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ABSTRACT

This new edition of the sourcebook is intended to be a reference on the historical backgrounds, current status, and emerging patterns of state higher education structures, specifically state coordinating and governing boards. An introductory essay by Aims C. McGuinness Jr. is titled "The Functions and Evolution of State Coordination and Governance in Postsecondary Education". This essay explains governance and coordination, describes existing state structures, offers an historical review of changes in state structures, looks at recent changes, and offers guidelines for states considering reorganization. Tables then display data on all states concerning: authority of state boards, patterns of campus and system governance, and patterns of state coordination and governance of community colleges and other two-year institutions. The largest section provides narrative profiles of the state postsecondary education structures for each state. Additional tables provide data on: (1) statewide postsecondary coordination, governance and planning; (2) agency responsibility; (3) basic legal powers and structures; (4) membership of central state coordinating and/or governing boards and public institutional and multicampus governing boards; (5) student and faculty membership--Central state coordinating and/or governing boards and public institutions and multicampus governing boards; and state-level agencies and committees. An appendix provides addresses and phone numbers of state higher education executive officers. (DB)

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1997

State Postsecondary Education

STRUCTURES SOURCEBOOK

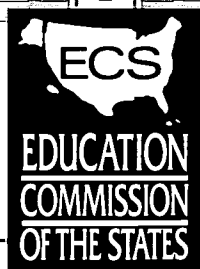
State Coordinating and Governing Boards

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**1997**  
**State**  
**Postsecondary**  
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**STRUCTURES**  
**SOURCEBOOK**

**State Coordinating and Governing Boards**

Education Commission of the States  
707 17th Street, Suite 2700  
Denver, Colorado 80202-3427  
303-299-3600  
FAX: 303-296-8332  
email: [ecs@ecs.org](mailto:ecs@ecs.org)  
<http://www.ecs.org>

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## FOREWORD

Governance and coordination are perennial issues and continuing challenges in postsecondary education. In any given year, in one state or another, there is conflict over how public colleges and universities are governed: *Who makes board appointments and is "in charge"? What are the relationships between institutional autonomy and public accountability?* In other states, the conflict may be over how the parts or sectors of postsecondary education are coordinated: *How well do the sectors work together? Are students and the state well served by the "system"?* Still other states are questioning the purposes of postsecondary education: *How does postsecondary education fit into the state's economic future and human resource needs? What connections are needed with K-12 education and lifelong learning to make "all one system" more of a reality?*

To help states address such questions, the Education Commission of the States (ECS) seeks to provide comprehensive information and thoughtful analysis. As a state membership organization focused on education policy at all levels, ECS is called upon to provide background information on governance and coordination to decisionmakers, and to assist states in designing and implementing new structures. This *State Postsecondary Education Structures Sourcebook* is the basic resource on the panoply of approaches to postsecondary education governance and coordination across the nation.

The *Sourcebook* builds upon, updates and replaces previous editions of similar reference volumes published by ECS, the last being the 1994 *State Postsecondary Education Structures Handbook*. The new volume is more comprehensive as well as more current. It analyzes and extends the evolution of postsecondary education governing and coordination functions that has affected every state since the 1970s. It incorporates the new roles and approaches that states currently are integrating into their state structures. It provides information relative to all sectors of postsecondary education, with additional information and analysis of state community college roles and other sectors added to this edition. And it focuses on those issues and developments of the late 1990s that indicate how state postsecondary education policymakers are preparing for the future.

This is a *Sourcebook*, however, not a book of answers. While we have done our best to provide clear descriptions and usable analyses and guidance, the questions and functions continue to evolve, and so will the answers. We believe this is the most comprehensive and exhaustive source available on state-level structures for postsecondary education governance and coordination. But there are other sources. Many states prepare their own descriptions of how they govern and coordinate postsecondary education within their borders. Several other organizations and individual researchers have prepared comparative case studies of postsecondary education governance in selected states, with far more detailed descriptions of those states than we could provide for all 50 states. The State Higher Education Executive Officers organization (SHEEO) has published several surveys of the roles and responsibilities of its member agencies.

ECS itself provides a number of related documents. A companion report, *1997 Profiles in Connecting Learning and Work: State Initiatives*, describes the frameworks that states have



established or are in the process of establishing to deal with the complex issues of educating for the changing workplace. Prepared by the ECS postsecondary education unit in conjunction with state and national school-to-work offices, this report pays particular attention to the roles of colleges, universities and other sectors of postsecondary education in these efforts. ECS also jointly publishes a report on state departments of education and other structures at the K-12 level. The most recent of these is *State Education Governance Structures (1993)*, prepared in collaboration with the Indiana Education Policy Center. ECS also publishes occasional policy papers that deal with specific issues or areas of postsecondary education governance such as *Restructuring State Roles in Higher Education: A Case Study of the 1994 New Jersey Higher Education Restructuring Act* and *Refashioning Accountability: Toward a "Coordinated" System of Quality Assurance for Higher Education*. The "answers" to the complex, changing issues of postsecondary education governance and coordination, such as they are, are reflected in all of these sources and others.

ECS is deeply indebted to all those who have contributed to this *Sourcebook*. First, our thanks to the executive officers of state higher education agencies (SHEEOs) and their staff, as well as other state officers who responded to our many requests for information and who reviewed their state narrative and table entries. Without the help of those individuals and others, this report would not be possible. Aims C. McGuinness Jr., initiated the *State Structures Handbook* series while a staff member at ECS. He remains central to its continued development in his current position as senior associate at the National Center for Higher Education Management Systems (NCHEMS). As is evident in the extended essay that begins this *Sourcebook*, he brings experience and insight to these topics, and in so doing is an invaluable resource. McGuinness was also part of the team in the ECS postsecondary education unit that worked for more than a year to compile and prepare this report. In this effort, it has been my great pleasure to work with Amy Sebring who, prior to leaving ECS, undertook the major responsibility for updating the data and tables; Mary Beth Murray; Amy Cook; and Danial Via, each of whom made major contributions.

Charles S. Lenth  
December, 1997

Education Commission of the States  
Denver, Colorado

# **ESSAY: THE FUNCTIONS AND EVOLUTION OF STATE COORDINATION AND GOVERNANCE IN POSTSECONDARY EDUCATION**

By Aims C. McGuinness Jr.  
National Center for Postsecondary Management Systems

## **INTRODUCTION**

The list of challenges facing postsecondary education in the next decade is lengthy. Market pressures, the integration of technology, change and instability in state government leadership, a weakening consensus about the basic purposes of public postsecondary education, and growing political involvement in state coordination and governance are testing state postsecondary education structures and are likely to continue to do so well into the next century. How to shape state postsecondary structures and policies under these circumstances will be one of the most important challenges of the next decade. Many state postsecondary structures were formed in an earlier time under different circumstances, and it is time for states to step back and examine the relevance of those structures for the next century. Some structures are still relevant. Others may have long outlived their usefulness.

This introductory essay provides state policymakers and postsecondary education leaders with basic information and guidance as they evaluate current postsecondary governance and coordination structures and assess alternatives. More specifically, the essay:

- Defines commonly used terms and structures for postsecondary education governance and coordination
- Describes the varying contexts and roles at the state level
- Analyzes the evolution of governing and coordinating functions since the 1970s, and how these affected state structures
- Discusses the issues, both new and perennial, that cause frustration and trigger structural changes
- Offers guidelines and key points for states to consider as they plan and implement structural changes in postsecondary education.

## GOVERNANCE AND COORDINATION: DEFINITIONS AND DISTINCTIONS

States establish policies and organizational structures to carry out two basic functions in postsecondary education: first, to *govern public colleges and universities*, and second, to *coordinate statewide postsecondary education services*, which may include private as well as public institutions. Though there are many variations in the definition and implementation of these functions, knowing how the two basic functions differ provides the basis for understanding the structures that exist in each state, the District of Columbia and Puerto Rico.

### Public College and University Governance

All states assign responsibility for the operation of public colleges and universities to governing boards. The names of these boards vary, but "board of trustees" and "board of regents" are the most common. The responsibility of these boards is very similar to that of a board of directors for a nonprofit corporation. The boards appoint the institutional chief executive (in systems, the system chief executive), establish policies and approve actions related to faculty and other personnel, ensure institutional fiscal integrity, and perform other policy and management functions. There are a number of ways to categorize public governing boards, but the approach suggested by Clark Kerr and Marian Gade in *The Guardians: Boards of Trustees of American Colleges and Universities* is particularly useful. They categorize public governing boards as follows<sup>1</sup>:

- **Consolidated governance systems.** One board governs all public two-year and four-year institutions, or one board covers all four-year campuses with separate arrangements for two-year institutions.
- **Segmental systems.** Separate boards govern distinct types of campuses, e.g., research universities, comprehensive colleges and universities, community colleges. This may include separate boards for postsecondary technical institutes and adult education as well.
- **Campus-level boards.** Governing boards have full, "autonomous" authority over a single campus which is not part of a consolidated governing board or multicampus system. Several states combine consolidated governance and campus-level boards. For example, in North Carolina and Utah, campus-level boards have authority delegated by the central board and can make some decisions on their own. The State University of New York system and the University of Maryland System also have individual campus boards, though they are largely advisory.<sup>2</sup>

Public institution governing boards were modeled after the lay boards of private colleges and universities. Private college boards almost always govern a single institution, and many people have an impression that each public campus also has its own exclusive governing board. In fact,

65% of the students in American public postsecondary education attend institutions whose governing boards cover multiple campuses.<sup>3</sup>

### Statewide Coordination

"Statewide coordination" is the term commonly used to describe the formal policies and other mechanisms that states employ to ensure their colleges, universities and statewide postsecondary systems operate collectively in ways that are aligned with state priorities and serve the public interest. States coordinate postsecondary education through specific formal structures established for that purpose as well as through a wide array of other mechanisms, from governors' and legislators' actions, to the informal networks and associations of institutions, their administrative staffs, faculties and students. It is important, therefore, to think of statewide coordination in *functional* terms before considering the specific *structural* means to carry out these functions.<sup>4</sup>

It is also important to understand that coordinating functions have evolved over the years and are still evolving. The public's needs and expectations of postsecondary education have changed as have the dominant political beliefs about the roles of government. There are fundamental differences between the philosophical underpinnings and practice of postsecondary coordination in the 1960s and early 1970s, when many states established new postsecondary education structures, and the period of the 1980s and 1990s, when centralized, "rational planning" and management approaches were displaced by more market-driven "strategic investment" approaches. These changes were reflected in government-initiated postsecondary education reforms in many American states, in the United Kingdom and elsewhere during the late 1980s and into the 1990s.<sup>5</sup>

The functions of postsecondary education coordination encompass several broad roles and areas of state policy. Explanations of these functions, and their evolution, are described below:

- **Planning and policy leadership.** Historically, long-range or master planning has been a core state coordinating function. The function included examining the long-range state postsecondary education needs, establishing state goals and objectives, evaluating the resources of all institutions (often both public and private) as parts of a larger system and recommending public policy priorities.

Since the mid-1980s, this planning function has changed significantly. Governors and state legislators increasingly have expected state boards to play a more distinct and visible policy leadership role in setting a state policy agenda and serving as change agents. The trend is for states to move away from producing one-time documents called "master" or "long-range" plans toward a more strategic or "adaptive" approach to providing direction for the state's postsecondary education enterprise. This reflects the accelerated pace of change and a fundamental shift away from "rational planning" models to a more strategic, market-oriented approach to policy leadership.

Though state planning and policy agendas vary, they typically have included issues such as:

- Raising the education attainment of the population through stronger links between postsecondary education and K-12 reform
- Improving undergraduate education
- Revitalizing the state's economy
- Enhancing professional education, training, research and technology
- Increasing the productivity and cost-effectiveness of the postsecondary system
- Sustaining affordability of postsecondary education.

Rather than being aimed only at the internal priorities of the postsecondary system, these agendas reflect the aspirations and priorities of the general public and of corporate, civic and political leaders. In many cases, states have established special task forces or blue-ribbon commissions to shape these public agendas, then charged the state coordinating board with carrying out and sustaining the momentum of task force recommendations.<sup>6</sup>

- **Policy analysis and problem resolution.** In the 1960s and 1970s, this function was carried out as part of the formal planning process and involved special, focused studies on issues or "problems" that transcended the concerns of any single institution. These special studies often concerned inter-sector or inter-institutional issues such as student transfer and articulation or collaborative delivery of graduate and professional programs to adults in rural areas. Increasingly, such special studies have displaced much of the formal planning process and focused on broader, long-term issues such as increasing enrollments or shifts in enrollment demand, improving student retention and graduation rates, or increasing the use of technology for new forms of service delivery and productivity improvement.
- **Mission definition.** As an outgrowth of the planning process, a number of states define the missions of each public college and university in terms of clientele to be served, the programs to be offered and degrees to be awarded. Mission statements guide both institutional and state-level decisionmaking on new degree and program proposals, budget and financing formula development, and other coordinating functions.<sup>7</sup> Increasingly, states also have endeavored to counter the "drift" of institutional missions away from a focus on undergraduate education toward graduate education and the research university mission.

The shift to a more market-oriented postsecondary system is leading some to question the feasibility and desirability of tightly defined institutional missions. An alternative is for states to use the budget as a means to influence institutional behavior in ways that are consistent with public priorities.

- **Academic program review and approval.** Since the early days of statewide coordination, state leaders sought ways to curb unnecessary duplication of programs among public institutions. Regulatory review and approval of new academic programs historically has been a core means to curb unnecessary program duplication. States and multicampus systems also

use approved institutional missions as templates to judge the appropriateness of new program proposals, and many have instituted periodic reviews of existing programs.

Increasingly, program review has become a key strategy for quality and productivity improvements.<sup>8</sup> Several states have refined their program approval and review processes to include decentralizing some review responsibility to institutional governing boards in accordance with state-defined performance criteria.

- **Budget development, development of funding formulae and resource allocation.** All states have processes for reviewing and approving institutional operating and capital budgets, allocating funds to systems or institutions, and ensuring financial accountability. The extent of a postsecondary education agency's role in budget and financial matters depends on the governor's and legislature's roles. In some states, the governor and legislature delegate authority to a postsecondary education agency, while in others they maintain direct control of most of the steps in the budget process.<sup>9</sup>

The development of funding policies or formulae for allocating funds among public institutions has been a common practice of state postsecondary education boards. Since the mid-1980s, an increasing number of states also have given state boards responsibility for carrying out state performance or incentive funding initiatives. These new functions are intended to develop stronger links between the budget and the state's public agenda or strategic plan. States are recognizing that a budget is a strong policy tool for influencing the direction of their postsecondary education systems. This has led to an upsurge of interest in performance funding and other financial linkages to a state strategic agenda.

- **Providing financial aid to students.** States carry out student financial aid policies through a variety of different organizational arrangements. Historically, the functions have been limited to administration of state and federal student grant and loan programs.

Increasingly, states are making more aggressive use of student aid as a policy tool to achieve state objectives beyond expanding economic access. In addition to the need-based grant and loan programs, new initiatives include grants contingent upon academic performance (e.g., increased use of merit scholarships and Georgia's Hope Scholarship Program) and incentives for saving (e.g., prepaid-tuition programs and college savings plans).

- **Information, assessment and accountability systems.** Maintenance of statewide data systems always has been among the core coordinating functions. In the past, these systems have emphasized information needed for long-term planning. Recently, there has been a decided shift from data on resources and inputs toward measures of strategic outcomes and performance indicators, i.e., accountability. Information systems have become critical to strategic planning, issue analysis, program evaluation and consumer information.

Advances in computer technology make it possible for states to incorporate data from multiple external sources (e.g., census and employment records) within their data systems.

External demands for information also are increasing rapidly. The federal government and the general public are demanding comparative information about student performance (e.g., persistence and graduation rates). Public officials are demanding program effectiveness information regarding student learning and job performance after program completion. Reporting requirements for consumer information and other purposes also are increasing.<sup>10</sup>

In the mid- or late-1980s, most states established requirements that institutions assess student learning. Initially, these programs emphasized institutional improvement more than external accountability. States required colleges and universities to demonstrate they had assessment programs in place and were using the results for internal renewal purposes. Only a few states required institutions to report results for external uses.<sup>11</sup>

By 1997, however, three-quarters of the states were using performance indicators for accountability purposes and/or to inform consumers. Many of these states were considering linking these performance measures to the budgetary process, but only seven were making a direct link; another 15 states used the measures at least indirectly in the budgetary process.<sup>12</sup>

- **Licensing and oversight.** All states have statutes requiring institutions to be licensed or "authorized" (registered) to operate within the state. It is common for several different state agencies to carry out this function: one for degree-granting institutions, one for nondegree programs and still others for specialized programs such as cosmetology or truck-driving schools. The standards they apply vary greatly. Because institutional eligibility for federal student aid is tied to state approval, the federal government has had a long-standing concern about the quality and consistency of state oversight. In 1992, the federal government required that states designate a State Postsecondary Review Entity (SPRE) to review "targeted" postsecondary education institutions for continued eligibility for participation in federal student aid programs. After an initial, highly controversial effort to implement this requirement, the federal government abandoned the effort. States dismantled their SPRE offices, although a few retained some of the policies and information systems put in place.

The dramatic expansion of technology-intensive distance learning adds new pressures to state oversight responsibilities. State boundaries are increasingly irrelevant in the regulation of education and learning that flows freely around the globe via the Internet, satellites, etc. Traditional "seat-time" measures of student learning, such as credit hours, are being replaced by credentials based on competency. Regulations based on traditional institutional frameworks and "input-based" quality measures are not adequate for these emerging delivery systems and new forms of student learning.

- **Implementing statewide projects and initiatives.** Administration of state and federal categorical programs long has been a core coordinating function. In the 1960s, many of these initiatives had their origins in federal categorical programs that required state-level administration (facilities construction, instructional equipment, and community service and continuing education). A key feature of most of these programs is the need for relatively impartial implementation among multiple institutional beneficiaries and participants. In

addition to the federal programs, states have established their own initiatives in areas such as minority achievement, technology and K-12 linkages.

Over time, program implementation has moved from a relatively passive administrative focus to a more proactive stance through which state initiatives effect change. The growing use of special-purpose funding (incentive and performance funding) is an example of such a new emphasis. In a new policy environment in which states relate not only to public institutions but also to multiple providers, there is a need to carry out functions and provide services that no single institution or system can cover. An example, not yet fully developed, is the operation of a statewide technology-based student information and advisement system. Such a system needs to be available for use between and among institutions and be accessible to learners both inside and outside formal institutions. Options on how to provide these services likely will include both governmental and nongovernmental entities.

- **Quality assurance.** A fundamental change from the early phases of statewide coordination has been the growing involvement of states in issues of quality. This change is reflected under each of the other functions. Quality issues are fundamental to new approaches to planning, policy analysis, program review and approval, budgeting, and information and accountability systems.

States are being challenged to address the inadequacies of existing quality assurance processes (e.g., state oversight and regional accreditation) in an enterprise increasingly characterized by multiple providers, highly mobile students and the shift to competency-based credentials. At the same time, political support for centralized, government-driven quality assurance mechanisms in postsecondary education is decreasing.

Recognizing public, employer and student demands for accountability, states likely will turn to two approaches to quality assurance. First, states may rely less on direct regulation and more on incentives and the use of consumer information to protect the public interest and to ensure the market-driven system responds to public priorities.

Second, states may pursue a "coordinated" system of quality assurance in which the state role is complemented by those of the federal government, institutional accreditors, institutional governing boards, and disciplinary and professional organizations. States also may draw more heavily on other "third-party," nongovernmental information providers (e.g., the National Collegiate Athletic Association) to inform policy and consumer choice in some quality areas.<sup>13</sup>

### **The Challenge of Coordination**

Beyond these specific functions, statewide coordination has an overarching function and responsibility — to ensure a constructive relationship between postsecondary institutions and the state. From the perspective of many of those who have served on state boards or as state



executive officers, maintaining this balance can be the most difficult and thankless aspect of coordination. By definition, serving in these roles is to be caught in the middle, to serve as a "suitably sensitive mechanism" for handling the interaction between the demands of society and the internal values and priorities of the academy.<sup>14</sup> From the perspective of colleges and universities, the board should serve as a buffer against inappropriate external intrusion and should advocate the needs of postsecondary education to the state and the broader society. From the perspective of the public and state political leadership, the board should transmit the priorities of the broader society to the academy, and be a force for change and protector of the broader public interest.

There is a danger in viewing the relationship between the state and postsecondary education as a continuum from good to bad, with institutional autonomy and no state involvement as "good" and high state involvement and low institutional autonomy as "bad." As ECS President Frank Newman said, "What becomes clear is that the real need is not simply for more autonomy but for a relationship between the university and the state that is constructive for both, built up over a long period of time by careful attention on the part of all parties."<sup>15</sup>

The challenge of developing such a constructive relationship is becoming more complicated. Accelerating turnover in state political leadership, pressures for increased politicization of postsecondary education governance, and difficulties in recruiting and retaining strong lay board members are all contributing to instability in state structures.<sup>16</sup>

At the same time, the emerging environment of postsecondary education will require fundamental rethinking of the state policies that frame state/institutional relationships. To ensure that the state's postsecondary assets are competitive, states must foster a highly decentralized, market-driven, technology-intensive system of institutions and providers. This will require changes from policies to *restrain* competition to policies that *foster* competition. At the same time, states must ensure that, in this new competitive environment, institutions respond to public priorities. This will require new policy tools (e.g., incentives for institutions and other providers, public and consumer information) that help shape the market on behalf of the public interest.

These important long-term shifts in the core functions of state coordination are summarized in Figure 1.

**Figure 1**

**The Changing Policy Environment  
1960 to 2000**

<b>A shift from:</b>	<b>To:</b>
Rational planning for static institutional models	Strategic planning for dynamic market models
Focus on providers, primarily public institutions	Focus on clients, students/learners, employers, governments
Service areas defined by geographic boundaries and monopolistic markets	Service areas defined by the needs of clients served by multiple providers
Tendency toward centralized control and regulation through tightly defined institutional missions, financial accountability, retrospective reporting	More decentralized management using policy tools to stimulate desired response (e.g., incentives, performance funding, consumer information)
Policies and regulation to limit competition and unnecessary duplication	Policies to "enter the market on behalf of the public" and to channel competitive forces toward public purposes
Budgeting, funding formulae and resource allocation focus primarily on inputs and cost reimbursement	Recognition of multiple sources of funding and emphasis on "return on investment," performance and outcomes from state/public investment
Quality defined primarily in terms of resources (inputs such as faculty credentials or library resources) as established within the academy	Quality defined in terms of outcomes and performance as defined by multiple clients (students/learners, employers, government)
Policies and services developed and carried out primarily through public agencies and public institutions	Increased use of nongovernmental organizations and mixed public/private providers to meet public/client needs (e.g., developing curricula and learning modules, providing student services, assessing competencies, providing quality assurance)

## STATE STRUCTURES FOR POSTSECONDARY GOVERNANCE AND COORDINATION

A number of classification systems have been developed to describe the organizational structures states use to govern and coordinate their postsecondary institutions and systems. Most classify states according to three basic kinds of structures: *consolidated governing board* states, *coordinating board* states and *planning/service agency* states. While these classifications are useful, they do not satisfactorily reflect the wide variation and subtle differences among boards and agencies and their responsibilities in different states.<sup>17 18</sup>

They also do not adequately describe two other important dimensions of state postsecondary education — the structure of *multicampus institutions and systems*, and the coordination and governance of *community colleges and vocational/technical institutions*. These dimensions, along with variations in *state policy, culture and tradition*, need to be considered to gain a full understanding of the organization and functioning of state postsecondary systems. These classifications, dimensions and aspects are described and discussed in this section.

### Consolidated Governing Board States

These states assign responsibility for coordinating most, if not all, postsecondary education to a board whose primary responsibilities relate to *governing* the institutions under its jurisdiction. In several governing board states, governing responsibility is shared by two segmental boards, one for four-year institutions and another for community colleges or technical institutions.

Common functions of consolidated governing boards include the following:

- Governing a single corporate entity, including all the rights and responsibilities of that corporation as defined by state law and encompassing all institutions within a system. Individual institutions within the board's jurisdiction usually do not have separate corporate status.
- Carrying out coordinating functions *related only to the institutions within the board's jurisdiction*. These functions include planning, setting a public agenda, policy analysis and problem resolution, academic program review and approval, budget development, and maintaining information and accountability.
- Developing and implementing policy.
- Advocating for the needs of the institutions under its jurisdiction to the legislature and governor.
- Appointing, setting the compensation for and evaluating both system and institutional chief executives.
- Establishing faculty personnel policies, including approving awarding of tenure and serving as the final point of appeal on faculty grievances.

- Allocating and reallocating resources between and among the institutions within its jurisdiction.
- Establishing policies for, and sometimes setting, tuition and fees, often within policies established by the governor and state legislature.

### Coordinating Board States

These are states that have established a state board that functions between the state government (executive and legislative branches) and the governing boards of the state's systems and individual colleges and universities. Institutional governance, as opposed to state coordination, is relatively decentralized in most of these states. These states assign coordinating functions primarily to a single board other than one of the governing boards. Tables I and II on pages 57-60 of this *Sourcebook* subdivide coordinating boards into:

- **Regulatory coordinating boards** have authority to *approve* academic programs. This authority implies the boards have greater authority to regulate the substance of academic policy.
- **Advisory coordinating boards** have authority only to *review and make recommendations* to institutional governing boards regarding academic programs. Some advisory boards carry out only limited coordinating functions and primarily administer student financial aid programs or carry out licensure responsibilities.

Advisory coordinating boards may have more actual influence than their regulatory counterparts. A board's power and influence is related less to its formal authority than to its position of respect and to its reputation for objective, fair and open policymaking.

As distinguished from governing boards, coordinating boards:

- Do *not* govern institutions, in the sense defined above (e.g., appoint institutional chief executives or set faculty personnel policies).
- Appoint, set compensation for and evaluate *only* the agency executive officer and staff, but not the institutional chief executives. In several states, the governor is the final appointing authority for the agency executive but usually with recommendations from the coordinating board.
- Do *not* have corporate status independent of state government.
- Focus more on *state and system needs and priorities* than on advocating the interests of a particular institution or system of institutions.
- Plan primarily for the *state postsecondary education system as a whole*. In most coordinating board states, this planning includes both public and private institutions.
- May or may not review and make recommendations on budgets for the state system as a whole rather than only for one part of that system. A few coordinating agencies recommend consolidated budgets for the whole public system. Others simply make recommendations to

the governor or legislature on individual institutional or segmental budgets. Most coordinating boards have responsibility to implement budget policy only for funds appropriated specifically to the agency for its operations, for special initiatives or for reallocation to the institutions for performance, incentives or other purposes.

- May or may not review or approve proposals for new academic programs, and may or may not have authority to require institutions to review existing programs.
- Are *not* involved directly in setting or carrying out faculty personnel policies, except to carry out legislative mandates for studies of issues such as faculty workload and productivity or tenure policy.

