19 workforce is foreign born. In and of itself that is
20 not alarming. It has been a factor throughout the
21 history of our country that there is always an influx
22 of foreign born.

23 But the underlying factor is that U.S.
24 enrollment in science and math is declining and that
25 is alarming. And when you consider that countries such
26 as China are developing their own educational

1 institutions and jobs at an accelerated rate, then
2 you're looking at a potential double whammy. At some
3 point, we may not even have the pool of foreign born
4 to draw upon.

5 Our nation needs to ensure we have the
6 creative minds needed to lead us into the future.
7 Nothing against a liberal arts education, I'm a
8 product of that myself, however it takes 20 years to
9 orient a student towards math or science. We cannot
10 afford to delay making multi-dimensional changes to
11 incentivise our people toward science and math
12 careers.

13 We applaud our community colleges for the
14 creative methods they've adopted to stretch their very
15 limited resources. But the band aid approach is not
16 the ultimate solution. There is a need for a cohesive
17 comprehensive approach to solving our educational
18 challenges.

19 Number one is the issue of access. More
20 capacity needs to be developed at the higher education
21 level -- am I finished, okay -- to address the issues
22 of young people just out of high school, displaced
23 workers, and workers in need of ongoing skills
24 development.

25 Second, is affordability; and number
26 three, is responsiveness to the business community.

1 In summary, our community colleges are
2 uniquely suited to provide specific training and we
3 applaud the success, for example, of Edmonds Community
4 College's composite training program in support of
5 Boeing. It is a model for the development of future
6 programs.

7 On one additional item. I sit on our
8 local workforce development board, and I implore you
9 to advocate for fixing the Workforce Investment Act.
10 The confusion, conflict, turmoil that it has generated
11 have diminished the impact of a very positive impact
12 that it can have at the local level. Thank you.

13 VICKIE SCHRAY: Number 58, 58.

14 KATHLEEN ROSS: You want me to sit down?

15 CHAIRMAN STEPHENS: However you want.
16 That's fine. Sitting is fine. Or you can stand.

17 VICKIE SCHRAY: The only thing, you need
18 to speak into the mike because this is being
19 transcribed. I apologize.

20 KATHLEEN ROSS: I get excited about higher
21 ed, so like to stand up. My name is Kathleen Ross.
22 I'm the President of Heritage University which is an
23 independent four-year institution located in
24 Toppenish, Washington, right over those mountains
25 about three hours on the Yakima Indian Reservation.

26 We're in the middle of a very low income

1 county with a very high Mexican immigrant population.
2 Heritage serves the student body of more than 1,400
3 students and about 65 percent of those undergraduates
4 come from families that earn less than \$20,000 a year.
5 95 percent of the full-time undergraduates do qualify
6 for financial aid. Half of our undergraduates are
7 Hispanic and 15 percent are Native American. We found
8 ourselves listed in the 2005 U.S. News and World
9 Report as serving the highest percentage of PELL
10 recipients, 80 percent, of any masters institution in
11 the entire western United States. So as you can see,
12 I'm speaking to you today from the perspective of low
13 income, first generation to college families.

14 Your Commission has already discussed two
15 issues that affect access for these families and that
16 are very important to me. That is what I would like
17 to talk about.

18 First, the growth of merit aid relative to
19 need-based aid; and second, how we can increase
20 need-based aid through public/private partnership.

21 Regarding the merit based aid, I know that
22 you have already, the Commission has already discussed
23 this, expressed its concerns, and I would just like to
24 say that I believe your concern is very well-founded.
25 There is recent data, again, showing there is an
26 increasing amount of institutional aid going to upper

1 income students. And over all merit aid has increased
2 at four times the rate of need-based aid in the last
3 few years. This is troubling because merit aid often
4 goes to higher income students who would have attended
5 and completed college anyway. For every such
6 scholarship we're losing a needy student who drops out
7 or never enrolls due to lack of resource.

8 At Heritage only about one percent of our
9 institutional aid is given solely on the basis of
10 merit. And that is because our staff, myself
11 included, meet with and counsel students every day who
12 have talent and no resources. We know firsthand the
13 painful experience of watching a talented young person
14 walk away because there simply is not enough
15 need-based aid. And usually the student is already
16 working 20 to 40 hours a week off campus. These are
17 students on the Heritage campus, mind you, where our
18 tuition rate is less than half that of the typical
19 private college or university. So if we're ever to
20 close the gaps in educational attainment between the
21 rich and the poor in our nation, we have to increase
22 need-based aid.

23 Now that said, I am very much in favor of
24 rewarding merit, of course. But there are a great
25 many ways to recognize students for their academic
26 achievement with non-monetary awards and honors. I

1 mention the Presidential Scholar Program, through
2 which high achieving high school seniors are honored
3 by the President. I believe we could make much more
4 creative use of such incentives and I'm recommending
5 that the Commission explore some more innovative ways
6 to recognize merit without wasting those precious
7 scholarship dollars where need is not a factor.

8 The second point I would like to make
9 refers to increasing that need-based aid. My
10 experience and research tell us that increasing this
11 will require a major renewed effort on several fronts.

12 It is going to take the federal government, state
13 legislatures, colleges, and private entities. So in
14 light of that, I want to recommend strongly that the
15 Commission do everything in its power to encourage all
16 of these players to step up to the plate.

17 I believe that the best solution to
18 increasing grant aid lies in fostering greatly
19 expanded public/private partnerships. That is why the
20 advisory committee on student financial assistance, on
21 which I served for the last three years, worked with
22 Congress to add to the currently pending
23 reauthorization of higher ed, the creation of a new
24 national partnership program for access and
25 persistence. A new national partnership would make
26 available to states, federal matching grants as

1 incentives to create partnerships with institutions,
2 private organizations, or individuals in order to
3 increase need-based aid. And I urge you to back that.

4 There is one --

5 CHAIRMAN STEPHENS: We're out of time.

6 KATHLEEN ROSS: There is one additional
7 factor I would like to mention, very briefly, and that
8 is the need for early assurance of aid, getting
9 students and their families knowing early in high
10 school that aid will be available. And I ask you to
11 see what you could do that that would happen in a much
12 more comprehensive way. Thank you for your time.

13 CHAIRMAN STEPHENS: Thank you.

14 VICKIE SCHRAY: Number 56.

15 AMY STEIN: Members of the Commission,
16 thank you for providing the Anti-defamation League the
17 opportunity to submit comments to the Commission
18 today. I'm Amy Stein, a member of executive committee
19 of ADL specific northwest region. I am accompanied
20 today by Michael Lieberman, ADL's Washington DC
21 counsel.

22 The Anti-Defamation League is one of the
23 nation's oldest human relations organization founded
24 in 1913 to advance good will and mutual understanding
25 among Americans of all creeds and races and to combat
26 racial and religious prejudice in the United States

1 and abroad. We are the nation's leaders in the
2 development of effective programs to confront
3 anti-semitism, violent bigotry and prejudice. We will
4 be submitting a sample of our educational anti-bias
5 material to the Commission.

6 We applaud the Commission's focus of
7 issues of access, accountability, affordability, and
8 quality. Our submission today, however, is in response
9 to the last question presented in the notice of public
10 hearing. How well are universities meeting specific
11 national needs? Sadly, we see that more and more
12 students feel marginalized, not accepted because of
13 their immutable characteristics, their race, their
14 national origin, their sexual orientation, their
15 disabilities, their religion.

16 For the over 4,000 colleges and
17 universities in the United States, diversity presents
18 both challenges and opportunities. The demographic
19 composition of America's college students is more
20 diverse today than at any other time in our nation's
21 history.

22 The student diversity of today's colleges
23 and universities, however, goes far beyond that of
24 just race and ethnicity. It includes gays and
25 lesbians, people with disabilities, and a multitude of
26 religions. As a Jewish organization that fights all

1 forms of discrimination and bias, the ADL speaks with
2 a particular expertise when it comes to anti-Semitism.

3 In recent decades Jews have found that the
4 American college campus is a positive environment.
5 Gone are the days of quotas limiting the number of
6 Jewish students at our nation's top colleges and
7 universities. It is surprising, then, that American
8 college and university campuses have emerged as a
9 flash point for anti-Jewish animus and a site for
10 expression and dissemination of anti-Semitism. These
11 incidents are tied to anti-Israel activities rallies
12 and speakers. It is critically important to
13 distinguish between anti-Semitism activities on campus
14 and anti-Jewish activity. We certainly do not believe
15 that every anti-Israel action is a manifestation of
16 anti-Semitism. But we're concerned about organized
17 anti-Israel activity and propaganda on college
18 campuses which can create an atmosphere in which
19 Jewish students and faculty feel under siege.

