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Action Item

California Postsecondary Education Commission

Approval of the Minutes of the July 30-31, 2001,
and October 1-2, 2001, Meetings

MINUTES

California Postsecondary Education Commission

Meeting of July 30 and 31, 2001

Commissioners present July 30, 2001	Alan S. Arkatov *Chair* Carol Chandler, *Vice Chair* William D. Campbell Phillip J. Forhan Susan Hammer Robert A. Hanff Lance Izumi Kyo "Paul" Jhin Odessa P. Johnson Guillermo Rodriguez, Jr. Olivia K. Singh Howard Welinsky Melinda G. Wilson	**Commissioners absent** Evonne Seron Schulze Kyhl Smeby

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Commissoners present after call of the roll	Susan Hammer Guillermo Rodriguez, Jr.	

Call to order

Commission Chair Arkatov called the Monday, July 30, 2001 meeting of the California Postsecondary Education Commission to order at 1:13 p.m. in the conference center of Apple Computer Corporation, 4 Infinite Loop, Cupertino, California. He asked for a call of the roll.

Call of the roll

Executive Secretary Judy Harder called the roll. All Commissioners were present except Smeby and Schulz.

Welcome

Chair Arkatov welcomed new Commissioners Odessa Johnson and William Campbell, representing the University of California and California State University systems respectively.

Approval of the consent calendar

Chair Arkatov announced that six agenda items were on the Commission Consent Calendar for approval. There were:

Commission Minutes of June 4-5, 2001;

- Fiscal Policy and Analysis Committee Minutes of the June 4, 2001;
- The Executive Compensation in California Public Higher Education, 2000 – 2001 report;
- Governmental Relations Committee Minutes of the June 5, 2001;
- Educational Policy and Programs Committee Minutes of the June 5, 2001; and
- The Needs Analysis for Chaffey Community College Fontana Center.

Following consultation with the commissioners, Chair Arkatov removed from the Consent Calendar both the report, Executive Compensation in California Public Higher Education, 2000 – 2001, and the Approval of the Minutes of the June 4 – 5, 2001 meeting.

The Chair asked for a motion to adopt the remaining items on the Consent Calendar, as revised. It was so moved, seconded and approved without dissent.

Approval of the minutes

Director Fox said corrections will be made to the minutes of the July 4 – 5, 2001, meeting. Under the section, Report of the Statutory Advisory Committee, the second sentence on page 9 should read: "The University of California reported on its actions with respect to SP-1 and SP-2 as well as the Dual Admission Program which was sent to the academic senate."

A motion was made to adopt the minutes of the July 4-5, 2001 Commission meeting, as amended. It was moved, seconded and approved without dissent.

Report of the Chair

Technology in postsecondary education

Chair Arkatov explained that the Commission believed it important to obtain some insight from both the national and state perspective concerning the issues on education technology and distance education in particular. He referenced the connection established over 30 years ago between UCLA and Stanford that were the beginning of the Internet, as it is known today. He stated that dramatic changes have been occurring in the use of technology within our Colleges and Universities. He introduced David Beyer to give the Postsecondary Education Commission a view from Apple Corporation and the Web Based Education Commission.

David Beyer, senior manager for education and strategic relations at Apple Corp., said he previously served as the executive director of the Web Based Education Commission. He stated that the Web Based Education Commission was established in 1999 with the purpose of helping Congress gain an understanding of the Internet and its potential for learning at all levels. He explained that one of the goals of the Web Based Education Commission was to form a consensus document which would help Congress assess the policy ramifications of, and develop sets of recommendations for, helping learners learn through the Internet.

Mr. Beyer described the mission of the Web Based Education Commission and its early consensus on the following ideas:

- All learners have full and equal access to the capabilities of the World Wide Web.
- If all learners are going to have equal access, then the online content and learning, then strategies need to be affordable and meet the highest standards of educational quality.

Mr. Beyer stated that Art Levine from Columbia Teachers College provided data that show that the traditional 18 to 22 year old campus-based student today represents only 16 percent of all individuals who seek postsecondary education. He pointed out that institutions largely organize around this student group.

Some of the key findings put forth by the Web Based Education Commission are:

- The Internet begins to center learning around the student in ways unimaginable before.
- Access to the Internet is limited, and professional development efforts are just beginning.
- There is a problem in research and development. (What is the pedagogical framework for learning in the Internet age?)
- There is a lack of high quality online content that has a benchmark established to standards.
- Some outdated regulations discourage anytime/anywhere/anyplace learning.
- Children and older adults need protection from commercialism, the release of personally identifiable information and the harmful content that resides on the net.
- There is a major funding problem for technology in K-12 and that, on average, K-12 schools are spending between $100 and $200 on the education technology investment needs per pupil, but that business in America is spending upwards of $3,500 to $5,500 per worker per year.
- Broadband access should be the principle goal of telecommunications policy.
- Advanced training of educators and administrators is a top priority.

- There is a Federal role to help define the criteria upon which to base content that resides on the Internet and, if necessary, to provide "seed" funding in high need areas.

Mr. Beyer also reported that HR 1992 had passed one committee in Congress and that it aims to revise the rules that he believes have an unfair impact on students seeking or receiving financial aid and who want to participate in distance learning. He said the Web Based Education Commission looked at postsecondary accreditation and it asked the accreditation entities revise their business models and policies. If the power of the Internet is to be released and the potential for distance learning is to be realized, then there is a need to look at tuition policies and the way academic credit is offered. He noted that these are issues that are deeply challenged by local school boards and state lawmakers at the K-12 level.

Mr. Beyer discussed educational "safe zones" with respect to protecting users of the Internet. He stressed the need for media competency programs that are holistic and that focus on ethics, use, and responsibility. The Web Based Education Commission suggested that federal and state policy makers have an important role to ensure that policies that are put into law are also adequately funded for implementation. He stressed the need for the nation to adopt an "E-learning" agenda as a centerpiece of the country's educational policy.

Chair Arkatov introduced Dr. Stanley Chodorow, vice president of Academic Affairs, Questia Media Inc. and former CEO of California Virtual University. Stanley Chodorow stated that, in addition to his post at Questia Media, he teaches three courses at UCSD in which he attempts to use Internet technology. He said his presentation focused on institutions, faculty, curriculum and the use of new technological opportunities that need to be overcome.

Mr. Chodorow reported that plans were made in 1990 for three new University of California campuses by a number of committees, including the Academic Support Services committee that he then chaired. The committee thought about the technology and the network as a campus based entity in which campuses could be linked by satellite. At the time, the library was the principle source of information resources for any campus. The committee recognized then that the network on the campus was going to become a medium of education, not merely a communication system. As an educational force, the Internet came into being in 1994 when the experimental online courses began to breakdown the notion of the individual institution. He said that the Internet affects various aspects of educational institutions, including institutional boundaries, the individualization of learning and expansion of curriculum, collaboration on teaching materials, new educational techniques, distance education, and institutional values

The term "education" is a catchall phrase applied to liberal arts, to professional education, residential and commuter institutions, and correspondence courses and programs. There are different quality measures, different standards, expectations and demands in each of the types of education. Education can be either faculty- or course-based. The question is whether the self-sufficient course is in fact a high quality educational enter-

prise or training. Most faculty regard education as an open-ended enterprise and the course is viewed as an entry-point to discovery, a doorway into the library or the laboratory. It is also the start of the process of learning. That distinction is a critical to understanding and evaluating the Internet as a medium of education.

Residential education involves primarily face-to-face interaction, symbolized by the liberal arts college and the 'traditional" student. In residential education, online content can help facilitate such personal interaction. Commuter education relates to an older segment of the population and includes both face-to-face and online contact, with the convenience of the Internet being a critical factor. Distance education involves institutions that are dedicated primarily to, as the name implies, education at a distance. Here, the question is what role, if any, of face-to-face interaction will have in distance education. Integration of at least one or two face-to-face meetings could greatly enhance an online course. Without some face-to-face contact, online education will fail, he said.

The final frontier of access from a policy point of view is whether distance or online education is good enough for those persons who cannot go to a campus or participate in face-to-face education, Mr. Chodorow said. There is prevalence in the use of online education in postgraduate programs; those who take these courses are educated already and are now being trained in some new enterprise. The two breakthrough requirements for expansion of that set of programs are student financial aid, and adequate online library.

Mr. Chodorow maintained that learning and teaching is another issue that comes up in this use of technology in education. Technology increases student-to-teacher and student-to-student communication. The premise is that one can learn from the Internet but cannot become educated from the Internet. When distance education is put in context and viewed as part of a continuum that starts with a seminar and includes instances in which student and teacher never meet face-to-face, it becomes apparent this offers a whole range of educational milieus which all have values and uses. Higher education rests on research. University faculty does not merely teach a subject, they teach what they do. Institutions that offer distance education have to be part of, not apart from, the system of higher education institutions.

Recess Chair Arkatov recessed the meeting at 2:36 p.m.

Reconvene Chair Arkatov reconvened the Commission meeting at 2:53 p.m. and introduced William H. Graves, Chairman and Founder of Eduprise.

Mr. Graves stated that education is about learning and the Internet is a partnering medium in that process. Higher education had yet to take the idea of a partnership in this new medium and leverage it to do what needs to be done in higher education. He described processes and services that are part of learning process, including that student must be admitted, pay the bills, utilize the library, communicate, and receive advice. Increasingly, the demand on the student side is for these and other processes to be as convenient as possible. While, at its heart, this about learning, it is really about the

integration of all those processes around learning which leads to the anyplace/anytime concept of "E-education."

It is possible to use this technology to create new wealth in the extended sense of wealth as it relates to education. He provided examples of creating such new wealth and new strategies, explaining that the CALSTATETEACH program was created to solve such problems as having 17,000 elementary school teachers in California teaching under emergency credentialing measures. This online program works to get the teachers credentialed in place.

Mr. Graves described the Kentucky Virtual University and its focus on access and student services as well as the University of Baltimore that has a fully online AACSB accredited MBA program that licenses its program through the virtual campuses in Kentucky. This is a new way of doing business in higher education and it is stepping across the boundaries. Very important high enrollment core courses are being put online that give students options, and frees up classroom space leveraging the strategic investments of campuses and systems in the realm of "E- education."

The vision is one of transformation and the achievement of a greater return on investment in education by the use of technology. The Internet in this "anyplace/anytime" mode increases convenience for learners, which increases access. In relation to the pedagogy, faculty should be concerned with how to increase the quality of learning outcomes and the return on investment in education. He discussed how to achieve a strategic return on investments in higher education, and described core assets such as the authority to credential students, the faculty and intellectual capital. The input of dollars into programs tied to the educational mission, even if the ultimate goals may be different, is the first step in achieving a strategic return.

Mr. Graves discussed increased stakeholder access and satisfaction by way of a convenient, online, personalized academic and administrative service as one seamless package. This could capture the idea of a virtual university and capture the services that are on a traditional campus, supporting the traditional classroom experience. There are approximately 25 courses that most institutions have in common which account for 35 to 50 percent of total enrollment. These same courses -- which include mathematics, writing and basic chemistry -- have the most problems, such as the highest failure rates and retention problems. He said and increase investment in technology dollars would be worthwhile in improving those courses.