### **Planning/Service Agency States**

These are states with essentially no statutory entity with coordinating authority much beyond a voluntary planning and convening role to ensure good communications among institutions and sectors. Several of these agencies also handle student aid administration and institutional licensure and authorization.

### **Multicampus Institutions and Systems**

Over the past quarter century, public postsecondary education in the United States has moved from a system of individual institutions located on a single campus, each with its own governing board, to a system of multicampus institutions.<sup>19</sup>

The historical origin of a multicampus system is an important distinguishing feature. During the massive enrollment expansion in the 1960s, many public universities established branch campuses. The extension campuses of many land-grant universities evolved into branch campuses of the parent institution and then into freestanding institutions within a multicampus system. Some systems were created through legislation consolidating several separately governed institutions under a single board — hence, the term "consolidated governing board." States also created some systems by establishing governing boards for the state universities that evolved from normal schools. In keeping with their history as teacher-training institutions, these normal schools often had been under the authority of the state board for K-12 education before being integrated into a postsecondary system. In addition, most of today's urban community colleges function as multisite institutions.

The governance structures of multicampus institutions range along a continuum from *unitary*, academically integrated institutions with multiple sites, through relatively "tightly coupled" *federated* systems with several separate institutions, to more "loosely coupled" *confederated* systems of several separate institutions. These three types of systems are defined below:

- **Unitary, academically integrated institutions with multiple sites.** Though students and faculty may be dispersed at different, geographically distant sites, students enroll in a single

institution, and faculty are members of a single, integrated academic structure. These institutions are generally accredited as single entities.

- **Federated systems encompassing several separate institutions.** Students enroll in separate institutions, and faculty members are appointed to and maintain their status at the single campus. Each campus in these systems is generally accredited as a separate entity. The systems are "federal" in the sense that they are led by system chief executives who may have line authority over campus chief executives. These system boards and executives are charged with a distinct system mission and system functions. These kinds of systems generally can be subdivided between:
  - Segmental systems in which all the institutional units have a similar mission (e.g., comprehensive universities granting baccalaureate and masters degrees).
  - Multi-mission systems in which institutions have significantly different missions (e.g., one or more research universities, an urban university and two-year branch campuses all within the same system).
- **Confederated systems encompassing several separate institutions.** As in the federated systems, students and faculty members are appointed to and maintain their status at a single campus and each campus is separately accredited. Although all institutions in the system are governed by a single system board, the system staff does not have line executive authority over the campus chief executives. This looser, less hierarchical structure is more of a decentralized "confederation" of institutions than the more centrally directed and controlled "federal" systems described above. Some of these confederated systems have distinct system missions and functions, while others perform staff functions in support of the governing board and each institution. Most of these systems encompass institutions with similar missions.

### **Community College and Vocational/Technical Institution Governance**

Most states have two or more overlapping and competing systems for postsecondary occupational programs and less-than-baccalaureate transfer programs. Vocational/technical schools typically are founded to offer occupational programs, but may evolve to add general education and transfer oriented liberal arts and science courses. Two-year branch campuses of state universities may have been designed initially strictly for transfer but added occupational programs later. Comprehensive community colleges usually are founded to offer both occupational and transfer program under a single institution. All three kinds of institutions, or combinations of any two of them, can be found among the states, along with various governance and coordination systems.

State policymakers' concerns about lack of coordination between these seemingly competitive and duplicative systems are one of the most common triggers for proposals for governance change. These concerns reflect, in part, the growing importance of these institutions to states'

strategies for access and workforce development. Because these strategies are perceived as critical to the state's future, lack of coordination is seen as an unacceptable cost.

Differences among governance systems for these institutions reflect differences in:

- **Origins.** Some institutions evolved from local school districts and historically have been connected with K-12 public education at the state level. Others were formed as branches of four-year institutions primarily for transfer students and therefore are linked to university systems. Still others were free-standing technical institutes with strong ties to the state vocational education structure.
- **Financing.** For some, funding is shared between local and state tax revenues, with the result that governance is local but is carried out within a state coordinating and regulatory framework. For others, funding is largely from state appropriations, with the result that governance is more centralized. For still others, funding is through the main campus of a multicampus system.
- **Mission, educational philosophy and student clientele.** Some institutions are open-admissions, comprehensive community colleges, offering short-courses, occupational programs, transfer programs, remedial programs and a host of other community services to both youth and adults. These institutions tend to be highly local in their governance and advisory structures. Other institutions are highly selective technical institutes linked to state vocational/technical structures. Still others are lower-division transfer programs offering primarily general education, as well as liberal arts and sciences programs. The latter have strong governance ties with the sponsoring university.

Major patterns of state structure for postsecondary occupational and transfer education are illustrated in Table III on page 61. Many states have more than one pattern, e.g., one for two-year university branch campuses, as well as community colleges. These patterns include:

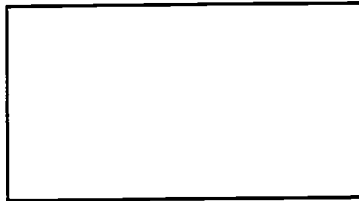
- State K-12 education board regulates locally governed community colleges.
- State K-12 education board governs a system of postsecondary technical institutions
- Separate state board exists for technical institutions.
- State community college board governs state-operated community colleges or coordinates or regulates locally governed community colleges.
- State university branch campuses (sometimes called community colleges) range from campuses offering only lower-division transfer programs to campuses offering a variety of transfer and occupational/technical programs.

Chart 1 illustrates six basic patterns of governance and coordination. These patterns relate to the various subcategories of Table II on page 59.

# Chart I

## Six Basic Patterns of State Coordination & System/Campus Governance

Key



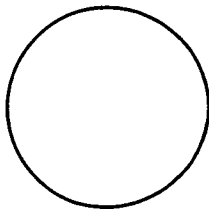
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**Consolidated  
or Multi-Campus  
Governing Board**



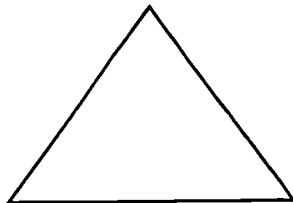
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**Regulatory or  
Advisory Coordinating Board**



=

**Senior 4-yr.  
College or University  
Campus**



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**Community College  
Technical Institute  
2 yr. Campus**



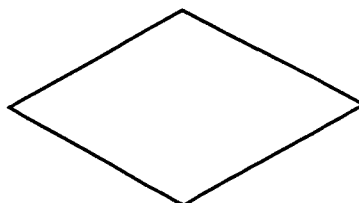
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**Direct Governing  
Relationship**



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**Coordinating  
Relationship**



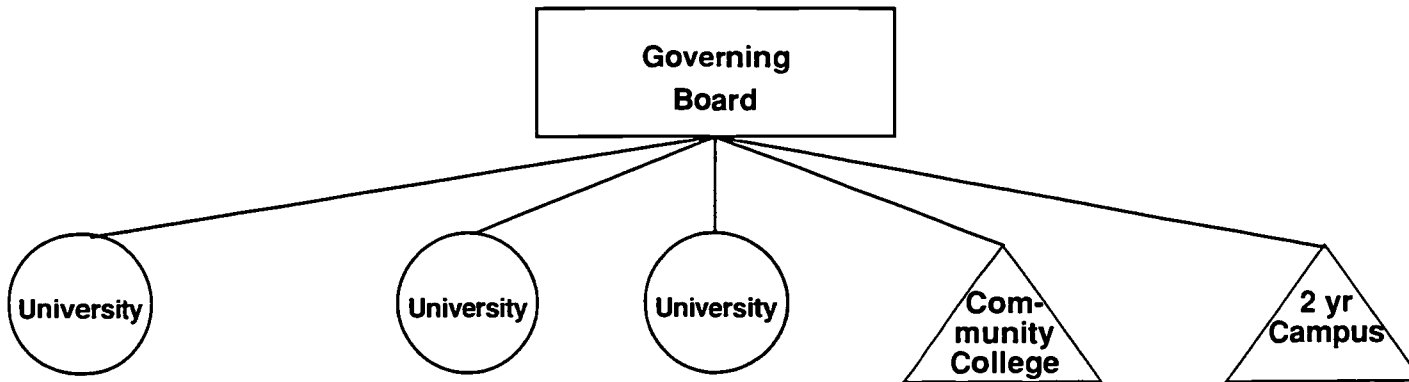
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**Planning Agency**

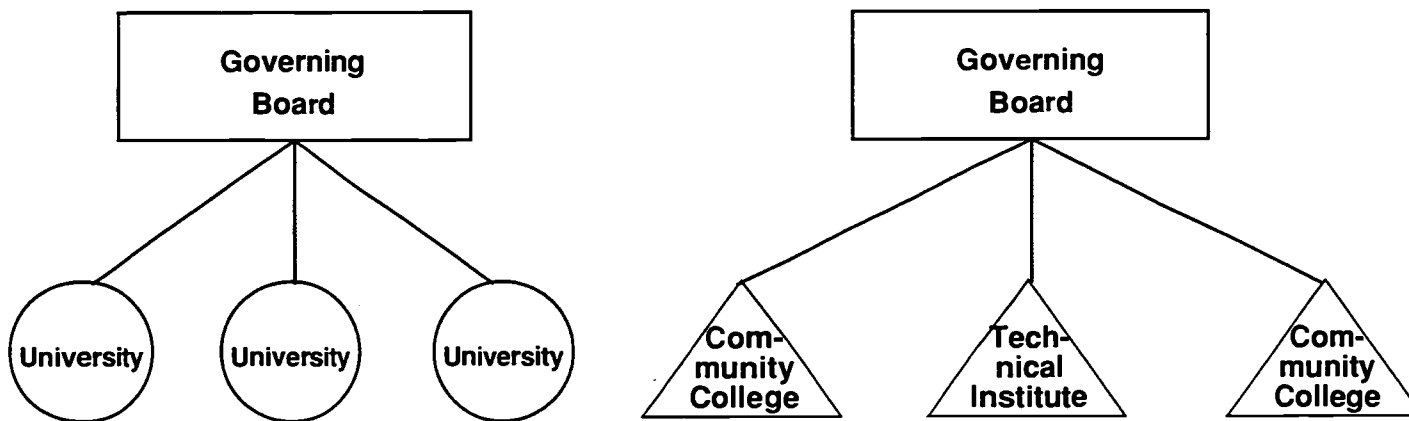


# Chart I (cont.)

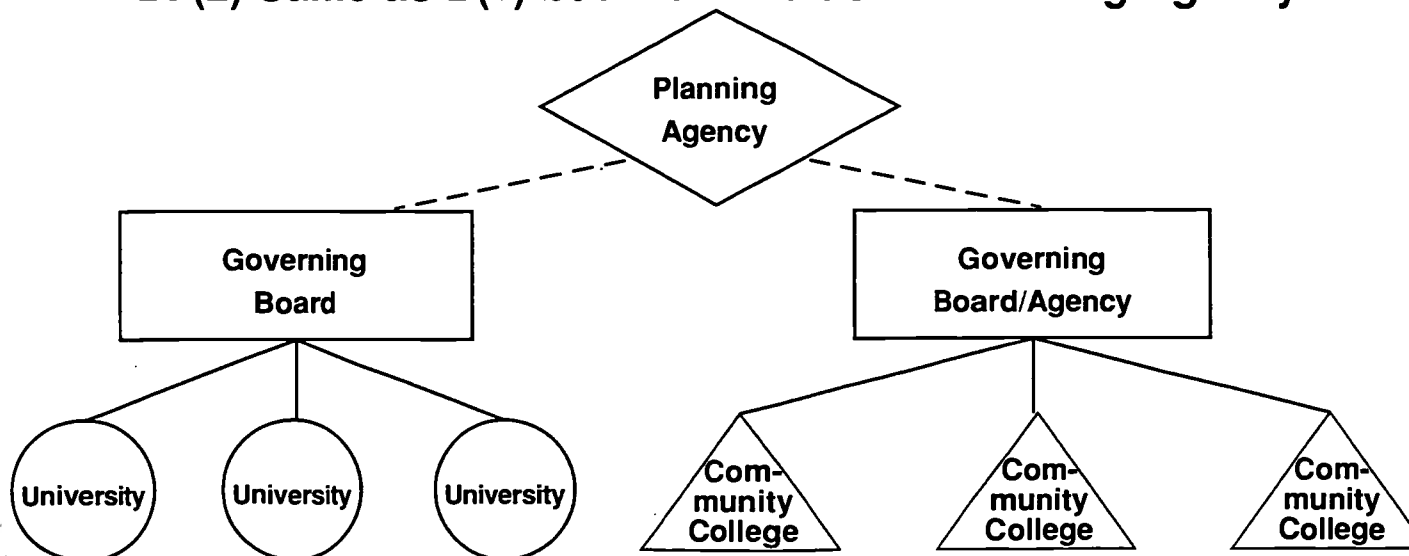
## A. Consolidated Governing Board for All Public Institution



## B. (1) Consolidated Governing Board for All/Most Senior Institutions Separate Board/Agency for Community Colleges or Tech. Institutes

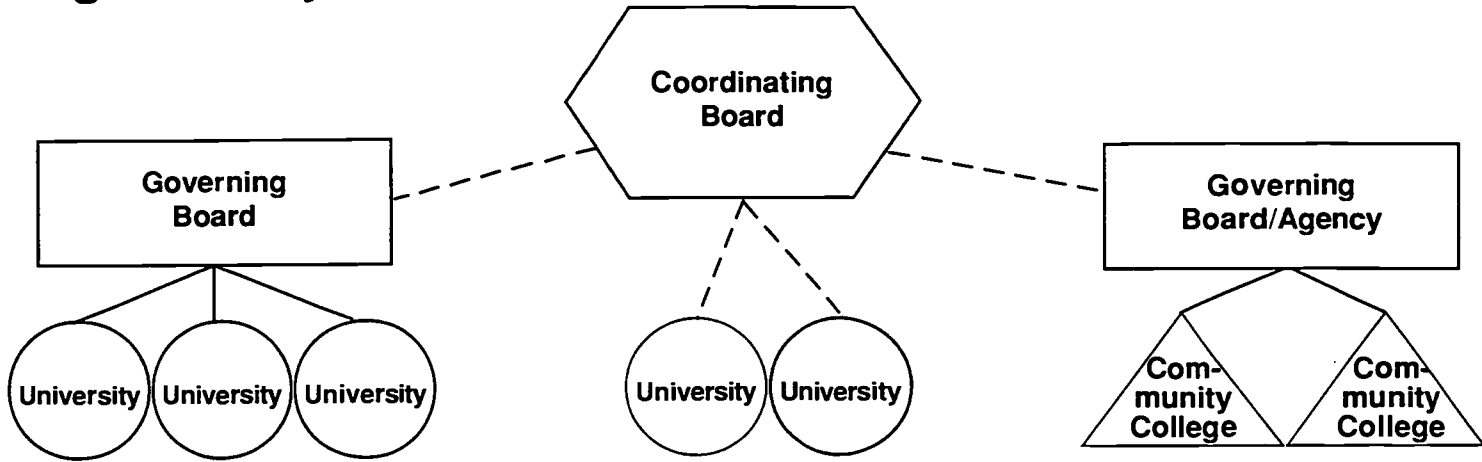


## B. (2) Same as B(1) but with Additional Planning Agency

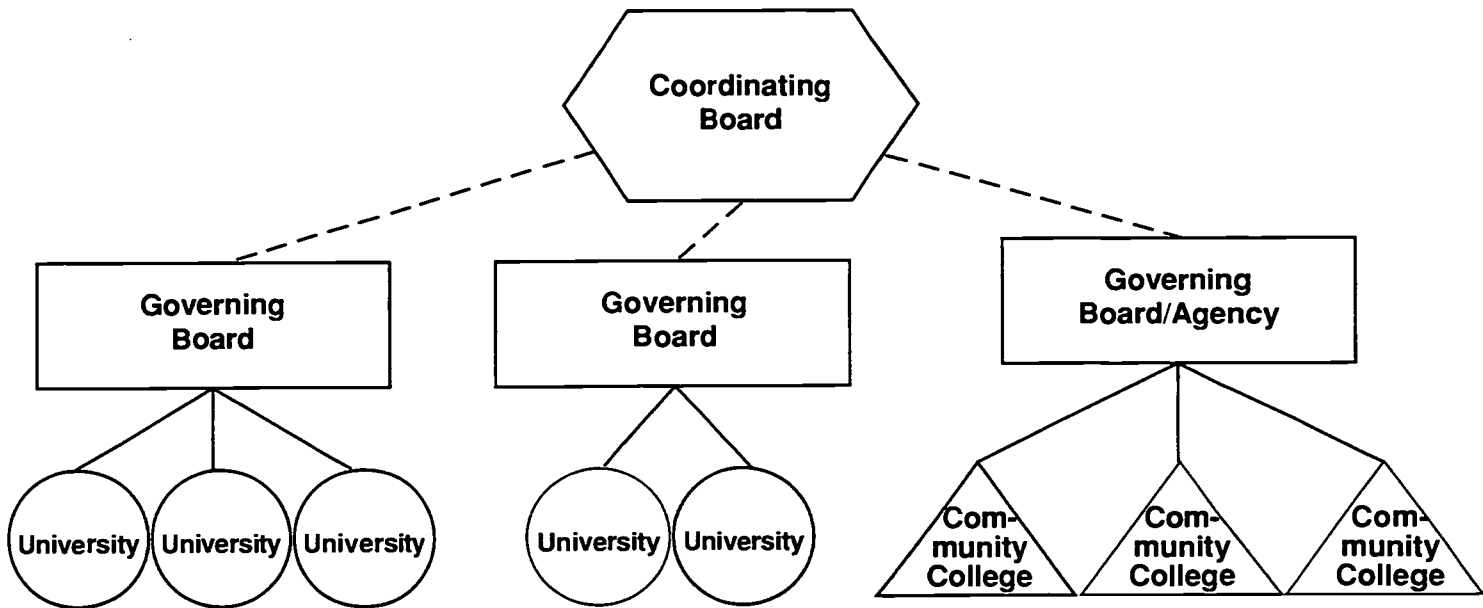


# Chart I (cont.)

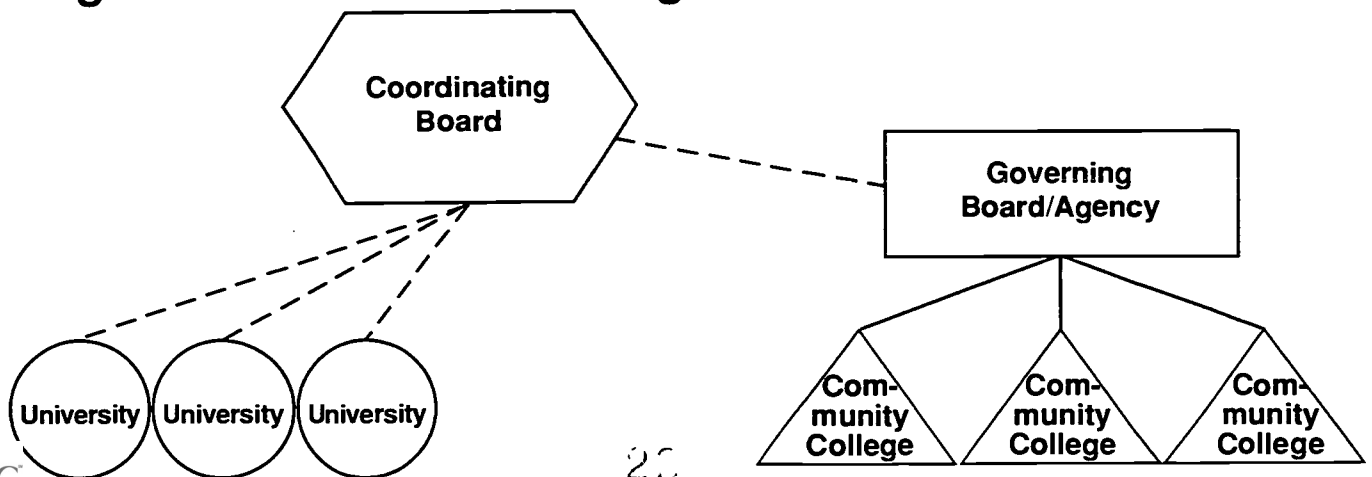
## C. (1) Mixed Single Institutional Boards & Multi-Campus/ Segmental System Boards



## C. (2) Segmental System Boards



## D. Single Institutional Governing Boards



## State Policy, Culture and Tradition

Differences in state structure also are related directly to differences in state policy, culture and tradition. Some of the more significant differences include:

- **Legislative and executive branch roles.** In some states, the balance of power is in the legislature, and the governor has only limited authority. In others, the governor wields most of the power. It is traditional in some states for the executive and legislative branches to delegate only limited authority and responsibility to quasi-autonomous boards. In such cases, the governor and legislature are involved extensively in budget policy and in administrative and fiscal matters affecting postsecondary education. In contrast, other states traditionally delegate considerable budgetary, administrative and procedural responsibilities to postsecondary education boards.
- **Regional economic and political differences.** Because colleges and universities are critical to regional economies, postsecondary education politics often reflect long-standing, deep-seated regional differences and conflicts. In fact, those states with the most severe regional imbalances (e.g., growing urban areas that are threatening isolated rural areas) tend to be those with the most unstable postsecondary education coordinating and governing structures. These states also tend to have more centralized, bureaucratic structures because these are seen as necessary to counter the intense regionalism in state politics.
- **State cultures regarding the role of the private sector.** A number of states, especially those in the Northeast and Midwest, have well-established and highly respected private postsecondary education sectors. In these states, major public universities are more often organized as "private corporations for public purposes." Other states, especially in the West, have strong traditions of carrying out public functions only through publicly owned and controlled entities. Public colleges and universities are treated more as state agencies than as independent corporations. These cultural differences extend to debates about access and affordability and the appropriate levels of tuition and fees and state support for student financial aid. Underlying all these points are differences in the extent to which postsecondary education is seen as a societal or individual benefit.
- **State population and enrollment.** States with consolidated governing boards usually have comparatively less complex postsecondary systems with smaller total enrollments (less than 100,000, and in some cases, less than 25,000). Georgia, North Carolina and Wisconsin are three major exceptions. Most of the coordinating board states have large enrollments (a third with enrollments over 200,000) and complex systems of multicampus, segmental and individual governing boards.
- **Tradition and leadership quality.** The leadership qualities of board members, state agency chief executives and staffs, and institutional leaders change. A board may be recognized as strong and effective at one point and weak and ineffective at another. The leadership quality from the governor and key legislators also can make a profound difference. Those variables

that tend to define the strength and effectiveness of a postsecondary education board, aside from its formal authority, include:

- Board members' prestige and credibility
- The board's performance as a cohesive, policymaking group as opposed to a collection of individual interests
- The board's and staff's reputations for objectivity, fairness, sound judgment and constructive conflict resolution
- The board's ability to focus its agenda on major policy issues rather than minor procedural and administrative details, i.e., the board's ability to manage its time effectively, delegate and organize its work.

# HISTORICAL REVIEW OF CHANGES IN STATE STRUCTURES

## Early Developments

State actions to establish structures for coordination and governance can be traced to the late 1800s. Over the years, states have established postsecondary education boards because of needs and objectives important at a particular time. These needs and objectives included changes within postsecondary education, changing political and economic conditions, and circumstances unique to a state. For example: (1) States that entered the union at about the same time, such as Montana and Idaho, adopted constitutions with similar structural provisions for public postsecondary education, and (2) the Progressive Era in the early 1900s saw several states replace separate boards for each of their universities with a single statewide board because of concerns that local boards were dominated by regional political interests.

In his 1971 review of statewide coordination, Robert Berdahl identified four major periods: (1) the period of complete institutional autonomy lasting from colonial days to the late 1800s, (2) the creation of single statewide governing boards beginning in the late 19th century and reaching a peak in the first two decades of the 20th century, (3) the creation of voluntary arrangements in the 1940s and 1950s, and (4) the creation of statewide coordinating boards beginning in the 1950s and continuing today.<sup>20</sup>

The unprecedented enrollment growth of the 1950s spurred the most dramatic increase in the creation of statewide coordinating boards. Thirty-one states established such boards in this period. Another five states, most with small populations, established consolidated governing boards.

By 1970, 47 states had established either consolidated governing boards responsible for all four-year institutions (and in some cases, community colleges as well) or coordinating boards responsible for statewide planning and coordination of two or more governing boards. Three small states with a limited number of institutions did not form a special statutory agency but continued to handle statewide postsecondary education issues through existing governing boards, voluntary coordination and direct involvement of the governor and state legislature in coordinating roles.

## The 1970s: From Growth to Steady State

The coordination and governance patterns established in the late 1950s and 1960s matured in the 1970s. The authority of state boards was strengthened. Intensified concerns about accountability in a period of fiscal stringency spawned new policies and regulations to ensure efficient use of limited resources. Even more significant was a major increase in the involvement of other executive branch agencies and legislative staffs in postsecondary education affairs, especially in budgetary matters. Increasingly sophisticated legislators, backed by professional staffs, became

more directly involved in both the substance and procedures of state postsecondary education policy.<sup>21</sup>

Two forces strongly influenced the policy environment: (1) the shift from expansion to anticipated retrenchment and (2) the impact of the federal Education Amendments of 1972.

Following the large enrollment increases of the previous decade, debate in the 1970s was heavily influenced by projections of enrollment decline by the end of the decade and worsening economic conditions in the wake of the oil embargo. The 1975 report of the Carnegie Council on Policy Studies in Higher Education, *More Than Survival*, underscored the need for postsecondary education to adjust to the projected retrenchment.<sup>22</sup> State policy focus changed from managing growth to managing anticipated decline.

Federal policy changes in the early 1970s also had a major impact on state policy and structure. The Education Amendments of 1972, and subsequent amendments in the late 1970s, had both immediate and long-term impacts on state postsecondary education policy and coordination. Among the most important federal changes were:

- Eligibility for federal student financial aid programs was extended to students attending proprietary schools, and the definition of "institution of higher education" in the Higher Education Act was changed to encompass a broader range of institutions under the new phrase, "postsecondary education." This definition encompassed a much broader range of institutions than was covered by most state regulatory and coordination structures in place at the time. Because federal financial aid eligibility depended in part of state licensure of institutions, the new requirements placed greater oversight responsibilities on state governments. A sense that this oversight should be further strengthened would lead 20 years later to the SPREs enacted in the 1992 amendments to the Higher Education Act but subsequently not implemented by the federal government.
- The federal State Student Incentive Grant program provided matching funds for state need-based student aid programs. This resulted in new state aid programs in three-quarters of the states and a three-fold increase in state student aid funding by the end of the decade. As a direct result, many existing state coordinating boards took on student aid administration as an added responsibility, while other states created new state student aid agencies.
- The "1202 Commissions" created by the amendments explicitly linked state eligibility for certain categorical programs to a commitment to comprehensive statewide planning. This was based on the assumption that federal funds would be better used if states had a mechanism to ensure effective and efficient use of all resources — federal, state and private. The federal law required states to establish or designate a state commission, "broadly and equitably representative of the general public and of public, private and proprietary institutions of postsecondary education." This provision conflicted directly with the coordinating and statewide governing structures established in a number of states in the 1960s. Most of these entities were led by lay boards, not "representative" boards, and few had a scope of responsibility as broad as the new definition of "postsecondary education." College and university leaders, already concerned about the growing power of state agencies, saw this

federal law as reinforcing state efforts to undermine institutional autonomy. By the end of the decade, the federal law was amended to nullify the earlier requirements, but the provisions would have a lasting impact on the coordinating structures in many states.<sup>23</sup>

- The 1978 amendments to the Guaranteed Student Loan program (subsequently renamed the Stafford loan program) greatly increased federal reliance on state guarantees for federally insured loans. This led virtually every state to establish state guarantee agencies, which were often organized as quasi-private entities.