20 Anti-Semitism is just one example of the
21 increasing problem we see with bias incidents on our
22 university and college campuses. These incidents are
23 at the heart of the issue when we're trying to make
24 the educational environment more welcoming, an
25 environment more conducive to learning and study. We
26 hope the Commission will seek pro-active programs to

1 combat bias and discrimination as part of the
2 integrated response and critical component in proving
3 the effectiveness of our universities in meeting
4 national needs.

5 Beyond the campus and community education
6 and training efforts that can address these problems,
7 we urge the Commission to advocate for more effective
8 government monitoring of anti-Semitism and other hate
9 crimes by eliminating discrepancies in federal campus
10 hate crime data collection efforts --

11 CHAIRMAN STEPHENS: Five seconds.

12 AMY STEIN: -- between the Department of
13 Education and the FBI. We urge you to see anti-bias
14 and anti-discrimination and education as an essential
15 part of the effort to improve higher education in the
16 United States.

17 CHAIRMAN STEPHENS: Thank you.

18 VICKIE SCHRAY: Thank you. Number 44.

19 GAYLA DIMENT: Good afternoon. My name is
20 Gayla Diment and I am a professor of Slavic languages
21 and literature at the University of Washington. And
22 I'm also a member of the American Association of
23 University Professors Committee on Government
24 Relations and I'm testifying on their behalf this
25 afternoon.

26 The American Association of University

1 Professors or AAUP is the national organization
2 serving the academic profession and college university
3 faculty members. Founded in 1915, the association has
4 some 45,000 faculty members at colleges and
5 universities throughout this country and has long been
6 viewed as the authoritative voice of the academic
7 profession. Since its founding, the main work of the
8 association has been defending the principles of
9 academic freedom and mechanisms to ensure those
10 principles such as shared governments and due process.

11 We welcome the opportunity to join in the
12 National Dialogue and discuss the critical issues of
13 access for students, the fit between students and
14 institutions, cost prices and quality of higher
15 education, and the related question of how colleges
16 and universities are meeting specific national needs.

17 These are vital questions and ones that faculty
18 confront every day of their working lives.

19 In the last several years AAUP's committee
20 on government relations has concentrated its focus on
21 the critical issues facing higher education. For the
22 past two sessions we have also been lobbying Congress
23 for the re-authorization of the Higher Education Act.

24 We have identified four key themes that must be part
25 of the renewal of the HEA. The core goal of the HEA
26 from the beginning has been to increase access to

1 college and university education and the
2 re-authorization proposal must build on that goal.

3 Equally important is the quality of higher
4 education programs. Increased access to lower quality
5 programs will not help institutions, faculty, or
6 students. At the same time, the HEA must recognize
7 and promote the diversity of our higher education
8 system, the diversity among populations within the
9 system, as well as among institutions and
10 institutional missions.

11 Finally, the uncertainty and tension of
12 the world today make it a special vehicle for the HEA
13 to support the openness of the academic community.
14 Doing so is the only way to ensure the continued
15 excellence of our nation's colleges and universities.

16 During 2004, the committee studied the
17 financial pressure colleges and universities are
18 facing in the wake of the national recession and state
19 budget crises early in the okay -- I submitted a
20 brochure for the Commissioner.

21 And since I have limited time I just want
22 to say as a specialist in foreign languages I'm
23 encouraged by the increased attention given to the
24 study of some languages in recent proposals; however
25 in situations where we see a welcome infusion of
26 federal funds to encourage the study of foreign

1 languages, there are some serious descriptions
2 connected with the programs.

3 CHAIRMAN STEPHENS: Time --

4 GAYLA DIMENT: I will submit my full
5 testimony. Thank you.

6 VICKIE SCHRAY: Number 60.

7 CYNTHIA JOHNSON: Mr. Chairman, members of
8 the Commission, my name is Cynthia Johnson and I would
9 like to share information about an innovative program
10 at Bellevue Community College in Bellevue, Washington.
11 I'm the Director of Venture, the first degree status
12 program in the nation for students challenged with
13 intellectual disabilities, i.e. mental retardation and
14 other related disability. The program approval is
15 currently pending with the Northwest Commission on
16 Colleges and Universities. This is a very bold change
17 in higher education. Venture addresses student
18 populations for whom there is little, if any, serious
19 postsecondary option.

20 We believe that higher education is the
21 ticket to success, that when given the opportunity
22 students rise to the challenge and that postsecondary
23 special education echo civil rights issues in our
24 nation's past with regard to access and attitudinal
25 barriers. We believe this is the last bastion of
26 prejudice in higher education. Venture addresses

1 attitudinal barriers by providing students a
2 significant postsecondary option tailored to their
3 ability and potential. I have personally heard from
4 48 states across the nation, including colleges,
5 universities, national organizations, parents, and
6 students regarding their desire to replicate the
7 Venture program in their area or region. People are
8 desperate for better.

9 The American education system is not
10 intended to be a dead end road. The inclusion of
11 students with disabilities and elementary and
12 secondary education has not automatically transferred
13 to their inclusion in higher education. Venture
14 focuses on a carefully-sequenced three-year curriculum
15 and 48 integrated courses that emphasizes academics
16 triangulated with career development and/or social
17 life skills and 90 credit program. It adopts this
18 approach based on a plethora of industry and workforce
19 reports that show that successful workers of today
20 possess not only job specific technical skills but
21 strong problem solving, critical thinking, and
22 communication and team work capability. The goal of
23 Venture at Bellevue Community is to prepare
24 postsecondary highly motivated young adults with
25 intellectual challenges for the workforce.

26 Recommendations: The U.S. Department of

1 Education funded web site wwwthinkcollege.net lists
2 approximately 100 programs and colleges and
3 universities across the nation that are working to
4 address these issues for students with intellectual
5 disability. Only Venture has broken down the barriers
6 of degree status.

7 Funding for the students and programs is
8 also a real barrier to progress. While students at
9 these programs are supported by local school districts
10 choosing funds from IDEA and other sources such as
11 vocational rehabilitation, the largest source of
12 funding is the parent's student -- the student's
13 parents which are already financially strapped. Most
14 of the students are not able to access student
15 financial aid.

16 I would ask on behalf of hundreds of
17 educators, parents and students that have e-mailed and
18 called, that the U.S. Department of Education and
19 Congress take a number of actions to make it possible
20 for students with intellectual disabilities to
21 participate in postsecondary education. The
22 Department should provide funding to develop model
23 accreditation criteria for degree -- I'm nervous --
24 for degree programs and for the program development
25 and replication of other programs at colleges and
26 universities.

1 We also ask that the Higher Education Act
2 be amended to permit eligibility for financial aid for
3 these students. The Higher Education Act should
4 specify that students who successfully complete six
5 credit hours or quote, the equivalent course work has
6 the quote, ability to benefit from higher education.
7 This language together with the model accreditation
8 criteria would make it possible for students with
9 intellectual disabilities enrolled in degree or
10 certificate programs to access student financial aid.

11 The final IDEA regulations also need to
12 clarify that school districts may use IDEA funds to
13 partner with colleges and universities.

14 In conclusion we echo the statement of
15 President John F. Kennedy: All of us do not have
16 equal talent, but all of us should have equal
17 opportunities to develop our talent. Thank you.

18 VICKIE SCHRAY: Number 61.

19 JENNIFER PAE: Good afternoon. My name is
20 Jennifer Pae. I'm the elected Vice President from the
21 United States Student Association, the nation's oldest
22 and largest national student association representing
23 millions of students across the country. As a
24 coalition of student government and student leaders
25 across the country we are here today to express our
26 concerns for the future of higher education not only

1 as college students but as -- in high hopes to be the
2 future leaders of an educated and competitive
3 workforce.

4 We believe that issues of access and
5 affordability should be addressed at both the state
6 and the federal level as a joint partnership to
7 provide success for our nation's college graduates.
8 I'm here today to address this issue of access and to
9 ensure that the Commission before us today would
10 prioritize these concerns and make a sound report.

11 While tuition and college costs play a
12 significant role in affordability in college, there is
13 another factor that is just as important. The federal
14 government is in the path of divestment from higher
15 education at an alarming rate. The program hasn't
16 been increased in over four years, not even for
17 inflation. And in addition, Congress recently voted to
18 cut 12 billion dollars from the student loan program
19 making it significantly more expensive for students
20 and their repayment period.

21 And finally just yesterday the President
22 released his budget cutting many academic programs and
23 crucial state matching grant program entitled LEAP and
24 Thurgood Marshall, a graduate based grant.
25 Furthermore, the program at SEOG once again been
26 proposed for level funding, which is just as harmful.

1 Almost 200,000 high school graduates forego higher
2 education each year due to financial constraints. For
3 many low and moderate income students economic
4 barriers directly impact their access to higher
5 education. Even after receiving all eligible state
6 and federal aid, the average low income student
7 experiences \$3,800 in unmet need while the average
8 moderate income student has \$2,250 in unmet need.