Mr. Graves stated that there are a number of campuses that have proved that they can offer these courses with better learning results and reduced instructional cost. From the network point-of-view, change causes a lot of human friction in that adaptation is difficult. Technology is progressing exponentially but the human capacity to comprehend and harness it to the fundamental mission of educating students is not. The Internet has the capability to reduce both cost and friction out of sharing resources and communicating with others; create and support the learning communities; made transactions for services; capitalize and operate new services; and improve partnering.

Commissioner Jhin stated that the Virtual University assumes that people know how to use a computer and have the money to buy one.

Mr. Graves agreed, noting that the State of Kentucky had invested in computers for every armory and library in the state to provide access for disadvantaged students who could not afford to by a PC. He stated that if a student can get to a computer, online computer assistance is readily available.

Commission Vice Chair Chandler asked how to maintain the integrity of courses offered online. Mr. Graves stated that the Virtual University of Kentucky developed a model where there are testing centers across the state to proctor final exams. He added that his organization has changed testing to a continuous assessment strategy which deters cheating. If people change the way they think about assessment, what it means, and how it is practiced, the problem can be eliminated.

Commissioner Wilson inquired about the access of students with disabilities to learning opportunities in this new medium. Mr. Beyer responded that there was significant discussion by a large range of technology experts. Congress and others to ensure that content and hardware infrastructure complies with the ADA and section 508 of the rehabilitation act of 1973. Information technology providers can easily re-adapt software and configurations to meet specialized needs.

Chair Arkatov stated that new and developing technologies are, in terms of touch, hearing and sound, extraordinary and he discussed the interface with the computer. He said the key challenge is to be vigilant in terms of making sure those that need access receive it in a way that fits their learning styles.

Commissioner Wilson voiced support for a national discussion regarding ergonomics for students using the technology, particularly in K – 12. She has not heard any discussions about the health and safety for students using this technology.

Chair Arkatov stated that AB 1123 had is tasked the Commission with coming back to the Legislature and the governor with recommendations regarding distance learning and the technological infrastructure.

Commissioner Johnson asked Mr. Chodorow how he views community colleges moving forward in terms of distance education and technology. Mr. Chodorow responded that one of the most effective uses of Internet and Internet-based courses is the offering of remedial course work. The instruction of fundamental skills such as writing and mathematics using this technology is very effective and important to community colleges in particular. Certificate programs are found across most programmatic offerings at community colleges and universities and are well suited to "E-learning." He stated that price would be the real driver in terms of the preponderance of online courses.

Director Fox discussed the ability of the Commission to move forward some potential proposals on professional development regarding the use of technology for teachers already teaching in classrooms that may improve some of the long list of problems in K-12.

Mr. Beyer stated that Congress is addressing professional development in the Higher Education Act under Title II (teacher quality). He stated that efforts to significantly increase resources for schools are going to take place when it is reauthorized in a couple

of years. He stated that Congress is in the middle of a debate over the *Preparing Tomorrow's Teachers for Technology* program that is the only bridge program that looks at how technology can be used in training teachers who go into K-12 schools. He noted that it is a discretionary grant program that Congress will probably be reauthorizing.

Commissioner Jhin inquired about the completion rate of students using distance learning compared to traditional students. Mr. Graves responded that it varies according to how the institution supports the student.

Commissioner Hanff asked Mr. Beyer if the Web Based Education Commission had looked at the role of technology to improve online applications, financial aid, registration, and book sales. Mr. Beyer stated that, to some degree, it did but that its charge was built around the notion of how to maximize the benefit of the Internet for learning. He said the Web Based Education Commission discovered major regulatory impediments neutralized the potential for effect use of the Internet

Mr. Beyer provided an example of problems with online student aid for those learning online and suggested that student aid laws need to be reformed to prevent hampering the use of the Internet in education.

Commissioner Forhan stated the importance of faculty should not be underestimated but, concurrently, faculty represents the status quo in many areas. He said there is "friction" among faculty to move into the area of distance learning and asked how one can reconcile this juxtaposition. Mr. Chodorow responded that faculty members are conservative, and that faculty members look at their programs and say, "I'm full of students." Faculty balks at being asked to take on more students and create new courses on top of the ones they already are involved in. It is going to take time to persuade and induce faculty to behave in the certain ways that will result in great success.

Commissioner Hammer asked Mr. Beyer to quantify and characterize what kind of challenges it is to expand broadband access to all learners. Mr. Beyer stated that the Web Based Education Commission did not quantify it in dollars but the cost is of mammoth proportions.

In closing, Chair Arkatov asked what the California Virtual University "Part II" might look like. Mr. Beyer stated that everyone has already learned many lessons and that there are many lessons yet to be learned as well. He said the economic climate would cause the effort to move in a mode of "two steps forward and one step back." There is no alternative but to move forward.

Mr. Chodorow stated that if CVU was recreated and with enough time it would succeed in doing very important things for potential students in the state. Access to all of what is available online in one place, with mechanisms to encourage faculties and institutions to develop programs, would move the state ahead enormously. He added that it would need to be funded over a period of years that would give it enough time to develop.

Recess Chair Arkatov recessed the meeting at 4:41 p.m.

Reconvene Chair Arkatov reconvened the Commission meeting at 4:46 p.m. and introduced Jonathan Brown, president of AICCU and Ron Danielson, a professor from Santa Clara University.

Mr. Brown stated that the transition to the technology based education of mediated activity and full electronic education is experiencing tremendous variation by institution. Some fundamental changes in definitions are underway at all institutions, including a change in definition of what constitutes a student, faculty, degree, and courses. Higher education often finds it hard to deal with such change. He discussed three fundamental questions which State policy must address the availability of bandwidth in educational institutions, the development of course work and activities, and the fair use of material in terms of copyrights.

Mr. Ron Danielson described the opportunities for Santa Clara University to improve the learning that its students experience, to increase the effectiveness of faculty and to impact the scholarship of both students and faculty. He said:

- Educational technologies will allow student access to resources at their own pace, and access to media that is appropriate to their learning style.
- Use of educational technologies offer students opportunities to contribute in many different mediums and become more fully engaged in the range of activities going on in a classroom.
- The technology can provide students with access to information resources when they are needed.
- The restructuring of classes will facilitate the optimum use of the instructor/ student face-to-face time.

Mr. Danielson said that Santa Clara University does not plan to go fully into a distanced learning environment. He expressed the University's concern over enriching the courses that they presently offer in the traditional face-to-face environment. He listed lessons learned and observations about educational technology that include the following:

- No single solution is right for every situation.
- An absolutely reliable infrastructure is critical.
- Faculty and students both need support and encouragement.
- Be selective in choosing technologies that are to be widely implemented.
- Be sensitive to the impact of technologies on the institution's defining characteristics.

Chair Arkatov introduced three panelists: Le Baron Woodyard, dean of instructional resources and technology, California Community Colleges; David Ernst, assistant vice

chancellor for Information Technology Services, California State University, and Julius Zelmanowitz, vice provost for Academic Initiatives, University of California.

Mr. Woodyard discussed the California Community Colleges experiences in technology and distance education. The community colleges have been undertaking a series planning efforts over the last eight years that initially led to a Telecommunications and Technology Infrastructure Program, having recently completed a two-year planning effort referred to as "Technology II." Community colleges have tried to address the issue of technology infrastructure for the system; initially partnering with the California State University to transform CSUNET to CCCCNET, a combination of community colleges and CSU.

Mr. Woodyard said CCCCNET currently connects all of the community colleges and district offices onto the same network that connects all of the California State University and that CCCCNET is the network foundation for the California Digital Project. The inclusion of K-12 systems with the CSU, UC and community colleges is a possibility and goal for the overall program. The program funding streams have been sponsored by the State but also have been supported at the local level. Bandwidth is a serious issue because of the need for more connectivity in preparation for the Internet II phase and because the technology itself doubles every 18 months. He discussed Title Wave II enrollment demands and noted that 70 percent of students that graduate from K-12 who are going on to higher education attend a community college.

Mr. Woodyard explained that the major push for technology on the campuses is not coming from distance education but from an integration of technology into traditional courses.

He noted the following points:

- Five percent of courses are offered through distance learning in the community colleges.
- There is an IT component in 60 percent of all community college courses.
- 105,000 students in the California Community College system have participated in distance education.
- Differential funding of distance education needs to be addressed.
- There needs to be access for students with disabilities.
- Total cost of ownership is $3,506 for every computer when support components are included.
- California Community Colleges continue to receive funds to maintain 4500 courses offered on the California Virtual University network.

Chair Arkatov introduced David Ernst and Julius Zelmanowitz, both members of the AB 1123 advisory committee that has been charged by the Legislature to come back with policy on distance learning and technological infrastructure for higher education.

Mr. Ernst briefly discussed several points, including the following:

- CSU has learned that it has been important in the use of technology to have a plan, to stick to it and fund it until it is completed.
- Faculty needs incentives to look at technology as a way of enhancing what they teach and what students learn.
- Any plans made should be outcome based.

Mr. Zelmanowitz stated that the University of California approaches technology from the perspective of a research university. The opportunity to create and innovate drives faculty. Information and instructional technology has created the opportunity to be creative and innovative on the instructional side in a way that was not possible previously. The Digital California Project is a very effective collaboration between all the segments and K-12 to develop a cost-effective strategy for the State to provide broadband networking to K-12. The UC college preparation initiative that offers advanced placement courses for free to students throughout California who might otherwise have no access to AP courses. He described various University programs including UCTV, Digital Chemistry 1A at UC Berkeley, the Transpacific Interactive Distance Education, and the Global Film School.

Recess

At 5:40 p.m., Chair Arkatov recessed the meeting until the following day at 8:30 a.m.

Call to order

Chair Arkatov called the Tuesday July 31, 2001 meeting of the California Postsecondary Education Commission to order at 8:45 a.m. at Apple Computer Corporation, 4 Infinite Loop, Cupertino, California. He asked for a call of the roll.

Call of the roll

Executive Secretary Judy Harder called the roll. All Commissioners were present, except Commissioners Izumi, Smeby, and Schulz. Commissioners Rodriguez and Hammer arrived after the call of the roll.

Report of the Statutory Advisory Committee

Chair Christopher Cabaldon reported that the Statutory Advisory Committee met the week prior and noted that the segments have provided their monthly reports that included the following topics:

- CSU reported on the new presidents at Channel Island and the Maritime Academy; hiring of the new faculty and Vice President for development at Channel Islands; a new system-wide policy on alcohol; a new policy to allow students who are admitted for the fall semester to enroll in the summer as regular students and on the new Merlot catalog and E Books program.
- The University of California reported on the adoption of the Dual Admissions program with the California Community Colleges; the opening of the UC office in Mexico City; and the unveiling of the first look at the UC Merced campus at the last meeting of the Board of Regents.

- Independent colleges reported on the proposal for a new university campus in the south Placer County area of the Sacramento region.
- The California Department of Education reported on its schools and annual convention.
- The California Community Colleges reported on open recruitment for three new Vice Chancellors; progress of the common course numbering system, and the Legislature's continuing consideration of legislation that would use the California articulation number as the common course numbering system for the community colleges.