The new federal requirements had the biggest impact in two kinds of states. First, states with all public postsecondary education under one or two governing boards (e.g., Arizona, with universities governed by the Board of Regents, and community colleges coordinated by the State Board of Directors) created new entities (e.g., the Arizona Postsecondary Education Commission) to ensure representation from nonpublic sectors as required by federal law. Second, states that had not previously established statewide coordinating bodies (e.g., Delaware and Alaska) were stimulated to do so by the federal legislation.

By the end of the decade, when Congress repealed the 1202 Commission provisions and discontinued funding, the lasting impact of the commissions on state structure was clearest in those states that had assigned important *state* functions (e.g., licensure or student aid administration) to the newly created commissions.

During the 1970s, 12 states made changes in their postsecondary structure that could be characterized as significant. In each case, debate was dominated by concerns about whether the state's postsecondary system was prepared for the projected economic and enrollment conditions. The principal alternatives debated all moved toward greater state control — either through consolidated governance or strengthened regulatory coordination. Seven states that had previously adopted a coordinating board as opposed to a statewide governing board took steps to strengthen that coordinating function, either modifying the authority of the existing agency or replacing the agency with a new body with increased regulatory authority. Two states, North Carolina and Wisconsin, replaced their coordinating bodies with statewide governing boards. The other three states made adjustments to meet the 1202 Commission requirements and to respond to state-specific issues.

### **The 1980s: Education Reform and Accountability for Results**

In the decade of the '80s, the roles of state postsecondary education boards shifted in fundamental ways as governors and legislators took far more aggressive positions regarding the quality of postsecondary education.<sup>24</sup> In contrast to the 1970s when changes in federal policy tended to dominate and direct state policy, the 1980s have been called the "decade of the states." During the decade, governors increasingly dominated policy leadership and aggressively pursued an agenda focused on connecting postsecondary education to the states' social and economic agendas.<sup>25</sup> These new expectations were direct effects of the education reform movement, which sprang from key reports produced by state leaders and their organizations.<sup>26</sup> The call for reform

added new responsibilities to state boards and, as a consequence, heightened the potential for state/institutional conflict.

In the past, state boards had carried out the traditional state coordinating functions of planning, budget review, program review and administration with little expectation or intent of affecting the internal dynamics of institutions. In the 1980s and continuing to the present day, governors and legislators often expect both coordinating and governing boards to be agents for change, to use a variety of policy tools as levers to affect the overall direction of the state postsecondary education system, and to provide external incentives for institutions to improve internal quality and efficiency.<sup>27</sup> A new definition of "accountability" has emerged, one that views accountability as an integral part of a larger policy agenda focused on change and uses accountability systems and measures as "change instruments" rather than reporting mechanisms.<sup>28</sup>

Essentially four new governing/coordination mechanisms came into use in the mid- to late 1980s. Those were:

- **Setting a state policy agenda and serving as agents for change.** In contrast to traditional master planning, state boards increasingly were expected to set forth a vision for the future of the state's postsecondary education system and take the lead in its implementation. In some cases, a blue-ribbon commission might develop the "vision," and the state postsecondary board would be charged with carrying out the commission's recommendations and sustaining the momentum for reform.<sup>29</sup> This vision would connect the postsecondary system's priorities with the state's major policy challenges, e.g., raising the education attainment of the population through restructuring elementary, secondary and undergraduate education; increasing minority participation and achievement; and revitalizing the state's economy through improved professional education, training, research and technology. Rather than being aimed only at the internal priorities of the postsecondary system, these agendas sought to influence the aspirations and priorities of the general public and corporate, civic and political leaders.
- **Incentive, competitive or targeted funding.** These mechanisms aimed to stimulate institutional attention to the policy agenda and, in some cases, to prompt reallocation of institutional resources toward that agenda. These initiatives might include financial incentives for improving undergraduate education and student performance, competitive/challenge grants for institutional renewal, and targeted funding for centers of excellence for research, graduate education and technology or for specific objectives such as improving minority achievement.<sup>30</sup>
- **Requirements for assessment of student learning.** By the late 1980s, two-thirds of the states had a formal policy on assessment of student learning. The majority of these policies stressed that every public institution should define expectations for student learning and determine and report whether, in fact, students were meeting these expectations. Most of these initiatives aimed to stimulate greater attention to teaching and learning and left it to the institutions and their faculty to define outcomes and assessment methods. Most states



required that institutions report only that an assessment policy and process were in place, but a few required detailed reporting of outcomes data to either the state or the public. Other states required testing of students for adequacy of preparation for postsecondary-level study or for progression from lower- to upper-level study.<sup>31</sup>

- **Performance-oriented accountability reports.** State political leaders had and continue to have a growing interest in performance indicators and report cards that provide information to prospective students and the public on institutional and system performance. While these are related to assessment of student learning, their intent and scope is broader. Rather than the internal "improvement" focus of many assessment initiatives, performance indicators serve primarily to assure external audiences that institutions are committed to high performance and productivity in areas important to the institutions' specific missions, including research and service.<sup>32</sup>

Throughout the 1980s, and especially since 1985, these new mechanisms were incorporated into most proposed and/or enacted governance changes.

### **Changes in State Postsecondary Structures in the 1980s**

Efforts to change state postsecondary governance and coordination structures and functions intensified throughout the 1980s. The impact of the educational reform movement was heaviest in the later half of the decade. Though some far-reaching changes occurred in the early part of the decade most of the major changes occurred between 1985 and 1989 when at least 27 states conducted major studies of their postsecondary education systems through blue-ribbon commissions, consultants' studies or special legislative task forces. In the same period, 26 states seriously debated changes in structure ranging from relatively minor changes in state board authority to major restructuring of the total system. Actual changes were made in 15 states.<sup>33</sup> A summary of these changes follows.

Arguably the most far-reaching structural changes occurred early in the decade, in Massachusetts and Connecticut. In Massachusetts, a new statewide governing board replaced all existing state agencies and boards. In Connecticut, the single governing board concept was rejected, and a new, strengthened coordinating board was established. Rhode Island abandoned its single board for all levels of education and established a separate governing board for its three public postsecondary education institutions.

Also in the early 1980s, several states (e.g., Florida, Minnesota, North Carolina and Tennessee) reorganized state-level governance of community colleges, vocational-technical institutes and related programs. Other states such as Pennsylvania reorganized and consolidated the governance of major postsecondary education sectors.

From 1985 to 1989, 11 states changed the authority of their statewide boards reflecting a widespread desire for effective statewide entities capable of carrying out a new array of policy

leadership functions. The changes, especially those in Maryland, Oregon and Washington, also reflected a distinct shift toward greater gubernatorial involvement, if not control, of statewide coordination.

Six states — Colorado, Maryland, Nebraska, Texas, Washington and West Virginia — completed major restructuring of their systems in the late 1980s.<sup>34</sup> In each case, the changes came after months, sometimes years, of study and debate. In Colorado, Maryland, Nebraska, Texas and Washington, the changes were designed to establish stronger, more effective coordinating boards. In several of these states, especially Colorado, Maryland and Washington, the states seriously debated but rejected proposals for a single statewide "super-board" for all postsecondary education. Maryland replaced its state coordinating board and consolidated all but two of the state's public four-year institutions under the Board of Regents for the University of Maryland System.<sup>35</sup> West Virginia created a unique structure with two boards, one for the universities and another for the state colleges, community colleges and vocational-technical institutions, each headed by a chancellor. The two boards share a common administrative and support staff.

Five other states — Arkansas, New Mexico, North Dakota, Oregon and South Carolina — made significant but less sweeping changes in their state structures. Arkansas, New Mexico and South Carolina strengthened their existing coordinating boards. Oregon abolished its existing coordinating board and transferred the agency's functions to the governor's office of education policy and planning. North Dakota enhanced the coordination of its public postsecondary education institutions within the newly named North Dakota University System.<sup>36</sup>

In response to pressures for stronger system leadership, at least eight states debated the scope of authority and title of the executive officer of multicampus systems. The scope of the officer's line authority for campus presidents and whether campus presidents would be required to relate to the governing board through the system executive were usually at issue in these debates. In Mississippi, the position of executive director was changed to "commissioner" and in North Dakota the position of commissioner was changed to "chancellor" of the university system.

***Changes in state structure for community colleges.*** At least 10 states debated changes in the structure for community colleges and postsecondary technical institutions, but only four states — Alaska, California, Colorado and Connecticut — made significant changes. California and Colorado strengthened the authority of the existing state community college boards, while Connecticut established a new board for community and technical colleges that consolidated two previously separate boards for the state's technical colleges and the regional community college board.

In Alaska, the Board of Regents of the University of Alaska realigned all the institutions within its jurisdiction under one of three university centers, each headed by a chancellor. Each of the community colleges was assigned to one of these centers, effectively reducing the independent governance of community colleges.<sup>37</sup>

*Changes in substate systems.* In several states, changes were made in the governing arrangements of some institutions but not others. Each of these changes represented issues that would emerge again in the states in later years. The changes reflected significantly different patterns: one toward centralization, another toward decentralization and a third toward urban-area coordination. Texas took steps toward centralizing its system by combining the University System of South Texas with the Texas A&M University System and Pan American University with the University of Texas System in the first of what would become a series of consolidations of state institutions under the two major university systems. New Jersey decentralized its system with legislation that strengthened the independent governance of the state colleges and exempted them from a number of detailed state fiscal and procedural controls. Seeking improved urban-area coordination, Colorado established the Auraria Higher Education Center to oversee the common campus housing three public institutions serving metropolitan Denver, each of which remained under the governing authority of different system boards.

### **The 1990s: Performance, Productivity and Instability**

The recession period of 1989 to 1991 became a key turning point for state roles in postsecondary education.<sup>38</sup> The fiscal crisis that had begun in the Northeast soon spread to virtually every state. In addition, several key supporters of the postsecondary education initiatives of the 1980s, such as Governor Thomas Kean of New Jersey, left office. Accelerating political turnover meant that many of those who had authored earlier changes were no longer in office.

The education reform movement gained supporters, spurred by the Education Summit of the President and governors in 1989. State dominance of postsecondary policy continued, but leaders intensified questions about the performance and productivity of postsecondary education. Concerns deepened among policymakers and the general public about a perceived lack of connection between postsecondary education and major issues facing society, in particular the quality of public K-12 schools, crime and youth violence. Policymakers' impatience with the slow pace of change in postsecondary education and the lack of evidence that institution-based approaches improved performance led to demands for more aggressive state actions.

In these new conditions, many initiatives enacted just a few years before changed direction or were put on hold. Special funding programs all but vanished. Only those that were integral to the state's budgeting and resource allocation system, such as Tennessee's long-standing performance funding program, were retained. State assessment programs lost funding and staff, although in most cases they were retained in state statute and remained a state postsecondary agency responsibility. Institutions and state agencies that had implemented the assessment programs as "add-ons" could not afford to keep them in place, and many institutional leaders who had opposed the initiatives, or expressed concerns about the way the systems were implemented, supported efforts to eliminate funding.

Though states emerged from the recession, concerns about postsecondary education's performance and return-on-investment continued. Despite improving economic conditions, new

policies and more penetrating questioning of the underlying efficiency of postsecondary education emerged. Questions about faculty workload and commitment to undergraduate teaching dominated legislative agendas as states showed a new willingness to pursue aggressive policies that examined the "performance" of postsecondary education.<sup>39</sup> By the end of 1993, 18 states had put in place systems of "performance indicators," and at least four states established new financing policies that allocated a portion of state funding based on performance.<sup>40</sup> Other states tried but failed to institute similar policies.

Adding further uncertainty and instability to already tense relationships between states and postsecondary education were the sweeping political changes of the 1994 mid-term elections. The challenge of state coordination increased as governors and legislators with more conservative views about the role of government and education took political and legislative control. The success of state referenda and initiatives to limit taxes or change policies added to the uncertainty.

### **Changes in State Postsecondary Structures in the 1990s**

Nine states — Arkansas, Illinois, Kentucky, Louisiana, Massachusetts, Minnesota, Montana, New Jersey and South Carolina — enacted major changes in the 1991-97 period. Each restructuring initiative grew out of issues unique to each state, making it difficult to discern common themes across the states. Three of the states enacting the most comprehensive changes — Kentucky, Illinois and New Jersey — included elements of both centralization and decentralization or regulation and deregulation in their plans. Most of the changes occurred in states with coordinating boards (Arkansas, Kentucky, Louisiana, Minnesota, New Jersey and South Carolina). Minnesota replaced an existing coordinating board with a new entity with essentially no coordinating authority. In all the other cases, an existing board's authority was either strengthened (Louisiana and South Carolina) or the existing board was replaced with a different coordinating entity. Some major changes include:

- Three states — Arkansas, Kentucky, New Jersey — replaced an existing coordinating board.
  - Arkansas retained the basic authority of the previous coordinating board but provided for more direct involvement of institutional leaders through a Presidents' Council roughly similar to the one in New Jersey.
  - Kentucky replaced the former coordinating body with a new, stronger Council on Postsecondary Education. The council has enhanced authority to develop a strategic postsecondary agenda for the state and to coordinate a broader range of the state's institutions.
  - New Jersey replaced a strong, well-staffed State Board of Higher Education and Department of Higher Education with a smaller policy-oriented Commission on Higher Education and a Presidents' Council with advisory and coordinating responsibilities. The New Jersey restructuring further increased the autonomy of state colleges from state

regulatory and procedural controls, continuing the move toward decentralization initiated in the mid-1980s.<sup>41 42</sup>

- Massachusetts consolidated governance and downsized its postsecondary structure. Two separately governed state universities were consolidated under a reorganized University of Massachusetts system. The Board of Regents, the statewide consolidated governing board created in 1980, was replaced with a coordinating board, the Massachusetts Higher Education Coordinating Council, which was later renamed the Board of Higher Education. The Board of Higher Education retained some governing responsibilities with respect to the state colleges and community colleges, but governance is largely delegated to the pre-existing boards of each institution.<sup>43</sup>
- Two states, Minnesota and Montana, approved major changes in their university systems that, in effect, increased the consolidation and coordination between two- and four-year institutions within those systems.<sup>44</sup>
- Illinois eliminated two system boards, decentralized the governance of seven of the state's universities and realigned other elements of the system. These changes contrast sharply with the moves toward system consolidation in Massachusetts, Minnesota and Texas. Illinois retained its coordinating board, the Illinois Board of Higher Education.<sup>45</sup>

Several other states made governance changes in the 1991-97 period but none of the scope of the changes just summarized. These states also illustrate countervailing patterns of downsizing in some cases and consolidation and centralization in others.

***Downsizing within existing structures.*** Perhaps the most significant changes occurred *within* state postsecondary structures in response to political demands for downsizing and decentralization. The size of state postsecondary education agency staffs declined in the early 1990s.<sup>46</sup> The trend was most pronounced in the Northeast affecting Connecticut, New York, Pennsylvania and Rhode Island. While political leaders called for reduced state bureaucracy — often in the name of "reinventing government," they also often called upon the state postsecondary education agencies to maintain, if not expand, their oversight and accountability efforts. Agencies such as the Office of Postsecondary Education in the New York Education Department were left with little more than a skeleton staff to carry out a vast and largely unchanged regulatory mission, as well as to undertake new initiatives such as a new performance reporting system.

***Increases in board authority and system consolidation.*** While some states were downsizing, other states centralized and consolidated their systems. Colorado increased the coordinating authority of the Colorado Commission on Higher Education several times since 1990, and, as other states did during the 1980s, increased the governor's role by making the commission's executive director a gubernatorial appointee. Texas continued the process of consolidating state universities under the major state systems by merging East Texas State University, its branch at Texarkana, West Texas State University and Baylor University Dental School into the Texas A&M University System.

Changes within other systems, such as the University System of Georgia and the University of Maine System, occurred primarily as the result of changes in system leadership. The Massachusetts Higher Education Coordinating Council became the Board of Higher Education, and the University of Maryland System became the University System of Maryland, but these name changes involved no substantive change in role and mission.

At least 20 other states engaged in serious debates about changing state postsecondary structures without enacting any actual changes. Alabama debated alternatives ranging from strengthening the Alabama Commission on Higher Education to creating a superboard. In 1997, in response to pressures from the governor to reduce state spending and unnecessary duplication, the Alabama commission proposed both reduced and reallocated funding for public institutions that would likely lead to program elimination, mergers and consolidations, and potentially to closures. Montana voters rejected a state constitutional amendment that would have eliminated both the State Board of Public Education and the Board of Regents of Higher Education and replaced them with a state education commission, whose director would have been appointed by the governor. Several states debated governance of community colleges, and/or the relationship between community colleges and postsecondary vocational-technical institutions. Kansas continued a debate that dates back more than 25 years about state-level coordination of the locally governed community colleges. Alternatives ranged from assigning coordination of the community colleges to the governing board for the state's eight universities, to establishing an independent state board for community colleges and then making other provisions for statewide coordination among all sectors.

States continued to debate the role of multicampus universities and systems. Several states questioned the continued justification of systems, while other states recognized the value of their systems and sought ways to improve their effectiveness. In New York, strong political and budgetary pressures forced a fundamental rethinking of the State University of New York (SUNY) and, in particular, the role of SUNY Central.<sup>49</sup> Pressures for reducing the size of central staffs and rethinking the role of systems were debated in Maine and Oregon. Other states saw consolidated systems as the means to deliver postsecondary education services more efficiently to widely dispersed populations, especially through technology. Maine debated the implications for university system governance of the Education Network of Maine (a unit of the University of Maine System).<sup>50</sup> In North Dakota, the State Board of Higher Education appointed a panel to examine the impact of efforts made since 1986 to create the North Dakota University System. The panel recommended the state resolve the constitutional status of institutions within the system and strengthen both the selection and performance of the State Board of Higher Education.<sup>51</sup>

Other states questioned the role of, if not the need for, the state coordinating board. In Tennessee, the debate centered around the perceived politicization of the Tennessee Higher Education Commission and on the composition and methods of appointing commission members and the executive director.<sup>52</sup> In Virginia, serious ideological differences among key players about the future of postsecondary education in the state and the role of the State Council on Higher Education for Virginia were central issues.<sup>53</sup> In other states, debates and proposed changes

reflected changes in political leadership that contributed to increasing tensions between postsecondary education and political leaders.<sup>54</sup>

Finally, the acceleration of turnover among state postsecondary education executives raises concerns about the future of statewide coordination. In mid-1997, 27 state higher education executive officers (SHEEOs) had been in their positions for fewer than four years; 39 had entered their positions since 1989. The rate of turnover in the past four years is distinctly higher than in the previous two four-year periods. From 1994 through 1997, 31 SHEEOs will have changed, and another two have announced their retirement by mid-1998. In the 1990-93 period, 24 SHEEOs changed; in 1986-89, 23 SHEEOs changed. Throughout most of the past 20 years, most of the changes in SHEEO positions could be attributed to normal transitions related to career changes or retirement. In the past few years, however, political instability and governance changes clearly have contributed to the accelerated turnover.

## WHAT LEADS TO CHANGE IN STATE POSTSECONDARY EDUCATION STRUCTURES?

Many of the changes in state postsecondary structures over the last 25 years have reflected the interplay of two forces: broad changes in the external policy environment and certain "perennial issues" that frequently trigger reorganization debate.

As outlined earlier, governance and coordination have been affected by broad changes in the policy environment. In the 1970s, a strong federal policy influence tended to dominate and direct state policy. Educational reforms and concerns about outcomes and performance led in the 1980s to a reassertion of state concerns and stronger leadership by governors and other state-level players. Political changes and increasing emphasis on productivity and technology in the 1990s is shaping postsecondary policy and structures in still different ways.

In addition, a number of "perennial issues" consistently have spurred governors and legislators to make postsecondary education reorganization proposals. These issues, which are continuing to trigger proposals to change state postsecondary education structures, tend to be long-standing irritants whose urgency increases as public expectations rise or economic conditions worsen. They include the following eight recurrent concerns:

- **Actual or perceived duplication of high-cost graduate and professional programs.** In most states, regional economic, political and cultural differences present serious challenges to state policymakers. These regional stresses are amplified and played out in conflicts within the states' postsecondary education systems. A common scenario begins with pressure from a growing urban area to have accessible graduate and professional programs. Subsequent local campaigns and state lobbying efforts to expand these programs from a few courses to a full university campus spawn opposition from existing universities and other regions.

The same scenario often plays out when isolated rural areas struggle to gain access to programs for place-bound adults. Local and regional "end-runs" to the governor or legislature to get special attention either to advance or block such initiatives usually spark political struggles that inevitably lead to major restructuring proposals. Short-term victories gained through "end-running" the established coordinating structures usually lead eventually to greater centralization.

- **Conflict between the aspirations of two institutions (often under separate governing boards) in the same geographic area.** Again, conflicts tend to be over which institution should offer high-cost graduate and professional programs. Major reorganization proposals (merger or consolidation) usually occur after years of other efforts to achieve improved cooperation and coordination.
- **Legislative reaction to institutional lobbying.** As governors and legislators face politically difficult and unattractive choices to curtail rather than expand programs, intense lobbying by narrow, competing institutional interests can spark demands for restructuring. Political



leaders seek to push such battles away from the immediate political process by increasing the authority of a state board, with the hope that the board will be able to resolve the conflicts before they get to the legislature. The reverse situation also occurs frequently. A state board will act to curtail an institutional "end-run" and then face a legislative proposal (frequently stimulated by the offending institution) to abolish the board.

- **Frustrations with barriers to student transfer and articulation.** Cumulative evidence that student transfer between institutions is difficult, or the number of credits limited, often leads to legislative intervention and, in extreme cases, to reorganization proposals.
- **Proposals to close, merge or change institutional missions of colleges or universities.** At issue may be small, isolated rural institutions or institutions with similar missions in close proximity to one another. The intense lobbying and publicity by persons who oppose the changes often lead to proposals to abolish the board that proposed the change. In other cases, the state board's inability to carry out a recommended closure or merger may lead to subsequent efforts to increase the board's authority. Another alternative for states is to establish a process to close unneeded postsecondary campuses or programs, similar to the federal government's procedure for closing military bases.
- **Inadequate coordination among institutions offering one- and two-year vocational, technical, occupational and transfer programs.** Many states have regions or communities where two or more public institutions, each responsible to a different state board or agency, are competing to offer similar one- and two-year programs. In the worst situations, this may involve a postsecondary technical institute, a community college and two-year lower-division branches of a university.
- **Concerns about the state board's effectiveness.** State leaders often propose reorganization because they believe a board (or its staff) is ineffective or lacks the political influence or judgment to address critical issues facing the state. The "critical issues" are often one or more of the other perennial issues mentioned above. A sense that the board is unable to resolve problems before they become major political controversies, or that it has handled difficult issues poorly, or that it focuses too much on detailed administrative, regulatory or internal management issues and not on policy leadership often sparks reorganization proposals. State leaders also may propose reorganization not because the structure has problems but to change the leadership or personalities involved in the process.
- **Proposals for "superboards."** Almost without exception in governance debates, someone proposes consolidating all public institutions under a single, consolidated governing board (frequently called a "superboard"). Because of the inevitable opposition, few states have established superboards in the past 20 years. Instead of total consolidation, states often consolidate institutional clusters to form segmental (all institutions with similar missions) systems.<sup>55</sup> As an alternative to forming a single statewide governing board, several states have greatly strengthened the existing state coordinating board. The result is a coordinating board with powers that approach those of a governing board.

Conclusive evidence for and against consolidated systems is difficult to find. There are examples of both centralized and decentralized systems that are working well in terms of providing system direction while supporting institutions with highly diverse missions. These examples are making creative use of the benefits of a system to meet the state's educational needs.<sup>56</sup>

At the same time, one also can find examples of both coordinating and consolidated governing boards that are performing poorly. They are giving insufficient time to policy leadership, have lost credibility with the state's political and postsecondary education leadership, and are excessively focused on administrative, regulatory and internal management issues. These boards are failing to promote mission differentiation, and they give insufficient attention to the major policy challenges facing the state.

The greatest danger is that states will adopt one alternative or another without taking into consideration questions such as those listed in the "Guidelines for States Considering Reorganization" section on page 40. The pressure simply to copy another state's structure is often overwhelming, even though the structure may be inappropriate for the state's unique needs and underlying political culture.<sup>57</sup>

## WHAT IS BEHIND RECENT CHANGES?

Changes emerging in the 1990s still are evolving but appear to be more complex and ambiguous than those of earlier decades. No broad, easily classified trend, such as a general move toward centralization or decentralization, is discernible. At first glance, the changes of the 1991-97 period appear to be a series of unrelated, disparate actions reflecting the politics and unique circumstances in each state. Without a doubt, local politics did play a part in each change, but a closer examination reveals several common themes and issues.

Many are the same "perennial issues" described above, but the scope and intensity of the changes across the states suggest new forces are also at work. These new forces include:

- **Change in state government leadership.** State coordination, as it evolved in the mid-1900s, presumed a degree of stability in the structure and leadership of state government. A small number of key leaders in each state were responsible for shaping the structures established in the 1960s and 1970s. The continuing success of the structures they shaped depended, at least partially, on the ability of these people to remind each generation of political leaders about why the structure was formed and the basic values that should guide state-institutional relationships.

Today, few of the people who shaped the current structures are still in positions of influence. The influx of many new players makes it difficult to sustain mandates over time as new players ignore or seek to change their predecessors' actions. Because of the turnover in legislators, legislative staffs increasingly are assuming responsibility for legislative continuity and oversight. For example, as legislative interest in performance indicators increases, along with growing interest in mandating linkages between these measures and funding policy, the responsibility for monitoring implementation is shifting away from state postsecondary education agencies to legislative staffs.

Postsecondary governance and coordination, therefore, goes well beyond the task of working with the state executive and legislative branches in the normal policy and budgetary cycles. The changing players in state governments means mandates constantly are changing, making the state postsecondary education board's role in leading long-term, systemic change especially difficult. These changes make the task of developing a constructive relationship between the state government and postsecondary education system far more complex and problematic.

- **An apparent weakening consensus about the basic purposes of public postsecondary education.** In the 1970s and 1980s, a general consensus existed across political parties and states about the basic goals of public postsecondary systems. Most state master plans contained references to a common set of values and purposes, such as access and equal opportunity, diversity and the importance of postsecondary education to the state's economic development and its citizens' well-being. Further, most political leaders supported state

coordination as a means to achieve these purposes through the efficient and effective use of limited public resources.