9 Students need to work longer hours and
10 assume increasing amount of debt to pay for college.
11 Nearly half of all working full time students work
12 more than 25 hours per week, and upon graduation the
13 average four-year public college student leaves
14 college with more than \$17,500 in loan. As you can
15 see we're facing a dramatic shift in priorities and
16 jeopardizing the success of today's college students.

17 Federal grant aid and loans are key
18 components of financial aid for students around the
19 country. However, as balance between grants and loans
20 continues to slip, excessive loan debt becomes a
21 greater hindrance to students attempting to compete in
22 a global economy. We're in a state of graduating an
23 entire generation of educated youth in debt. That is
24 why I'm here.

25 As the Commission on the Future of Higher
26 Education you're all in a uniquely powerful position

1 to tell the federal government that you surveyed the
2 land. Everywhere you went, college students had the
3 same message, expand grant aid and make loans
4 manageable. We're here asking you today to recognize
5 the federal role and to keep the doors of higher
6 education open to all students and to please stop this
7 divestment because it has a significant impact on
8 whether people go to college and stay in college.

9 I thank you so much for your time and we
10 encourage dialogue to continue and we are open to
11 discuss these issues in further detail. Thank you.

12 VICKIE SCHRAY: Number 62. Please
13 disregard the intermittent red light. The one you are
14 concerned about is the solid red light.

15 TYSON JOHNSTON: Good afternoon. My name
16 is Tyson Johnston, and I'm a proud member of the
17 Quinault Indian Nation and I am an undergrad at the
18 University of Washington studying pre-business and
19 communications. I'm currently active in the only major
20 Native American group on campus called First Nations
21 and serve as this year's treasurer. I also serve on
22 the ASUW student senate representing American Indians
23 in the sciences and engineering society. In the past
24 I have served as a delegate at the National Congress
25 of American Indians, the Affiliated Tribes of
26 Northwest Indians and the Washington State Indian

1 Education Association.

2 I'm here today speaking on behalf of all
3 students seeking degrees in higher education and
4 hopefully will be able to provide accurate student
5 insight on concerns and issues with the federal
6 government's role in higher education. Student input
7 fused with your expertise will be crucial in making
8 this Commission's final report about the future of
9 higher education a success. Agree or disagree, that is
10 what I believe and I'm very certain that the millions
11 of students pursuing college degrees will agree with
12 me.

13 For myself, I am a first generation
14 college student from the rural community on the
15 Quinault Indian Reservation and one of the few and
16 only students from surrounding rural communities
17 currently pursuing postsecondary education. In my
18 community, access to higher education is not afforded
19 to many due to the many different issues such as
20 poverty, the lack of resources on the school's part
21 and unwillingness of colleges to recruit in such a
22 remote area.

23 One of the main issues I have come to
24 advocate to you today is the fact that many people
25 believe that higher education is accessible to
26 everyone when really it isn't. If we're to make

1 ourselves believe higher education is accessible to
2 everyone regardless of one's background, living
3 arrangements, income status, and awareness of what it
4 takes to pursue a college degree, they wouldn't be
5 here trying to solve the problems of access to higher
6 education and the many other issues such as
7 affordability, quality, workforce, and accountability.

8 The previous circumstances I mentioned are
9 all things that rest outside of the individual's
10 control and should not penalize a student's pursuance
11 to higher education.

12 From a personal perspective, I'm part of
13 the Native community at UW that makes up just one
14 percent of the UW student body. That figure alone
15 should illustrate that there is a serious gap in the
16 accessibility of students to higher education and
17 serious measures must be made to remedy this issue not
18 only in Washington done but every other state under
19 the Department of Education's jurisdiction.

20 There are many different issues and
21 blockades that prevent people from obtaining college
22 degrees. I do not have time to touch on them all. I
23 am only one student from one tribe that is fortunate
24 enough to stand before you today, but it is very
25 important that you realize that myself and all of the
26 other students present here today are not here for

1 ourselves or our own college or universities; we're
2 here on behalf of all current students, would be
3 students, and future students, the foundation and
4 future leaders of this great country, each with
5 different goals aspirations and a common interest to
6 obtain success in higher education.

7 Again, I'm only one person and it is real
8 easy for me to stand here and complain about what
9 things should be and should not be like. Ultimately
10 it is your duty to produce the report on what the
11 future of higher education should entail. So if you
12 decide to remember anything that I have spoken here
13 today, I urge you to remember this: Higher education
14 must be accessible to all students and the federal
15 government must take a larger role in this.

16 Larger meaning grant aid must be expanded.

17 Loans must be made more manageable, and the
18 Department of Education must be allocated enough funds
19 to handle all of the problems of higher education and
20 should not have to stretch their budget to cover only
21 certain problems where they feel it would do the most
22 good. Your part in today's decisions will greatly
23 impact the success of our great nation's future. If
24 America truly does have the best system of higher
25 education in the world, then I challenge you to prove
26 that to me and the millions of students in the higher

1 educational system. Education is a right. Recognize
2 the federal role. Thank you and I wish you all the
3 best.

4 VICKIE SCHRAY: Number 63.

5 MELISSA AAR: Hello. My name is Melissa
6 Aar. I am a sophomore at the University of
7 Washington. I'm double majoring in communication and
8 comparative literature and I represent the Associated
9 Students of the University of Washington as well as
10 the Washington Public Interest Research Group.

11 I just wanted to tell my personal story
12 and so that you can kind of have just a basic idea
13 about how that affects some of the decisions that you
14 are making. Growing up my family sat comfortably,
15 barely comfortable, lower middle class range. We made
16 enough to get by but not enough to save up for a
17 college fund. I never thought would be a problem
18 because I enjoyed my time in school. I did very well.

19 And I always thought college was in my future. And
20 my parents just told me if I worked hard enough and
21 got good grades and stayed active in my community,
22 which I did, that I would just get enough grants and
23 enough scholarships that that would cover for it. But
24 unfortunately, when I sent in my FAFSA I didn't get one
25 cent of student aid, nothing at all. To break down
26 the numbers, the estimated cost for each year at the

1 UW is over \$16,000 including all the approximated
2 fees. My father earned approximately \$50,000 one year
3 and he somehow supposed to contribute \$15,000 of that
4 to go to my education. But I'm a dependent -- or I'm
5 not a dependent. I moved out when I was 18. I cover
6 everything on my own. So I've only seen about \$2,000
7 of that expected \$15,000, but that is something that
8 the University can't take into account when they're
9 calculating their aid.

10 I personally, I feel like I have done my
11 part to live up to my part of the bargain. Last year
12 I nannied so I could get free room and board. This
13 year I thought myself lucky again when I found a job
14 that would pay me \$11.00 an hour to work 40 hours a
15 week. But the problem with that is that the time
16 commitment is so huge. I'm spending all of my time
17 either at work or in school. It doesn't give me
18 enough time to do things on campus that I would like
19 to do otherwise, as far as volunteering with student
20 government, working with the PIRGs, anything like that
21 I often don't have that opportunity because I have so
22 few days off per week and so little time, that I feel
23 I have a lot to contribute to my community but I'm
24 just not afforded the opportunity to do that, since I
25 have to work to pay for everything.

26 To sum up, I know I speak for thousands of

1 students when I say I'm already doing all I can to pay
2 for my education, yet I'll still probably leave school
3 with thousands of dollars in debt. I want to be a
4 teacher when I grow up. It is probably not going to
5 be a very attractive career opportunity when I'm
6 looking at \$20,000 in debt and a low paying career
7 field also.

8 The burden to cover the cost of education
9 is increasingly being left up to us students, and the
10 more time we're required to work these outside jobs
11 like I do, the less time we'll have to spend learning
12 both in the classroom and on campus.

13 It is disappointing that these resources
14 are being wasted and students can't get the full value
15 of their education. If this continues, the future of
16 higher education will be bleak, and I feel the
17 university experience will not be as worthwhile.

18 And the federal role is really important
19 in all of this, as you know. It seems that students
20 are becoming less and less of a priority and we are
21 left just to figure out the problems on our own. I
22 have been able to do that, but I know not everybody
23 can. So, for instance, when you cut 12.7 billion
24 dollars from student loan program, that is something
25 that is hard to swallow.

26 So I just want to leave you with this

1 message, that we have worked hard to get where we are.

2 We have worked hard to make it into these
3 universities and now we're all working hard to stay
4 there. And I think that it is time the federal
5 government step up and meet that effort that we have
6 done. Thank you.