Mr. Cabaldon stated that much time was spent discussing the proposed Higher Education Facilities Bond resolution. The committee's recommendation is that the Commission should consider amending the resolution to provide for an amount of at least $4.8 billion for the Higher Education Facilities bond. He expressed regret that the CPEC staff were not participants in the negotiation process and stated that he will make every effort to make sure that staff are full participants in negotiations on the facilities bond matter.

Commissioner Hammer asked who ultimately decides the distribution of funds to the segments. Mr. Cabaldon responded that the distribution is ultimately made by individual appropriation by the Legislature and the Governor. There is an operating agreement that the bond proceeds are to be allocated on a one-third split among the institutions.

Report of the Executive Director

Director Warren Fox welcomed new commissioners Johnson and Campbell and reported on two items: (1) A resolution concerning a general obligation bond for higher education; and (2) An update on the status of the Cal Grant Entitlement program. He discussed the recommendation by the systems' to increase the amount of funds needed in the resolution. The Commission recommends the bond for higher education be at least $4 billion but that the need is likely exceed that figure. He asked the Commission to consider a change in the language in the last paragraph of the resolution to reflect the following:

"That on this day, July 31, 2001, the California Postsecondary Education Commission adopts a position of support for a bond initiative in an amount of at least $4.8 billion dollars for higher education to be expended over the next four years, with the understanding that priorities and the distribution of funds are subject to Commission review and recommendations. Such a bond issue would provide most, but not all, of the resources needed to create new capacity to accommodate enrollment increases and to renovate existing structures to ensure their continued usefulness."

Chair Arkatov added that the California Postsecondary Education Commission is very displeased with the segments working together in closed-door sessions and in the resulting "fuzzy mathematics" on some of the issues. He stated this is why the Commission has suggested this language in terms of being able to come back to the Commission with regards to the priorities and the distribution of these funds.

After some discussion relating to the resolution language, the Field Act standards, and joint use facilities, a motion was made to adopt the bond issue resolution as amended. It was seconded and voted upon without dissent to adopt the resolution.

Director Fox contacted Wally Boeck, Executive Director of the Student Aid Commission, by way of speakerphone to discuss the status of the Cal Grant Entitlement program. He asked Postsecondary Education Commission staff member Karl Engelbach to give a short overview of some Cal Grant issues.

Mr. Engelbach said the Legislature revamped the State's Cal Grant program last year to create an entitlement program for high school graduates that meet either a 2.0 or 3.0 GPA and demonstrate financial need. Early estimates of the number of students eligible for the new awards were overstated in the first year and, as a result, the number of awards that were provided was not equal to the funds that were budgeted. All public systems should to do a better job of ensuring that students complete both parts of the Cal Grant application process.

Mr. Boeck reviewed the entitlement and competitive elements of the Cal Grant program noting the following points:

- Entitlement is focused upon the graduating high school senior and 316,000 California high school students will graduate this year.
- 188,000 Federal Application for Student Aid (FAFSA) forms and 157,000 reports of individual student grade-point averages were received this year.
- 104,000 applications were accepted by the entitlement program, with 26,000 being incomplete.
- Of the remaining applicants, 34,500 exceeded the income and asset criteria established by the State.
- 43,500 high school students received Entitlement Cal Grants by March this year.
- The total award number depends on the completion and processing of incomplete applications.
- When competitive awards are added 78,295 Cal Grants will be awarded this year.

Commissioner Chandler asked Mr. Boeck if Cal Grants are applicable to technical Schools and other vocational programs. Mr. Boeck stated that Cal grants are applicable to all forms of postsecondary education, if a school participates in at least two federal Title IV aid programs and be participants in the Cal Grant program.

Mr. Boeck suggested integrating Student Aid Commission materials such as the FAFSA Video and tip sheet into a simple curriculum to be part of the checklist economics course every senior in high school is required to take before graduating. He said if this were accomplished, along with the automation of grade point averaging, the student aid application problem would be solved.

Commissioner Jhin asked Mr. Boeck if the video and tip sheet is available on the Student Aid Commission website www.csac.ca.gov. Mr. Boeck said the tip sheet is available on the website and the video will be made available to every high school in the State.

Recess Chair Arkatov recessed the meeting at 9:49 a.m. in order to take a break.

Reconvene Chair Arkatov reconvened the California Postsecondary Education Commission at 9:55 a.m. and introduced Kenneth C. Green, founder and director of the Campus Computing Project.

Mr. Green said his presentation included observations of how we got to where we are in our great aspirations involving technology in the educational community, the data that facilitates an understanding of the national picture by sectors, and campus planning and policy issues. The experience with technology in higher education was an accidental revolution, an unplanned event with an unprepared infrastructure. The institutions were largely reactive. The rhetorical question is: What has changed in 20 years? He said, looking broadly at education across the last 20 to 30 years, one finds issues like access, lifelong learning, and information technology.

In California, Mr. Green said these factors have come together into a tsunami of enrollment demand, driven by demographics and labor-market issues. The educational community is caught up with issues regarding the vision of higher education. He described living in "high-touch" and "high-tech" environments as well as the need to combine elements of both. He discussed information technology and the instructional mission in terms of content, context and certification.

Mr. Green explained the relationship and impact of technology in four areas: content, distribution, infrastructure, and outcomes. He presented disaggregated data by types of institution in the 13 areas: single-most-important information technology; issue-strategic information technology issues; fall 2000 Full-Time-Equivalent user support ratios; what is wired; rising use of information technology in instruction, electronic mail, World Wide Web pages for college courses, website services, Internet Service Provider services for students, strategic and financial planning, 2000; rating the campus infrastructure; intellectual property issues; and faculty support and recognition.

Mr. Green described some myths and misunderstandings relating to planning and policy issues, including:

- Clicks do not replace bricks, but they compliment each other.
- Content is not king; it is the infrastructure that is critical.
- Technology does not necessarily foster instructional and institutional productivity.

He also said distance learning is not easy, inexpensive or profitable and he discussed continuing challenges in the following areas: instructional integration and user support assessment, information technology access and Internet Service Provider services, reward and recognition infrastructure, strategic and financial planning, multiple dimensions of the "Digital divide," and non-bundled educational opportunities.

Mr. Green presented issues seeking resolutions and provided details on: the exploding demand for distance and distributed learning; new providers and competitors; angry consumers, parents and corporate sponsors; e-commerce and e-service assessment and outcomes. He described what it is like for a faculty member to visualize using technology and how the infrastructure makes that possible. He stated that productivity occurs under three matrixes:

- The price goes down and the quality remains constant.
- The quality goes up and the price remains constant.
- The price goes down and the quality goes up.

Mr. Green commented on the distance-learning conundrum and touched upon the following points: institutional mission and mandate vs. markets, non-bundled services, overhead and development costs, "appropriate" technology, and infrastructure reimbursement vs. revenue and profits.

Mr. Green briefly discussed assessment and State policy and planning issues. He stressed the importance of sustained funding and said technology is not a capital cost, it is an operating cost. The State should think of its relationship with the elementary and secondary schools and with public postsecondary education. He recommended refraining from using bond money to buy computers because a 20-year bond for a three-year box is not a good investment. The State might want to look at Cartel development and institutional subsidy and reimbursement. In conclusion, he recommended planning through a technology triage model that includes needs, objectives and goals, because the environment is always changing.

Director Fox stated that he appreciated Mr. Green's comments regarding the need to be attentive to the mission of the campus or system to then determine what technology can help. Sometimes the technology could be simple rather than complex and expensive.

Chair Arkatov asked Mr. Green to look ahead five years and comment upon what the State of California should be doing in terms of overall direction for the public segments.

Mr. Green stated that he firmly believes that the conversation about technology in education needs to change. Technology is not a capital investment but an operating cost. It is an investment in human capital development and the economic development of the State in terms of creating an infrastructure for faculty and providing an infrastructure for students that allows them to build their own technology portfolios. The technology requirement has not been one that college students need for jobs when they graduate; it is one that they need to get through their first course in their freshman year. Investment in infrastructure and the commitment of funding to support that infrastructure is critical to the State. If the State invested in professional development it would realize enormous dividends, Green said.

Commissioner Forhan asked Mr. Green about his thoughts on the University of Phoenix model. Mr. Green responded that Phoenix built its reputation on the performance of its students in the workplace. He said the University of Phoenix would meet some market-

place needs and that it represents the evolution of postsecondary education in the United States.

Recess

Chair Arkatov recessed the meeting at 12:27 p.m.

Reconvene

Chair Arkatov reconvened the California Postsecondary Education Commission on July 31, 2001 at 12:59 p.m.

Report of the Fiscal Policy and Analysis Committee

Commissioner Forhan moved to accept the report entitled *Executive Compensation in California Public Higher Education, 2000-2001*. It was moved, seconded and approved without dissent to adopt the report.

Report of the Governmental Relations Committee

It was moved, seconded and approved without dissent to adopt the staff report entitled *Legislative and Budget Update: July 2001*.

Report of the Executive Committee and the Committee on the Education Code Section 66905

Commissioner Rodriguez provided a report on the initiation of a process to help the Commission better evaluate itself and the Executive Director. He said Jerry Hayward, a consultant, was engaged to support this effort. At the last meeting a discussion was held with respect to the action plans to be undertaken. Two different paths were the result of Mr. Hayward's efforts. First, since there was a significant change over in terms of new Commissioners, it was important for the Commission itself to clarify its mission, agenda and priorities. To that effect the Commission will hold a retreat with Vice Chair Chandler having agreed to chair that process in order to refocus on the mission and priorities, as well as responsibilities as board members.

The second item would be the process by which to evaluate the Executive Director. This would entail short-term objectives that the Commission would want the Director to achieve and the long-term Commission goals and objectives. A series of specific items were arrived at that are short-term and will be used to evaluate the effectiveness of the Director. Among these are:

- Communications with the Commission in terms of mailing of information and dispensing information on what the Director's activities are.
- How the Director manages the staff with the budget in place.
- Discussion around regular scheduled meetings.

Commissioner Rodriguez said other items discussed were the need for the Executive Committee to meet more often. A decision was made that, after every standing meeting of the Commission, the Executive Committee would convene to continue that important dialogue rather than convening only on a once-a-year basis. There should also be Commission communication with respect to ensuring that there is a greater participation

and level of expectation in terms of staff supporting Commission, committee chairs, and keeping everyone updated on the various aspects of all the issues in which the Commission is engaged.

The Commissioners were asked to attend the retreat and to provide input in the first part of November.

A motion was made to adopt the report of the Executive Committee. It was moved, seconded and approved without dissent.

An announcement was made that the California Endowment will underwrite the Commission's trip to Mexico.

Adjournment

Hearing no public comment and having no further business Chair Arkatov adjourned the meeting at 1:37 p.m.

MINUTES

California Postsecondary Education Commission

Meeting of October 1 and 2, 2001

Commissioners and alternatives present October 1, 2001	Alan S. Arkatov *Chair* Carol Chandler, *Vice Chair* William D. Campbell Phillip J. Forhan Kyo "Paul" Jhin Sue Johnson Howard Welinsky	**Commissioners absent** Susan Hammer Lance Izumi Odessa P. Johnson Guillermo Rodriguez, Jr. Evonne Seron Schulze Olivia K. Singh Kyhl Smeby Melinda G. Wilson

Commissioners present October 2, 2001	Alan S. Arkatov *Chair* Carol Chandler, *Vice Chair* William D. Campbell Kyo "Paul" Jhin Howard Welinsky Melinda G. Wilson	**Commissioners absent** Phillip J. Forhan Susan Hammer Lance Izumi Odessa P. Johnson Guillermo Rodriguez, Jr. Evonne Seron Schulze Olivia K. Singh Kyhl Smeby

Call to order

Commission Chair Alan Arkatov called the Monday October 1, 2001 meeting to order at 1:08 p.m. He asked for a call of the roll.