This consensus about purposes and values may be diminishing, in part, not only because of the accelerating turnover in leadership mentioned earlier, but also because of a broader fragmentation in public views about basic priorities, purposes and values. For example, basic assumptions underlying traditional coordination functions, such as planning and rational allocation of resources, are being challenged by those who favor open, market-driven, privatized delivery systems over formal, institutionalized government planning. In another area, the trend to emphasize outcomes, assessment and links between postsecondary education and the economy has become entangled in political controversies about outcomes-based education and school-to-work programs in K-12 reform.

A state postsecondary education board no longer can assume it can somehow *find a consensus* among state government and postsecondary education leaders. Instead, the board must *shape that consensus* if it hopes to set clear, consistent direction. Those persons engaged in this process must reach not only the governor, state legislators and state postsecondary education leaders, but also the broader public. Yet to take such an aggressive course in a turbulent political environment can be risky, if not fatal, for the agency or its executive officer.

- **Growing political involvement in state coordination and governance.** A state board's strength depends, in part, on its ability to develop and sustain a long-term agenda over several political cycles and to build a continuing consensus around the agenda among the state's leadership. The board's ability to conduct objective, independent policy analysis and policymaking is a key tool in this process. A board's political independence is often critical in challenging political leaders while promoting such a long-term agenda. But political leaders often perceive independence as lack of responsiveness to public priorities.

In the past decade, several states have modified their structures to give governors a more direct role in appointing either the state board chairmen or the executive officers. The price for increased responsiveness in the short term, however, may be a high degree of instability as political leaders and priorities change. Traditionally, postsecondary education boards — both coordinating and governing — have interpreted postsecondary education to the political leadership and, in turn, interpreted the public's priorities to the academy. Today, however, political leaders are more likely to see these boards as "implementing agents," not as quasi-independent policy bodies.

At least six of the changes in coordinating board executive officers since 1994 resulted from changes in governorships. In addition, several governors recently have appointed board members with the deliberate intent to change the board's agenda. While this is clearly a governor's prerogative, the effect is to create seriously divided state boards and to weaken the board's credibility as sources of objective information and policymaking.<sup>58</sup>

- **Increase in legislative mandates in areas traditionally handled by state postsecondary education boards and institutions.** Though the direct involvement of legislatures in mandating change within postsecondary education is not new, what may be changing in the mid-1990s is the legislature's relationship with the state postsecondary agency and institutions in carrying out the mandates. In the past, legislators could be persuaded to mandate the *ends* to be achieved by a particular piece of legislation, while delegating the *means* to be used in achieving these ends to the boards and institutions. Today, it is more common for the legislature to spell out in statute the details of both ends and means, leaving the state postsecondary board little discretion in responding to legitimate institutional concerns about the mandates and placing the agency on an inflexible, confrontational path with the postsecondary community.

The use of performance indicators is a good illustration. A 1997 survey by the State Higher Education Executive Officers found that 38 states report or use performance measures. In more than half of these states, the statutes define the details of the mandates, i.e., both the ends and the means of measuring performance. Tenure and post-tenure review may become another such case. Traditionally, legislatures and coordinating boards have not been involved in faculty personnel issues because these were the purview of institutions and their governing boards. But now a legislative concern about faculty workload and attention to teaching has shifted sharply toward issues of tenure and post-tenure review. While a detailed count of states is not available, it appears that three-quarters of the state legislatures debated tenure or post-tenure review during the 1996-97 sessions.

- **The gap between external and internal definitions of quality and expectations for quality assurance.** Aggressive, intrusive legislative actions reflect the gap between external and internal definitions of quality.<sup>59</sup> College and university leaders continue to emphasize quality in terms of an institution's resources, i.e., the qualifications of the institution's faculty and the adequacy of its "academic assets," such as libraries and computing facilities. Faculty members usually define quality in terms of their disciplines or professions. In contrast, external constituents define quality in terms of student outcomes — what college graduates know and can do. Business leaders define quality in terms of competency, including key workplace skills such as ability to solve problems, work effectively in a team or adapt rapidly to change. Legislators, reflecting concerns of their constituents, often are concerned with the quality of student experiences: access to advising, contacts with senior faculty or ability to transfer among programs and institutions without loss of credit.

State boards whose focus is too *internal* and ignores the views of *external* constituencies risk losing the confidence of governors, legislators and the general public. The board's credibility in defining and measuring public accountability is thereby lost, and state leaders may seize the initiative and mandate change — including governance change — to create a structure more responsive to external viewpoints.

- **Trend toward boards dominated by representatives of internal constituencies and a decline in "lay" membership.** An effective board functions as a group decisionmaking unit,

not as a "mini-legislature," in which each member is selected to represent an interest or jurisdiction. Individual members should have no special authority except as members of the decisionmaking group.<sup>60</sup> In the 1950s and 1960s, many boards included both lay members and postsecondary institutional representatives. Toward the end of the 1960s, however, many states either removed institutional representatives or reduced the number to ensure a "lay" majority. Governors and legislators came to have little faith that groups of institutional leaders would act in the public interest. States found that groups of institutional representatives (usually presidents) were unable to make difficult decisions to curb unnecessary duplication of programs and campuses.

In the past decade, there has been a shift back to "representative" boards. Since 1994, New Jersey, South Carolina and Arkansas have added representatives of institutional governing boards to the state coordinating boards. New Jersey and Arkansas boards legally are obligated to seek the advice, if not the consensus, of institutional leaders on key policy decisions.

Another widespread practice is for states to add faculty members and students to boards. Boards certainly should consider the perspectives of students and provide for appropriate faculty involvement in decisionmaking. But, by adding student and faculty "representatives" to a policymaking body, boards may shift the discourse away from external public policy issues toward internal issues. This may only exacerbate the gap between internal and external viewpoints discussed in the previous section and further undermine a board's credibility.<sup>61</sup>

- **Impact of an increasingly market-driven, technology-intensive postsecondary education system.** The education system is evolving in ways that are straining current structures. Characteristics of this evolving system include:
  - State residents will have access to multiple providers, only a subset of whom are the state's public institutions. Other providers include, but are not limited to, out-of-state public institutions, private nonprofit and proprietary institutions, corporations, virtual universities and other distance-learning operators.
  - Students increasingly are attending multiple institutions and obtaining at least part of their education through distance learning.
  - Student progress and the awarding of credentials increasingly will be based on assessment of competence, not the accumulation of credits or "seat-time."
  - Services that used to be available only through a single institution and its faculty increasingly are being "unbundled" and provided by a variety of independent suppliers who may or may not have exclusive ties to specific institutions. These services include creating and delivering curricular materials, providing student services, assessing learning and "competencies" and awarding credentials.

These changes will require a fundamental rethinking of many state postsecondary education board functions. Most states designed their public postsecondary education structures to operate within the confines of a single state's policy framework. State policy centered on

"providers" (institutions), not students. If a state had a consolidated governing board, the state board itself was a "provider" in that it governed one or more public institutions.

Under the emerging system, the geographical boundaries that shaped and defined many traditional coordination and governance functions are less and less meaningful. As distance education and other technology-enhanced delivery systems penetrate the postsecondary market, it will become difficult to define institutional missions, evaluate unnecessary duplication or base program approval on concepts of geographic service areas. Similarly, competency-focused systems make irrelevant the funding policies based on credit-hour production and quality-assurance models based on traditional accreditation methods. Data and reporting systems that assume most students attend only one or two traditional institutions within a common state system will be obsolete, if they are not already.

Student mobility and the availability of new, more flexible delivery systems are intensifying demand for a "seamless" system that allows students to move easily between and among an assortment of both traditional and nontraditional educational providers, choosing their educational experiences in a open marketplace and assembling them into a set of "competencies" that become the basis of "graduation" credentials. As a consequence, the public is demanding more interchangeability, transferability and uniformity of educational experiences even as postsecondary education institutions argue for greater autonomy and diversity.

Single-course numbering, common statewide core curricula and state-mandated articulation agreements are high on most state agendas. Similarly, duplication among two-year public institutions serving the same region (e.g., community colleges, technical colleges and university branch campuses) increasingly is leading to proposals to remove barriers for students seeking to move freely among the institutions, for employers seeking a single contact point for services and for regional political leaders frustrated with costly duplication.

New alternatives are challenging the policy frameworks of the past, often with direct implications for governance and coordination structures. The increased feasibility of at least partial program delivery through technology, the possibility that multiple providers can meet a community's needs and the use of community-based "brokering" centers instead of fully developed campuses all challenge traditional postsecondary structures.

- **State postsecondary education structures ill-equipped to address increasingly important cross-cutting issues.** States face many issues today that cannot be addressed solely through the current postsecondary education coordinating and governing structure. Examples include: K-12/postsecondary collaboration, transfer and articulation between traditional four-year institutions and other sectors (technical schools, career schools, employer-based training, etc.), postsecondary education's role in welfare reform and technology-based delivery involving corporate or out-of-state providers. A growing number of states are forming or considering "K-16" structures because current structures do not provide for adequate state-level, cross-sector coordination.

Single state boards responsible for all K-16 education do not necessarily lead to improved state-level policy coordination or to improved institutional-level coordination between K-12 schools and postsecondary institutions. Nevertheless, states clearly are searching for policy frameworks and levers to "open up" their governing structures and to increase cross-sector collaboration in planning and service delivery. Several large, multicampus systems, including the State University System of Georgia and the University System of Maryland, are leading in developing K-16 strategies in their states. State boards that fail to recognize the urgency of the demand for this kind of collaboration are likely to face political initiatives that force collaboration through structural change.

These eight issues exemplify the kinds of challenges that will face states well into the next century. As emphasized at the beginning of this essay, these problems will require fundamental rethinking about state structures and about state policy as a whole.



## GUIDELINES FOR STATES CONSIDERING REORGANIZATION

Most states have made governance changes without first making a thorough evaluation of how well their existing policies and structures align with the state's agenda and the public interest. Consequently, one can find numerous examples of governance changes that failed to meet the expectations of the people who proposed them. The ongoing changes in public expectations and new policy environments will require changes in many existing structures. States that make changes without a prior assessment of these contextual factors risk seriously hampering the capacity of the state and its postsecondary education system to compete in the new environment.<sup>62</sup>

The following are guidelines for states considering reorganization:

- **Clear goals and objectives should precede reorganization. Reorganization is a means to an end, not an end in itself.** Reorganization without a sense of purpose or direction may be more damaging than maintaining the status quo. If reorganization debates are framed by good information about the state's demographic, economic and educational trends, the debate is more likely to focus on the ends to be achieved than on arguments about means, turf and power.
- **States should be explicit about the specific problems that were the catalysts for the reorganization proposals.** In governance debates, rationales for change can be expressed in lofty terms disconnected from the problems that led to the proposals. The real issue may be one of the "perennial issues" discussed earlier in this essay. In some cases, the real issue is that the governor or legislature has lost faith in a specific individual even though the state's structure is sound, in which case the issue may be one of leadership, not structure. In other cases, state leaders may be frustrated with the legislature's inability to confront major policy dilemmas, and hope that a new governing structure can break the deadlock. The issue in such cases may be the legislature, not the postsecondary education structure.
- **States should ask if reorganization is the only or the most effective means for addressing the problems that have been identified.** Reorganization is necessary at times and can be an effective way to signal new directions, assert new leadership and provide a framework for new policy initiatives. But other alternatives (e.g., strengthened leadership by boards and executive officers or new financing and accountability measures) should be considered carefully.
- **States should weigh the costs of reorganization against the short- and long-term benefits.** What collateral damage will result if reorganization is pursued? It may take five to eight years for a newly organized system to begin to function effectively and to yield anticipated results. Major reorganization often is proposed to achieve efficiencies, but little account is taken of the extraordinary costs and reduced productivity stemming from the uncertainty and low morale of those affected by the changes. Large-scale organizational

change requires extensive consultation and rebuilding of the formal and informal networks that are essential for effectiveness. All these processes are the basic costs of change.

- **States should recognize that a good system takes into consideration both state and societal needs and the needs of colleges and universities.** The assumption that one but not the other of two opposing viewpoints must rule is dangerous. Neither the argument that institutional autonomy is an absolute good and that state involvement must be kept at a minimum, nor that state priorities must rule and institutional autonomy constrained by those priorities is correct. The challenge is to develop a state structure and policies that foster both appropriate institutional autonomy and responsiveness of institutions to public priorities.
- **States should distinguish between state coordination and institutional governance.** As defined earlier, "coordination" is concerned primarily with the state and system perspective — the framework within which governance takes place. "Governance," on the other hand, relates to the direction (by boards of trustees and presidents) of individual colleges and universities or systems of institutions. This distinction is important because states often try to solve coordination problems with governance alternatives or vice versa.
- **States should examine the total policy structure and process, including the roles of the governor, executive branch agencies and the legislature, rather than focus exclusively on the formal postsecondary education structure.** States often will change the postsecondary education structure (e.g., abolish or restructure a state coordinating board) when, in reality, the source of the problem lies elsewhere (e.g., the state government civil service requirements or the enactment of inappropriately detailed mandates by the state legislature).

State coordination of postsecondary education is one of the most complex, difficult balancing acts in state government. There are no simple answers, no absolutes. While lessons can be drawn from other states, there is no perfect model. Conflicts are the reality. The challenge is to resolve those conflicts as close to the operating level (e.g., at the campus level or through cooperation among campuses) and as close to the real problems as possible. Once issues rise to the level of the governor and legislature, political, as opposed to educational values, tend to dominate the debate. Finally, what worked at one point, with one set of actors, may not work at another point. States periodically should evaluate the adequacy of their systems and undertake carefully considered changes when necessary

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## ENDNOTES

- <sup>1</sup> Clark Kerr and Marian Gade, *The Guardians: Boards of Trustees of American Colleges and Universities: What They Do and How Well They Do It* (Washington, DC: Association of Governing Boards of Universities and Colleges [AGB], 1989, pp. 116, 128-129).
- <sup>2</sup> For a thorough analysis of campus-level boards in multicampus systems, see Edgar Schick, *The Local Board in Public Systems and Multicampus Universities*, AGB Occasional Paper No. 25 (Washington, DC: AGB, 1995).
- <sup>3</sup> Kerr and Gade, p. 115.
- <sup>4</sup> For historical perspectives on statewide coordination, see Ernest Boyer, *Control of the Campus* (Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1982); Robert O. Berdahl, *Statewide Coordination of Higher Education* (Washington, DC: American Council on Education, 1971); Carnegie Commission on Higher Education, *The Capitol and the Campus: State Responsibility for Postsecondary Education* (New York: McGraw-Hill Book Company, 1971); Carnegie Foundation for the Advancement of Teaching, *States and Higher Education: A Proud Past and a Vital Future* (San Francisco: Jossey-Bass, Inc. Publishers, 1976); Education Commission of the States, *Challenge: Coordination and Governance in the 1980s* (Denver: ECS, 1980); Lyman A. Glenny, *Autonomy of Public Colleges* (New York: McGraw-Hill Book Company, 1959); Lyman A. Glenny and others, *Coordinating Higher Education for the '70s* (Berkeley: Center for Research and Development in Higher Education, University of California, 1971); John D. Millet, *Conflict in Higher Education: State Government versus Institutional Independence* (San Francisco: Jossey-Bass, Inc. Publishers, 1982). For more recent commentaries on statewide coordination, see California Higher Education Policy Center CHEPC), *State Structures for Governance of Higher Education: A Comparative Study* (San Jose: CHEPC, 1997); James R. Mingle, *The Case for Coordinated Systems of Higher Education* (Denver: State Higher Education Executive Officers [SHEEO], 1995); Richard Novak, *Statewide Governance, Coordination, and Trusteeship in Public Higher Education: An Annotated Bibliography* (Washington, DC: AGB, 1995); Darryl G. Greer, "Prospective Governance," New Jersey State College Governing Boards Association (Trenton, NJ: 1995); Patrick M. Callan, *Perspectives on the Current Status and Emerging Issues for State Coordinating Boards*, AGB Occasional Paper (Washington, DC: AGB, 1991); Lyman A. Glenny, *State Coordination of Higher Education: The Modern Concept* (Denver: SHEEO, 1985); James R. Mingle, "Effective Coordination of Higher Education. What Is It? Why Is It So Difficult To Achieve?" *Issues in Higher Education*, No. 23 (Atlanta: Southern Regional Higher Education Board, 1988); and SHEEO, *New Issues — New Roles: A Conversation with State Higher Education Executive Officers* (Denver: SHEEO, January 1989).

- 5 For commentary on the changing policy environment for postsecondary education, see Anthony W. Morgan, "The New Strategies: Roots, Context and Overview," *Responding to New Realities in Funding*, Larry L. Leslie, ed.; *New Directions for Institutional Research* (San Francisco: Jossey-Bass, Inc. Publishers, no. 43, September 1984, pp. 5-19); Peter T. Ewell, *Assessment and the "New Accountability": Challenge for Higher Education's Leadership* (Denver: ECS, 1990); Leo Goedegebuure et al., *Higher Education Policy: An International Comparative Perspective* (Oxford: Pergamon Press, 1994); Gareth Williams, "Reforms and Potential Reforms in Higher Education Finance," *Through a Glass Darkly: Emerging Patterns of Social Demand and University Reform* (Oxford: Pergamon Press, 1995); Dennis P. Jones, "A Framework for Devising State Policy Toward Higher Education," draft paper prepared for the Education Commission of the States (Denver, February 1996); William Zumeta, "Meeting the Demand for Higher Education Without Breaking the Bank: A Framework for the Design of State Higher Education Policies in an Era of Increasing Demand," *Journal of Higher Education*, vol. 67, no. 4 (July/August 1996); Peter T. Ewell, "Achieving Academic High Performance: The Policy Dimension," *The Responsive University: Restructuring for High Performance*, William G. Tierney, ed. (Baltimore: Johns Hopkins University Press, 1997); and Arthur Levine, "Higher Education's New Status as a Mature Industry," *The Chronicle of Higher Education*, vol. 43, p. A48 (January 31, 1997).
- 6 See John K. Folger and Robert O. Berdahl, *Patterns of Evaluating State Higher Education Systems: Making a Virtue of Necessity* (College Park, MD: National Center for Postsecondary Governance and Finance, 1987). Also see as an example of a state policy agenda, the Commonwealth of Virginia, Commission on The University of the 21st Century, *The Case for Change* (Richmond: State Council of Higher Education for Virginia, 1989).
- 7 See Don A. Carpenter, *Role and Mission Development: A Comparison of Different Approaches*; J. Kent Caruthers, *Mission Maintenance: Tools for Change and the Consultative Process*; and Ellen Earle Chaffee, *System Strategy and Effectiveness* (Denver: SHEEO, 1987).
- 8 See Education Commission of the States, *Priorities, Quality and Productivity in Higher Education: The Illinois PQP Initiative* (Denver: ECS, 1996). The Priorities, Quality and Productivity (PQP) initiative of the Illinois Board of Higher Education is perhaps the best example of a comprehensive, aggressive coordinating board initiative that links program review with institutional restructuring to meet the economic realities of the next decade. For more information, see Illinois Board of Higher Education, *Priorities, Quality and Productivity of Illinois Higher Education: Summary and Assessment for 1992-93 and Recommendations for 1993-94*, November 9, 1993. For further information on basic program review processes, see Robert J. Barak and Barbara E. Breier, *Successful Program Review* (San Francisco: Jossey-Bass, Inc. Publishers, 1990); and Barak, *Program Review in Higher Education* (Boulder: National Center for Higher Education Management Systems [NCHEMS], 1982).

- <sup>9</sup> See Dennis P. Jones, *Higher Education Budgeting at the State Level: Concepts and Principles* (Boulder: NCHEMS, 1984); and John K. Folger and Dennis P. Jones, *The Use of Financing Policy to Achieve State Objectives* (Denver: ECS, 1993).
- <sup>10</sup> Peter T. Ewell, ed., *Student Tracking: New Techniques, New Demands, New Directions for Institutional Research* (San Francisco: Jossey-Bass, Inc. Publishers, no. 87, Fall 1995).
- <sup>11</sup> State Higher Education Executive Officers, preliminary data from *State Survey on Performance Measures*, April 1997.
- <sup>12</sup> See Peter T. Ewell, *Assessment and the "New Accountability"*; Ewell, *State Policy on Assessment: The Linkage to Learning* (Denver: ECS, 1990); and Ewell, *Developing Statewide Performance Indicators for Higher Education: Policy Themes and Variations* (Denver: ECS, 1994).
- <sup>13</sup> Education Commission of the States, *Refashioning Accountability: Toward a "Coordinated" System of Quality Assurance for Higher Education* (Denver: ECS, 1997).
- <sup>14</sup> For discussion of "Autonomy and the Public Interest" and the role of coordination as a "suitably sensitive mechanism," see Robert O. Berdahl, *State Coordination of Higher Education* (Washington, DC: American Council on Education, 1971, pp. 3-17).
- <sup>15</sup> Frank Newman, *Choosing Quality: Reducing Conflict Between the State and the University* (Denver: ECS, 1987, p. xiii).
- <sup>16</sup> Association of Governing Boards of Universities and Colleges (AGB), *Strengthening the Relationship Between State Government and Public Higher Education By Reforming Citizen Trusteeship* (Washington, DC: AGB, 1997).
- <sup>17</sup> For different approaches to classification, see Berdahl, *State Coordination*, pp. 18-19; Millet, *Conflict*; and Kerr and Gade, *The Guardians*, pp. 117, 128-129.
- <sup>18</sup> See Millet, *Conflict*, pp. 102-107, for discussion of differences, advantages and disadvantages of different kinds of state boards.
- <sup>19</sup> For a review of the origins and different types of systems, see D. Bruce Johnstone, "Public Multicampus College and University Systems: Structures, Functions and Rationale," *Issues and Answers for Public Multicampus Systems* (Washington, DC: The National Association of System Heads, 1993).
- <sup>20</sup> Analysis of data in Berdahl, *State Coordination*, pp. 18-36.

- 21 For perspective from authors in the 1970s and early 1980s, see Ernest Boyer, *Control of the Campus* (Princeton: Carnegie Foundation for the Advancement of Teaching, 1982); Carnegie Foundation for the Advancement of Teaching, *The States and Higher Education: A Proud Past and a Vital Future* (San Francisco: Jossey-Bass, Inc. Publishers, 1976); ECS, *Challenge: Coordinating and Governance in the 1980s* (Denver: ECS, 1980); John D. Millet, *Conflict in Higher Education: State Government versus Institutional Independence* (San Francisco: Jossey-Bass, Inc. Publishers, 1982).
- 22 Carnegie Council on Policy Studies in Higher Education, *More Than Survival* (San Francisco: Jossey-Bass Publishers, 1975).
- 23 Aims C. McGuinness Jr., "Intergovernmental Relations in Postsecondary Education: The Case of the 1202 Commissions," unpublished Ph.D. dissertation, The Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, 1979.
- 24 ECS and SHEEO, *New Issues - New Roles: A Conversation with State Higher Education Executive Officers* (Denver: ECS and SHEEO, January 1989).
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- 26 ECS, *Transforming the State Role in Undergraduate Education: Time for a Different View* (Denver: ECS, 1985); National Governors' Association (NGA), *Time for Results: The Governors 1991 Report on Education* (Washington, DC: NGA, 1986); and National Institute of Education, *Involvement in Learning: Realizing the Potential of American Higher Education* (Washington, DC: U.S. Government Printing Office, 1984).
- 27 Peter T. Ewell, *Levers for Change* (Denver: ECS, 1985).
- 28 James R. Mingle and Charles S. Lenth, "A New Approach to Accountability and Productivity in Higher Education," a report to the Committee on Scope, Structure and Productivity of Illinois Higher Education (Denver: SHEEO, November 1989, p. 2-4); Ewell, *Assessment and the "New Accountability."*
- 29 As an example of a state policy agenda, see the Commonwealth of Virginia, Commission on the University of the 21st Century, *The Case for Change* (Richmond, VA: State Council of Higher Education for Virginia, November 1989).
- 30 See ECS, *Catalog of Changes: Incentives for Quality and Management Flexibility in Higher Education* (Denver: ECS, 1985); Dennis P. Jones, *Higher Education Budgeting at the State Level: Concepts and Principles*; and John K. Folger and Dennis P. Jones, *The Use of Financing Policy to Achieve State Objectives*.

- 31 Ewell, *Assessment and the "New Accountability."*
- 32 Peter T. Ewell, *Developing Statewide Performance Indicators for Higher Education: Policy Themes and Variation* (Denver: ECS, 1994).
- 33 Not included in this number are relatively technical changes such as slight changes in membership or board authority that did not alter the basic mission of the agency.
- 34 For an analysis of governance issues in Texas, including the changes made in 1987, see *State Structures for the Governance of Higher Education: Texas Case Study Summary* (San Jose: California Higher Education Policy Center, 1997).
- 35 For an analysis of the impact of this reorganization, see Robert Berdahl and Frank A. Schmidlein, "Restructuring and Its Aftermath: Maryland," in Terrance J. MacTaggart, ed., *Restructuring Higher Education* (San Francisco: Jossey-Bass, Inc. Publishers, 1996, pp. 157-199).
- 36 For an analysis of the impact of this reorganization, see Douglas M. Treadway, "Restructuring That Works: North Dakota," in MacTaggart, *Restructuring Higher Education*; and North Dakota State Board of Higher Education (NDSBHE), *Partners for Progress: The Next Steps*, A Bush Foundation Study submitted to the North Dakota State Board of Higher Education (Bismarck: NDSBHE, 1997).
- 37 For a commentary on the Alaska changes, see Patrick J. O'Rourke, "Restructuring as a Way of Life," in MacTaggart, *Restructuring Higher Education*, pp. 103-131.
- 38 Aims C. McGuinness Jr., *State Higher Education Policy for the 21st Century: A Framework for Evaluating the Adequacy of Current Policies and Structures for Supporting Long-Term Systemic Change* (Denver: ECS, 1994).
- 39 Alene Bycer Russell, *Faculty Workload: State and System Perspectives* (Denver: SHEEO and ECS, 1992).
- 40 Ewell, *Developing Statewide Performance Indicators for Higher Education*.
- 41 See Aims C. McGuinness Jr., *Restructuring State Roles in Higher Education: A Case Study of the 1994 New Jersey Higher Education Restructuring Act* (Denver: ECS, 1996), and Eleanor M. McMahon, "Lessons from the East: The Reinvention of Public Higher Education in New Jersey," remarks prepared for the meeting of the National Advisory Committee to the State Structures for Governance of Higher Education Project (San Jose: California Higher Education Policy Center, January 10, 1996).