7 VICKIE SCHRAY: Number 64.

8 CATHERINE GIBBINS: Mr. Chairman and
9 members of the Commission, thank you for the
10 opportunity today to include the public in these
11 comments. I would like to address -- my name is Cathy
12 Gibbins. And I'm a parent of two college students so
13 I'm addressing you as a parent. I would like to speak
14 about the issue of accessibility, in particular for
15 students with learning, cognitive, and intellectual
16 disabilities. Referring to the same program that was
17 spoken about by Cynthia Johnson, the Venture program
18 in Bellevue.

19 My daughter Anna is a student in this
20 program. When she graduated from high school, she very
21 much wanted to continue her education. She had the
22 same dreams of going to college and getting a career
23 as most of our youth do today. Having gone through
24 the special education program in elementary and
25 secondary school, she would not be able to keep up
26 with the fast paced and usual teaching methods of

1 typical college programs. To be successful she needed
2 smaller classes, different ways of presenting the
3 material, and different means of assessment.

4 The traditional option for her, at this
5 point in her life, was to enroll in a transition
6 program through our local school district. This
7 program would involve job sampling and minimum wage
8 jobs without continuation of academic classes. My
9 husband and I, and our daughter, in particular, wanted
10 something more. Did you know that poor social skills
11 is the number one reason in our country for people
12 being fired from their job?

13 What has this program done for our
14 daughter? She has expanded her computer skills,
15 increased her critical thinking skill, her problem
16 solving skill, all necessary in any job setting.
17 She's learned about science, U.S. literature,
18 advertising, nutrition, and current events. All of
19 these are expanding her knowledge of the world around
20 her and to aid her in becoming a responsible adult in
21 our society, her ultimate goal.

22 But above all, she has gained
23 self-confidence as a learner and self-confidence in
24 relating to other people. She has become a more
25 independent person with increased self-esteem by
26 knowing that she's accomplishing something. This will

1 carry her a long way in reaching her goals of
2 obtaining a good job and independence.

3 Why should we have programs for this
4 population? In this period of concern about the future
5 of the Social Security system, why wouldn't we want to
6 do everything possible to decrease the number of
7 citizens needing public assistance throughout their
8 entire adult working lives? Why wouldn't we want all
9 of our citizens to be able to have the opportunity to
10 reach their full potential and be life-long learners?

11 We have all have heard the statement that
12 the road out of poverty is through education.
13 Programs such as Venture should be available not just
14 to a small number of students in select areas of the
15 country, but to all students in the United States.
16 The barrier to achieving this is the thinking that
17 this population cannot continue to learn and reach
18 further potential beyond high school.

19 Looking back at the history of education
20 in our country, it is a change in thinking regarding
21 segments of our society that has brought about the
22 great advancements in education. The first high
23 school in America came to Boston in the 1820s for boys
24 only. There was a time that girls were only expected
25 to learn reading and writing, nothing more. Prudence
26 Crandell, a Quaker, ran a school for Black girls in

1 Connecticut, but she was imprisoned after Connecticut
2 passed a law in 1833 banning free education for Black
3 children. There was very little education for Black
4 Americans until after the Civil War. I use these
5 examples just to show how our thinking has changed
6 about education over the years.

7 The time has come now to change our
8 thinking and attitude and make higher education
9 accessible to students with learning, cognitive, and
10 intellectual disabilities.

11 In closing, I read a quote on the web
12 site, the education department in the introductory
13 page about this Commission and it this just summed it
14 up beautifully. So I would like to quote that:
15 Throughout history America has answered the call to
16 extend the process of higher education to more
17 Americans. Thank you.

18 VICKIE SCHRAY: Number 65.

19 ANNA HARNOIS: Mr. Chairman, members of
20 the Commission, thank you for allowing me to speak.
21 My name is Anna Harnois, and I'm a student in the
22 Venture program which is at Bellevue Community
23 College. I have been in special ed from fifth grade
24 to present. The Venture program is a college program
25 that teaches you independence and skills to find and
26 keep a job. The Venture program has changed my life

1 by building confidence and thinking skills, expanding
2 my general knowledge and writing skills, and preparing
3 me for a job.

4 My options after high school were quite
5 limited because I didn't have all of the classes that
6 I needed to go on to a four-year school or a two-year
7 school. My options after high school were getting a
8 job, and to be in a transition program at the local
9 high school, which helps you find a job that you like.

10 The Venture program has had a good variety
11 of classes that fall under these areas: Academics,
12 social and life skills, and workforce development. I
13 have taken classes in earth science, reading and
14 writing, thinking skills, job skill resume writing,
15 math, and personal finance.

16 The Venture program has done good things
17 for me. This program has taught me skills to become
18 independent when I live out on my own. It has given
19 me the chance to receive a college education, and it
20 has given me the chance to get a degree when I finish
21 college. I think that this should be available to
22 students throughout the United States.

23 There are several thoughts that I have
24 about the Venture program. First, I feel this program
25 will get me ready to get a job.

26 My second feeling is that the classes are

1 small, which is nice in my mind because the teachers
2 are more available to help you if you should need it.

3 Finally, there is a good variety of
4 classes.

5 In conclusion, I think that the Venture
6 program is fabulous, and that it can be successful for
7 years to come. I find this program to be great
8 because I have gained memory skills, job skills, and
9 good learning and reading strategies.

10 I feel that if I don't get a college
11 education that I won't get a good job. I feel that
12 without Venture, students with disabilities who want a
13 college education don't have any chance of getting one
14 if they can't get into a regular college program. The
15 Venture program gives them a chance to receive a
16 college education. Thank you for your time.

17 VICKIE SCHRAY: Number 66.

18 LAUREN ASHER: Thank you for this
19 opportunity. My name is Lauren Asher, and I am the
20 Associate Director of the Institute for College Access
21 and Success.

22 I'm here to ask the Commission to focus on
23 the issue of student loan debt. With grant aid frozen
24 and cost outpacing family income, student debt is at
25 record levels in the U.S. as I'm sure you know. About
26 two-thirds of recent graduates now carry student

1 loans. Their average debt grew more than fifty percent
2 after adjusting for inflation over the last ten years.

3 The number of students graduating from
4 four-year schools with more than \$25,000 in debt has
5 tripled. The new 6.8 percent interest rate that goes
6 into effect this July will raise borrower payments by
7 20 percent over last year's. That can double the
8 amount of interest borrowers end up paying over the
9 life of a loan. With more students hitting federal
10 loan limits, that means more private loans. Private
11 loans rose by 30 percent between 2004 and 2005. They
12 generally carry much higher interest rates than
13 federal loans.

14 With loans a fact of life for most college
15 students, that includes institutions where they
16 traditionally turn to for low and moderate income
17 families. In 2004, the typical debt of a public
18 four-year school graduate was nearly \$18,000.

19 Students borrow because they believe in
20 the value of higher education. It is something we
21 want them to believe, and on average it is true. Most
22 college graduates earn more than most high school
23 graduates.

24 But student loans can be great investment,
25 they're still not a guarantee. A shift in the
26 economy, a family health crisis, even a major car

1 repair can turn student loan payments from manageable
2 to unaffordable. Teachers, social workers, public
3 health workers, often struggle just to cover the
4 interest on their loan, let alone save for retirement,
5 their own child's education, buy a house, or even
6 start a family. When people fall behind on their
7 payment, late fees and other penalties can lead to a
8 lifetime of destructive debt, often many times over
9 what was originally borrowed.

10 To encourage more people of limited means
11 to go to college and to the school they're best suited
12 to, we think we need to be able to assure students,
13 assure them, that their education won't end up setting
14 them back instead of helping them get ahead. That
15 means making more grant aid available for those who
16 can least afford the risk of student debt, and it
17 means making loans safer and more affordable because
18 even if tuition levels rise at much slower rates than
19 they have in recent years, most students and families
20 simply cannot afford to pay cash up front for college
21 even at public schools.

22 What would make loans safer and more
23 affordable? Clear, consistent repayment policies that
24 take borrowers' earnings and family size into account
25 with strong incentives to keep earning and making
26 payments.

1 In the next few days our project on
2 student debt will release a white paper describing the
3 strengths and weaknesses of current payment policies
4 and practical solutions and improvement. We look
5 forward to sharing our findings with the Commission
6 and with the public, and we hope that the future of
7 higher education includes constructive limits on the
8 burden of student debt. Thank you for your time.

9 VICKIE SCHRAY: Number 67.

10 MALCOLM HARNOIS: Good afternoon. My name
11 is Malcolm Harnois, and I have absolutely no
12 credentials for being before you other than I'm the
13 father of Anna. I'm the last member of a full court
14 press here on the bench program education for learning
15 disabled children.

16 I'm here before you as a parent of a
17 developmentally disabled daughter in her early 20's
18 who has benefitted from an unusual and unique
19 opportunity for postsecondary education. I want to
20 share with you some thoughts about postsecondary
21 education from a parent's perspective.