Call of the roll

Judy Harder called the roll and commissioners Arkatov, Chandler, Campbell, Forhan, Jhin, and Welinsky were present. Commissioners Hammer, Izumi, Johnson, Rodriguez, Schulze, Singh, Smeby, and Wilson were absent. Also present was Ms. Sue Johnson serving as an alternate for Commissioner Johnson.

Welcome remarks

Chair Arkatov asked for a moment of silence to reflect upon the recent terrorist attacks against the United States.

Commissioner Pesqueira introduced Stephen L. Weber, President of San Diego State University. President Weber stated that residents of the Imperial Valley area sometimes feel left out in respect to the many opportunities available for people in California. Some of those opportunities are not present in the valley. He thanked the Commission for sending the message that the people of the Imperial Valley region are not neglected, and for working to ensure that all Californians have the educational opportunity that will propel the State and its citizens forward.

Report of the Executive Director

Director Fox referred to a resolution commending Commissioner Ralph Pesqueira for his many years of service and valuable contributions to the California Postsecondary Commission and the people of the State of California. Commissioner Pesqueira stated that he is very proud to have been a member of the Commission and to be part of this event.

Director Fox discussed some important findings of the year 2000 census that concluded that the California population reflects of a "new majority." He explained that no single racial or ethnic group has a majority of the population in California. This change requires that some issues need to be addressed in K-12 and higher education. He referred to census data regarding the attainment of education that shows the differences between 1971 and 1999.

Director Fox said the Mexican-American population makes up 78 percent of the total Hispanic population in California. He explained that the numbers of baccalaureate-degree production for this group are not as high as they should be. He reiterated the Commission's continuing commitment to public education and support for the Master Plan for Higher Education. All students that qualify ought to be admitted to an appropriate institution, there should be a continued focus on improving academic preparation of students in K-12, there should be adequate educational facilities, and there is a need to make California Community Colleges a State-wide priority. He noted that most of the students coming to postsecondary education in California are first entering community colleges. The continuation of monitoring access, persistence and completion rates for poststecondary students is very important to the role of CPEC to close the educational gap.

Commissioner Welinski stated that one simple way to evaluate California's performance in higher education is to compare it to the rest of the country. Nationally, California comprises 12.1 percent of the total population and 13 percent of the economy, but California produces nine percent of baccalaureate degrees. California imports people with baccalaureate degrees as a function of the economy. He encouraged more comparisons between California and the nation to gain an assessment of how California is doing relative to the rest of the country.

Director Fox stated that the number of students that California sends to baccalaureate-granting institutions in the low 40's compared to other states in the nation. He said California solves its access issues through community colleges. He requested permission from the Chair to come back to the Educational Policy Committee with some of

these issues, data sets and other comparisons. Director Fox introduced ZoAnn Laurente to present data relevant to Imperial Valley.

Ms. Laurente presented a brief profile of Imperial County and included a graphic slide presentation that included some of the following information:

- A large population dispersed throughout the unincorporated areas of Imperial County. Imperial County Hispanic/Latino population is more than twice the State average for the group.
- Recent figures from the 2000 Census indicate that 23.5 percent of people in Imperial County have less than a 9th grade education.
- Roughly 47 percent of the county population has less than a high school diploma.
- 40 percent of the current county population is under the age of 20.
- 9.6 percent of the county population has a college degree or higher compared to 23.4 percent at the State level. Imperial County figures lag significantly behind statewide averages at every level.
- 26 percent of Imperial County households make less than 50 percent of the median-income level of $32,600.
- 40 percent of households meet the definition of low to very low income; 16 percent are in the moderate income level; and 43 percent are in the above moderate income level (more than $39,480).
- Unemployment in Imperial County has exceeded the State wide rate by multiples of three or more annually for at least the past decade.

Report of the Chair and discussion session

Chair Arkatov introduced Khosrow Fatemi, Dean of San Diego State University's Imperial Valley Campus to discuss regional border issues. Mr.Fatemi presented demographic, economic, employment and education data relating to Imperial County as follows:

- Total population increase in California was 13.8 percent, in Imperial County it was over 30 percent.
- Per capita income in Imperial County is $17,550 compared to the State average of just under $30,000.
- Imperial County is the poorest county in California
- Imperial Valley per capita income was 85 percent of the State average in 1975, today it is 58.8 percent.
- 36 percent of high school graduates in the State of California are eligible to go to college compared with 20 percent in the Imperial Valley.

- Less than 10 percent of individuals 25 years or older have a college degree which is less than half the State average of 23.1 percent.

- California spent $178.60 per capita state-wide on higher education, compared to $28.60 in Imperial County.

Mr. Fatemi provided information relating to the Imperial Valley Campus. He stated that largely the campus was established in 1959 primarily to provide teacher training which is still the case. The ethnic breakdown for the center is 76 percent Hispanic, 1.0 percent African American, 14 percent white and 9.0 percent "others."

Approximately 75 percent of students are in the teaching areas; science and health majors are not offered. He said undergraduate students make up about 60 percent of the total student population and they are evenly divided between full- and part-time study. Most of the classes are offered after 4:00 p.m. and approximately 66 percent of undergraduates are full time, whereas 75 percent of graduate students are part time. Over the last three years the Imperial Valley Campus has grown and the enrolment projections suggest that student enrolment will double between now and the year 2010.

Commissioner Jhin asked if any group, or regional government has plans to improve the situation in Imperial County. Mr. Fatemi responded that there are two different organizations -- one private and county-based -- aim to attract investment from outside the county.

Commissioner Welinsky asked if it is a priority to offer lower division courses, and if the campus is presently at capacity based on the demand. Mr. Fatemi said the campus needs more resources to be able to meet the demand of local students and it needs more major areas of study.

If students in Imperial Valley want to be anything other than a teacher, they are out of luck. Recently a few new majors have been added which include public administration, criminal justice, international business and this year, agricultural business. He stated that the campus has a capacity limit of 450 FTE's and the campus is currently at 600, clearly over its capacity. Mr. Fatemi explained that fundamental change needs to take place and that it is a public policy issue to decide if California can afford to have a part of it's population live in the conditions described in the presentations.

Recess Chair Arkatov recessed the Commission meeting at 2:32 p.m. for a break.

Reconvene Chair Arkatov reconvened the Commission meeting at 2:42 p.m. and introduced Refugio Gonzalez, county director of the University of California cooperative extension in Imperial County. Mr. Gonzalez thanked the Commission on behalf of the UC Division of Agriculture and Natural Resources for the opportunity to make a presentation.

Mr. Gonzales described the UC Cooperative Extension Organization as having been replicated successfully around the world. The California model is considered by many to be the best model. He said through cooperative efforts, the UC Division of Agricul-

ture and Natural Resources extends research and education information to every community in the State of California. The division maintains agriculture experiment stations with faculty and research specialists principally located at U.C. Berkeley, Davis and Riverside. There are cooperative extensions in every county in California. Some 90 percent of the University outreach efforts are undertaken by this division. He described the Natural Reserve component of the division which represents lands given to the University, usually through endowments, and upon which research is conducted.

Mr. Gonzalez described the division structure and financing as well as how it cooperates with local governments through an Memorandum of Understanding (MOU) to provide the extension programs and services to communities. He noted that many people confuse the division with University Extension which is a department within each UC campus. Programs and services within the division include irrigation and water management, livestock management, agriculture, poultry, and dairy. He said cooperative extension also included biomass energy production, horticultural production, entomology, plant pathology, and career and college counseling

Mr. Gonzalez said there are over 1400 4H youth club members. The 400 volunteer adult leaders are fingerprinted and cleared by the U.S. Department of Justice. Field days are held to demonstrate research in the field so that industry and farm/ranch people can become acquainted with the results that might be expected. He provided an example of consulting with a local population in the field and providing courses instructed by an expert with his or her colleagues in the particular area of need.

Mr. Gonzales said the cooperative extension program is similar to UC Extension but the students are charged only for the provided materials. He explained the distribution of publications from UC are targeted for the agriculture/ranch community, 4H members and adult leaders as well as all people that need help with food safety, nutrition and home economics. In addition, two regular feature articles in the local newspaper are provided. He said it is difficult to grow trees in Imperial Valley so every Sunday the feature article entitled *Desert Gardener* appears in the local paper to assist those interested in such matters.

Mr. Gonzalez described the California Irrigation and Management Information System project as a weather station that helps the growers and ranchers. The program extends information and research through the 4H club which serves all youth in Imperial County from age five through 19. However, he noted that many of the Hispanic youth in Imperial County are either not familiar with 4H or do not think it is for them. He described the program volunteers and the concerted efforts to work with agencies like the Imperial County Housing Authority, Wells Fargo Bank an others who in turn provide resources for the program to help youth. An additional component of the coperative extension program is called Nutrition in Families and Consumer Science which serves all residents of Imperial County and works with over 60 agencies to address the Imperial County needs, particularly those of farm workers.

Commissioner Chandler asked if there is growing opportunity to identify students that may become college eligible and to offer them some incentives and motivation throught he 4H program. Mr. Gonzales responded affirmatively and stated that mentorship pro-

grams have worked and he hoped to work with San Diego State University to expand such programs.

Chair Arkatov asked about developing programs over the next four or five years. Mr. Gonzalez explained that his organization is trying to attract processing plants to Imperial County such as the new cheese factory.

Chair Arkatov introduced Roberto Moreno, superintendent of the Calexico Unified School District. Mr. Moreno, in turn, introduced John Anderson, Imperial County superintendent of schools, who described the U.S.-Mexican Border relationship as facilitating the exchange of ideas, people, culture and economic goods. He said the only reason for Calexico and Mexicali to exist is the border. It is what brings people together rather than divides them. He cited a UC study in the 1980s identifying every California high school that had a predominantly minority population. Of those high schools over 100 miles away from UC campus, Calexico High School was the only one in the top 50 for UC Admissions. This is a success story that does not show up in statistics.

Superintendent Moreno provided a brief overview of his education, background and work at the Calexico School District. He also explained that virtually all life in Calexico is conducted in Spanish and the English exposure is in the schools. This presents a challenge for students in meeting the requirements at the UC or State University levels in terms of the English and math entrance exams. He felt that there was an over-emphasis on the number of students that would have to take the extra mathematics or English classes in order to continue their schooling. He pointed out that if the UC system is seriously interested in having students better prepared in terms of English communication skills and mathematics, there would need to be a stronger, coordinated effort to reach students to provide them with extra assistance.

Responding to a question by Chair Arkatov related to improved student preparation, Mr. Moreno explained that the UC and the State University systems have to work together in order to streamline the process. There should not be duplicative efforts and this will give more return for the dollars invested. Working together with staff and holding parents accountable for providing feedback on what the needs are, would make a huge difference.