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- 43 For an analysis of Massachusetts governance changes over the past 20 years, see Patricia H. Crosson, "Where All Politics is Local: Massachusetts," in MacTaggart, *Restructuring Higher Education*, pp. 74-102.
- 44 See analysis of the process leading to the Minnesota merger in MacTaggart, *Restructuring Higher Education*.
- 45 For a historical analysis and review of recent changes in Illinois, see *Illinois Case Study Summary*, State Structures for the Governance of Higher Education Project (San Jose: California Higher Education Policy Center, Spring 1997).
- 46 Rhonda Martin Epper and Alene Bycer Russell, *Trends in State Coordination and Governance: Historical and Current Perspectives* (Denver: SHEEO, 1996, pp. 11-12).
- 47 *Mobile [Alabama] Press-Register Special Report, Higher Education: How Unruly Aspirations Built a System Alabama Can't Afford*, July 9, 1995.
- 48 Karla Haworth, "Alabama Governor Suggests Closing or Merging Some Colleges," *The Chronicle of Higher Education*, February 7, 1997, p. A32; Patrick Healey, "Alabama Commission Wants to Cut Spending on Higher Education," *The Chronicle of Higher Education*, July 25, 1997, p. A34.
- 49 State University of New York (SUNY), *Rethinking SUNY* (Albany: SUNY, 1996).
- 50 Maine Commission on Higher Education Governance, Final Report, Office of Policy and Legal Analysis, Maine State Legislature (Augusta, ME: July 1996).
- 51 Panel for Bush Foundation Study, *Partners for Progress: The Next Steps*, report to the North Dakota State Board of Higher Education (Bismarck, ND: NDSBHE, April 11, 1997).
- 52 Peter Schmid, "Politics and Squabbling Threaten Tennessee Coordinating Board," *The Chronicle of Higher Education*, p. A33, June 27, 1997.
- 53 Lisa Guernsey, "Virginia's Higher-Education Board Fires Its Long-Time Director," *The Chronicle of Higher Education*, p. A34, April 25, 1997.
- 54 Kit Lively, "New Pressures on Coordinating Boards," *The Chronicle of Higher Education*, September 29, 1993.



- 55 See McGuinness, "Perspectives on Current Issues . . . for Public Multicampus University Systems" for discussion of origins of systems.
- 56 See Gade, *Four Multicampus Systems: Some Policies and Practices That Work*; Schick et al., *Shared Visions*; and D. Bruce Johnstone, *Central Administrations of Public Multicampus College and University Systems*, Studies in Public Higher Education, No. 1 (Albany: State University of New York, 1992).
- 57 For case studies of restructuring in Alaska, Maryland, Massachusetts, Minnesota and North Dakota, as well as commentary of the benefits and problems of major organizational change, see MacTaggart, *Restructuring Higher Education*.
- 58 Gordon K. Davies, "Twenty Years of Higher Education in Virginia" (Richmond, VA: 1997).
- 59 Education Commission of the States, *Making Quality Count in Undergraduate Education* (Denver: ECS, 1995).
- 60 Richard P. Chait, Thomas P. Holland and Barbara E. Taylor, *Improving the Performance of Governing Boards* (Washington, DC: American Council on Education, Oryx Press, 1996).
- 61 For discussion of the impact of shared governance, see Association of Governing Boards of Universities and Colleges (AGB), *Renewing the Academic Presidency* (Washington, DC: AGB, 1996).
- 62 For case studies of restructuring initiatives and excellent commentary on the lessons from these experiences, see Terrance J. MacTaggart, ed. (San Francisco: Jossey-Bass Publishers, 1996).

# HOW TO USE THIS BOOK

## DESCRIPTIONS OF TABLES AND NARRATIVES

This section outlines the organization and content of the data and reference sections of this *Sourcebook*. Terms used in those sections are defined, and below are suggestions of how to make the best use of the information provided.

The data/reference sections provide tables and narrative descriptions on the current postsecondary education governance and coordination structures in the 50 states, the District of Columbia and Puerto Rico. The tabbed pages that follow mark the beginning of a section giving specific type of information. Tables I, II and III provide a summary classification of all the states according to the models defined by Aims McGuinness in the essay. This is followed by state-by-state narrative profiles of the agencies responsible for overseeing one or more aspects of postsecondary education, their roles, responsibilities and relationships. The next six sections (Tables A, B, C, D, E and F) provide data in table format on specific details of state structures. The final section provides the names, addresses and phone numbers of each state's higher education executive officer whose office provided information for the tables and narratives.

### Using the Information

As McGuinness makes clear in the essay, actual state structures are not always an easy fit with the categories and models devised for them. Readers should review the information in each of the following sections carefully for a clear picture of individual states or for comparisons across states. The summary tables, along with their accompanying text and footnotes, are a good starting point. But to gain a better understanding of the details and nuances of a given state's structure, readers should proceed to that state's narrative profile and then review Tables A through F for specific information and data.

### Descriptions of Data/Reference Sections

- **Current Status of State Structures** (pages 57-64) provides a summary classification of all the states, the District of Columbia and Puerto Rico according to the three broad models (consolidated governing boards, coordinating boards and planning agencies) described in the essay. The section contains three summary tables:
  - **Table I — Authority of State Boards of Higher Education** — looks at *statewide* boards and agencies of higher education and classifies all states according to the three models.
  - **Table II — Patterns of Campus and System Governance** — shows the patterns of individual *campus* and *systems* governance within the states listed under the broad categories of Table I.

- **Table III — Patterns of State Coordination and Governance of Community Colleges and Other Two-Year Institutions** — classifies states according to how they coordinate, regulate and govern community colleges and other less-than-baccalaureate institutions.
- **State Narrative Profiles** (pages 65-132) provide a narrative description of:
  - State-level coordinating and/or governing agencies
  - Institutional governing boards
  - State-level planning function
  - State student financial assistance and loan agencies
  - Postsecondary vocational-technical education
  - State-level organizations of private colleges and universities
  - Postsecondary licensure/approval agencies
  - Related nongovernmental organization with staffs and programs representing both public and private institutions
  - Voluntary or statutory committees for articulation/communication between elementary-secondary and postsecondary education
  - Statutory advisory committees or other postsecondary agencies.
- **Table A — Statewide Postsecondary Coordination, Governance and Planning** (pages 133-154) looks at each state's statewide coordinating/governing agencies and boards, classifies them as coordinating, governing or planning agencies, and lists the postsecondary sector(s) (four-year, community colleges, proprietary, etc.) covered by the agency. Other data include:
  - The year the agency was established
  - Whether or not it replaced another agency
  - Whether the agency structure and/or responsibilities have been amended and, if so, when
  - Whether the agency's legal basis is statutory or constitutional and, if constitutional, whether the constitution or the legislature delineates the agency's powers
  - Whether the agency or its executive officer are part of the governor's cabinet
  - Whether the agency's executive officer is elected by the public or appointed; if appointed, whether by the governor or the agency board, and whether the executive officer serves at the pleasure of the governor or board
  - The name of any agency for postsecondary education prior to establishment of the current agency and the year the prior agency was established.
- **Table B — Agency Responsibility** (pages 155-166) delineates the specific responsibilities of each state's statewide coordinating/governing agencies and whether that responsibility is specified in state statute or is undertaken as a matter of agency or board policy. The areas of responsibility outlined include:
  - The postsecondary sectors covered by the agency, i.e., public four-year, public two-year, public vocational-technical, private and/or proprietary
  - Budget reviews and recommendations — whether the agency merely *reviews* institutional and system budgets, or *reviews and makes recommendations* on proposed budgets and/or *recommends a consolidated budget* for some or all parts of postsecondary education

- Program reviews and recommendations — whether the agency *reviews and makes recommendations* on new and/or existing academic programs or has actual *program approval* authority.
- **Table C — Basic Legal Powers and Structures** (pages 167-198) looks at both the statewide coordinating/ governing agencies and all institutional/system boards in each state and shows:
  - The legal basis for the agency/board's authority, whether it is statutory or constitutional; and, if constitutional, whether specific powers of the agency/board are delineated in the constitution or authorized by the legislature
  - The number and type of institutions covered by the agency/board  
The number of staff working for the agency/board according to four categories: full-time professional, part-time professional, full-time supporting and part-time supporting.
- **Table D — Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards** (pages 199-234) shows the number of members on each board, as well as the following:
  - Whether members are elected by the public, appointed by the governor or elected/appointed by another individual or entity
  - How many members, if any, represent the following constituent groups: general public, public education institutions, private education institutions, proprietary education, vocational/technical education, students, faculty, other and ex-officio
  - Board members' term of office in years.
- **Table E — Student and Faculty Membership — Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards** (pages 235-250) looks specifically at members who represent students and faculty on central state coordinating/governing boards and institutional and system governing boards. The table shows:
  - The number of student and faculty board members on each board
  - Whether the student and faculty board members are appointed by the governor or elected by students, faculty or others
  - Whether the inclusion of student and/or faculty members is required by statute or is voluntary on the part of the board
  - Whether the student and/or faculty members can vote on board matters
  - Student/faculty board members' term of office in years.
- **Table F — State-Level Agencies and Committees** (pages 251-260) lists the agencies in each state that serve as the following:
  - State student assistance and loan agency
  - State board of vocational education
  - State-level organization of private colleges and universities
  - Licensure/approval agencies
  - Other statewide advisory groups.

## DEFINITIONS OF TABLE HEADINGS AND OTHER TERMS

The structural, functional, legal and other technical terms used in the tables and narrative sections of this *Sourcebook* are defined as follows:

***Agency/Board*** — an agency of state government or a board designated by the state to exercise statewide coordinating, governing or planning for postsecondary education in each of the 50 states, the District of Columbia and Puerto Rico (see Table A).

***Appointed by the Board*** — selection of the executive officer (see definition below) by the board members (as opposed to the governor) (see Table A).

***Appointed by the Governor*** — selection of the executive officer (see definition below) or board members through appointment by the governor (see Table A).

***Appointed/Elected by Other*** — selection of board members who are neither elected by the public nor appointed by the governor. In some states, board members may be elected by professional or institutional bodies (e.g., faculty senate, alumni groups, or independent colleges and universities association) or appointed by other public bodies (e.g., legislature) (see Table D).

***Appointed Members Representing Faculty*** — state or institutional board members who have been appointed to represent the interests of postsecondary faculty (see Table D).

***Appointed Members Representing the General Public*** — state or institutional board members who have been appointed to represent the general public. In many instances, boards select individuals from each district in the state to ensure that members represent all geographical interests (see Table D).

***Appointed Members Representing Private Institutions*** — state board members who have been appointed or elected to represent the perspective of private, postsecondary, nonprofit institutions (see Table D).

***Appointed Members Representing Proprietary Institutions*** — state board members who have been appointed or elected to represent the perspective of postsecondary, proprietary, for-profit institutions (see Table D).

***Appointed Members Representing Public Institutions*** — state board members who have been appointed or elected to represent the perspective of public four-year or public two-year institutions (see Table D).

***Appointed Members Representing Students*** — state or institutional board members who have been appointed to represent the interests of postsecondary students (see Table D).

**Appointed Members Representing Vocational-Technical Education** — state board members who have been appointed or elected to represent the perspective of public vocational-technical education (see Table D).

**Budget Responsibility: Reviews Individual Institution or System Budgets** — identifies when the state-level agency is responsible for reviewing institutional (or system) budgets. In states where agencies are responsible only for *reviewing* institutional or system office budgets, the review process primarily serves to provide the agency with an overview of funding levels and expenditure patterns for each institution (or system) in the state (see Table B).

**Budget Responsibility: Reviews and Recommends Individual or System Budgets** — identifies when the state-level agency is responsible for *reviewing and recommending* institutional or system budgets. This process not only informs the state-level agency of each request, but it also allows the board or agency to recommend changes to the institution, state legislature or executive branch prior to allocation (see Table B).

**Budget Responsibility: Recommends Consolidated Budget** — identifies when the state-level agency is responsible for recommending a consolidated budget for some or all postsecondary education in the state (see Table B).

**Cabinet Department** — identifies those states where the state agency/board is given cabinet department status or where the executive director of the agency/board is a member of the governor's cabinet (see Table A).

**Coordinating Board or Agency** — agency/board exercises authority to coordinate the activities and policies of individual or multicampus governing boards and to promote state-level postsecondary education needs (see Table A).

**Current Agency/Board: Year Established** — the year current state agencies or boards were given the responsibility of overseeing some or all postsecondary education in the state (see Table A).

**Current Agency/Board: Replaced Another Agency** — identifies when another state agency or board was responsible for some or all postsecondary education in the state prior to establishment of the current agency (also see "Previous Agency" in Table A).

**Current Agency/Board: Structure and/or Responsibility Amended** — indicates *major* changes in the current agency or board's structure or responsibility since it was established. These shifts may include a substantial change in the number of board members or method of selection, change in the agency's budgetary process function, change in responsibility for program review or approval, change in basic role (i.e., coordination, governance or service) or a shift in oversight responsibilities (see Table A).

**Elected by the Public** — selection of the executive officer (see definition below) or board members through public election (see Tables A, D).

***Ex-Officio Members*** — members who serve as voting or nonvoting members on state or institutional boards as a function of another elected or appointed office (e.g., State Superintendent of Public Instruction) (see Table D).

***Executive Officer*** — the individual responsible for overseeing board staff and agency responsibility (see Table A).

***Governing Board or Agency*** — board/agency that oversees management of all institutions in a system (e.g., the community college system) or state. Governing boards and their related agencies typically have responsibility for developing and implementing policy, appointing institutional presidents, establishing personnel policies for institutional faculty/staff, allocating resources between and among institutions, and establishing policies for student tuition and fees (see Table A).

***Legal Base: Statutory*** — identifies state agencies and boards created by state legislative statute (see Tables A, C).

***Legal Base: Constitutional*** — identifies state agencies and boards established in the state constitution (see Tables A, C).

***Legal Base: Constitutional Powers Delineated*** — identifies when agency/board responsibilities are delineated by constitutional provisions for the coordination, governance or planning of postsecondary education (see Tables A, C).

***Legal Base: Legislature Authorized to Delineate Powers*** — identifies those state agencies/boards that are established through the state constitution, but given authority through the legislature (see Tables A, C).

***Licensure/Approval Agencies*** — agencies responsible for licensing, reviewing or approving professional and occupational programs in the state (see Tables A, C).

***Membership*** — indicates the number of individuals appointed and/or elected to each state and institutional board (see Table D).

***Number of Institutions*** — details the number of institutions (i.e., public four-year, public two-year and public postsecondary vocational-technical) governed (see *Governing Board or Agency*) or coordinated (see *Coordinating Board or Agency*) by each of the state and institutional agencies/boards (Note: Agencies/boards also may have responsibility for private institutions not included in this category) (see Table C).

***Other Statewide Advisory Groups*** — organizations or groups that serve in an advisory manner to the state coordinating, governing or planning agency (e.g., council of institutional presidents) (see Table F).

**Planning Agency** — agency, with or without formal board structures, that promotes state postsecondary education planning and facilitates communication among institutional leaders, state policymakers and the public. This agency does not normally exercise direct coordinating or governing authority (see Table A).

**Previous Agency** — state-level agencies or boards created prior to and replaced by the current agency and the year each agency/board was established (see Tables A, C).

**Program Approval Authority** — formal authority exercised by the agency/board to approve or disapprove all new academic programs at public (and, in some cases, private or out-of-state) postsecondary institutions. In some states, this authority extends to reviewing existing academic programs for the purpose of approving or disapproving their continued operation (see Table B).

**Program Review and Recommendation** — the authority in state or board policy to review and recommend actions to institutional/system governing boards for the approval (or disapproval) of new academic programs in the state and, if specified, the continuation (or termination) of existing academic programs (see Table B).

**Public Four-Year Institution** — institutions that primarily offer bachelor degrees and/or graduate and professional degrees. In some states, these are sometimes called "senior" institutions (see Tables B, C).

**Public Two-Year Institution** — institutions that primarily offer associate degrees and less-than-baccalaureate degrees and certificates. In some states, these institutions are commonly designated community colleges or, in some cases, junior colleges (see Tables B, C).

**Public Vocational-Technical Institution** — institutions that offer postsecondary programs in technical or vocational education (see Tables B, C).

**Private Institutions** — private postsecondary, nonprofit institutions (see Table B).

**Proprietary Institutions** — private postsecondary, for-profit institutions (see Table B).

**Single Board for All Public Education** — a single entity that coordinates and/or governs all primary, secondary and postsecondary education activities in the state (see Table A).

**Staffing** — the total number of staff, not including state student financial aid program staff, including the number of full-time professional, full-time supporting, part-time professional and part-time supporting staff assigned to the coordinating or governing board (see Table C).

**State** — includes all 50 states, the District of Columbia and Puerto Rico (see Table B).

**State Board of Vocational Education** — lists the board responsible for postsecondary vocational education in the state (This board may or may not be responsible for secondary vocational education.) (see Table F).



***State Student Assistance and Loan Agencies*** — those agencies responsible for state grant programs and/or federal state student loan programs (see Table F).

***State-Level Organization of Private Colleges and Universities*** — lists any organization responsible for coordinating or facilitating communication between private institutions in the state (see Table F).

***State Student Incentive Grant (SSIG) Program*** — one of the federal government's student aid programs under the federal Higher Education Act as amended, through which states can receive federal incentive funds to establish and help support a state-administered student financial assistance program.

***Statutory Responsibility for Coordination, Planning, Governance*** — lists those agencies responsible for coordinating, governing or planning for some or all postsecondary education in the state as a matter of law or policy (see Table B).

***Terms of Office (Years)*** — indicates the number of years each board member serves during one-term in office (see Table D).

***Type of Agency*** — identifies the type of responsibility and authority the state board/agency has over postsecondary education in the state (coordinating, governing or planning). State coordinating boards oversee and work with single-institution governing boards or segmental boards. Some state coordinating boards are primarily regulatory, whereas others serve mainly in an advisory capacity to institutional or segmental boards. A consolidated governing board is responsible for establishing policies, serving as an advocate and allocating resources for all system institutions (the system may include all four-year institutions, all postsecondary institutions or a segment of postsecondary education.) Planning agencies do not serve as coordinating or governing bodies, but act as the predominant source for postsecondary education planning in the state (see Table A).

***Voting Status*** — details whether student members and faculty members serve as voting members of state or institutional boards. In many states, students and faculty will serve in an advisory capacity without the authority to vote on board proposals or policies (see Table E).

# CURRENT STATUS OF STATE STRUCTURES, 1997

## TABLE I — AUTHORITY OF STATE BOARDS

Table I displays all states according to the three broad categories previously described in the introductory essay. Reading Table I from left to right, the boards in the states on the left have greater formal authority related to academic policy than those on the right.

- **Twenty-four states plus the District of Columbia and Puerto Rico are consolidated governing board states.** These states organize all public higher education under one or two statewide governing boards. None of these states, with the exception of Alaska, has established a statewide coordinating agency with significant academic policy or budgetary authority between the governing boards and state government. Nine of these states organize all public higher education under a single governing board. The other 15 states have two boards. With the exceptions of Minnesota and West Virginia, one of these boards is responsible for coordinating or governing the state's community colleges and/or technical institutions.
- **Twenty-four states are coordinating board states.**
  - Twenty-one of these states have regulatory coordinating boards with academic program approval authority. Fourteen of these boards have significant budgetary authority.
  - Three of these states have advisory boards with no program approval authority and only authority to review and recommend budgets. Two consolidated governing board states, Florida and Alaska, also have advisory boards.
- **Two states, Delaware and Michigan, have planning/service agencies but not other boards between the governing boards for each institution and state governments.** Four other states plus District of Columbia and Puerto Rico have planning/service agencies between their consolidated governing boards and state government. In Minnesota, New Hampshire and Oregon, these agencies perform functions such as administration of student aid and institutional licensure and authorization. In Vermont, the Vermont Higher Education Council is a nonstatutory voluntary planning entity.



## TABLE II — PATTERNS OF CAMPUS AND SYSTEM GOVERNANCE

Table II groups states according to patterns of campus and system governance. As illustrated in Table I, consolidated governing board states follow one of two overall patterns. Nine states plus District of Columbia and Puerto Rico have a single governing board for all public institutions. Fifteen states have two boards encompassing all public institutions, although one of the boards in several of these states is a coordinating board, not a governing board. For example, Arizona, Iowa, Kansas, Mississippi, Oregon and Wyoming have one governing board for universities and another board, a coordinating or regulatory board responsible for locally governed community colleges.

Of the 24 coordinating board states, seven have multicampus or segmental systems, 15 have a mixture of single institutional boards and multicampus or segmental systems and two have primarily single institutional boards. The two planning/service agency states have primarily single institutional boards.

**TABLE II**  
**PATTERNS OF CAMPUS AND SYSTEM GOVERNANCE, 1997**

Consolidated Governing Boards States = 24, plus DC and Puerto Rico		Coordinating Boards States = 24			Planning/Service Agencies States = 2
One Board for All Public Institutions	Two Boards for All Public Institutions	Multicampus or Segmental Systems	Mixed Single Institutional Boards & Multicampus or Segmental Systems	Primarily Single Institutional Boards	Primarily Single Institutional Boards
Alaska Hawaii Idaho Montana Nevada North Dakota Rhode Island South Dakota Utah DC Puerto Rico	Arizona (a) Florida (a) Georgia (a) Iowa (a) Kansas (a)(d) Maine (a)(b) Minnesota Mississippi (a) New Hampshire (a) North Carolina (a) Oregon (a) Vermont West Virginia Wisconsin (a) Wyoming (a)	California Connecticut Louisiana Massachusetts Nebraska New York Tennessee	Alabama Arkansas Colorado Illinois Indiana Kentucky Maryland Missouri New Jersey New Mexico Ohio Oklahoma Pennsylvania South Carolina Texas	Virginia Washington (c)	Delaware Michigan
States = 9, plus DC and PR	States = 15	States = 7	States = 15	States = 2	States = 2

(a) One of the state boards is a governing or coordinating board for community colleges and/or postsecondary technical institutions.

(b) Maine Maritime Academy is the only public institution with its own governing boards.

(c) Several institutions in Washington State have branch campuses and off-campus centers.

(d) Washburn University, a municipal university, has its own governing board.

### **TABLE III — PATTERNS OF STATE COORDINATION AND GOVERNANCE OF COMMUNITY COLLEGES AND OTHER TWO-YEAR INSTITUTIONS**

Table III illustrates major patterns of state structure for community colleges and postsecondary vocational/technical education. Many states have more than one pattern. For example, a state may have both two-year university branch campuses as well as community colleges. These patterns include:

- State education board (K-12) regulates locally governed community colleges.
- State education board (K-12) governs a system of postsecondary technical institutions.
- A separate state board governs technical institutions.
- State community college board either governs state-operated community colleges or coordinates or regulates locally governed community colleges.
- State university branch campuses (sometimes called community colleges) exist, ranging from campuses offering only lower-division transfer programs to campuses offering variety of transfer and occupational/technical programs.

**TABLE III**  
**PATTERNS OF STATE COORDINATION AND GOVERNANCE OF COMMUNITY**  
**COLLEGES AND OTHER TWO-YEAR INSTITUTIONS**

State	State Board of Education <i>Coordinates and Regulates</i> Community Colleges States = 8	Consolidated Governing Board for Both Two-year and Four-year Institutions <i>Governs</i> Community College States = 18	Coordinating Board for All Higher Education <i>Coordinates</i> Locally Governed Community Colleges States = 9	Independent State Board <i>Coordinates</i> Community Colleges and/or Technical Institutions States = 8	Independent State Board <i>Governs</i> Community Colleges and/or Technical Institutions States = 12	Four-year Institutions have Two-year Branches States = 11	Postsecondary Technical Institutes Organized Separately From Community Colleges States = 18	Some Four-year Institutions Offer Associate Degree Programs States = 20
Alabama	X (1)						X (1)	X
Alaska		X (2)				X (2)		X (2)
Arizona				X				
Arkansas			X			X	X	X
California								
Colorado				X (3)	X (3)			X
Connecticut					X			
Delaware					X			
Florida	X (4)						X (4)	
Georgia		X					X	
Hawaii		X						
Idaho	X (6)	X (6)					X (6)	X (6)
Illinois								
Indiana					X (7)			
Iowa	X					X		X
Kansas	X						X (8)	X
Kentucky					X			X
Louisiana		X (9)				X	X (9)	X
Maine		X (10)			X (10)		X	X
Maryland			X					
Massachusetts		X						
Michigan	X							X

State	State Board of Education <i>Coordinates and Regulates</i> Community Colleges States = 8	Consolidated Governing Board for Both Two- and Four-year Institutions <i>Governs</i> Community College States = 18	Coordinating Board for All Higher Education <i>Coordinates</i> Locally Governed Community Colleges States = 9	Independent State Board <i>Coordinates</i> Community Colleges and/or Technical Institutions States = 8	Independent State Board <i>Governs</i> Community Colleges and/or Technical Institutions States = 12	Four-year Institutions have Two-year Branches States = 11	Postsecondary Technical Institutes Organized Separately From Community Colleges States = 18	Some Four-year Institutions Offer Associate Degree Programs States = 20
Minnesota		X						
Mississippi				X				
Missouri			X				X	X
Montana		X (11)						
Nebraska			X (12)					
Nevada		X						
New Hampshire					X			
New Jersey			X				X (13)	
New Mexico			X			X	X	X
New York		X (14)						
North Carolina					X			
North Dakota		X						X
Ohio			X			X	X	X
Oklahoma			X			X	X	
Oregon	X							
Pennsylvania			X			X	X	X
Rhode Island		X						
South Carolina					X (15)	X		X
South Dakota							X	X
Tennessee		X						
Texas	X					X	X	X
Utah		X					X	
Vermont		X						
Virginia					X			
Washington				X				

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State	State Board of Education Coordinates and Regulates Community Colleges	Consolidated Governing Board for Both Two-year and Four-year Institutions Governs Community College	Coordinating Board for All Higher Education Coordinates Locally Governed Community Colleges	Independent State Board Coordinates Community Colleges and/or Technical Institutions	Independent State Board Governs Community Colleges and/or Technical Institutions	Four-year Institutions have Two-year Branches	Postsecondary Technical Institutes Organized Separately From Community Colleges	Some Four-year Institutions Offer Associate Degree Programs
	States = 8	States = 18	States = 9	States = 8	States = 12	States = 11	States = 18	States = 20
West Virginia		X					X	X
Wisconsin					X	X		
Wyoming				X				
Puerto Rico		X						

- (1) Community colleges and technical institutions are both under jurisdiction of State Board of Education, but organized separately.
- (2) Only one campus functions as a community college, other former community colleges have been integrated with regional UA institutions.
- (3) Colorado board is a governing board for state-operated community colleges and coordinating board for local governed colleges.
- (4) State Board of Education's jurisdiction includes both the coordinating board for community colleges and the administrative entity for technical institutions, but these units function separately.
- (5) State Board for Adult and Technical Education.
- (6) Idaho State Board is responsible for all levels of education, including coordinating two local governed community colleges, governing universities that have community colleges missions, and the technical colleges.
- (7) Indiana Commission on Vocational Technical Education.
- (8) State Department of Education coordinates locally governed community colleges and administers the state-operated technical institutions.
- (9) Louisiana institutions formally identified as community colleges are governed by Management Board of the University of Louisiana System. Other associate-degree level campuses are branches.
- (10) Community College of Maine is a statewide institution organized within the University of Maine System. Technical institutions are organized under an independent governing board.
- (11) Board of Regents has a coordinating responsibility for local community colleges. Former vocational/technical centers are now linked to one of the two universities.
- (12) In addition to the formal role of the coordinating board, the state association performs a voluntary coordinating role for the locally governed community colleges.
- (13) Vocational-technical institutions are under the authority of the Department of Education.
- (14) SUNY includes both community colleges that are partially financed at the county level, as well as five state-funded colleges of technology. CUNY includes several community colleges.
- (15) State Board of Technical and Comprehensive Education.