22 We have heard today from many who are
23 anxious to provide current higher education for the
24 increasing number of students presently deprived of
25 educational opportunities and financial hardship or
26 because of lack of social or family support. I wholly

1 concur. Colleges should address these deficiencies.

2 I bring to you this afternoon a different
3 situation. One, where my daughter is highly motivated
4 and does not lack financial or social support but due
5 to learning disabilities would have no place in public
6 higher education system to turn to except for a
7 single, unique, and exemplary program. This testimony
8 is a plea that as part of the reformation of higher
9 education system, a small amount of attention be
10 devoted to Anna and others like her so that they are
11 also included in our future planning.

12 Issues of accessibility and barriers that
13 concern the Commission apply even more to special
14 needs population. No where are these barriers higher
15 than in postsecondary education. Historically,
16 especially firm commitment to universal secondary
17 education was instrumental in the development of a
18 large and capable middle class in the United States.
19 Failure to provide a similar commitment to a more
20 universal postsecondary educational exacerbates
21 current and healthy trends toward a bipolar society
22 without such a middle class.

23 I am making this rather dry and academic
24 observation because I don't want Anna to grow up in
25 such a society. And she and I especially fear that
26 she will be in the bottom bin of such a

1 stratification. Anna has a tenacious desire to
2 continue her education as far as she's capable of.
3 She has a keen sense that the same as many others,
4 disabled or not, education is a key to a more
5 successful future. The Venture program is uniquely
6 enabling for her, and I emphasize uniquely because
7 there is nothing else like it.

8 Before I finish, I want to briefly comment
9 on the financial and economic questions involved. The
10 Venture program is expensive. The broad access
11 implies commitment to financial aid. And this area
12 some policy change may be required. For Anna, and
13 thousands like her, continued educational opportunity
14 is the key to reducing the chance that she winds up as
15 a net welfare cost rather than net positive benefit.

16 However, I don't think we need to make
17 this argument in terms of cost benefit ratios, public
18 versus private financing, or free market arguments on
19 supply and demand. In the 19th century we did not
20 base our development of universal education on the
21 economic balance sheet. We really didn't. We based
22 it on a need for an informed and vital citizenry. We
23 first saw a society where together we shared the cost
24 of providing what was then a very high degree of
25 education for everyone.

26 In the coming century we need to do the

1 same thing and increasingly K through 12 education
2 isn't sufficient. Excluding the developmentally
3 disabled population in this 21st century citizen is
4 not acceptable. Remember, except for a fortunate few
5 of the young people in Anna's situation, postsecondary
6 education of an academic nature is not currently
7 available no matter how great the student's motivation
8 or no matter how great the student's financial
9 resources.

10 Anna desperately and passionately wants
11 the opportunity to continue her education. She is
12 rightfully worried about her future prospects. She
13 can and does continue to learn and progress. More
14 like Anna deserve this chance. Thank you.

15 CHAIRMAN STEPHENS: By the way, you have
16 great credentials.

17 VICKIE SCHRAY: Number 68.

18 MELISSA WILLIAMSON: Good afternoon, Mr.
19 Chairman and members of the committee. My name is
20 Melissa Williamson and I come to you on behalf of the
21 Office of International Education at the University of
22 Washington. And I'm here today to ask you to focus in
23 your examination of higher education in the US on the
24 positive vital and enlightening trend of global
25 student mobility and international education.

26 In our work at the UW, we strive to

1 increase global student mobility by creating
2 integrated transformative experience for you and your
3 students both on and off UW main campuses by bringing
4 both international students in to populate our
5 classroom and send their voices into the discussions
6 and discourses of UW lecture halls and also by sending
7 UW students out into the world to listen, see, and
8 also send their voices of good will and cultural
9 contact into the world.

10 A post 9/11 educational committee report
11 on -- identified study abroad as an increasingly vital
12 component to U.S. higher education. And UW has also
13 identified the development of global programs in
14 health, education, affairs, business, languages, et
15 cetera as essential to its mission to become a more
16 dynamic institution in the 21st century and beyond the
17 21st century. Students who return from global
18 experiences come back more conscious of world culture,
19 issues, and events; have increased proficiency in
20 world languages; are more collaborative and positive
21 minded in creating solutions to complex problems; are
22 more independent, mature, and self-sufficient; are
23 flexible in their thinking; and have a better
24 understanding of the systems, attitudes, markets,
25 trends, needs, and direction of our modern global
26 society.

1 So we would hope that you would bear in
2 mind the importance of international education,
3 initiative, and attempts to channel energy, policy,
4 funding, and incentive programs into your
5 recommendations. One of the questions I note on the
6 front of the sheet says: How well are institutions of
7 higher education preparing our students to compete in
8 the new global economy? What better way to help them
9 compete then to put them in touch with the world.

10 VICKIE SCHRAY: Number 69.

11 GARRETT HAVENS: Thank you Committee
12 members. My name is Garrett Havens, and I am a senior
13 at Eastern Washington University and the ACWU
14 legislative liaison. And I speak to you today on
15 behalf of the Washington Student Lobby, a state-wide
16 organization that represents all of the public
17 four-year institutions in the State of Washington.

18 The cost of education in the United States
19 has increased substantially over the last couple of
20 decades. A common equation once used to determine if
21 and when a potential student would be able to go to
22 school was simply tuition plus financial aid.
23 However, with the rising cost of education and the
24 disproportional lower cost of federal and state
25 support, debt has become assumed addition to that
26 equation. According to the Nelmedic (phonetic)

1 corporation, the average debt for college students
2 graduating this year with baccalaureate degree is just
3 below \$20,000 with an additional \$32,000 for graduate
4 students. These costs equate to more than just money.
5 Student debt serves as a barrier to access for many
6 people. The amount of time that the average student
7 wastes covering that debt is far more than simple
8 financial numbers represented here. Education is the
9 key to social mobility. If access is limited so too
10 is one's opportunity to succeed in this society.

11 For students, the cost of education goes
12 beyond the standard equation for determining where and
13 if they can attend a specific institution. The
14 average for an enrolled college student works 25 hours
15 per week. In the past this was typically enough for
16 most students to pay for their college education, or
17 at least some of it. With the average student making
18 only \$7.50 per hour, today they can hardly afford to
19 cover their high cost of tuition let alone room and
20 board. Yes, they would certainly make more money with
21 a better degree, but these costs are deterrents to
22 even allowing students to pursue higher education in
23 the first place.

24 The most troubling part about these
25 numbers is that the amount of hours students are
26 working are not conducive to a proper and healthy

1 education. Most college courses recommend that you
2 spend two hours per day studying for every hour of
3 class you attend. To work 25 hours a week while
4 committing oneself to school leads to lower
5 performance levels in the classroom. The Journal of
6 Financial Aid found that students that work more than
7 ten hours per week earn lower grades than those who
8 work ten hours or less a week.

9 While people go to college, they should
10 primarily be focusing on their studies. Once a
11 student has to subsidize their education by working
12 more than ten hours per week, the system begins to
13 work against them and local and state government ends
14 up having to invest more and more money into the
15 system. Meanwhile, students are increasingly
16 finishing their degrees in five, six, and even seven
17 years just to make ends meet.

18 The Washington Student Lobby believes that
19 federal grants are a necessary component to addressing
20 this concern, though we maintain that the best form of
21 financial aid is simply lower tuition. The dynamics
22 of federal grants are such that every dollar that the
23 federal government invests into higher education ends
24 up benefiting the state and local governments
25 two-fold, while investments in research has returns of
26 up to \$10.00 for every \$1.00 that is invested.

1 First, these grants allow for students to
2 pay off their various cost in regards to higher
3 education, which means that they can invest more time
4 in their studies.

5 Second, local economies are able to
6 benefit because when students graduate, they're able
7 to invest their money in items such as a car or a
8 house rather than having to pay off their state or
9 federal loans.

10 In conclusion, education today is simply
11 thought of as an individual good. Our forefathers,
12 however, recognized that education was a social good
13 and essential for success in society. Education is
14 key to our future as a nation. The more money that
15 the federal government is able to invest in higher
16 education, the more they are investing in our country.

17 On behalf of the Washington Student Lobby,
18 I thank you for taking the time to listen to the
19 plight facing students and searching for a solution
20 for this dilemma.

21 VICKIE SCHRAY: Number 70.

22 KATHRYN GYMANN: Hello, I would like to
23 thank you for convening here in Seattle at this
24 essential hearing on how to make college more
25 affordable. As I wanted to tell you in my notes or in
26 my speech -- there is a little mishap. And that was

1 before I walked down the hill or up the hill a block
2 away. And that was, I do not attend the University of
3 Oregon, but I attend Lane Community College, which is
4 one of the top five community colleges in the nation.