Mr. Anderson provided information on strategies utilized in the more rural areas in cooperation with UC and local entities, to help students enter into higher education programs. The outreach efforts include bringing social, cultural and even athletic teams to show what the universities have to offer besides academia. There are difficult circumstances to overcome, such as geographical isolation and various powerful cultural issues, in order to promote a greater college-going environment among the population. The lack of opportunity in the county also needs to be addressed in the form of job offers and other benefits.

Mr. Moreno suggested working together to arrive at a seamless operation so that the district becomes an extension of the State higher education system, a system often not in understood by parents.

Commissioner Chandler asked a question about how to instill stable, continual interest in education by the migratory population.

Mr. Moreno explained that the migratory education program has been successful in educating parents about the importance of education and stability. About 80 percent of the migrant population is now very stable from the first day to the last day of school. He explained the program in detail.

Mr. Anderson interjected that there needs to be collaboration in professional development. UC will invest in bringing a number of efforts together from CSU, UC, community colleges, upward bound, etc., such as bringing in coaches for teachers that are trained in the summer. It is difficult to attract and retain highly educated and experienced teachers for a career in Imperial County.

Mr. Moreno explained that 80 percent of the professionals in the district are Latinos who attended local schools. It is difficult to recruit from other parts of the country. It is also difficult to recruit teachers for mathematics and science as the local SDSU campus in Imperial Valley does not now provide those majors. There is a shortage throughout the state for special education teachers, but in Imperial County 70-80 percent of the special education teachers are teaching with an emergency credential. There is no speech therapist, despite a 10-year recruiting efforts. The solution has been to hire professionals out of Mexicali, who are credentialed in Mexico, as classified employees, to work with students in need.

Mr. Moreno explained the issues concerning the hiring of teachers who received their university education in Mexico and the challenges present by the English portion of CBEST. The University and State University systems can play a role in helping those professionals who are immigrating to the United States to assist them on their English skills and dealing with the transition of the other life skills they possess and will need to apply.

Commissioner Jhin commended Superintendent Moreno on his commitment and referred to his comments about the need for collaboration and for science and special education teachers, and agreed there should be greater communication between the UC system, CSU system, community college systems and K-12 superintendents. He suggested that, since all these entities are paid for by the taxpayers, politicians ought to resolve some of these things and set up a system to assist in such situations. The Commission itself should be a part of this as well.

Chair Arkatov reported that six months ago a series of meeting were instituted which included a variety of professionals, but still had some people missing at the table. The UC is now being brought into the discussions.

Mr. Moreno reiterated that communication was of top importance. A general discussion followed on this subject.

Recess Chair Arkatov recessed the Commission meeting at 4:06 p.m. for a break.

Reconvene Chair Arkatov reconvened the Commission meeting at 4:19 p.m. and introduced Gilbert Dominguez, Superintendent/President of Imperial Valley College.

Superintendent Dominguez presented the Commission with models and ideas for regional opportunities and issues. Among his main points were details about educational partnerships such as:

- San Diego Imperial Counties Community Colleges Association - consortium of nine community colleges in San Diego and Imperial Counties, over 20 yrs.
- San Diego State University Liaison Imperial Valley College and SDSU, Imp Valley Campus, 16 yrs. in existence.
- Imperial County Community College District/San Diego Community College District MOU - includes Borderlands Workforce Dev. Projects.
- International Consortium for Education and Economic Development (International Consort. Ed/Econ Dev.).
- Trio Dissemination (IVC/SDSU/EESD) Teacher Training.
- CALSOAP- IVC/SDSU/San Diego Cal Soap.

▶ Community Partnership

- Training nurses for El Centro regional and pioneers hospitals.
- Communication joint powers agreement with school districts and other Imperial County public agencies (through fiber optic connection).
- Member of Imperial County Workforce Investment Board.
- Member of one-stop consortium with satellite on campus.

▶ Programs which provide opportunities and present challenges

- English - serve approx. 2800 students per semester (323 FTES).
- English as a second language (ESL) - serve approx 2900 students.
- Basic skill preparation - primarily in basic English and ESL.
- Outreach - reaches every high school in the district.

▶ Retention rates for English and English as a Second Language
(Overall retention rate for college is 79.7%)

▶ Enrollment by Ethnicity

- Largest enrollment is Hispanic at 83.96 percent.
- Spanish is the primary language for high percentage of population.
- 70 percent or better are first generation college attendees.

▶ Imperial County by ethnicity

- Primary Language Count
- Number of units taken during fall semester
- Border College Issues/Challenges:
  - Language barriers - primary language.
  - Changes in outreach funding -$11 million outreach funds cut from 2000-01 budget.
  - Access to technology - availability in the home.
  - Basic Skill Issue - 37 percent of first entry freshmen were enrolled in ESL.
  - Demand for bilingual programs.

A question and answer period followed the presentation by Mr. Dominguez. The main point discussed was the low percentage of students seeking out universities other than San Diego State and the reasons for that phenomena.

Victor Jaime, vice president of Student Services at Imperial Valley College provided information concerning academic counseling, financial aid, assessment services and related services. He expressed desire to be able to have a staff person at each of the school sites to work in conjunction with the counselors to promote higher education.

Commissioner Forhan inquired what was being done in terms of economic development and Mr. Jaime explained that there has been in place for 20 years a viable program. This program is in every single high school as well as middle schools. He explained how the program is maximizing ongoing efforts utilizing as many existing resources as possible.

Mr. Dominguez explained that in terms of economic development the nursing program has received grants in collaboration with the hospitals.

Gonzales Huerta, also of Imperial Valley Colleges explained the ongoing work force training and development efforts. He provided details on the projects, some of which involved the nursing program and an HVAC program.

Director Fox next introduced Francisco Marmolejo of the University of Arizona who is the executive director, Consortium for North American Higher Education Collaboration (CONAHEC).

Mr. Marmolejo introduced Marco Rodriguez, coordinator of one of the key initiatives for the Border Partners In Action Program. Mr. Marmolejo used powerpoint slides to illustrate his remarks. His presentation began with the concept of global security, new economic realities, multiple players, and a redefinition of education and work. The effects of globalization are expected to be social gain for all, however there is the "exclusion" effect for large portions of the population. This results in increasing the gap between those with and those without education. Most of the population growth will occur in the developing countries.

He then drew distinctions in demographics between the US and Mexico. Mexico is expected to become the most important partner of the US in the near future. There is still a tremendous gap in technology access and Mexico is working hard to reduce it, becoming the fastest growing market for internet and technology applications. A growing number of people will require access to education which would present a great opportunity for collaboration.

Marco Rodriguez provided the Commission with further historical details on the demographic makeup of the Hispanic population with emphasis on the border region. There are about 1600 maquiladora plants employing over 500,000 people, providing Mexico with the second largest source of foreign exchange. New social forces are emerging with growing concern and interest regarding social and economic issues along the borders. There many different type of borders, depending on the geography. Mr. Rodriguez cautioned against the so called demonization of the border and explained his vision of what the border signifies. It was pointed out that the first priority for Mexicans in the border region is education, followed by environmental concerns.

Mr. Marmolejo then provided a discourse on Mexican history from the pre-colonial period through the PRI era which ended in 2000. He discussed the impact of NAFTA on Mexico and the effect of the election of President Fox, including his agenda. The agenda calls for education, healthcare, job training and housing, as well as an economic policy based on opening up of global markets, support to small and medium companies and fiscal incentives for economic recovery. The political policy concerns itself with decentralization, democracy and justice.

The Washington agenda for Mexico includes a widening of NAFTA, concern regarding the drug trade, immigration, fiscal reform and economic reform. Mr. Marmolejo listed the challenges now facing Mexico.

With regard to education in Mexico, the oldest existing university was founded in Mexico in 1551. A brief comparative analysis between the Mexican and the American higher education was provided. One of the main differences is that education in Mexico is the federal government's responsibility. The mission statement is also very different in that Mexican higher education is more rigid and the academic programs have a limited flexibility with heavy emphasis on the profession and practical issues. Another key factor is that all students at public and private universities must go through a social service training component as part of their preparation. It was pointed out that most of the faculty receive their higher education not in the United States but in Spain and Canada.

Mr. Marmolejo stressed the importance of working together to put together initiatives that will help the region and individuals to achieve success in higher education. The US-Mexico region is experiencing a gradual integration and the educational system, specifically higher education, is not immune to this phenomenon. There is a need to respond more effectively to the challenges imposed by this regional context.

Mr. Marmolejo explained that CONAHEC was created as a partnership between Western Interstate Commission for Higher Education but now is probably the largest organization of higher education on a regional basis in North America. He listed CONAHEC membership in the U.S. and Canada. This has created a trinational consortium advanc-

ing collaboration, cooperation and community-building among higher education institutions in North America. CONAHEC's goals are to provide research and promotional centers for administrators, faculty and students, and technical assistance to institutions at binational and trinational levels.

Mr. Rodriguez provided information on border PACT goals. The commission was provided with a packet that included a list of border PACT members, priority areas, resources, and grants program.

Chair Arkatov thanked Messrs. Marmolejo and Rodriguez for their most comprehensive presentation. In light of the September 11th event, he asked what their thought was on what this would probably mean to the US-Mexican state of higher education.

Mr. Marmolejo replied that the tragic events point to the need for a review of the main reasons why international education is important. An easy solution would be one of isolation, but this would present a major setback for this country. The United States must, as well as the entire world, realize that by providing better opportunities for internal exposure to education in order to foster tolerance. There will be individuals who will look at anything foreign as negative for the US, however, there will be others who will see that relationships with neighbors such as Mexico and Canada can be of tremendous advantage. Banning student visas for foreigners will have a major negative impact on the limited opportunities that regular US students have to international exposure. Historically, there has been no emphasis on learning another language and right now, the only opportunity for students to be exposed to other languages and cultures is by having international students on campus.

Chair Arkatov indicated that this would be an important chance for CPEC to work with organizations such as CONAHEC to not only deal with what are the ideals in higher education, but also what are the practical realities of national events.

Recess

Chair Arkatov recessed the Commission meeting at 5:57 p.m.

Call to order

Chair Arkatov called the Tuesday October 2, 2001 meeting of the California Postsecondary Education Commission to order at 8:11 a.m. at the San Diego State University Imperial Valley Campus, Calixico, California. He asked for a call of the roll.

Call of the roll

Executive Secretary Judy Harder called the roll. Commissioners Arkatov, Chandler, Campbell, Jhin, Welinsky, and Wilson were present.

Report of the Statutory Advisory Committee

Todd Greenspan filled-in for Chair Christopher Cabaldon and reported that the Statutory Advisory Committee met and reviewed the agenda items as well as potential items for future meetings. The following issues were raised during the discussions:

- The interaction between and among the different segments on the regional enrollment demand study.