## ALABAMA

### State-Level Coordinating and/or Governing Agency

The Commission on Higher Education, the statutory coordinating agency for public higher education, was established in 1969. The commission is composed of 12 members, 10 appointed by the governor and one each by the lieutenant governor and speaker of the house. All are subject to confirmation by the Senate. No more than two members can be from any one congressional district and each is charged with representing the state as a whole. Commissioners serve nine-year terms. The statutory authority of the commission includes planning, coordination, budget review for individual institutions, recommendations of a consolidated budget and program review for the state's public senior and junior institutions. Program review involves new program approval authority for all public postsecondary institutions. The commission has advisory authority relative to the review of existing programs. The commission also has approval authority for off-campus instruction and programs offered in the state by out-of-state institutions.

### Institutional Governing Boards

The state has two multicampus governing boards established by the state constitution with powers delineated by the state legislature — the Board of Trustees of the University of Alabama for three senior institutions and the Board of Trustees of Auburn University for two senior institutions. The Troy State University Governing Board governs three senior institutions, and five other state universities each have a separate governing board. One upper-division college, five junior colleges, 17 community colleges and 10 technical colleges are governed by the State Board of Education.

### State-Level Planning Function

On October 4, 1996, the Commission on Higher Education adopted a new state plan, *Enhancing Our Strengths through a Shared Vision: Planning for Alabama Higher Education 1996-2000*. This plan replaces the one adopted in 1991. Also, the Commission has discontinued the collection of five-year plans from the institutions.

### State Student Assistance and Loan Agencies

A state student assistance program established in 1975 is administered by the commission. The state participates in the federal SSIG (State Student Incentive Grant) program, which uses federal funds to partially support a state tuition equalization program established in 1978 that provides direct assistance to resident students of certain private institutions in the state. At the direction of the U.S.

Department of Education, the commission has merged the Alabama student loan program with the Kentucky Higher Education Assistance Authority. The commission also administers the Alabama Student Grant Program, Alabama National Guard Educational Assistance Program, the Appalachian Youth Scholarship Program and the Technology Scholarship Program for Alabama Teachers.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Council for the Advancement of Private Colleges in Alabama and the Alabama Association of Independent Colleges and Universities serve as state-level organizations representing 18 private colleges and universities within the state.

### Licensure/Approval Agencies

The State Department of Education has approval/licensing authority for vocational/technical schools, nondegree-granting proprietary schools and nonaccredited degree-granting institutions. The commission's involvement with the State Postsecondary Review Entities was discontinued as a result of federal program changes.

## ALASKA

### State-Level Coordinating and/or Governing Agency

The University of Alaska, established in 1917, is the single, multicampus public institution of higher education in the state. The University is governed by the Board of Regents, which is constitutionally founded, consists of 11 members appointed by the governor and approved by the legislature. Ten of the members serve eight-year terms and one, a student, serves for two years. The board has statutory authority for all public higher education, which includes three regional university campuses, community colleges and centers.

A restructuring in the mid-1980s eliminated the position of college president and the separate community boards at 10 of the 11 community colleges. These colleges were grouped into three districts and now serve as branch institutions of the three campuses of the University of Alaska in Fairbanks, Anchorage and Juneau. The community of Valdez was able to retain independent status for its community college and its own governing board by agreeing to underwrite 30% of the school's cost.

Alaska also has a statewide Commission on Postsecondary Education, established by statute in 1974 as the coordinating agency for all postsecondary institutions and programs. There are 14 members of the commission: two members from the legislature, two members from the regents of the University of Alaska, one member from the governing body of a private institution, one member representing proprietary institutions, one member representing the State Board of Education, one member representing the State Advisory Council on Community Colleges, one student member and five members broadly and equitably representative of the general public. The five general public members are appointed by the governor with approval of the legislature and the other nine members are designated by their respective agencies.

The commission's responsibilities include: (1) coordinating development of comprehensive plans for the orderly, systematic growth of public and private postsecondary education, including community colleges and occupational education, and submitting recommendations on the need for and location of new facilities and programs; (2) providing advisory services to the governor, the legislature, other state and federal officials and to the governing boards of public and private institutions of higher education; (3) reviewing and commenting on the annual budgets and capital outlay requests of the public university and private colleges; (4) functioning as the state agency for appropriate sections and titles of the Federal Higher Education Act of 1965; and (5) serving as adjudicator when necessary in consortia agreements. The commission is not a cabinet department, and its executive director is appointed by and serves at the pleasure of the commission.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

(See State-Level Coordinating and/or Governing Agency.)

### State Student Assistance and Loan Agencies

The Alaska Student Loan Program, the Alaska Teacher Scholarship Loan Program, the Family Education Loan Program, the Western Interstate Commission on Higher Education (WICHE) student exchange, the WICHE Western Undergraduate Exchange and graduate fellows program, and the State Education Incentive Grant Program are administered by the Commission on Postsecondary Education.

### Postsecondary Vocational-Technical Education

In 1996, the Governor's Council on Vocational Education was eliminated; currently the Alaska Human Resources Investment Council plays a role in statewide vocational education planning. The Commission on Postsecondary Education has statutory authority for planning postsecondary vocational education. The state's regional universities offer vocational education programs under Board of Regents authority.

### State-Level Organization of Private Colleges and Universities

Alaska has three private postsecondary institutions, and there is no state organization for private institutions of higher education. Many proprietary and vocational schools are members of the Alaska Association of Private Career Education.

### Licensure/Approval Agencies

The Commission on Postsecondary Education has licensure and approval authority for all institutions of postsecondary education. It also approves all programs and institutions enrolling students receiving veteran's benefits.

### Statutory Advisory Committees and/or Task Forces

Although there are no advisory committees to the state-level agency established by statute, the Commission on Postsecondary Education has statutory authority to establish any such committees to advise and assist the commission in carrying out its assigned functions. The standing committees of the commission presently include the executive committee and the committees on student financial aid and institutional authorization.

## ARIZONA

### **State-Level Coordinating and/or Governing Agency**

There are two statewide boards in Arizona for public-supported institutions — one for the universities and one for community colleges. The Arizona Board of Regents was created to govern the three universities in 1945. The board is composed of 11 members, eight appointed by the governor with the consent of the state senate, who each serve for eight-year terms, and a student appointed by the governor with the consent of the senate, who serves for a one-year term. The governor and state superintendent of public instruction serve as voting ex-officio members. The board has jurisdiction, control and broad general administrative powers as provided by the state constitution and statutes. Their responsibilities include coordination, planning, budget review and approval and program approval as well as other functions. Although the board is not a formal cabinet department, a close coordinating relationship between the governor's office and the major state government department heads is maintained through frequent planning sessions. The executive director of the Board of Regents represents the universities at these meetings.

The State Board of Directors for Community Colleges coordinates 10 community college districts, which consist of 18 campuses. The board is composed of 17 members, 15 appointed by the governor for seven-year terms, and two serving as ex-officio members.

The Commission for Postsecondary Education was created by executive order to assume the planning responsibilities under Section 1202 and 1203 of the Federal Higher Education Act Amendments of 1972 and to administer other assigned programs. The commission continues in existence and is composed of 13 members appointed by the governor. Of these members, one represents the general public, four represent public institutions, six represent private/nonprofit and proprietary institutions, and two represent secondary education.

### **Institutional Governing Boards**

(See State-Level Coordinating and/or Governing Agency.)

### **State-Level Planning Function**

There is no comprehensive statewide master plan for higher education in Arizona. Planning is a major responsibility of the Board of Regents and other governing boards. Plans are coordinated with the executive branch and the legislature but are not approved by them.

### **State Student Assistance and Loan Agencies**

Legislation has been adopted to permit direct state appropriations for matching federal funds provided under the federal SSIG (State Student Incentive Grant) program. These are administered by the Commission on Postsecondary Education.

### **Postsecondary Vocational-Technical Education**

The State Board of Education serves as the State Board of Vocational Education. All less-than-baccalaureate programs offered by institutions of higher education, however, are under governing boards of those institutions. Occupational programs offered by institutions designated as area vocational schools are under the supervision of the State Board of Education.

### **State-Level Organization of Private Colleges and Universities**

Private colleges in Arizona do not have a state-level organization.

### **Licensure/Approval Agencies**

The State Board for Private Postsecondary Education has authority over vocational-technical and proprietary schools. The board has seven members appointed by the governor, and the superintendent of public instruction serves as an ex-officio member.

## ARKANSAS

### State-Level Coordinating and/or Governing Agency

The Arkansas Department of Higher Education, established in 1971, functions as a statutory cabinet department of the state government and is charged with the coordination of postsecondary education in Arkansas. The department administers the policies set by the Higher Education Coordinating Board, which replaced the State Board of Higher Education in 1997. The 1997 legislative reforms also included the creation of the Presidents Council, which is composed of all presidents and chancellors of public two- and four-year institutions, and serves in a strong advisory capacity to the board and the department director. Consisting of 12 members who are appointed to six-year terms by the governor, the Higher Education Coordinating Board has statutory responsibility for planning and coordination for public four- and two-year institutions. Vocational-technical institutions are the responsibility of the Division of Vocational and Technical Education in the Department of Education. Consideration for the planning of independent and proprietary schools is also within the scope of the board. The board has statutory authority for budget review and recommendation, for approval of institution role and scope, and of new or existing degree programs for public postsecondary institutions. The executive officer of the agency is appointed by the Higher Education Coordinating Board with substantial input from the Presidents Council and is confirmed and serves at the governor's pleasure.

### Institutional Governing Boards

Arkansas has six public senior institutional governing boards whose powers are delineated by statute. The University of Arkansas Board, the Southern Arkansas University Board and the Arkansas State University Board are responsible for multiple campuses, and the other boards each govern a single institution. The number of members on the boards range from five to 10, with all appointed by the governor and confirmed by the senate. On July 1, 1996, one community college and one technical college merged into the University of Arkansas system. Legislation passed in 1995 gave community college boards the choice of being elected or appointed by the governor. Four of the nine remaining community colleges chose to have their board appointed; the other five decided to continue with elected boards. Eight technical colleges each have a local board of seven members appointed by the governor.

### State-Level Planning Function

The Arkansas Higher Education Strategic Plan adopted in November 1996 replaces the most recent master plan, *Arkansas Higher Education Plan: 1989-1994*. The

Department of Higher Education, its director and its board implement the plan and are required to work closely with the Presidents Council and its various committees. Strategic planning areas where the Presidents Council can offer policy recommendations include, but are not limited to, accountability, graduate studies, undergraduate studies, workforce development, continuing education and funding.

### State Student Assistance and Loan Agencies

The Arkansas Department of Higher Education administers the Student Assistance Grant program; the Academic Challenge Scholarship program; the Governor's Scholars program; the Emergency Secondary Education Loan Program; the Teacher and Administrator Grant program; the Second Effort program; four programs designed to meet the state's strategic need for minority teachers; a grant program for dependents of police officers, firefighters, and certain state employees disabled or killed in the line of duty; and one for dependents of Arkansas resident military personnel missing or killed in the line of duty. The department also administers the contractual portion of the Arkansas Health Education Loan program, which is a forgivable loan program for students attending out-of-state schools in the fields of chiropractic, dentistry, optometry, osteopathy, podiatry and veterinary medicine.

### Postsecondary Vocational-Technical Education

Under the reform legislation of 1997, the State Board of Workforce Education and Career Opportunities replaced the State Board of Education as the State Board for Vocational Education. Legislation also changed the name of the Division of Vocational and Technical Education to the Department of Workforce Education. This department and its director report directly to the State Board of Workforce Education and Career Opportunities, operate 10 postsecondary vocational-technical schools and are responsible for program and budget coordination of all vocational-technical programs at all levels.

### State-Level Organization of Private Colleges and Universities

The Independent Colleges of Arkansas is a membership organization of private, nonprofit colleges and universities in the state.

### Licensure/Approval Agencies

Out-of-state and proprietary institutions must be licensed by the State Board of Higher Education for degrees and college credit courses and by the State Board of Private Career Education for vocational and technical programs that do not grant degrees or offer college-level courses.

## CALIFORNIA

### State-Level Coordinating and/or Governing Agency

In 1974, the California Postsecondary Education Commission replaced the Coordinating Council for Higher Education, with duties and powers greater than those assigned to its predecessor. The commission is not a regulatory agency or governing board. Rather, it is an advisory group to the legislature, governor and postsecondary institutions regarding major educational policies. It is required to establish a statewide database containing extensive information gathered from all institutions, public and private. The commission has statutory authority to review institutional budgets, to advise on the need for and location of new campuses, and to review all proposals for new academic programs in the public sector. The commission's primary purpose is to prevent unnecessary duplication and to coordinate efforts among the educational segments. The commission's efforts are directed by its work plan, which sets out educational goals and statewide issues, particularly those that concern large numbers of colleges, universities and proprietary schools.

The commission is composed of 17 members. Nine members are appointed from the general public — three by the governor, three by the Senate Rules Committee and three by the California Assembly speaker. Six members represent various sectors of education — one member from the Board of Regents of the University of California, one member from the Board of Trustees of the California State University, one member from the Board of Governors of the California Community College, one member from the State Board of Education, one member from the Council for Private Postsecondary and Vocational Education, and one member appointed by the governor to represent independent California colleges and universities. The remaining two members are students, both appointed by the governor. California does not have a secretary of education, and the commission is not a cabinet department. The executive officer is appointed by the commission and serves at its pleasure.

### Institutional Governing Boards

Institutional governing boards in the state include: (1) the Board of Regents of the University of California, exercising constitutional powers over nine public senior colleges, three research laboratories and numerous agricultural extension stations; (2) the Board of Trustees of the California State University and Colleges, exercising statutory authority over 22 public senior colleges; and (3) 71 local community college district boards of trustees responsible for governing the 106 public two-year colleges, with general direction and leadership provided at the state level by the Board of Governors of the California Community Colleges.

### State-Level Planning Function

The 1973 California legislature charged the Postsecondary Education Commission with a number of significant responsibilities relating to the planning and coordination of all segments of postsecondary education. By statute, the commission is charged with developing a statewide plan for postsecondary education. The plan is updated annually. Recently, the commission published a planning document entitled *The Challenge of the Century: Planning for Record Enrollment and Improved Student Outcomes in California Postsecondary Education*.

### State Student Assistance and Loan Agencies

The California Student Aid Commission administers student scholarship and grant programs. This commission has established a state student loan guarantee agency for the federal guaranteed student loan program pursuant to the Education Amendments of 1976. California participates in the federal SSIG (State Student Incentive Grant) program.

### Postsecondary Vocational-Technical Education

In California, the State Board of Education has been designated by the federal government as the State Board of Vocational Education. Most responsibilities, however, are executed by a Joint Committee on Vocational Education, which has equal representation from both the Board of Education and the Board of Governors of the California Community Colleges.

### State-Level Organization of Private Colleges and Universities

The Association of Independent California Colleges and Universities (AICCU) represents 70 of the more than 300 independent colleges and universities in the state. All member institutions of the AICCU are regionally accredited and account for 8% of the enrollment in accredited independent California institutions.

### Licensure/Approval Agencies

The Council for Private Postsecondary and Vocational Education has approval and licensing authority for both degree-granting and nondegree-granting postsecondary programs, schools, colleges and universities within the state that are unaccredited.

### **Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

A voluntary Intersegmental Coordinating Council is composed of secondary school personnel and representatives of the various segments of postsecondary education and of the Postsecondary Education Commission. In addition to an annual statewide meeting, committees operate in special interest areas throughout the year.

### **Statutory Advisory Committees and/or Task Forces**

An advisory committee to the Postsecondary Education Commission and its director were created by the statute, which created the Postsecondary Education Commission. The members include the chief executive officers (or their designees) of the University of California, the California State University and the California Community Colleges; the superintendent of public instruction or his or her designee; an executive officer from the independent colleges and universities; and the Council for Private Postsecondary and Vocational Education Institutions.

### **The Educational Roundtable**

The Educational Roundtable consists of the president of the University of California, the chancellor of California State University, the chancellor of the California Community Colleges, the president of the Association of Independent Colleges and Universities, the superintendent of public instruction, and the executive director of the California Postsecondary Education Commission. This informal discussion group meets three to five times annually as needed.

## COLORADO

### State-Level Coordinating and/or Governing Agency

The Commission on Higher Education is the statutory agency for planning and coordination of higher education in Colorado. State responsibility for higher education coordination was established in 1965 with responsibilities amended formally 10 times since 1970. The most recent changes were made in 1995.

Legislative desire for more centralized policy and coordination of the state's public higher education reflects the 1985 legislature abolishing the existing commission and reestablishing a new commission consisting of nine public members appointed by the governor with the consent of the senate, each serving four-year terms. Among its responsibilities are: (1) developing percentages of total state allocation for each governing board of higher education and presenting its decisions to the governor and legislature; (2) reviewing and approving new academic and vocational program proposals; (3) defining geographic and programmatic service areas for extension offerings; (4) prescribing uniform standards for development of capital construction programs, reviewing and approving program plans for capital construction projects or property leasing, and recommending capital construction and funding priorities to the legislature and governor; (5) establishing enrollment policies and differentiated admission and program standards consistent with institutional roles and missions; (6) developing review criteria and distributing allocations for institutional quality incentive grants recognizing centers for excellence; (7) establishing and enforcing student transfer agreements including those resulting from reciprocal interstate exchanges; (8) adopting and implementing affirmative action policies for the commission, governing boards and institutions; (9) undertaking statistical, programmatic and other higher education studies; (10) pursuing foundation and other grants for state programs; and (11) seeking cooperation and advice of public and private institutions and governing boards in the state. The executive director is appointed by the governor and approved by the legislature, serves as a member of the governor's cabinet, and is, by statute, the executive director of the Department of Higher Education. This department comprises the commission, the state's public institutions of higher education, the Colorado Historical Society, the Council for the Arts, the Colorado Student Loan Program, the Division of Private Occupational Schools and the Colorado Advance Technology Institute.

### Institutional Governing Boards

Colorado's public higher education institutions are under the direction of six governing boards. The regents of the University of Colorado (the only publicly elected governing board) are responsible for the operation of the university on its four campuses in Boulder, Colorado Springs, Denver (Auraria) and at the Health Sciences

Center in Denver. The Board of Agriculture serves as the governing board for Colorado State University, the University of Southern Colorado and Fort Lewis College. The Colorado School of Mines and the University of Northern Colorado each has its own Board of Trustees. The trustees of the state colleges are charged with the governance of four institutions: Adams State College, Mesa State College, Metropolitan State College of Denver and Western State College. The 12 institutions comprising the state system of community colleges are under the control of the State Board for Community Colleges and Occupational Education, which also serves as the state's board for vocational education and has oversight for much of the programming of the state's three local district colleges and area vocational schools. This board also serves as the state's approving agency for veterans' programs. In addition, a Board of Directors of the Auraria Higher Education Center has certain special responsibilities with respect to nonacademic programming at the University of Colorado at Denver, Metropolitan State College of Denver and the Community College of Denver.

### State-Level Planning Function

The Commission on Higher Education has responsibility for developing and maintaining a comprehensive plan for public higher education in Colorado that considers the needs of the state, the role of individual public and private institutions and the state's ability to support higher education. In fulfillment of this responsibility, the commission completed and presented to the legislature in February 1978 a master plan for higher education entitled, *A Plan and a Process for Postsecondary Education in Colorado, 1978-79 through 1982-83: Access and Quality*. A master plan for 1983-84 through 1986-87 was published in July 1983. New master plans were published for the five-year periods 1987-92 and 1993-98.

### State Student Assistance and Loan Agencies

The Commission on Higher Education administers the Colorado work-study program and several grant assistance programs funded by legislative appropriations. The Colorado Student Loan Program became effective on February 15, 1980. A Colorado Alternative Student Loan Program was established in fall 1985.

### Postsecondary Vocational-Technical Education

The State Board for Community Colleges and Occupational Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

Independent Higher Education of Colorado is the representative organization for Colorado College, Regis University and the University of Denver.



### **Licensure/Approval Agencies**

The Commission on Higher Education administers the statute applied to the awarding of degrees by private institutions. Under the provisions of Colorado's Private Vocational School Act of 1975, the State Board for Community Colleges and Occupational Education serves as the approval agency for private vocational schools.

### **Statutory Advisory Committees and/or Task Forces**

The commission's statutory advisory committee is composed of 13 members — six represent the legislature, one represents faculty, one represents students, and the other five members represent educational or other groups at the commission's discretion. The committee was established for the purpose of suggesting solutions to the problems and needs of higher education.

## CONNECTICUT

### State-Level Coordinating and/or Governing Agency

The Board of Governors for Higher Education, staffed by the Department of Higher Education, was created March 1, 1983. The Board of Governors consists of 11 lay members — seven appointed by the governor and four by the leadership of the house and senate, each approving one member. The initial chairman was appointed by the governor for a two-year term. Since then the board has elected its own chairman. Board members serve staggered four-year terms. As the coordinating agency for the public higher education system, the Board of Governors is responsible for statewide planning, budget development and policymaking. It is charged with preparing criteria to govern the merger or closure of institutions; making decisions to merge or close institutions; providing for the initiation, consolidation or termination of programs; and evaluating institutional effectiveness. The board also is responsible for preparing annual consolidated operating and capital budgets and for maintaining academic quality through licensure and accreditation of programs and institutions, both public and independent. The commissioner of higher education is appointed by the board and serves at its pleasure.

### Institutional Governing Boards

There are four statutory governing boards in Connecticut: (1) the Board of Trustees of the University of Connecticut, responsible for the state's land-grant university, medical center, law school and five branch campuses; (2) the Board of Trustees of the Connecticut State University, responsible for four four-year state universities; (3) the Board of Trustees of the Community-Technical Colleges, responsible for 12 two-year colleges; and (4) the Board for State Academic Awards, a nonteaching institution, empowered to certify credits and grant degrees as Charter Oak State College.

### State-Level Planning Function

The Board of Governors has statutory authority to develop a master plan and undertake continuous planning on a topic-by-topic basis.

### State Student Assistance and Loan Agencies

The Board of Governors serves as the state's student financial assistance agency. The board administers seven state-funded student aid programs and participates in the federal SSIIG (State Student Incentive Grant) program. A separate agency, the Connecticut Student Loan Foundation, is the state guarantee agency for the Guaranteed Student Loan Program.

### Postsecondary Vocational-Technical Education

The State Board of Education serves as the State Board of Vocational Education. The Commissioner of Higher Education serves as an ex-officio member.

### State-Level Organization of Private Colleges and Universities

The Connecticut Conference of Independent Colleges serves as the state-level organization for 15 independent colleges and universities.

### Licensure/Approval Agencies

The Board of Governors for Higher Education has licensing and program approval authority for public and independent degree-granting institutions of higher education, as well as for proprietary vocational or technical schools, which qualify for degree-granting status. In July 1993, the department gained approval authority for all postsecondary private occupational schools, regardless of degree-granting status.

### Statutory Advisory Committees and/or Task Forces

A mandated 22-member advisory committee comprised of trustees, administrators, faculty and students from both public and independent institutions of higher education assists the Board of Governors in performing its statutory function. This committee meets at least twice annually with the board to discuss a mutually agreed upon agenda. Six individuals elected from its membership are able to participate in all board meetings but are nonvoting members. The Board of Governors has statutory authority to establish advisory committees related to other responsibilities.

## **DELAWARE**

### **State-Level Coordinating and/or Governing Agency**

Delaware does not have a constitutional or statutory statewide agency for higher education.

The Delaware Higher Education Commission, established by executive order in 1974 and revised by executive order in 1977 and 1991, consists of 21 members — seven representing the general public and other state departments, six representing public institutions, two representing private institutions and six ex-officio members. The commission is not a cabinet department. The executive officer is appointed by and serves at the commission's pleasure.

### **Institutional Governing Boards**

Delaware has three institutional governing boards: (1) The Board of Trustees of the University of Delaware, with statutory responsibility for one public senior college; (2) the Board of Trustees of Delaware State University, with statutory responsibility for one public senior college; and (3) the Board of Trustees of Delaware Technical and Community Colleges, with statutory authority over four public community colleges (one community college with four campuses).

### **State-Level Planning Function**

No master plan has been developed.

### **State Student Assistance and Loan Agencies**

The Higher Education Commission serves as the state student aid agency, and Delaware participates in the federal SSIG (State Student Incentive Grant) program.

### **Postsecondary Vocational-Technical Education**

The State Board of Education serves as the State Board of Vocational Education. In Delaware, all less-than-baccalaureate occupational education programs are supervised by the postsecondary governing boards, and no such programs appear to be under the State Board of Education. To the extent that any of the less-than-baccalaureate programs are offered by institutions designated as area vocational schools, these institutions are under the supervision of the state board and responsibility is divided between the governing board and the State Board of Education.

### **State-Level Organization for Private Colleges and Universities**

The Delaware Association of Independent Colleges, established in 1977, is the state-level organization for private institutions.

### **Licensure/Approval Agencies**

The State Department of Public Instruction serves as approval authority for all private degree-granting institutions and vocational-technical institutions. Proprietary schools (nondegree granting) are approved by the State Board of Education through the Department of Public Instruction.

## FLORIDA

### State-Level Coordination and/or Governing Agency

The chief policymaking and governing body for public education in Florida is the State Board of Education. The board has seven members, each of whom serves in an ex-officio capacity by virtue of the elected office he or she holds — the governor, secretary of state, state treasurer, attorney general, commissioner of agriculture, state comptroller and commissioner of education. The constitutionally defined legal board serves as a single governing board for all public education in the state and was established in 1885, with amendments to its structure and responsibilities in 1968. The State Board of Education has statutory responsibility for general budgetary review and making consolidated budget recommendations for all public institutions.

The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses to the State Board of Education and the legislature. The commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the governor, approved by the State Board of Education, and subject to confirmation by the senate.

A major responsibility of the commission is preparing and updating a master plan for higher education every five years. Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the board regarding the need for and location of new programs and branch campuses of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the state master plan; and periodically conducting special studies, analyses and evaluations related to specific postsecondary education issues and programs.