5 My name is Kathryn Gymann (phonetic) and I
6 am here on behalf of not only the students of Lane
7 Community College, which I attend, but for students
8 across the nation to have a voice that is heard. And
9 the voice that needs to be heard is that of students
10 trying to gain a higher education while trying with
11 all of their might not to incur student debt through
12 student loans.

13 Also, the realization that student aid is
14 evaporating before our eyes. With the cuts that were
15 made in the past few weeks, student aid is not an
16 option now for a lot of people. We cannot snap our
17 fingers and make this problem go away, just to say it
18 is done, it is over, let's fix it, and get it done
19 tonight even.

20 But we can, however, protect our education
21 by investing more grant and aid and cheaper loans for
22 college students, and by also making that a priority
23 for students to know that public scholarships are
24 available for them out there.

25 It would allow the students of this
26 generation to no longer be the deepest and most debted

1 generation that our country has ever seen. Sixty-five
2 percent of graduating students have loan debt. And
3 more than 60 percent of the fastest growing jobs
4 require that at least some postsecondary education is
5 needed. It has to be in there.

6 Economically, knowledge-based jobs relying
7 on a college education is up to 33 percent. I love
8 going to school. I do not receive financial aid, but
9 I want to go to school so I can make a difference and
10 I know other people who have the same dreams. We work
11 jobs so we can go to school and make sure that we can
12 attain our goals.

13 Most people deserve, no, they have the
14 right of a higher education. I hope, wish, and fight
15 for those who cannot receive that help so that they
16 may. If our next generation will be my leaders, my
17 leaders, I want them to have the right and power to
18 learn and know how to be able to lead us into the
19 future.

20 Thank you so much for your time.

21 VICKIE SCHRAY: Number 71.

22 ANNE GROUNDWATER: Hi. I'm Anne
23 Groundwater. I attend the University of Oregon and
24 I'm here to represent our student body. College is
25 about receiving a quality education that will further
26 your career and teach you more about the world. But

1 scores of students never pursue a college education or
2 do not pursue their choice career because they're
3 confined by the burdens of debt. Many University of
4 Oregon students focus on their jobs to keep their debt
5 in check instead of focusing on receiving a valuable
6 education. Their grades suffer, and some even drop
7 out because they cannot balance paying bills and going
8 to school. College is about learning, not working two
9 jobs to pay for classes.

10 At the University of Oregon the average
11 student graduates with \$18,000 in debt. This \$18,000
12 goes into not being able to put a down payment on a
13 house, or for some of the more ambitious students, not
14 taking jobs in Africa or teaching in poor counties.

15 I'm scared in three years, if I'm average,
16 I'm going to have \$18,000 in debt. And that is
17 average. What if I'm above average? I could have
18 \$30,000 in debt, \$40,000, or maybe even more. What
19 decisions am I going to have to make that affect my
20 future? What things am I going to have to give up?
21 What opportunities will pass me by because I leave
22 college paying thousands of dollars plus interest?
23 Will I have to sacrifice my hopes and dreams? Will I
24 have to tell my kids we're living in an apartment
25 because I'm still paying for college ten years after I
26 graduate?

1 My peers and I should not have to chose
2 careers and colleges because of the debt we will
3 accumulate. I have seen many students opt out of
4 their top choice school or drop out because they
5 couldn't afford to pay for their education. We need
6 more federal funding for student financial aid so that
7 students graduate with smaller debt.

8 Your final report should include
9 recommendations that increase grant aid and loan aid
10 at the federal level. Cutting funding won't solve our
11 financial deficit, but it will harm the students of
12 our future. Thank you much.

13 VICKIE SCHRAY: Number 72.

14 NATHANIEL ASHLOCK: Thank you all for
15 holding this hearing. My name is Nathaniel Ashlock,
16 and I attend Evergreen State College and I'm a
17 sophomore. If I continue at my current rate, I will
18 have accumulated \$21,684 of federal debt for only
19 three years of public undergraduate education by the
20 time I graduate. To that I must add approximately
21 \$7,500 of debt for a single semester of a private
22 school. This means that by the time I complete my
23 undergraduate studies, I'll have accumulated nearly
24 \$30,000 of debt in federal loans. This is unfortunate
25 not only for me but also for the businesses who will
26 lose out on nearly \$30,000 worth of patronage from me.

1 I would like to contribute to the economy in the
2 future to support my fellow countrymen, but
3 unfortunately I will be spending a large portion of
4 whatever income I have for ten years paying back the
5 government instead. That is a tremendous amount of
6 lost business when considering on a scale of a nation
7 full of debt, of in-debt graduates and former
8 students.

9 I consider teaching to be one of the
10 noblest professions. Many of the greatest
11 philosophers and leaders throughout world history were
12 teachers. What kind of life would I live as teacher
13 in modern America with all of that debt? Would it be
14 a dignified life or a life of struggle trying to make
15 ends meet each month as I try to earn my financial
16 freedom? I fear I would be forced into the life of
17 unnecessary struggle. If I am going to struggle,
18 shouldn't it be fighting for justice of all people
19 instead of my financial independence? Thank you much.

20 VICKIE SCHRAY: Number 73.

21 NICKALOUS REYKDAHL: Thank you so much for
22 this opportunity to get together. For the record, my
23 name is Nickalous Reykdahl. I'm a student at Central
24 Washington University majoring in elementary education
25 with emphasis in teaching middle school math, science.
26 However, due to financial circumstances, i.e., student

1 debt, I have had to prolong my graduation in order to
2 make ends meet. I am serving as the student
3 legislative liaison for my peers at Central Washington
4 University in Olympia, taking a quarter off from
5 school in order to pay off overwhelming debt.

6 I come before this Commission today to
7 testify not on behalf of Central students but for all
8 those middle income households who find it ever more
9 difficult to secure funding for higher education for
10 their families. My father graduated from Central with
11 an education degree and over a decade later was
12 finally able to pay back his student debt.

13 During this time, I was preparing to go to
14 college. In light of the fact that he had just paid
15 off his own student debt, he was facing the fact that
16 he was going to have to go down that road once again.
17 Current statute defines financial need as the amount
18 of cost of attendance minus expected family
19 contribution. Federal law decrees that the EFC is
20 calculated through worksheets provided by financial
21 aid provider at U.S. Department of Education.

22 This is where the problem begins. As an
23 educator, my father makes a modest income. He makes a
24 little more than the \$49,999 amount required for the
25 simplified EFC worksheet. After filing the numerous
26 documents in order to receive aid, last year the EFC

1 for my family was nearly the amount that it cost for
2 one year of tuition. That meant that after borrowing
3 the maximum in federal aid, my father was responsible
4 for the extra \$10,000 plus dollars in order for me to
5 go to school. This amount is nearly 20 percent of his
6 annual income. This doesn't include other valuable
7 costs such as grocery money, transportation cost,
8 bills, and other necessities that any other college
9 student can attest to. The EFC is becoming a barrier
10 to higher education due to economic constraints that
11 once were not as high as they are now. Tuition and
12 textbook costs have grown faster than inflation and
13 are becoming a dire concern among college students.
14 Last quarter I spent \$260.00 on textbooks out of my
15 own pocket because financial aid would not cover it.
16 This is just the tip of the iceberg. The real cost of
17 attending a university isn't as simple as one might
18 think.

19 Tuition is not the only price a college
20 student is required to pay. In order to go to school,
21 one must have a place to call home, have a way to go
22 back and forth from there, make time for studies, and
23 still have time for a social life. Now throw in the
24 fact that most students now like myself have to work
25 anywhere from five to 20 plus hours a week in order to
26 have extra money to pay for such basic needs as food,

1 heat, and water.

2 If I may, I would like to give you a
3 sample day from my college career. From 9:00 in the
4 morning to 11:00 at night I attend four lectures, eat
5 lunch in between classes, hustle to my first job, run
6 to an extracurricular event where I need to leave
7 early to work at a second job, before finally come
8 home late at night to work on my homework. This is a
9 typical day for me.

10 Since my father isn't able to provide all
11 of the financial support I need, I have been forced
12 not to work just one job, but a number of them in
13 order to survive. I have had to borrow money from
14 private lenders in order to pay for various other
15 expenses.

16 Every day I wonder if this hard work will
17 ever pay off and I'll ever surmount the mountainous
18 debt that I'm incurring in order to graduate from
19 college. I know that once I'm a part of the U.S.
20 workforce my hard earned time will enable me to be a
21 productive citizen of this great country.

22 However, I feel that all of the strife
23 shouldn't be a burden for the students of the future
24 to bear. We need to realize the importance of higher
25 education to allow for increased access and
26 affordability and most significantly the

1 accountability of the government to ensure the United
2 State's position as a land of freedom and to ensure
3 promise for successful competition in the academic
4 word. Thank you.