- How to look at all the segments together to see what the different interactions are.
- The guidelines for educational centers and off-campuses.
- The process to deal with requests for State funding for centers that are below the threshold of full-time enrollment (FTE) for a full CPEC review.
- AICCU reported on their new on-line articulation system that will go live this month called ISOAP, an acronym for Independent Student Online Articulation Program. It is an assist program for 17 of the 21 independent colleges who are putting in their articulation data for students who are intending to transfer from the community colleges to those independent institutions.
- The California Department of Education reported on their workgroups of faculty from higher education and K-12 which are starting to address the assessment issues, trying to do some alignment between the assessments being developed for K-12 and the admission standards for higher education. They also pointed out that there is legislation on the governor's desk that provides funding and a structure to help do some of this alignment activity between K-12 and postsecondary.
- The master plan joint committee issued an interim report of its seven work groups -- recommendations on governance, student learning, finance and facilities.
- Discussed legislative and budget outcomes – community college funding and restoration bill.
- The fact that the UC bill or its proposed admissions program did not receive funding, therefore implementation will be delayed for a year.
- The tragedy of September 11th is raising issues of access for foreign students.

Chair Arkatov asked if the committee had addressed the latest developments about bond measure. Mr. Greenspan confirmed a brief discussion regarding the bond noting it had not gone forward, and recommended addressing the issue fully.

Chair Arkatov asked if the segments discussed jointly responding to some of the comments Senator Feinstein and others had made about the affect of immigration, policy and its outlook on the entire state and not just the individual segments.

Mr. Greenspan responded that a joint response from the segments was considered, but nothing was agreed upon, and recommended the Commission address this topic.

Chair Arkatov thanked San Diego State University for hosting the meeting, and welcomed Christine Miller Aliotti from the Governor's Office, director of the Office for California/Mexico affairs.

Chair Arkatov reminded the forum of the December meeting in Los Angeles, and expressed interest in participating in extended discussions on the bond measure, and on the impact of the governor's budgetary review on community colleges. In addition, the pollsters who did the polls have agreed to show the Commission what the voters of California are actually saying by explaining their methodology.

Recess	Chair Arkatov recessed the Commission meeting at 8:16 am in order to convene the Education Policy and Programs Committee.
Reconvene/recess	Chair Arkatov reconvened the Commission meeting at 8:51 am before recessing in order to convene the Governmental Relations Committee.
Reconvene/recess	Chair Arkatov reconvened the Commission meeting at 9:26 am before recessing in order to convene the Fiscal Policy and Analysis Committee.
Reconvene	Chair Arkatov reconvened the Commission meeting at 9:46 am.
Revised Commission meeting schedule for 2001 and 202	Chair Arkatov reported that: ◆ The Commission's December meeting would be held in Los Angeles, and ◆ A Commissioner retreat would be held in November.
Report of the Nominating Committee	Commissioner Melinda Wilson informed the Commission that the Nominating Committee met on Thursday, September 19, 2001. All members were present via teleconferencing: Guillermo Rodriguez, Jr., Melinda Wilson and Howard Welinsky. She provided a slate of proposed officers for the year 2002 as follows: *Commission Chair*: Alan Arkatov *Commission Vice Chair*: Carol Chandler *Executive Committee Chair*: Alan Arkatov *Executive Committee Vice Chair*: Carol Chandler *Education Policy and Programs Committee:* Evonne Seron Schulze, *Chair*, Odessa Johnson, *Vice Chair* *Fiscal Policy and Analysis Committee:* Olivia K.Singh, *Chair*, Susan Hammer, *Vice Chair* *Governmental Relations Committee:* Howard Welinsky, *Chair*, Philip Forhan, *Vice Chair* *Nominating Committee*: Melinda Wilson, *Chair*, Guillermo Rodriguez and Howard Welinsky, *Members* *Committee on Education Code Section 66905*: Guillermo Rodriguez Jr., *Chair* Chair Arkatov requested that any Commissioners interested in serving on other committees or chairing or vice chairing a committee inform the chair and vice chair of the committee. He recognized the large number of Commissioners in flux. Director Fox addressed the high number of new Commissioners and requested support from the staff level to improve the orientation of new commissioners, to redo the manual, to rethink how to best work with those new to the Commission.

Report of the Executive Committee

Chair Arkatov informed the Commission that the Executive Committee had met following adjournment of the Commission meeting on July 31, 2001. The committee members discussed progress towards meeting the goals and the objectives of the Commission including the planning of the retreat scheduled for the Commission November 2-3, 2001. Chair Arkatov suggested the Executive Committee reconvene at the November 2-3 retreat. He informed the Commission of ongoing discussions of budget reductions and their impact on CPEC personnel, the achievement of a balanced number of meetings, and an ongoing review of how CPEC is having impact on the state of California. He commented that Jerry Heywood was providing very helpful consulting services, and suggested updating at the November retreat.

Director Fox expressed his gratitude toward San Diego State University in San Diego and in Calexico for their hospitality and for the previous evening's event.

David Leveille explained the logistics for the visit to the Autonomous University of Baja California, Mexicali, Mexico.

Recess

Chair Arkatov recessed the meeting at 9:54 a.m.

Reconvene

Chair Arkatov reconvened the California Postsecondary Education Commission on October 2, 2001 at 11:10 a.m. at the Universidad Autonoma de Baja California, Mexicali Campus.

California Postsecondary Education Commission Mexicali Visit

Universidad Autonoma de Baja California, Mexicali Campus

Chair Arkatov opened with a proclamation presented to Rector Beltran of Universidad Autonoma de Baja California on behalf of the Commission and the state of California. He indicated to all of the representatives present that high quality education is a valuable asset one generation may bestow upon the next, imparting knowledge, values, and traditions promoting active and responsible citizenship. He acknowledged the Autonomous University of Baja California for:

- Providing direction, and conveying knowledge and skills to learners of all ages while in college,
- Continuing to be instrumental in building a strong foundation of knowledge and collaborative efforts in the world economy, higher education, and bi-national education, and for
- Taking extraordinary measures to increase understanding of boarder issues and bi-national policies affecting educational opportunity and student achievement.

He acknowledged the dedicated efforts of education policy makers and leaders from Mexico, Baja California, and California and their profound impact on the lives of students on both sides of the border, helping them to reach challenging goals today while ensuring them the promise of future opportunities tomorrow.

Chair Arkatov commended the Autonomous University for assisting the Commission to make this historic meeting become a reality by providing leadership with enthusiasm, commitment, and diligence.

He concluded his speech by recognizing the Autonomous University of Baja California with deepest gratitude, appreciating their spirit of friendliness and their cooperation in matters of mutual interest, and called this observance to all of the citizens on both sides of the border. He added his gratitude for the wonderful hospitality for the Commission from the San Diego State University and the Autonomous University in Mexicali.

C.P. Victor E. Beltran Corona, Rector of the Autonomous University of Baja California was honored to receive this proclamation. He described the University as being very involved with the development of the entire region, specifying that the region need not end at the border distinguishing the universal citizen. An action on one side of the border immediately affected the other side, and suggested enjoying the benefits and satisfactions together. He expressed his gratitude and contentment to continuing to be universal brothers and citizens.

The meeting commenced with the introduction of C.P. Victor Beltran Corona of the UABC and CPEC Chair Alan Arkatov. Chair Arkatov greeted the forum in Spanish admitting his poor pronunciation, but continuing as a sign of fellowship. He thanked the Commissioners for meeting in Mexicali in an effort to promote the collaboration between the two countries, and acknowledged the complexities involved in arranging the opportunity for the day's discussion. He described the meeting as a historic occasion marking the first time the California Postsecondary Education Commission met in Mexico, and was honored to be a part of this event.

Continuing in English, he stating that a significant increase in enrollment for higher education is expected for California, and projected for Mexico, Baja California, and possibly the UABC as well. He identified the challenge of working together is ensure space is available for all students who decide on a college education, and programs are available to benefit the students, the economy, and the social progress in both the US and Mexico. He asserted that only through international cooperation would future partnerships be established leading to mutual progress. He was inspired to listen, understand, discuss and work together to move forward in this effort for the betterment of both countries. He briefly referred to the tragic event of September 11th,, stressing the point that this was more than ever an interconnected world, and the importance of education and communication. He thanked the UABC, and especially Rector Victor Beltran Corona, for their hospitality, and thanked each of the other honored guests for participating in the meeting.

Chair Arkatov introduced the first speaker, Rector Beltran, who apologized for his English and continued in Spanish. He greeted the forum, and welcomed the distinguished commissioners to the University. He was honored that the UACB was the site to hold the CPEC meeting, and thanked Dr. Weber and Dr. Fatemi for their confidence in the UABC. He began by explaining that the University's strategy towards international education was based on actions of international academic cooperation. He indicated that the actions include programs permitting or meeting the following criteria in the midst of attending to the demands of society:

- Personnel and academic capacity,
- Economic development,
- Multi-cultural background of students, and
- The development of joint research projects.

Rector Beltran called for developing new strategies and forms of learning to acquire an integral and versatile achievement of broadening the university's international dimension vision towards scientific, technological, and cultural development. He also remarked that academic cooperation with international academic institutions is fundamental for the development and achievement of students to better offer opportunities at universities with varying academic levels and academic specialties. His interest in research emphasized facilitating international scientific cooperation through joint research efforts to open the possibilities to new lines of research and strengthen others. In the framework of culture and its services, he stated that the University seeks to internationalize the programming of extension activities, the co-participation of artistic cultures, and the developing of the following exchange programs; radio, TV, Video documentary, among others. He listed programs at foreign institutions outside the US with which the UABC maintains pacts or collaboration as follows:

John Hopkins, Switzerland --for the economic administrative sciences

University of Leon, France -- for business administration

University of Paris, Sorborne, Nantere, and Thoulouse limnedad, France -- for social sciences

University of Castilla la Mancha, Spain -- for personal development, post-graduate studies, exchange student programs

University de Alcalar Enares, Spain -- for personal development, post-graduate studies, exchange student programs

University de Huelba, Spain -- for personal development, post-graduate studies, exchange student programs

University de Salamanca, Spain -- for personal development, post-graduate studies, exchange student programs

Polytechnic University of Valencia, Spain -- for personal development, post-graduate studies, exchange student programs

Murcia, Spain -- for personal development, post-graduate studies, exchange student programs

Isles Valiares, Spain -- for personal development, post-graduate studies, exchange student programs

Universidad de la Laguna, Spain -- for personal development, post-graduate studies, exchange student programs

University of Exeter, England -- for supporting the program for professors teaching English

Instituto Superior Polytechnica de Jose Antonio Cheverrilla, Cuba - for teaching and hydrolic engineering

Instituto Superior de Ciencias Medicales, Cuba -- for medicine and dentistry

Instituto Superior of Ciencias Agropecuaria, Cuba -- for teaching and research cattle ranching

Universidad de la Bana, Cuba -- for Master and Doctorate degrees in communication

Universidad de Cien Fuegos, Cuba -- for Chemical Engineering, Economics, Engineering, and Physical Education

Universidad Popular de Nicaragua, Nicaragua -- for Master and Doctorate degree in livestock production

Universidad Catolica del Norte de Chile, Chile -- for oceanography research

He mentioned visiting the following Universities to identify areas of collaboration strengthening human resources and academic exchange programs.

Manchester University, England

Oxford University, England

Cambridge University, England

Edinburg, England

York, England

Leeds, England

The Rector confirmed that, in recent years, the UABC has promoted the collaboration and academic exchange with Universities within the United States, specifically with San Diego State University, the Calexico and San Diego campus', and the University of Montana, and named some successful programs including exchange programs and collaborative research projects. He listed the areas of potential collaboration with higher education in the State of California including; video conferencing, student movement, ranching and cattle, joint research projects, joint masters and doctorate programs in ranching, international business, international relations, administration, economics, and education among others.