### Institutional Governing Boards

Under the jurisdiction of the State Board of Education are the Board of Regents of the State University System and the State Board of Community Colleges. The Board of Regents of the State University System was established in 1965 and governs the 10 public senior institutions under statutory authority. The Board of Regents consists of the commissioner of education and 13 other members (including a full-time student). Members of the board are appointed by the governor with the approval of the State Board of Education and consent of the senate. The board has statutory responsibility for planning, institutional budget review, the systemwide legislative request budget,

and program approval for all public senior institutions. The chancellor, who is the chief executive officer of the board, is appointed by and serves at the board's pleasure. The State Board of Community Colleges was established in 1983 with the necessary powers to exercise responsibility for statewide leadership in overseeing and coordinating the 28 individually governed public community colleges. The board is comprised of the commissioner of education, one student and 11 lay citizens appointed by the governor, approved by the State Board of Education and confirmed by the senate. It is responsible for establishing and developing rules and policies which will ensure the operation and maintenance of a state community college system in a coordinated, efficient and effective manner. The executive director of the Community College System is appointed by the board and serves at the board's pleasure.

### State Student Assistance and Loan Agencies

The State Student Assistance Agency administers student assistance programs under the State Department of Education. Florida participates in the federal SSIG (State Student Incentive Grant) program and guaranteed federally insured loan programs.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board for Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of Florida, Inc. serves as the state organization for 22 independent, accredited colleges and universities.

### Licensure/Approval Agencies

The Board of Independent Colleges and Universities within the State Department of Education has approval and licensing authority for private degree-granting institutions. The Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools has approval authority for all vocational-technical schools and proprietary schools within the state.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Commissioner's Articulation Coordinating Committee has responsibility for student transfer and articulation issues involving public school districts, community colleges and universities.

## GEORGIA

### State-Level Coordination and/or Governing Agency

The Board of Regents of the University System of Georgia functions as the single governing board for all public colleges and universities in the state. The board was established in 1931, and the structure and responsibility of the board was made constitutional in 1943. The board consists of 16 members appointed by the governor with the consent of the senate. The membership consists of a representative from each of the state's congressional districts and five members at-large. All members represent the general public and serve seven-year overlapping terms of office. The board has constitutional responsibility for planning and coordination, institutional budget review including recommendations for a consolidated budget, and program approval over 15 public two-year institutions, 13 senior colleges and universities, 2 regional universities and four research universities. Although Georgia does not have a state office of secretary of education and the board does not function as a cabinet department, the chief school official is elected by the public. The executive officer of the Board of Regents is appointed by and serves at the board's pleasure.

In 1983, the governor established by executive order a State Board of Technical and Adult Education; this board was made statutory in 1986. This 15-member board is appointed by the governor with the consent of the senate. All members represent business, industry or economic development and serve five-year terms. The board has statutory responsibility for leadership, management and operational control of 33 public postsecondary technical institutions.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

During 1994-95, the university system underwent a thorough strategic planning process, leading to the development of a vision statement, 34 guiding "principles" and several "policy directions" to guide the system in its future development. Additional planning and implementation will follow in 1996-97.

### State Student Assistance and Loan Agencies

The Georgia Student Finance Commission serves as the state student aid agency and Georgia participates in the federal SSIG (State Student Incentive Grant) program. There is a state-guaranteed loan program under the federally insured loan program. Georgia has also implemented the HOPE scholarship program which provides public

college tuition, fees and book allowance for all Georgia high school graduates (or GEDs) with "B" averages in high school and cumulative "B" averages in college-level courses.

### Postsecondary Vocational-Technical Education

Responsibility for public postsecondary vocational education resides in the State Board of Technical and Adult Education.

### State-Level Organization of Private Colleges and Universities

The Association of Private Colleges and Universities in Georgia serves as a state organization for 25 private colleges and universities.

### Licensure/Approval Agencies

The Non-Public Postsecondary Education Commission serves as the licensing and approval agency for private degree-granting institutions, postsecondary vocational-technical programs and proprietary schools.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Georgia P-16 Council was established by Governor Zell Miller in spring 1995 to bring about cohesive, coordinated reform from prekindergarten through college and technical institutes. The council is a collaborative effort of the Office of School Readiness; the Department of Education; the Department of Technical and Adult Education; the Board of Regents of the University of Georgia; P-12 and postsecondary educators; school board members; youth advocate organizations; and community, legislative and business leaders. The Council consists of 41 members. Its overall goal is to improve student success at all levels of education.

The Joint Council for Secondary and Postsecondary Workforce Preparation was established by a joint agreement between the Department of Education and the Department of Technical and Adult Education to provide career offerings, which enable students to transition from high schools to technical institutes and from school to work through shared leadership, aligned curricula, apprenticeship programs, advanced placement, tech-prep programs, facilities and personnel.

## HAWAII

### State-Level Coordinating and/or Governing Agency

The Board of Regents of the University of Hawaii, established in 1907, serves as the constitutional governing board for the University of Hawaii, a statewide multicampus system of seven community colleges, a complex land-grant university campus, a comprehensive undergraduate campus, and an upper-division campus. The board has statutory authority in all areas of system policy, budgeting, programming, evaluating and governance.

### Institutional Governing Boards

The University of Hawaii comprises all public higher education in Hawaii.

### State-Level Planning Function

In 1984, the University of Hawaii completed a long-range plan for academic and educational development entitled *A Strategy for Academic Quality: 1985-1995*. The Board of Regents master plan was completed in 1991. During 1996-97, updated mission statements for all segments of the University of Hawaii system are scheduled for board adoption. Also, the new strategic plan, *Focus and Quality: University of Hawaii Strategic Plan, 1996-2000*, will be finalized. These documents will differentiate campus roles and mission and direct the development of the system up to the eve of the University's centennial.

### State Student Assistance and Loan Agencies

The Board of Regents of the University of Hawaii serves as the student assistance agency for institutions of public higher education. The state participates in the federal SSIG (State Student Incentive Grant) program. The Stafford Student Loan Program is administered by the United Student Aid Funds, Inc.

### Postsecondary Vocational-Technical Education

The Board of Regents serves also as the State Board for Vocational Education with basic responsibility for planning, coordinating and evaluating public vocational education programs at the secondary and postsecondary levels and for requesting and allocating federal funds within the state.

### State-Level Organization of Private Colleges and Universities

The Hawaii Association of Independent Colleges and Universities is a state-level organization representing the state's four private colleges.

### Licensure/Approval Agencies

Approval authority for propriety vocational and technical schools lies with the State Department of Education.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Vocational Education Coordinating Advisory Council coordinates vocational education programs and services at the secondary and postsecondary levels, and the State Council on Vocational Education assists in planning vocational education programs at both levels.

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## IDAHO

### State-Level Coordinating and/or Governing Agency

The State Board of Education/Board of Regents of the University of Idaho serves as a single constitutional board for all public education, including elementary, secondary and postsecondary levels. First established in 1890, the board became one of 19 executive branch departments established through governmental reorganization in 1974. The board consists of eight members — seven appointed by the governor to five-year terms and the superintendent of public instruction, elected to a four-year term. All appointed members represent the general public. The board governs the State Department of Education, the four public senior institutions of higher education, the Idaho School for the Deaf and the Blind, vocational education, the Eastern Idaho Technical College, vocational rehabilitation, the office of the State Board of Education and the statewide Educational/Public Broadcasting System. It also appoints members to the boards of the state library and the State Historical Society and has general supervision of the public school system and the state's two junior colleges. The board has responsibility in all areas of planning and coordination for all senior, junior and vocational-technical public institutions, conducts planning and coordination as a matter of policy for all private and proprietary institutions, and has statutory authority for program approval for junior and senior public institutions. Idaho does not have a state office of secretary of education, and the State Board of Education does not function as a cabinet department. The board carries out its functions through an office headed by an executive director, appointed by and serving at the board's pleasure.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.) Junior colleges also are responsible to locally elected boards of trustees.

### State-Level Planning Function

State-level planning is the responsibility of the State Board of Education. The *Statewide Strategic Plan for Elementary, Secondary, and Postsecondary Public Education* was completed in 1996.

### State Student Assistance and Loan Agencies

The State Board of Education functions as the student assistance agency, and Idaho participates in the federal SSIG (State Student Incentive Grant) program. The governor has named a private agency to serve as the state-guaranteed loan agency under the federally insured loan program.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board for Vocational Education.

### State-Level Organization of Private Colleges and Universities

Idaho does not have a state-level organization for private colleges and universities.

### Licensure/Approval Agencies

The State Department of Education under the Board of Education functions as the licensing and approval agency for vocational-technical and proprietary schools. No approval agency exists for private degree-granting institutions. The Board of Education has statutory authority to maintain a register of courses and programs offered in Idaho by non-Idaho postsecondary institutions. The board also is authorized to establish operational standards for out-of-state institutions which desire to offer courses or programs in Idaho.

### Statutory Advisory Committees and/or Task Forces

The Professional Standards Commission was established to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to public school teachers. The Advisory Council for Eastern Idaho Technical College was established to provide advice and counsel on the role and mission of that institution.

## ILLINOIS

### State-Level Coordinating and/or Governing Agency

The Board of Higher Education functions as a coordinating agency for public and private postsecondary education in Illinois. The board was established in 1961 and its structure and responsibilities have been amended a number of times since then, most recently in 1995. The board consists of 15 members — 10 public members appointed by the governor with the consent of the senate for six-year terms; a member representing public university governing boards and a member representing independent college and university trustees, both appointed by the governor for one-year terms; the chair of the Illinois Community College Board and the chair of the Illinois Student Assistance Commission; and a student board member who serves a one-year term.

Legislation enacted in 1995 reduced the membership of the board from 17 to 15 members, eliminating the chairs of the then four public university governing boards and adding two members, one representing independent college and university boards of trustees. This same legislation abolished two of the four public university governing boards, the Board of Governors and the Board of Regents; transferred one of their campuses to the governance of the University of Illinois; and established individual institutional governing boards for the remaining seven institutions formerly governed by the Board of Governors and Board of Regents.

The board has responsibility for planning and coordination of public universities, public community colleges, independent not-for-profit colleges and universities, and degree-granting proprietary institutions. The board has statutory responsibility for state-level planning function, program review and approval, and development of budget recommendations for all public universities and community colleges. Also, the board has statutory authority to grant operating and degree-granting authority to independent and out-of-state institutions. The board is designated to administer a number of state and federal grant programs, and further, to establish and maintain a college and university information system.

The Illinois Board of Higher Education is not a cabinet department, and Illinois does not have a secretary of education. The executive officer of the board is appointed by and serves at the board's pleasure.

### Institutional Governing Boards

The Illinois Community College Board serves as the coordinating board for 40 public community college districts that have a combined total of 49 campuses. Each public community college district is governed by a locally elected board of trustees. There

are nine public university governing boards: seven govern a single campus and two govern multiple campuses.

### State-Level Planning Function

The Board of Higher Education has the statutory responsibility for state-level planning for all of Illinois higher education. Planning occurs on a continuous basis and the master plan is updated or augmented as the board adopts new or revised policies. *The Master Plan for Illinois Higher Education 1995* is the most recent printed edition.

### State Student Assistance and Loan Programs

The Illinois Student Assistance Commission serves as the state's student financial aid agency. The commission administers the Monetary Award Program, a need-based gift assistance program, and several other state-supported scholarship programs. The commission also administers various federal loan programs.

### Postsecondary Vocational-Technical Education

The State Board of Education has responsibility for adult and vocational education. Legislation enacted in 1996 allows the State Board of Education to continue administering adult education, however, the board will enter into annual interagency agreements with the Illinois Community College Board regarding performance standards, funding and reporting requirements.

### State-Level Organization of Private Colleges and Universities

The Federation of Independent Illinois Colleges and Universities serves as the state-level organization for more than 50 of the state's independent colleges and universities.

### Licensure/Approval Agencies

The State Board of Education and the Department of Professional Regulation serve as approval and licensure agencies for most nondegree granting postsecondary institutions and proprietary institutions not covered by the Board of Higher Education.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Joint Education Committee, established pursuant to state statute, addresses matters of common concern to elementary and secondary education and higher



education, including articulation, teacher preparation and workforce preparation issues. Legislation enacted in 1995 changed the composition of the committee to include two members from each of the following: the Board of Higher Education, the State Board of Education, the Illinois Community College Board and the Human Resources Investment Council.

#### **Statutory Advisory Committees and/or Task Forces**

The Board of Higher Education has no statutorily established advisory committees. However, it has established standing advisory committees in the areas of faculty, students, community college presidents, public university presidents, independent institutions and proprietary institutions. Special ad hoc study committees or task forces are established on a temporary basis as the need arises to address specific issues.

## INDIANA

### State-Level Coordinating and/or Governing Agency

The Commission for Higher Education, established in 1971, functions as the statutory coordinating agency for postsecondary education in the state. The commission has 14 members — 12 represent the general public and are appointed by the governor for four-year terms; one student and one faculty member serve two-year terms. The commission is charged by statute with six responsibilities: (1) long-range planning for postsecondary education in Indiana, (2) defining institutional roles, (3) approving new campuses or extension sites, (4) approving new program requests, (5) reviewing existing programs and (6) reviewing budget requests and recommending consolidated requests to the executive and legislative branches of state government. Indiana does not have an office of secretary of education, and the coordinating agency is not a cabinet department. The executive officer of the commission is appointed by the commission and serves at its pleasure.

### Institutional Governing Boards

Indiana has eight public institutional governing boards: (1) Ball State University Board of Trustees; (2) Indiana State University Board of Trustees; (3) Ivy Tech State College Board of Trustees, with authority over 22 campuses and centers, not including other instructional sites; (4) Indiana University Board of Trustees with authority over seven campuses; (5) IUPUI Ft. Wayne campus administered by Purdue University continues to maintain dual program responsibilities, with some academic units answerable to Purdue and others to Indiana University; (6) Purdue University Board of Trustees responsible for four campuses; (7) Vincennes University Board of Trustees; and (8) University of Southern Indiana Board of Trustees.

### State-Level Planning Function

The master plan is kept current by the Indiana Commission for Higher Education through annual updates to the *Indiana Plan for Postsecondary Education*.

### State Student Assistance and Loan Agencies

The State Student Assistance Commission of Indiana serves as the state student assistance agency, and the state participates in the federal SSIG (State Student Incentive Grant) program.

### Postsecondary Vocational-Technical Education

The Commission on Vocational and Technical Education is the State Board for Vocational Education. The commission consists of 11 citizens of Indiana who are appointed to four-year terms by the governor. Each of 10 congressional districts is represented by a member; the remaining member represents the state at-large. Members must be generally knowledgeable in the fields of business, industry, labor, agriculture, commerce, education or vocational education. One member must represent the state job training coordinating council or private industry council; one member is an officer or employee of a state postsecondary institution; and one member is an officer or employee of a school corporation. State employees or members of the Indiana Council on Vocational Education may not be members of the Commission on Vocational and Technical Education.

### State-Level Organization of Private Colleges and Universities

The Independent Colleges of Indiana represents 32 private colleges and universities within the state. The Association of Private Schools is a similar organization representing the private trade, business and technical schools in Indiana.

### Licensure/Approval Agencies

The Indiana Commission on Proprietary Education functions as the statutory licensing and approval authority for proprietary institutions. Legislative action in 1977 clarified the role and responsibilities of this agency.

### Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Indiana Conference of Higher Education represents both the public and private colleges and universities and is a voluntary organization dedicated to the betterment of overall postsecondary education.

## IOWA

### **State-Level Coordinating and/or Governing Agency**

The State Board of Regents, established in 1909, serves as the statutory governing body for all public senior higher education in the state. The board is composed of nine members appointed by the governor with the consent of the senate — eight represent the general public, one student representative and all serve six-year terms. The board has statutory governing authority for three public senior institutions, including program approval, planning and coordination, review and approval of institutional budgets, and recommendations for a consolidated budget. The community colleges are under the jurisdiction of the State Board of Education and are governed by locally elected boards of directors. The State Board of Education, which has statutory oversight authority, has a composition and appointment process similar to the State Board of Regents, as well as some similar areas of jurisdiction.

Iowa does not have an office of secretary of education, and the agency is not a cabinet department within the state. The executive officer of the Board of Regents is appointed by the board and serves at its pleasure. The state director of education serves at the governor's pleasure.

### **Institutional Governing Boards**

(See State-Level Coordinating and/or Governing Agency.)

### **State-Level Planning Function**

The Iowa Coordinating Council for Post-High School Education (see description below) is in the process of developing a plan for aspects of postsecondary education in Iowa. Both the Board of Regents and the Department of Education engage in strategic long-range planning for higher education.

### **State Student Assistance and Loan Agencies**

The Iowa College Student Aid Commission administers the Iowa Tuition Grant Program, the Iowa Vocational-Technical Tuition Grant Program, the State of Iowa Scholarship Program, the Iowa National Guard Benefits Program, the Mathematics/Science Incentive Programs, the federal SSIG (State Student Incentive Grant) programs, the federally insured Iowa Guaranteed Student Loan and Iowa PLUS Loan Programs.

### **Postsecondary Vocational-Technical Education**

The State Board of Education functions as the State Board of Vocational Education and exercises statutory authority over 15 community colleges.

### **State-Level Organization of Private Colleges and Universities**

The Iowa Association of Independent Colleges and Universities serves as the state-level organization for 27 private colleges and universities.

### **Licensure/Approval Agencies**

No approval and licensing agency exists for private degree-granting institutions and vocational-technical institutions. The State Board of Education has been designated as the official approval agency for two-year public postsecondary vocational-technical programs by the Office of Education. The secretary of state's office is responsible for registering all out-of-state institutions offering programs or courses of study in Iowa.

### **Related Nongovernmental Organization With Staffs and Programs Representing Both Public and Private Institutions**

The Iowa Coordinating Council for Post-High School Education (ICCPHSE), with a part-time staff, serves as a voluntary statewide organization for all postsecondary education, including all community colleges, the independent colleges and universities, the public universities and the private specialized and proprietary institutions. Membership in the council also includes the Iowa Public Television Board and the Iowa College Student Aid Commission.

### **Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

Regents Committee on Educational Relations, Regents Registrars & Admissions Officers Commission, and ICCPHSE Articulation Subcommittee.

## KANSAS

### **State-Level Coordinating and/or Governing Agency**

The State Board of Regents, established in 1925, functions as the constitutional governing agency for six public universities in the state. The structure and responsibilities of the agency were amended in 1966, 1970, 1975, 1976, 1978 and 1991. The nine members of the board, appointed by the governor with the consent of the senate, represent the general public and serve four-year terms. Community colleges are under individual governing boards that are supervised by the State Board of Education. Designated postsecondary area vocational schools, which are not community colleges, also are supervised by the State Board of Education. One municipal university has its own governing board. The State Board of Regents, however, has coordinating responsibility for the municipal university in the areas of budget requests and academic program approval.

The Board of Regents has statutory responsibility for planning and coordination, program approval, and institutional budget review, including consolidated budget recommendations for all state senior institutions. The agency does not serve as a cabinet department, and the director of the Board of Regents is appointed by and serves at the board's pleasure.

The Legislative Education Planning Committee (LEPC), created in 1974, is a joint committee of the house and senate. Its statutory charge is to "plan for postsecondary education in Kansas, including both public and private institutions and vocational education." The committee considers specific legislative proposals, oversees data collection activities and conducts studies of postsecondary education issues. Study topics also may be assigned to the committee by the Legislative Coordinating Council (LCC). The LCC appoints the committee's membership, which consists of six members from the House of Representatives and five from the Senate.

### **Institutional Governing Boards**

(See State-Level Coordinating and/or Governing Agency.)

### **State-Level Planning Function**

The Board of Regents, working with committees of representatives from each of the six institutions, is responsible for state-level planning for the universities. This approach to systemwide planning was formalized in 1969 when, with the approval of the regents, the presidents of the six universities established the Council of Chief Academic Officers and charged this group with the review of programs at the

institutions and the development of a more efficient and effective regents' system in Kansas. The Regents' Program Review and Strategic Planning Initiative is ongoing.

### **State Student Assistance and Loan Agencies**

The Board of Regents serves as the state student assistance agency, and the state participates in the federal SSIIG (State Student Incentive Grant) program. The Kansas tuition grant program provides grants to approximately one-fourth of all private college students in the state. Since the fall of 1977, a private foundation, the Higher Education Loan Program of Kansas, Inc., has served as a direct lender, secondary market and lender of last resort. Since 1991, United Student Aid Funds, Inc. has served as the designated loan guarantee agency.

### **Postsecondary Vocational-Technical Education**

The State Board of Education serves as the State Board of Vocational Education.

### **State-Level Organization of Private Colleges and Universities**

The Associated Independent Colleges of Kansas serves as the statewide organization representing 17 private colleges and universities.

### **Licensure/Approval Agencies**

The State Department of Education has approval authority over all vocational-technical and proprietary institutions in the state. The Board of Regents has licensure authority over new in-state degree-granting institutions and registers out-of-state institutions offering courses in Kansas.

### **Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

A Committee on Joint Governance, made up of members of the State Board of Education and members of the Board of Regents, meets quarterly to discuss elementary-secondary and postsecondary concerns, as well as general postsecondary issues.

### **Statutory Advisory Committees and/or Task Forces**

A statutory student advisory committee to the regents was established in 1975. The committee consists of the student-body president from each institution and serves in a policy advisory capacity to the Board of Regents.

## KENTUCKY

Regents of Murray State University; the Board of Regents of Northern Kentucky University; and the Board of Regents of Western Kentucky University.

### State-Level Coordinating and/or Governing Agency

The Council on Postsecondary Education was established in May 1997 by a legislative act replacing the Council on Higher Education. The original council was established in 1934 and amended in structure and function in 1966, 1972, 1982, 1994 and 1996. The council is the statutory coordinating agency for Kentucky's state-supported universities, and the new Kentucky Community and Technical College System is comprised of 13 community colleges and 25 postsecondary vocational-technical schools. The 1997 reform legislation gave the Council on Postsecondary Education new membership and stronger coordinating powers. The council consists of 16 members appointed by the governor, including 13 citizen members, one faculty and one student member, and the state's commissioner of education serves as a nonvoting ex-officio member. All appointed members may vote. Citizen members serve six-year terms; faculty members serve four years and the student, one year.

The restructured Council on Postsecondary Education has statutory authority to: develop and implement a strategic agenda for postsecondary education; revise and approve missions and plans for the state-supported universities and the Kentucky Community and Technical College System; ensure a system of accountability; protect against unnecessary duplication; establish standards for admission to state-supported institutions; determine tuition rates; approve, modify or eliminate academic programs; make biennial budget recommendations; approve capital construction projects over \$400,000; and ensure the transfer of credits and develop a financial reporting system.

The state has a secretary for the Education, Arts and Humanities Cabinet; however, the council is an independent board reporting to the Governor and is responsive to the legislature.

### Institutional Governing Boards

There are eight institutional governing boards for the state-supported universities and a governing board for the newly created Kentucky Community and Technical College System. The Board of Regents and the Kentucky Community College and Technical Colleges System both will administer dual systems, each with multiple campuses. The University of Kentucky operates two institutions: the main campus and the separately accredited Lexington Community College. Each of the other seven boards governs a single institution: the Board of Trustees of the University of Louisville; the Board of Regents of Eastern Kentucky University; the Board of Regents of Kentucky State University; the Board of Regents of Morehead State University; the Board of

### State-Level Planning Function

The statutory responsibilities of the Council on Postsecondary Education include development and implementation of a strategic agenda for postsecondary education in conjunction with the Strategic Committee on Postsecondary Education (SCOPE), a new statewide planning group designed to provide a forum for the exchange of ideas about the future of postsecondary education. The council also has authority to review, revise and approve mission statements of all institutions to ensure conformity with the strategic agenda.

Following the 1981 report, *In Pursuit of Excellence*, the previous council developed three five-year strategic plans to serve as blueprints for the progress of higher education. The first strategic plan was adopted in November 1985 and the newest five-year plan was implemented in 1995. The 1997 reform, with the addition of technical institutions into the system and an emphasis on development of a strategic agenda for postsecondary education, will require a new plan.

The 1997 postsecondary reforms also include legislation that eliminates the 14 indicators established in a 1992 accountability program and replaces them with a system that measures: educational quality and outcomes, student progress, research and service activities, and use of resources. Additional changes create a strategic investment and incentive program with six trust funds, as well as a *Commonwealth Virtual University*, which promotes the dissemination of academic programs through the use of new technology. *The Kentucky Plan for Equal Opportunities: 1997-2002* directs the state's effort to assure opportunities for participation in all levels and areas of higher education, regardless of race.

### State Student Assistance and Loan Agencies

The Kentucky Higher Education Assistance Authority (KHEAA) is the state agency responsible for providing student financial assistance and related services and is governed by a nine-member Board of Directors. KHEAA administers all federal loan programs including the federal education loan programs (FFEL, Stafford, PLUS and Consolidation). The agency also administers state programs including the College Access Program, the Kentucky Tuition Grant Program, the State Student Incentive Grants, the Educational Savings Plan Trust, and the KHEAA Work-Study and Teacher Scholarship Programs. KHEAA is the designated student loan guarantor in Kentucky and Alabama.

### **Postsecondary Vocational-Technical Education**

The State Board for Adult and Technical Education, through the Department of Adult and Technical Education, operates a statewide system of 25 public postsecondary vocational-technical schools. The board also directs 54 area vocational education centers, which primarily offer secondary vocational programs, but also offer postsecondary programs. Twelve postsecondary education programs at state correctional facilities are operated by the department under contract with the Department of Corrections. The 1997 postsecondary education reform moves the 25 public postsecondary education vocational-technical schools from the Workforce Development Cabinet to a new, independent board of regents for the Kentucky Community and Technical College System.

### **State-Level Organization of Private Colleges and Universities**

The Association of Independent Kentucky Colleges and Universities is a membership organization for nonprofit colleges and universities accredited by the Southern Association of Colleges and Schools. Presently, there are 19 member institutions.

### **Licensure/Approval Agencies**

The Council on Postsecondary Education has the statutory authority to license all nonprofit colleges and universities, which operate in Kentucky, as well as proprietary, baccalaureate degree-granting institutions. Other proprietary institutions, which award an associates degree or other nondegree credentials, are licensed by the State Board for Proprietary Education. Other licensing agencies are responsible for specialized institutions or programs such as barbering, cosmetology and nursing.

### **Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

Serving as an ex-officio, nonvoting member of the Kentucky Board of Education, the president of the Council on Postsecondary Education is also a member of the Educational Profession Standards Board that certifies all teacher education programs in Kentucky. Teacher education programs at public universities also must be approved by the Council on Postsecondary Education. The Kentucky Board of Education and the Council on Postsecondary Education also collaborate jointly with additional state agencies on issues of education technology and education and job training.

The Statewide Transfer Committee, established in 1996 and composed of representatives from the council, universities and community colleges, oversees the development of frameworks that enable a community college student to transfer 60 hours of credit to a baccalaureate degree at a senior institution.