5 VICKIE SCHRAY: Number 75.

6 ASHLEY MILLER: My name is Ashley Miller.

7 I'm a senior at the University of Washington, the
8 Jackson School of International Studies as well as the
9 Vice President of the Associated Students, University
10 of Washington.

11 And I would like to begin today by
12 recognizing what a very, very fortunate young woman I
13 am because as a recipient of a mixture of subsidized
14 and unsubsidized federal Stafford loans, I will
15 graduate with \$16,000 in debt in the spring. While I
16 cannot deny that that number is daunting to me, I know
17 for many students like myself it could be a deterrent
18 to higher education at all.

19 Second, I would really like to share the
20 importance those loans have played in my life. My
21 first two years at the University of Washington I
22 didn't take out any financial aid and instead worked
23 35 to 40 hours of work as a waitress at Red Robin,
24 while keeping a full schedule, juggling class work, as
25 well as working.

26 When I became a junior I was eligible for

1 financial aid and it basically changed my life. I had
2 the opportunity to become involved in a variety of
3 different student and community organizations. I
4 built real relationships with my community members. I
5 learned public speaking skills, media skills, and it
6 really prepared me for where I am today as a vice
7 president of the university.

8 The lessons I have learned outside of the
9 classroom have become invaluable to me. And it
10 frightens me that so many students do not have those
11 opportunities because they are working full time. I
12 hope that the stories you have heard today can really
13 highlight the importance of the federal role and as
14 tuition continues to increase and financial aid is
15 threatened I would like to encourage you to expand
16 grants and help us to keep loans manageable. Thank
17 you.

18 VICKIE SCHRAY: Number 75.

19 KEN SANDIN: My name is Ken Sandin. First
20 of all I want to thank you for allowing us to speak
21 here today. I'm a junior at the University of
22 Washington and I'm speaking on behalf of students who
23 are going to school so that they can eventually work
24 for the public interest and better the community.

25 The current cuts of the financial aid will
26 have a personal effect on me and my family's lives,

1 financial pressure of college. Just last year my
2 academics were directly affected by the fact I was
3 unable to purchase all of my necessary textbooks until
4 the end of quarter. This is when I was working 25
5 hours a week. I went to class, borrowed books
6 whenever possible, but wasn't able to afford the
7 nearly \$200.00 for my books until right before my
8 finals. Needless to say, this required a great amount
9 of cramming to pass my test.

10 The financial state of my younger brother,
11 however, will be much worse as my family will need to
12 pay for his education almost solely on loans. My
13 entire purpose for attending school is I want to
14 become an English high school teacher. I feel I have
15 a lot to offer and I wish to better the community by
16 inspiring students to achieve their full potential.
17 It is not a high paying job, but I feel my
18 contribution to society will outweigh this. I do not
19 want to be punished with trouble paying loans because
20 of my future choices.

21 In short, loans need to be made more
22 manageable especially for people who come from low
23 income family; or especially in my case, people who
24 intend to work for the public interest and inspire
25 future generations to come. Thank you.

26 VICKIE SCHRAY: Number 76.

1 JAYME RABENBERG: Thank you Commissioner.

2 My name is Jayme Rabenberg and I am here today
3 representing the Oregon Student Association. OSA is a
4 state-wide association that represents more than
5 100,000 higher education students across Oregon. We
6 have nine member campuses including seven public
7 universities, Oregon Health Science University, and
8 Lane Community College. We have over 30 years of
9 experience representing students across the state.
10 And now part of the United States University
11 Association, which is lobbying for students since
12 1947.

13 Over the next few months you will be
14 responsible for developing strategies for higher
15 education that will meet the needs of the United
16 States. Higher education represents the future of
17 this country: Economically, politically, socially, and
18 culturally. You will be playing a vital part by
19 building and creating recommendations that strengthen
20 and provide increasing access to postsecondary
21 education.

22 We have entered an era where some sort of
23 postsecondary education is required for most
24 professions, and yet we face a time when the price of
25 higher education is becoming increasingly prohibitive.
26 Soaring price tags may shut many students out of an

1 education while creating a generation of debt of those
2 that attend.

3 The United States has always been a land
4 of opportunity. Yet with sky rocketing costs of
5 higher education and inadequate financial assistance
6 we're closing opportunity's door for many lower and
7 middle class Americans. Access to affordable,
8 quality, higher education is essential if we are to
9 continue to lead the world in areas such as business,
10 education, health care, and innovation.

11 Today nearly 200,000 qualified high school
12 graduates forgo college every year because of the
13 cost. And of those who do go to college, nearly
14 two-thirds are required to work at least part time to
15 cover their expenses.

16 The federal government must recognize the
17 role they are playing in producing a generation of
18 debt. Seventy-five percent of financial aid comes from
19 the federal government and has not kept pace with the
20 rising college costs. While a student could once
21 expect to receive 80 percent of financial aid in the
22 form of grants, today the average student receives
23 only 20 percent in grants and 80 percent comes from
24 loans. The average PELL grant is worth only half of
25 what it was 20 years ago.

26 And the average student now graduates with

1 approximately \$18,000 in debt. This loan burden
2 discourages graduates from seeking lower paying
3 professions such as teaching, social work, and
4 non-profit work which give back to the community and
5 are of such great need. It also forces many graduates
6 from buying cars, houses, and other major expenses
7 until much later in life which is damaging to the
8 economy.

9 On a personal note, I'm one of those 39
10 percent of student graduates with unmanageable debt.
11 With over \$100,000 in debt after four years of
12 undergraduate and three years of graduate school, I am
13 going to be leaving my job in a non-profit on Friday
14 because my modest salary won't cover my loans.

15 Thank you for creating this Essential
16 Dialogue and please remember the burden that students
17 are facing at the moment. Federal investment in
18 higher education is crucial, and we hope that your
19 final report include policy recommendations for
20 increasing grants and more manageable loans. Thank
21 you.

22 VICKIE SCHRAY: Number 77. Number 78.

23 DENISE YOCHUM: Mr. Chairman and members
24 of the Commission, thank you for taking this
25 opportunity to listen to us today to see how you can
26 impact higher education in a positive way. My name is

1 Denise Yochum. I am president of Pierce College Port
2 Stillicum, State of Washington and I am also a
3 doctoral student at Gonzaga University also in the
4 State of Washington. I would like to also speak on
5 behalf of Dr. Kenneth Hatcher, who is the president of
6 Pierce College in Puyallup in the State of Washington.

7 Today you talked about four major issues
8 that you wanted us to comment on. That was access,
9 accountability; you talked about some of those and I
10 will get to those in a minute. But let me start with
11 access.

12 First of all, I would like you, when you
13 are making policy, to recognize that the mission of
14 higher education is very complex and very broad and
15 when you're making policy please recognize that the
16 mission of a community college, for example, and the
17 mission of the flagship University of Washington, for
18 example, are completely different missions and one
19 policy will not fit all. If you were to act broad
20 based social policies with socioeconomic impact, you
21 must not lose sight of the fact that access is very
22 critical, but it means different things to different
23 institutions.

24 Secondly, we talked a lot about
25 accountability and what that means to higher education
26 and how we become accountable. You also raised that

1 quite frequently this morning with the term quality.
2 And I want to just be very specific to say that
3 accountability does not always equal quality. So
4 would you please be really specific in your policies
5 to ask for specific outcomes and let higher education
6 be innovative and bold in the way we solve problems.
7 So if you can recognize for us what you think the
8 problems in higher education are, give us the outcome
9 that you want, but don't prescribe to us the way to
10 get there. That is what we do best.

11 The third thing that you talked about a
12 lot was efficiency, and that was also paired with less
13 cost. And in some models economically that is how they
14 always go together.

15 In higher education that is not always the
16 case, and let me explain why. When you are moving
17 students from one place in the system to some place
18 else in the system, you have to look at what your
19 inputs are and you also look at what your outputs or
20 what your product is or what value is added. They
21 don't engage in the same place for all institutions.

22 So for us to be more efficient, for
23 example, we need more money to put into student
24 services to provide support systems for those
25 students. We need more money in student financial aid
26 so those students are not working, they're actively

1 pursuing their education and they're actually moving
2 through the system in a more effective, efficient way
3 getting to goals and getting to outcome. So please be
4 really careful about how you put those two together
5 for us.

6 We're doing some great work in the State
7 of Washington on major ready pathways making sure that
8 students, you heard this earlier, are picking pathways
9 earlier and we are making sure they're not duplicating
10 efforts in terms of class work and courses. We're
11 looking at transferability to make sure that that
12 happens. Workforce needs, community colleges need to
13 have that availability to turn on a dime, to respond
14 to industry, to have that seed money there, to have
15 that available. But that is, again, a higher cost
16 than a sociology class, for example, that the
17 technology is much different.