Rector Beltran described the border as a dynamic boundary with a host of economic and cultural processes intermixing. He characterized the border as a bi-national region resulting from reciprocal influences and evolving into a unique culture different from their respective countries. He described a universal citizen as being aware that the world extended beyond the border and to whom globalization is in accordance with their conscience and values. He claimed that the spirit of globalization could not be stopped, and expressed that cross-cultural encounters offer some of the best tolerance and diversity learning experiences. He commented on the continuation of the era of universal brotherhood and suggested how it may provide an avenue toward economic globalization. He acknowledged that the brotherhood could suffer changes, and reminded the forum of the tragic events of September 11. He denounced isolating attitudes indicating

that only a global context will be tolerated. Rector Beltran stated that Baja Californians look with optimism to their neighbor, and portrayed California with a dynamic, progressive disposition open to all ideas, with a realistic feel for the future, and with an optimistic outlook.

Rector Beltran mentioned that the governor of Baja California, Alejandro Gonzales Alcoser, considered education important and was manifesting his concerns by building six classrooms a week. Rector Beltran indicated that the construction not only signified the importance of education, but also carried strong directives. He explained that the students currently in elementary school would in some future knock on the doors of a University or other Institution of higher education. With sensitivity to deprivation he urged everyone to take necessary measures to make access available so that all students could realize their aspirations. He planned to guarantee a satisfying education with binational projects stimulating the whole spectrum and universal characteristic of the inhabitants along the border. He appealed to the Commissioners to support collaboration between postsecondary educational institutions of California and Baja California.

Chair Arkatov introduced Roberto de Jesus Verdugo, under secretary of public education.

Under Secretary Verdugo greeted the forum and expressed his pleasure for having the opportunity to represent the state government of Baja California, and specifically the education secretary, Professor Ernesto Castellano, who could not attend. He apologized for Mr. Castellano's absence. He described the importance of the meeting as representing an example that should be mimicked by all institutions in the state, and acknowledged the UABC as a leader in this effort.

Under Secretary Verdugo explained that the state viewed education as the pillar of social development. He claimed that besides the contribution to the development of social harmony and values, the state seeks social well being which leads to development, especially on the level of higher education. He stated the principle directive of the state is to offer to the population that is in the ideal age range for applying themselves to this service, but in a way that permits obtaining personal and family well being while contributing to the development of the state. He indicated that the state government has been very active in educating the population with nearly 60 percent of the state population applying to education. He said that, in addition to building six classrooms a week, Baja California was the only state in Mexico still requesting to hire more teachers. He stated that the directive of "curvatura" -- the power to cover or respond to this demand -- is more complicated if it is planned to offer an educational opportunity to everyone with a sense of quality and belonging. He added that economic limitations and the national and state diversity of the educational system make it difficult to effectively coordinate efforts to address society with reference to "curvature," prejudice, quality, and belonging.

He identified the UABC as a leading public state university contributing to state development and added that more than 20 other institutions also exist, the majority of which are private and small with only a few fully accomplishing its social commitment. He further indicated they were in an emerging state with few offering postgraduate studies,

and none with serious research objectives in comparison to the strong institutions like the UABC or CETYS. He conceded and recognized the importance and necessity of internationalizing education reaping the benefits it may bring especially to higher education in the state, noting that most of the universities do not have this vision, nor the capacity to become an international institution. He indicated the state is concerned about responding to the demand for higher education and is impelled to look for actions that improve educational quality.

He mentioned that the state government administration is undergoing a change with new education authorities unfamiliar with these and other educational concerns. He informed the forum that the efforts to globalize higher education need to be made between the educational institutions themselves to be successful, leaving nothing half finished on the part by the government.

Under Secretary Verdugo remarked that the government is minimally involved in the higher education globalization effort justified by pushing to improve the basic levels of elementary and secondary education and expanding to the higher levels of college and university. He expressed his desire for the pressure to reach higher education, but noted that if it existed today the institutions would be unprepared. A few years ago the demand would have been greater. He commented that with all the effort, education is still behind.

He shared examples of government involvement in bi-national collaboration efforts with reference to basic level of education and included exchange programs, meetings with different counties within the state of California, sister school programs, faculty exchange programs, and a few actions with the State of Texas and the State of Arizona. He identified an important state directive of offering an equal opportunity for all with consideration to economic obstacles that may eliminate students from continuing or completing their higher education, and included programs with scholarships. He affirmed this directive will continue with the next administration, and added that recommendations to attain "curvatura" especially within the public education system will be left with the next administration. He recommended extending these efforts to other pubic institutions as motivation to diversify and broaden their academic offering and to private institutions to do the same but with quality and "pertenencia." He advised using and converting the needed directives into opportunities to improve the educational services offered by the state, not only to the public institutions, but the private as well.

Under Secretary Verdugo defined the role of the state government as a facilitator, promoter, a believer in exchanges that permit uniting Baja California institutions and those beyond the border initially with those closest when they are of high quality. He supported identifying areas of opportunity in accordance with the necessary development of the state, identifying the role of the state in this development considering the limitations but acknowledging these exchanges can be realized, and motivating the proper higher education institutions to produce more actions along these lines.

Commission Executive Director Fox greeted the members expressing his pleasure to be in Mexico and thanked all guests for their participation in the day's meeting. He described the Commission as the planning and coordinating agency for higher education in

California whose members are appointed by California's Governor and Legislature, and whose representatives are from the University of California, the California State University, the Community Colleges, the independent colleges and universities, and the State Board of Education. He explained that the Commission is tasked with evaluating the statewide postsecondary education needs and advising how best to meet those needs. He informed the forum that the California's enrollment in primary, secondary and higher education is projected to grow 2.0 million to 2.7 million by the year 2010.

Director Fox stated the Commission's challenge as providing access to a large number of students in the future, and was eager to discuss future opportunities for improving higher education programs in the border area and to improving cooperation between the two countries. He identified improving access to college students on both sides of the border as a concern to be addressed.

He described the border as an international boundary crossed daily for business, commerce, and educational purposes, and wished to identify new strategies for providing students access to resources on either side of the border. He expressed interest in discussing ways both the private and public universities could facilitate this venture. He identified specific programs in public health, public administration, water management or agriculture that may be initiated or expanded. He explained that these program areas would benefit the region's economy by developing infrastructure and educating the workforce.

Director Fox expressed his pleasure at having made a commitment to hold discussions in Mexico and about building partnerships to achieve success in the entire region. The future could offer more college opportunities and options for programs of study and skill improvement for all who reside in the region; the next generation of students deserved no less. He favored supporting existing exchange programs and organizations that facilitate joint projects. He thanked the group for their interest and hospitality.

Rector Blancas expressed his pleasure to attend the meeting, and described events leading up to his participation. He expressed his gratitude for the opportunity to participate in a meeting so important in the progress of an international University. He described CETYS as a solid institution celebrating its 40th anniversary, endorsed by the community, financed by tuition, guaranteeing a mark of quality and well specified in its mission statement. He recounted his involvement in collaborative projects between CETYS and distinguished California universities during the completion of his own higher education, specifying a collaborative project with CETYS, UABC, and San Diego State University on internationalization.

He acknowledged the responsibility of the Commission to accommodate the projected increase in enrollment. He recounted his experience living in the San Francisco Bay Area and appreciating the rich mixture of people making San Francisco an area with a multicultural atmosphere. He compared his experience with contemporary times explaining that today everything that is done has an immediate impact, and everything that is done even in the smallest communities of the planet will eventually have an impact.

He described CETYS as a non-profit private institution sponsored by 85 leading economic businesses of Baja California, Ensenada, Tecate, Rosarito, Mexicali, and Tijuana

who watch over the educational project which is CETYS. It is a project of, for, and by the community whose greatest pride and greatest strength are its 16,843 graduates. The international aspect for CETYS forms a part of its curriculum whose academic programs were redesigned in the year 2000, and contemplates the necessity that at least one semester be spent at a foreign institution with which there is an established agreement. He specified CETYS's main courses of study – Administrative Economic Sciences, Engineering, and in humanities, psychology and recently law. He reported 97 students currently participating in one of the following Universities:

In the United States:

San Diego State, Arizona State, California State University, San Marcos, Pomona, Domingues Hills, Sonoma, San Bernardino, Southwestern College, University of Arizona, University of North Carolina, Charlotte.

In Canada:

Bishops University, Concordia, McGill, University of British Colombia, University of Calgary, Polytechnic, University of Toronto, University of Victoria.

In Europe:

Holland-Arland School of Business, Erasmos University;Italy-La Universidad de Belgamor; France-Saviour University, Polytechnic Institute for higher studies in Political Science, University of Valle de Mumm, Montepellier School of Management; Spain-Universidad de Murcia, Centro Universitario Francisco Victoria; Sweden – Carlstad University, John Hopkins International University; Chile – La Diego Portarse.

Rector Blancas proposed focusing and emphasizing the international aspect in the framework of the border vicinity where an enormous cultural, social, and economic interaction exists. He commented that events that occur on one side of the border impact the other, applying to education as well. He advised finding the areas of opportunity where small solutions may solve large problems. He acknowledged the huge undertaking by the Commission to look for methods of internationalizing projects, for finding organizations and mechanisms that advance projects from each institution, and for sharing those great undertakings. He commended the uniqueness of each institution for offering distinct solutions to similar problems. In conclusion, he stated CETYS's disposition to participate in joint collaboration schemes and to encounter some small issues to address, and from that to grow. He cautioned not to become overwhelmed by the magnitude of internationalization, but to start small and let it grow into the large concept.

Mr. Arkatov then introduced Reyna Brito, Profesor at Technilogico de Mexicali.

Ms. Brito greeted the forum and apologized for Director Jose Vargas absence. She expressed her gratitude for the invitation to participate in the meeting. She described the Tecnologico school as a small, public, federal, technological institution belonging to the national system, and described the national school system as Mexico's largest school of engineering.

She began by acknowledging the current voluntary or involuntary economic globalization and implicated the need to adopt this into the concept of education. She commented that the undertaking might nourish new perspectives on educational visions gen-

erally inhibited by traditions. She said discussing education required an objective understanding of thinking, far from phobias, from value impositions, and from concepts of superiority/inferiority of the different cultures. She implored the need to recognize that other cultures were created by other human beings in concrete historic moments. She asked for reevaluating education as a method of identifying new or different forms of improving education, and informed the group that as a multi-cultural nation, Mexico is faced with defining national, regional, and local identities.

Ms. Brito related the need to be able to compete with leading countries equally and without prejudiced advantages. She commented that internationalization alerts us to the strong relationships and invites us to reflect the need to redesign strategies that permit relationships between unequals without renouncing more equal desires and possibilities. She commented on the legitimacy of leading institutions that claim uniformity, but are not, and felt the educational thought is under scrutiny. She described speed as a current attribute of our time, and commented that changes occur overnight, exemplifying that what was new today will be obsolete tomorrow. This speed as present in science, production, consumption, theories, technologies, communication, politics, as well as in sentiments. She commented that educational institutions don't have the same velocity, requiring contemplation for integration and develop. She agreed with the need for distinct educational institutions, but deemed it as necessary to consider the details and goals. She requested revising the vision statement, the values of the educational institutions pertaining to the career course offerings, the plans and programs of study, and the manner in which to support the graduates in their course of study.