18 The Commission asked a question this
19 morning to one of my colleagues about charging the
20 full cost of tuition to all students and then
21 increasing financial aid. I have a very different
22 response than my esteemed colleague Dr. Mitchell had.

23 And that is that this would work, I think, to
24 decrease access to higher education and let me tell
25 you why.

26 I think this would actively discourage

1 parents and students because of the sticker shock of
2 the value when they hear what full tuition cost is.
3 We have a really hard time in the community college
4 system as it is getting information out to students
5 and parents that we're affordable even now. If we
6 tell them what the full cost of tuition is and then
7 they don't understand that we're also increasing
8 financial aid to get to those costs, we risk, we run
9 the risk of really closing access to higher education
10 at the most basic level for community college
11 students. So I ask you to think about that.

12 There are three policy areas that I would
13 like to speak to really quickly: The need for low
14 interest student financial aid. The rates that
15 they're quoting right now are my mortgage rates, and
16 that is pretty high for a student loan.

17 Secondly, the need for financial aid for
18 part time students, that was also mentioned earlier,
19 is very critical for working adults and working
20 students, even at the university level.

21 And finally, I'll be really quick, loan
22 forgiveness program is one bold innovative thing which
23 you really might consider in terms of having more
24 educated teachers, having students in math and science
25 fields, having students in the allied health fields.
26 Loan forgiveness is one way to be able to assure

1 students that if they go into these public policy
2 role, or if they go into public service role, that
3 they will still be able to afford a lifestyle that is
4 important for them and they are not going to be
5 punished for that. So I would say look for incentives
6 rather than punishment. Thank you for your time.

7 VICKIE SCHRAY: Number 79. Number 80.

8 TYLER DALKIN. Hello. My name is Tyler
9 Dalkin (phonetic). I'm the legislative coordinator at
10 the Associated Student University of Washington.
11 First of all, I would like to thank you for this
12 opportunity being here and hearing everything about
13 higher education and debt and all of that.

14 As you know, students are pretty much
15 facing higher burdens of costs for higher education
16 and basically forced to take on work loads of job, not
17 only school work but also trying to get a leg up in
18 their careers by taking internships and so forth.

19 Basically, we have talked about this high
20 cost of postsecondary education but at the moment
21 universities are actually doing a high tuition model,
22 many of you are familiar with and actually increasing
23 the cost even more. Previously spoke about the
24 accessibility to education by implementing this model
25 but -- and you have also heard of all of the problems
26 nowadays. Right now it is status quo. And I believe

1 and many students believe that changing this model
2 could present more problems in the -- make even more
3 of a need for some sort of education support.

4 Just real quick, I want to give you some
5 facts that are happening at the University of
6 Washington. Just over the past ten years we've seen
7 increase of tuition over 78 percent. Students right
8 now that are out of state are actually paying over 100
9 percent of the cost of tuition at the University Of
10 Washington.

11 Additionally, like Melissa said, we're
12 facing around \$16,000 approximated cost. And the PELL
13 grants are averaging less than \$2,500. So even the
14 student aid that we are getting right now is a drop in
15 the bucket compared to what, essentially, we have to
16 pay over all.

17 Also, say that one dollar invested in
18 higher education brings a \$10.00 output in the State
19 of Washington, so essentially a great investment in
20 the economy.

21 And basically -- also I want to bring up
22 another issue about diversity. And with regards to
23 diversity, the United States right now, as you know,
24 is the most ethnically diverse country in the world.
25 But at the moment, proportions of students at our
26 college campus and universities do not reflect

1 proportions in the general population, and that is
2 definitely a huge concern.

3 We've seen decreases in funding for
4 minority recruitment outreach programs, and that is
5 definitely an issue that we need to make sure that we
6 take care of in the future.

7 So just, in short, we must understand the
8 importance of higher education on the individual
9 economy and the society as a whole. And if we do not
10 create opportunities and educate the students of
11 America then we're going to be paying for them in the
12 future. Thank you.

13 VICKIE SCHRAY: Number 81.

14 YOUNG PUSH: Young Push (phonetic)
15 actually representing for night studies, University of
16 Washington, just the whole 2007 class. I would like
17 to thank you all for this opportunity sincerely.
18 Currently a student recipient of federal/state
19 financial aid and very appreciative.

20 We're all interconnected whether we like
21 it or not. Your children's future and my children's
22 future are one and the same. Gentleman earlier
23 commented there are many people not make it through
24 high school much less college. And in a nation where
25 more and more citizens are increasingly being
26 marginalized and dissolutioned from social and

1 political avenues necessary in facilitating a healthy
2 and successful functioning democratic society where
3 alarming numbers of people of color are being sheep
4 herded in the prison industrial complex and
5 disheartening alternative. It should concern any
6 educated and governing person of conscious who
7 professes to serve the principals we at least in
8 theory upheld as a valuable cornerstone of the United
9 States.

10 I personally believe we as a nation need
11 more than federal and state institutional aid. The
12 job is not you all alone. We need massive elevation
13 of human thought over standing in many levels of
14 development utilizing many tools available: Media,
15 television, radio, internet, especially old fashion
16 person-to-person word-of-mouth, community interaction.
17 But you all are in a unique position and a position
18 you should be very proud of. You have the opportunity
19 to take a historical stance and spearhead this next
20 movement, evolution to our future by symbolically and
21 concretely financing and activating the direct and
22 immediate change, real change.

23 Please think deeply and critically about
24 your fellow citizens and your grandchildren. This is
25 what we ask that you recognize the federal role, your
26 role, in decisively effectively creating a better more

1 just informed world. Thank you very much.

2 VICKIE SCHRAY: There were three individuals
3 that did not come forward when called. This is going
4 to be the last call as it were. Number 41.

5 JESSICA TWEEDY: Hello. Good afternoon.
6 My name is Jess Tweedy and I am a senior at the
7 Evergreen State College in Olympia, Washington. And
8 today I'm coming to you also being a student that has
9 been working to make sure student aid wasn't cut, but
10 also a student using student aid right now.

11 When I graduated high school I actually
12 had spent two years with -- in Washington State we
13 have a program where high school students can go to
14 college for free, and I did that for two years because
15 I knew that the cost of higher education was going to
16 be hard on my family. But I made it through those two
17 years and then transferred to Evergreen State College
18 where I didn't need financial aid when I started, when
19 I first started there.

20 But two years ago my mom got breast cancer
21 and so I had to start using the system. And I either
22 had a choice at that point either to drop out of
23 school and be like one of those thousands of high
24 school students aren't able to because of their
25 financial need, or being a student who is going to
26 take those loans and figure out way after I graduate,

1 not think about it until then. And now this is six
2 months until I'm actually going to go and on to a job.

3 Now I'm starting to think about it and realize I have
4 \$20,000 in loans that I have to pay back. I also have
5 grants too.

6 So my thing is I'm going into a career
7 service. I plan on working with a non-profit
8 organization, helping people have a voice in
9 democracy. That is really what is important to me.
10 And right now looking at that, I will have as much
11 loan debt as I'll be paid a year. So that is going to
12 be really an incredibly hard thing for me, but now
13 with the new cuts to the budget I'm going to --
14 actually my little sister actually goes to college
15 next year, and she's going to have the same thing
16 happening and so I'm looking at the generations after
17 me so they're able to have an education like I did.

18 And what I'm asking you today is to
19 increase the funding for grants because that is the
20 reason that I feel that I can keep on going because I
21 have probably closer to \$30,000 in loans if I hadn't
22 had the grant program. And then I really would have
23 felt that I needed to have a job that I was not doing
24 what my real passion is. So that is what I ask for
25 you guys. Thank you.

26 VICKIE SCHRAY: Number 52. Number 77.

1 And finally Number 79.

2 CHAIRMAN STEPHENS: Ladies and gentlemen,
3 this brings to closure our public hearing this
4 afternoon. I would like to thank you all on behalf of
5 the Commission, the Secretary for your perspective,
6 your recommendations, and most importantly your
7 passion from what you have spoken and brought thoughts
8 and ideas to the Commission. You can imagine the
9 challenge we have with all of the perspectives going
10 forward.

11 We're about a third of the way through our
12 activities. Continue to gather information as we
13 continue. As I mentioned earlier, our report is due
14 to the Secretary in early August of later this year.
15 So look forward to continuing involvement and we will
16 continue to do our work and hopefully provide a
17 product that is not only in support of the Secretary
18 but support of the nation and many of your ideas
19 relative to higher education.

20 Our meeting is adjourned. Thank you.

21 [Whereupon the above-entitled matter was
22 concluded at 3:12 p.m.]

23

24

25

26

1

2

3

4

5

6

7

8

9

10

11

12

13

14