She informed the group that after an evaluation in 1993, the national system of Technologic institutes have reduced the number of career courses offered, and have included English courses as a requirement to obtain the degree or certificate. She referred to promoting the exchange between academic institutions in the region as invaluable for obtain internationalization. She was assured that the concerted efforts of all the institutions could make internationalization a reality. The Technologic is a small institute with a great desire to participate in this effort.

Recess Chair Arkatov called for a five-minute recess.

Reconvene Chair Arkatov reconvened and introduced the keynote speaker, Eugenio Cetina-Vadillo, Director General of Higher Education for the Ministry of Public Education. Chair Arkatov regarded the director's visit as extraordinarily symbolic and significant and referred to information covered the previous day of the importance of the federal component to Mexico's higher education.

He also acknowledged Christine Miller Aliotti, from the State of California's Governors office, who has participated in Governor Davis' effort of reaching out to the Baja California higher education system.

Director Cetina-Vadillo greeted the forum and expressed his gratitude for the invitation to participate in this meeting. He apologized for the absence of Reyas Guierra, secretary of public education in Mexico, who could not attend because of agenda conflicts.

Director Cetina-Vadillo announced his presentation would briefly describe the federal government's public policies on higher education. He notified the forum that the national plan of development was drawn up 8-10 months after President Fox presided, and was presented to the country in a recent ceremony attended by the national academic community. The national plan accomplished integrating all the different levels of education and identifying the most important problems that need to be addressed. He concentrated on the part addressing higher education, and began with a brief description of Mexico's higher education system followed by some of the principle problems, and the directives facing the nation. The directives will focus on access, amplification of the "curvatura," and quality of the system including the vision for higher education for the year 2025 followed by some methods to complete the vision and a description of the programs and strategies.

Director Cetina-Vadillo described the system of higher education as consisting of 1,500 public and private institutions distributed throughout the entire nation. He presented the following data:

- There exists 2.2 million students in higher education in Mexico.
- 68 percent attend a public higher education institution.
- 32 percent attend private higher education institutions.
- 21.2 percent are 19-23 years old.
- The number of students seeking higher education has multiplied by a factor of 70 substantiated by the increase from 3,000 students in 1950 to 2.2 million presently.
- The general population has multiplied by a factor of four.
- The number of students in the 19-23 age range is half of what is needed to have higher education contribute to the development of our country. From 1990 to present.
- Students ages19-23 increased from 12.2 percent in 1990 to 21.2 percent presently, representing an increase of 5.5 percent during the decade of the 90s.
- Only 2.6 percent of the 2 million students are in academic programs conducive to obtaining technical academic superiority. Somewhat equivalent to what is offered at a community college in the United States.
- 81 percent of the students are concentrating on licensing programs.
- 10 percent in basic specialized education.
- 6.3 percent in postgraduate studies.
- 2.6 percent or nearly 3,000 students of higher technical education are concentrated in a system of 25 Technologic Universities.
- 80 percent of the students following a licensing program are concentrated in 3-4 career paths – medicine, accounting, administration and law.

Director Cetina-Vadillo noted that the postgraduate enrollment is insufficient in science and technology in comparison to developed countries where half of the students of higher education are concentrated in programs of a science and technologic nature. He mentioned establishing a solid scientific community that could also contribute to Mexico's development.

He presented some data associated with the professorship of the higher education system as follows:

- There exists 210,000 university professors.
- 30 percent are professors with a completed degree.
- 26 percent with a completed degree have masters degrees.
- Six percent with a completed degree have doctorate degrees.

He identified an inherent problem with the higher educational system where improving the quality of higher education requires improving the academic level and ability of the professors. He mentioned two past solutions the federal government formulated to alleviate the problem; the first was to authorize 7600 scholarships for postgraduate studies to professors with completed degrees, and the second was to approve 1,500 positions for professors with at least a master's degree, and preferably a doctorate degree, to the public Universities.

He moved on to discuss the directives associated with access, "curvatura", and quality. He admitted students from families of low income, from urban areas, and from indigenous areas have very little access to higher education, which is profoundly unequal. He presented some data regarding the student population as follows:

- 45 percent of the students that come from middle income families in urban areas have access to higher education. This is an acceptable level on the international level.
- 11 percent of the students are from urban areas.
- Three percent of the rural population has access to university.
- The indigenous population is not represented in the educational institutions.

Director Cetina-Vadillo identified the directive of ascertaining educational opportunities to disadvantaged populations and the indigenous population. The directive is aimed at providing the indigenous and economically disadvantaged populations access to higher education through technology and programs. The process of diversity in the cross section of institutions, stating that the majority of the universities in Mexico center their activity in the transmission of knowledge without obligation to the research. Higher educational institutions need not change, but to diversify their institutional profile and support and assume that profile as their own. He advised obtaining, as the best possible "curvatura," optimal agreement between the educational programs, student preferences, and the requirements of development. Also, as part of broadening "curvatura" and providing access, he recommended broadening and strengthening programs of postgraduate education.

He stated that the objective of the federal government is to improve the quality of higher education. He commented that although the student enrollment has increased, the quality has not accompanied it. He recognized that this would be achieved by elevating the level of education of the instructors. The government's intentions to compel the instructors lacking a degree to complete a masters or doctorate degree. He reinforced adding research to the institutional educational capacity with consistent improvements to the facilities, and noted that 85 percent of the scientific research in Mexico is conducted in a national higher education institution. He acknowledged that not all national institutions are equipped to handle research endeavors, but resolved to distribute the research capacity among the national institutions.

Director Cetina-Vadillo identified a few additional directives associated with the quality of education that is offered as only offering rigid programs of study that impede student advancement. He related an analogy to the problem and indicated that with some flexibility students may not become discouraged, and may complete their education. He described licensing programs spanning a period of four years for completion, divided into two stages spanning two years each, with the option of seeking employment after completion of the first stage. He recommended higher educational institutions adopting a similar program with options for completing a license, and referred to students optimally completing licensing programs in five years, but have taken up to eight years to complete. He suggested diversifying the options or requirements in achieving a title without compromising the quality. In terms of postgraduate programs, the forum that Mexico offers 4500 postgraduate programs, although many of them do not uphold the to the necessary quality. He noted that 2500 of the postgraduate programs are associated with science and technology and have research intentions, with only 20 percent of which are recognized as quality programs. He acknowledges higher educational institutions needing to improve their postgraduate offering, and licensing programs needing to be accreditation from recognized organizations. He supplicated that the mechanisms of accreditation be recognized internationally.

He continued by presenting the vision for higher education in the year 2025, stating the education would be the foundation of social development, democracy, cultural development, and the sustainable development of the country. He described the vision as providing an integral education providing scientific, humanistic and knowledge in all areas of study with an open, flexible, and quality system of education recognized nationally and internationally. He also described the vision as characterized by societal pressure, the graduates, with a sufficient "curvatura", and coordinated with other institutions in science, technology, art, and culture. He encouraged the universities to achieve the capacity to address the diverse ethnic and economic population of the students, and to advocate national and international exchange programs. He noted that with the change of the federal administration, government programs have suffered, but this time the government is planting a vision to promote the following goals.

Director Cetina-Vadillo identified the goals for the year 2006 as having 2.8 million students enrolled in higher education with 28 percent ranging between 19 and 23 years old. If this were achieved, in the year 2025, 45-48 percent would be in the target 19 to 23 age range. He described the source and method of projecting an enrollment of 2.8

million students in 2006. He identified another goal of tripling the enrollment to 150,000 students of technical level students to higher education institutions, and acknowledged the universities contribution to this endeavor. He also expected enrollment to triple for the indigenous population to at least 30 percent. He recognized that one of the most serious problems is the poor financial state of the student population and described a national scholarship program providing 300,000 students with scholarships through the year 2006, so that no student capable of a higher education is left out of the university for economic reasons. The distribution of the first 100,000 scholarships began this past September, with approximately 22,000 scholarships towards postgraduate education. He estimated elevating the number of students completing degrees by 50 percent, completing licensing programs by 75 percent, and completing postgraduate degrees by 40-55 percent. He discussed the adoption of a higher education structure facilitating hiring new professors with completed postgraduate education, and briefly explained the balance between the available resources, the teaching obligations and the allurement of professorships. He described methods of elevating the educational level of the professors as initiated in the past year by opening 4500 new positions for professors with completed degrees, more recently, opening 5000 more new positions for professors with masters and preferably doctorate degrees, and offering 5000 scholarships for professors to complete their postgraduate degrees either nationally or internationally. He admitted that Mexico has a low capacity for generating graduates with doctorate degrees and cited that from the countries 1500 doctorate programs, only 1200 doctorate degrees are generated annually.

Director Cetina-Vadillo noted that the country offered doctorate degrees in a wide range of disciplines with some supported by large laboratories and/or a large number of doctorate professors, but associated the deficiency in doctorate degrees to the insufficient emphasis of obtaining a doctorate degree. He acknowledged that many of the doctorate graduates complete their education abroad. By the year 2006 he expected 11,500 new doctorate professors in the higher education institutions, increasing their representation from 45 percent to 53 percent, and indicated that this program of strengthening of the national postgraduate level would be instituted soon.

He asserted Mexico's goal to achieve a quality rating in all the postgraduate areas of study, and not just science and technology, to strengthen and officially validate the programs offered by the private institutions, and to operate a regularly functioning Mexican counsel for the creation of higher education.

In addition to the aforementioned goals he synthesized the governments primary directives of broadening the "curvatura" with equality, of broadening and diversifying educational offers, of creating new services and public institutions, of improving the educational profile of the professors, of obtaining agreement between academic bodies of the institutions, and of strengthening the national postgraduate level.

Chair Arkatov thanked Director Cetina-Vadillo for his illuminating presentation, and proposed a quick question/answer period, followed by a tour of UABC, with a full discussion during lunch.

Chair Arkatov asked Dr. Cetina-Vadillo for input on Mexico's expectation from California and the United States with regards to higher education over the next one or two years. Dr. Cetina-Vadillo indicated the need for quality postgraduate education not only for Mexico's students, but also for its professors. He also indicated the aspiration for the United States and Canada to not only accept Mexicans into their higher educational system, but to accept the invitation to send their students to Mexican higher educational institutions in exchange. He mentioned the inexperience of Mexican institutions to work together, and requested knowledge of the uniting mechanisms of higher education institutions in California, and of successful, reproducible examples.

Chair Arkatov recounted information presented the previous day relating to cross-border issues versus cross-educational issues, and characterized cross-educational issues as economic. Director Fox commented on the challenge of high growth in higher education citing California's enrollment increasing to 2.7 million in the year 2010 and Mexico's enrollment increasing to 2.8 million in 2006. He noted that California, unlike any other state, is marked by high numbers. He suggested collaborating on attracting students to be professors both in California and in Mexico.

Immigration issues with reference to exchange education programs was discussed, with the proposal to begin preparing a clear dialogue of immigration issues affecting higher education to be addressed by the appropriate government agencies.

Rector Beltran thanked the forum for participating in the meeting, and invited them to tour the campus before departing for lunch.

Adjournment The meeting was adjourned at 1:15 p.m.