## LOUISIANA

### State-Level Coordinating and/or Governing Agency

The Board of Regents serves as the constitutional statewide coordinating and policymaking agency for public higher education. The board consists of 15 lay members appointed by the governor with the consent of the senate, and one student member elected by the student-body presidents. The 15 lay members represent the general public and serve overlapping six-year terms of office. The student member serves a one-year term. The board has both constitutional and statutory authority for planning and coordination for all public senior and junior institutions of higher education and responsibility for institutional budget review and recommending a consolidated budget. Proposed and existing degree programs are subject to board approval. The state does not have an office of secretary of education, and the agency is not a cabinet department. The executive officer of the board is appointed by and serves at the board's pleasure.

### Institutional Governing Boards

Three institutional governing boards were created by the 1974 constitution. Each board has 17 members appointed by the governor with the consent of the senate and one student member elected by student body presidents. The three governing boards are: (1) the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, governing two public junior colleges, three public senior colleges, a law center, a medical center and an agricultural science center; (2) the Board of Supervisors of Southern University and Agricultural and Mechanical College, responsible for one public junior college and two public senior institutions; and (3) the Board of Trustees for the University of Louisiana System, governing eight public senior institutions and two public junior colleges.

### State-Level Planning Function

In October 1993, the Board of Regents adopted *The Master Plan for Higher Education in Louisiana*. The plan was the third such plan developed by the board. It focused on several critical issues facing higher education in Louisiana in the 1990s: (1) access, (2) excellence, (3) diversity, (4) economic development and (5) accountability.

### State Student Assistance and Loan Agencies

The Office of Student Financial Assistance serves as the state student assistance agency, and Louisiana participates in the federal SSIG (State Student Incentive Grant) program. Louisiana has a state-guaranteed loan program under the federally insured loan program and a state-financed loan program for students from middle-income families.

### Postsecondary Vocational-Technical Education

The State Board of Elementary and Secondary Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Louisiana Association of Independent Colleges and Universities serves as the state-level organization for eight accredited private colleges and universities.

### Licensure/Approval Agencies

The State Board of Elementary and Secondary Education functions as the approval agency for vocational-technical and proprietary schools. The Board of Regents serves as the licensing authority for proprietary schools which offer academic degrees and for private academic degree-granting institutions.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The state constitution requires that the Board of Regents and the Board of Elementary and Secondary Education meet jointly at least twice a year to coordinate elementary-secondary, vocational-technical and postsecondary education.

## MAINE

### State-Level Coordinating and/or Governing Agency

The Board of Trustees of the University of Maine System, established in 1968, is the principal statutory governing agency for public postsecondary education in the state. The board consists of 16 members appointed by the governor for seven-year terms, including the commissioner of education who serves in an ex-officio capacity. The Board of Trustees has statutory responsibility for planning and coordination, institutional budget review and consolidated budget recommendations and program approval for all campuses of the university. Maine does not have an office of secretary of education, and the board does not serve as a cabinet department. The executive officer of the board is appointed and serves at the board's pleasure. Two other institutional governing agencies exist within the state — the Board of Trustees of Maine Maritime Academy, responsible for one public senior institution and the Board of Trustees of the Maine Vocational/Technical Institutions, responsible for six vocational-technical institutions.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

(Information was not provided concerning the scope of state-level planning within the state.)

### State Student Assistance and Loan Agencies

The State Department of Education serves as the state agency for student assistance, and Maine participates in the federal SSIG (State Student Incentive Grant) program for private and public institutions. Maine has a state-guaranteed loan program under the federally insured loan program.

### Postsecondary Vocational-Technical Education

The Board of Trustees for the Vocational/Technical Institutions is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

Maine does not have a state-level organization for private colleges and universities, although all public, private and proprietary institutions are members of the Higher Education Council.

### Licensure/Approval Agencies

The State Board of Education and the State Department of Education are responsible for recommending to the legislature approval of degree-granting authority for postsecondary education institutions.

### Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Maine Higher Education Council is a voluntary organization dedicated to improving higher education in the state. Its membership is composed of the presidents or institutional heads of all postsecondary institutions.

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## MARYLAND

### State-Level Coordinating and/or Governing Agency

Legislation passed in 1988 replaced the State Board for Higher Education with the Maryland Higher Education Commission. Effective 1992, the general assembly amended the legislation by abolishing the State Board for Community Colleges and making the commission the coordinating agency for 17 locally governed community colleges and one state-operated community college. The commission consists of 12 lay voting members, including one student member, all appointed by the governor for five-year terms with the advice and consent of the senate. Commission members are eligible for reappointment, but no member may serve more than two full five-year terms.

The Maryland Higher Education Commission has the following major statutory responsibilities: (1) review and approve campus mission statements; (2) review campus performance accountability; (3) establish and implement an early intervention program; (4) administer statewide programs of student financial assistance; (5) prepare and annually review a statewide plan for postsecondary education; (6) review operating and capital budgets and capital projects of public institutions and make budget recommendations to the governor and legislature consistent with the statewide plan; (7) prescribe minimum degree requirements for public and private institutions; (8) review and approve new and existing academic programs; (9) administer state funds for private institutions according to the aid to nonpublic institutions of higher education law; (10) coordinate educational policies with the State Board of Education and the State Public School Agency, through the Educational Coordinating Committee; and (11) serve as the coordinating agency for the 17 locally governed community colleges. The secretary of higher education is the commission's chief executive officer and a member of the governor's cabinet. The secretary is appointed by the governor and serves at the commission's pleasure.

### Institutional Governing Boards

The state public higher education system consists of five segments. The Board of Regents of the University of Maryland System governs 11 constituent institutions. St. Mary's College of Maryland and Morgan State University, both senior public institutions, have individual governing boards, as does Baltimore City Community College (which is also a state institution). Seventeen other community colleges are governed by local boards.

### State-Level Planning Function

The Maryland Higher Education Commission is responsible for state-level planning in the state. *Investing in People: The Maryland Plan for Postsecondary Education* was approved by the commission in 1991. A new state plan is being developed.

### State Student Assistance and Loan Agencies

The State Scholarship Administration of the Higher Education Commission is the state agency responsible for administering student grant and scholarship programs. Maryland participates in the federal SSIG (State Student Incentive Grant) program.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Maryland Independent College and University Association represents 18 private colleges and universities in the state.

### Licensure/Approval Agencies

The Maryland Higher Education Commission has licensing and approval authority for all public and private institutions of postsecondary education. In addition, this agency has approval responsibility for the Veterans Administration.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Maryland Higher Education Commission is charged by statute to coordinate educational policies with the State Board of Education through an Educational Coordinating Committee consisting of three members of the Board of Education, three members of the Higher Education Commission, the superintendent of schools and the secretary of higher education.

### **Statutory Advisory Committee and/or Task Forces**

The commission is required to establish: (1) a Faculty Advisory Council, (2) a Student Advisory Council, (3) a Segmental Advisory Council and (4) a Financial Assistance Advisory Council. In addition, the Maryland Fire-Rescue Education and Training Commission consists of 11 members appointed by the governor with the advice and consent of the senate for four-year terms. The commission meets every two months and develops minimum uniform standards for the education and training of emergency services instructors, users and schools. The commission is required to prepare an annual report on its activities, and its powers and responsibilities are subject to the authority of the secretary of higher education.

## MASSACHUSETTS

### State-Level Coordinating and/or Governing Agency

The Board of Higher Education, renamed in 1996, is the statewide coordinating agency responsible for overall coordination and broad policy development with respect to the University of Massachusetts and its five campuses, the nine state colleges and 15 community colleges. Board responsibilities include statewide planning, mission definition, the transfer compact and approval of new academic programs. The board has authority to consolidate, discontinue or transfer programs, to approve campus mission statements and conduct programs for assessment of student learning. Its responsibilities include oversight of the state financial aid program, licensure of independent institutions, data collection and certain other "consumer protection" and regulatory functions. With respect to the state and community colleges, or the University of Massachusetts, the board receives and allocates appropriations to the institutions. The board has the authority to establish tuition charges for the University of Massachusetts and its five campuses, the nine state colleges and 15 community colleges. It also has governance powers in such areas as compensation of presidents and collective bargaining for state and community colleges.

The board includes 11 voting members and the commissioner of education, who serves as an ex-officio, nonvoting member. The members serve staggered five-year terms, except for the student member, whose term is limited to one year. The chancellor of higher education is appointed by and serves at the board's pleasure.

### Institutional Governing Boards

Massachusetts has two statewide boards with governing authority. The Board of Trustees of the University of Massachusetts is responsible for governing the five-campus university system. The Board of Higher Education, in addition to its responsibility for overall coordination of all public higher education, has residual governing authority with respect to the state and community colleges. Management responsibility, however, for each of these colleges is vested in institutional boards of trustees for each of these colleges. The state and community college boards of trustees appoint and remove presidents, subject to approval by the Board of Higher Education.

### State-Level Planning Function

The Board of Higher Education is statutorily charged with developing a five-year master plan for public higher education, which takes into account institutional plans and general goals established by the Committee on Educational Policy.

### State Student Assistance and Loan Agencies

The Board of Higher Education administers the state-sponsored financial aid programs and the Police Incentive Pay Program. It serves as the state veterans' approving agency under contract with the Veterans Administration. The state participates in the federal SSIG (State Student Incentive Grant) program. The state has a state-guaranteed loan program under the federally insured loan program administered by the Massachusetts Higher Education Assistance Corporation.

### Postsecondary Vocational-Technical Education

The Massachusetts Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities in Massachusetts serves as the state-level organization for 60 private colleges and universities.

### Licensure/Approval Agencies

The Board of Higher Education has licensing authority over the approval of charters and amendments for independent degree-granting institutions in the state, both proprietary and nonprofit.

### Statutory Advisory Committees and/or Task Forces

The Committee on Educational Policy consists of members of the State Board of Education and the Board of Higher Education. The committee serves as a public forum for discussion of general educational goals for the commonwealth, develops goals and visions for a coordinated educational system, and publishes studies and reports on issues common to K-12 and higher education.

## MICHIGAN

### State-Level Coordinating and/or Governing Agency

Under the 1963 state constitution, limited state postsecondary coordinating functions have been assumed by the State Board of Education, which has primary responsibility for elementary-secondary education. The board's responsibilities are limited to: the coordination of services for public two- and four-year colleges and universities through policy recommendations to the legislature with regard to budgetary and programmatic matters; licensing authority for vocational and proprietary institutions; and charter approval and reimbursement authorization for private colleges awarding certain degrees. The State Board of Education is composed of eight elected members who serve eight-year terms. The board also includes the governor and superintendent of public instruction as ex-officio members.

The state has a superintendent of public instruction who is appointed by the State Board of Education. The State Board of Education serves as head of the Department of Education, which is a cabinet-level department. The Community College Board is a constitutional advisory body to the State Board of Education. The Higher Education Facilities Commission and Authority serves as the statutory authority to provide for tax-exempt loans to independent nonprofit colleges for facilities acquisition, construction or remodeling. Responsibility for this commission currently resides with the Department of Treasury.

### Institutional Governing Boards

All governance is undertaken by separate institutional boards which include: (1) 10 boards of control of trustees appointed by the governor for four-year public colleges and universities, each responsible for a single institution; (2) the elected Board of Regents of the University of Michigan, a constitutional board governing the three branches of the university; and (3) the elected Board of Governors of Wayne State University and the Board of Trustees of Michigan State University, both constitutional boards responsible for a single public senior institution. The 29 public two-year community colleges each have regionally elected governing boards.

### State-Level Planning Function

A state higher education plan was approved in 1969 and augmented in the 1970s by the State Board of Education's topical postsecondary policy position papers. In addition, a complete inventory of all academic programs available at Michigan public, nonpublic, vocational and proprietary institutions is compiled on an annual basis. Periodic planning papers also are developed as the need arises.

### State Student Assistance and Loan Agencies

The Michigan Higher Education Assistance Authority, administratively attached to the State Board of Education, serves as the state student assistance agency and administers a variety of state-funded student assistance options. Michigan participates in the federal SSIG (State Student Incentive Grant) program and federally insured loan programs. A companion agency, the Michigan Higher Education Student Loan Authority, provides students with direct loans.

### Postsecondary Vocational-Technical Education

The State Board of Education serves as the State Board of Vocational Education. With recommendations from the Community College Board, the board approves occupational programs for the 29 public community and junior colleges.

### State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities functions as the state-level organization for most of the independent, degree-granting colleges and universities.

### Licensure/Approval Agencies

The State Board of Education has licensing authority for nondegree vocational-technical and proprietary institutions within the state. Such institutions outside Michigan who wish to recruit Michigan students must have their recruiters licensed in a similar manner. The board also approves the charters for private degree-granting institutions.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The State Board of Education regularly seeks input from a broad range of advisory committees on matters between the secondary and postsecondary sectors. No present committees are specifically constituted for articulation purposes.

## MINNESOTA

### State-Level Coordinating and/or Governing Agency

There are currently two statewide, multicampus governing boards in Minnesota: (1) the Board of Regents of the University of Minnesota with constitutional authority for four public senior universities and (2) the Board of Trustees of the Minnesota State Colleges and Universities (MnSCU). As of 1995, the former technical colleges, community colleges, and state universities were consolidated under the newly merged MnSCU system. The boards have responsibility for planning and coordination, institutional budget review and recommendation, and program approval.

The 1995 Minnesota Legislature abolished the Minnesota Higher Education Coordinating Board, which had existed for 30 years, and transferred many of its key duties and responsibilities to the new Higher Education Services Office. Functions of the Services Office include: administration of student financial aid programs; approval, registration and licensure of private collegiate and career schools; negotiation and administration of interstate tuition reciprocity programs; administration of the Minnesota Education Telecommunications Council; library planning and the Minnesota Interlibrary Telecommunications Exchange; collection and maintenance of data on postsecondary education programs, information on students and parents; and administration of federal postsecondary education programs. The 1995 legislation established a Higher Education Services Council, which consists of eight citizen members and one student member appointed by the governor. The council is responsible for appointing the director of the Services Office, advising, reviewing the performance of the Services Office, and communicating and making recommendations to the governor and legislature. The state does not have an office of secretary of education, and the Services Office does not serve as a cabinet department.

### Institutional Governing Boards

MnSCU has statutory authority for community colleges located at 19 sites, community college centers located at two sites, state universities located at seven sites in Minnesota and at a campus in Akita, Japan, and technical colleges located at 34 sites. Since its inception, MnSCU has been consolidating several community and technical colleges generally located in the same community or region. MnSCU currently governs 37 institutions — nine community colleges, 11 technical colleges, seven state universities, and 10 consolidated community and technical colleges. There are 53 campuses in 46 communities.

### State Student Assistance and Loan Agencies

The Higher Education Services Office serves as the state student assistance agency. In this capacity, it administers 12 programs of financial assistance including the State Grant Program, the Student Educational Loan Fund (a supplemental loan program begun in 1985), the state's work-study program, a child-care grant program for nonAFDC parents and tuition reciprocity programs with Wisconsin, North Dakota, South Dakota and the Canadian province of Manitoba.

### Postsecondary Vocational-Technical Education

State did not respond.

### State-Level Organization of Private Colleges and Universities

Three organizations represent the private postsecondary education institutions in Minnesota: (1) Minnesota Private College Council serves as the organization for 16 private colleges and universities, (2) Minnesota Consortium of Theological Schools serves five seminaries and (3) Minnesota Association of Private Postsecondary Schools represents 22 private postsecondary vocational institutions. Several other private degree-granting institutions in the state are not affiliated with these organizations.

### Licensure/Approval Agencies

The Higher Education Services Office functions as the approval and registration agency for private degree-granting institutions and for vocational-technical and proprietary schools.

## MISSISSIPPI

### State-Level Coordinating and/or Governing Agency

The Board of Trustees of State Institutions of Higher Learning, established in 1910 and reorganized in 1944, exercises constitutional governing authority over the eight public institutions in the state. The board consists of 12 members, who are appointed by the governor with the consent of the senate and who represent the general public. The members serve 12-year terms. The board has statutory authority for planning and coordination, institutional budget review and consolidated budget recommendations, and program approval for the eight senior public institutions in Mississippi. The state does not have an office of secretary of education, and the board does not serve as a cabinet department. The executive officer of the board is appointed by the board and serves under a four-year contract. The State Board for Community and Junior Colleges functions as a coordinating agency for the state's 15 public junior colleges.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

The Board of Trustees completed a three-year planning document for the eight senior institutions entitled *Building a System of Excellence* in November 1993. In addition, mission statements for the eight universities have been adopted by the board.

New statutory mandates for evaluation of performance accomplishments became effective in 1994, and in 1996, a five-year strategic plan was required by statute and submitted by the Board of Trustees.

### State Student Assistance and Loan Agencies

All programs administered by the board office are unique programs, which are not offered through the financial aid offices on the campuses of institutions of higher learning, but are administered in conjunction with the financial aid offices of the individual campuses. Student Financial Aid operates the following student programs: Graduate and Professional Loan/Scholarship Program, Law Enforcement Officers and Firemen Scholarship Program, Nursing Education Loan/Scholarship Program, Southern Regional Education Loan/Scholarship, Medical and Dental Education Loan/Scholarship Program, Southeast Asia POW/MIA Scholarship Program, Nursing Education Scholarship for Study in Baccalaureate Nursing Education, Special Medical Education Loan/Scholarship Program, Public Management Graduate Intern Program, William F. Winter Scholar Program, Graduate Teacher Summer Loan

Program, African American Doctoral Teacher Loan/Scholarship, Health Care Professions Loan/Scholarship, the Mississippi Psychology Apprenticeship Program, the Nursing Teacher Stipend Program and the Veterinary Medicine Minority Loan/Scholarship Program. The Mississippi Higher Education Legislative Plan for Needy Students, known as the HELP Scholarship, was authorized during the 1997 legislative session.

The Board of Trustees is the administrative and fiscal agency for the Mississippi Postsecondary Education Financial Assistance Board. The Mississippi Postsecondary Education Financial Assistance Board administers the federal SSIG (State Student Incentive Grant) program, the Mississippi Resident Tuition Assistance Grant Program and the Mississippi Eminent Scholar Grant Program.

### Postsecondary Vocational-Technical Education

The State Board of Education functions as the State Board of Vocational-Technical Education.

### State-Level Organization of Private Colleges and Universities

The Mississippi Association of Independent Colleges functions as the state-level organization for 12 private colleges and junior colleges.

### Licensure/Approval Agencies

The Commission on College Accreditation functions as the accrediting agency for public and private degree-granting institutions in the state. The Commission on Proprietary School and College Registration serves as the approval and licensing authority for proprietary schools. The Board of Trustees of the State Institutions of Higher Learning is the accrediting agency for all nursing education programs.

## MISSOURI

became operational in October 1979. The cumulative loan volume from the inception of the program to August 1996 totals \$2.6 billion.

### State-Level Coordinating and/or Governing Agency

The Coordinating Board for Higher Education, staffed by the Department of Higher Education, was established in 1974 and functions as the constitutional coordinating agency for postsecondary education in the state. The board has nine members appointed by the governor with the consent of the senate. All nine members represent the general public and serve six-year terms of office. The board has statutory responsibility for planning and coordination of public four-year institutions, community colleges and private institutions; institutional budget review and recommendations; and program approval for all public institutions. The coordinating board is a cabinet-level agency, and its executive officer is appointed by the board and serves at its pleasure.

### Institutional Governing Boards

Institutional governing boards in the state are: (1) the Board of Curators of the University of Missouri with constitutional authority for four campuses; (2) the statutory Board of Curators of Lincoln University; (3) 12 Boards of Trustees over 12 community college districts; (4) seven Boards of Regents of state colleges and universities, exercising authority over four public regional universities and three public state colleges; (5) the Board of Governors of Truman State University (formerly Northeast Missouri State University); and (6) the Board of Regents of Linn State Technical College.

### State-Level Planning Function

One of the established priorities for the Department of Higher Education is the preparation of a *Blueprint for the Future of Missouri Higher Education*. Included in this document will be the public policy initiatives and statewide goals discussed by the Coordinating Board for Higher Education in December 1992, the *State Plan for Postsecondary Technical Education and Recommendations* adopted in 1996, as well as the Boards' planning schedule to review and enhance the missions of the public colleges and universities.

### State Student Assistance and Loan Agencies

The Department of Higher Education functions as the state's student assistance agency, and Missouri participates in the federal SSIG (State Student Incentive Grant) program. The Department serves as a state guaranty agency. The Federal Family Education Loan Program, administered by the Department of Higher Education,

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education in Missouri.

### State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of Missouri serves as a state-level organization for member private colleges and universities.

### Licensure/Approval Agencies

The Department of Higher Education issues certificates authorizing postsecondary proprietary institutions to operate within the state, based on minimum certification standards, and as accredited out-of-state institutions. Various types of institutions are exempted from this statutory requirement, including schools operated by religious organizations.

### Voluntary or Statutory Committees for Articulation/Communications Between Elementary-Secondary and Postsecondary Education

The Missouri School-College Relations Commission is a voluntary organization to develop articulation between the segments. The Coordinating Board for Higher Education and the State Board of Education met jointly for the first time in 1991 and have met annually since. Of mutual interest and concern to both boards are the high school core curriculum, advanced placement courses, teacher certification, student assessment, and the recruitment of historically underrepresented and underserved populations into higher education.

### Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Missouri Association of Community Colleges represents all two-year public colleges. The Missouri Council on Postsecondary Education represents the public four-year institutions.

### **Statutory Advisory Committees and/or Task Forces**

The coordinating board's Presidential Advisory Committee, made up of 18 public and private institutional presidents and chancellors, meets at least four times a year with the board. The board seeks advice on any matters, and requests studies and reports. The committee makes recommendations on its own initiative as well. In addition, there is a similar proprietary school advisory committee which deals with the issues of that educational sector.



## MONTANA

### State-Level Coordinating and/or Governing Agency

The Board of Regents of Higher Education, established and amended with regard to structure and function in 1973, functions as a constitutional governing agency for the Montana University System and has supervisory and coordinating authority over the state's community colleges. The Board of Regents and the Board of Public Education together compose the State Board of Education, a single board for all public education in the state. The Board of Regents consists of 10 members — seven appointed by the governor with the consent of the senate and three members who serve in an ex-officio capacity. Of those appointed, six represent the general public and one student. The ex-officio members include the commissioner of higher education, the state superintendent of public instruction and the governor. With the exception of the student, all appointed members serve seven-year terms of office. The Board of Regents has constitutional authority for planning and coordination, reviewing institutional budgets and making consolidated budget recommendations, and reviewing and approving programs for public senior institutions. It has statutory authority for the same functions with respect to community colleges. The state does not have an office of secretary of education, and the agency does not function as a cabinet department. The commissioner of higher education is appointed by the board and serves at its pleasure.

The Board of Regents 1994 restructuring plan has now been implemented. Under the new structure, the four four-year institutions (Montana Tech, Western Montana College, Montana State University-Northern and Montana State University-Billings) have been administratively merged with the two comprehensive, doctoral-level universities (The University of Montana and Montana State University). In addition, each of the five Colleges of Technology (former vocational-technical centers) have been absorbed into one of the two universities.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

The commissioner of higher education conducts state-level planning for the public sector. The restructuring plan approved by the Board of Regents in January 1994 directed the commissioner to begin a comprehensive planning process that identifies goals and objectives for the year 2000 and beyond.

### State Student Assistance and Loan Agencies

The office of the commissioner of higher education functions as the state student assistance agency, and the state participates in the federal SSIG (State Student Incentive Grant) program. Montana has a state-guaranteed loan program under the federally insured loan program. Montana has a state work-study program and participates actively in the various student exchange programs of the Western Interstate Commission for Higher Education. Montana also supports an annual entering class of 20 Montana students into the medical school program at the University of Washington.

### State-Level Organization of Private Colleges and Universities

There is no formal state-level organization for private colleges and universities in the state.

### Licensure/Approval Agencies

The Board of Regents of Higher Education functions as the approval and licensing authority for private degree-granting institutions. Proprietary schools are approved by the State Department of Business Regulation, with counsel from an advisory board, which includes the superintendent of public instruction and the commissioner of higher education as ex-officio members. The commissioner's approval is required before such institutions may use the designation "college" or "university."

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

In addition to the Board of Regents and Board of Public Education sitting together as the State Board of Education, there is a joint curriculum committee for teacher preparation and certification, and a joint long-range planning committee.

### Statutory Advisory Committees and/or Task Forces

In Montana, each department head is authorized by law to create advisory councils. Such councils have been established by the regents for presidents, academic vice presidents, faculty and students, affirmative action, budgets, management information systems, computer coordination and others. A Joint Committee on Postsecondary Education Policy was created by statute. It consists of four legislators, two regents, one student and a governor's representative. It is designed to serve as an information and planning bridge between the legislature and the regents.

## NEBRASKA

### State-Level Coordinating and/or Governing Agency

In November of 1990, the people of Nebraska voted to amend their constitution, assigning comprehensive statewide planning for postsecondary education to a Coordinating Commission for Postsecondary Education. This commission replaced a previous coordinating commission, which lacked the actual authority to truly coordinate postsecondary education. The new commission, which became effective January 1, 1992, has statutory responsibility to review and approve public postsecondary educational instructional programs, to review and recommend modification of public institutions' budgets to the legislature and governor, and to review and approve capital construction projects at public postsecondary institutions. Other functions of the commission include administering state student financial aid programs, coordinating the higher education portion of the Eisenhower Professional Development program, and administering the IPEDS (Integrated Postsecondary Education Data System).

The commission is comprised of 11 members appointed by the governor from the general public. Six of the commissioners represent districts of the state and five are appointed at-large. Each serves a six-year term. The executive officer is appointed by and serves at the commission's pleasure. Nebraska does not have a secretary of education, and the commission does not serve as a cabinet department.

### Institutional Governing Boards

Two constitutional governing boards for public institutions exist in the state: the Board of Regents of the University of Nebraska responsible for four public senior colleges including a medical center, and the Board of Trustees of Nebraska State Colleges responsible for three public senior institutions. There are six community college areas, each governed by a locally elected board of 11 members.

### State-Level Planning Function

The Coordinating Commission for Postsecondary Education is responsible for developing a Statewide Comprehensive Plan for Postsecondary Education. The plan, which was completed in July 1992 and revised in 1995 and 1996, defines each institution's role and mission within the statewide system and identifies objectives and directions for all of the state's postsecondary institutions.

### State Student Assistance and Loan Agencies

The Coordinating Commission for Postsecondary Education has responsibility for administering the federal SSIIG (State Student Incentive Grant) program and two other state-funded student financial aid programs.

### Postsecondary Vocational-Technical Education

The State Board of Education functions as the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Nebraska Association of Independent Colleges and Universities functions as the state-level organization for 17 private colleges and universities.

### Licensure/Approval Agencies

The State Board of Education has licensing and approval authority for the majority of proprietary institutions. The Coordinating Commission for Postsecondary Education approves new two- and four-year colleges and universities, in addition to out-of-state institutions operating within the state.

## NEVADA

### Licensure/Approval Agencies

The Commission on Postsecondary Education serves as the approval and licensing authority for private degree-granting vocational-technical and proprietary institutions.

### State-Level Coordinating and/or Governing Agency

The Board of Regents of the University and Community College System of Nevada, established in 1964, functions as the constitutional governing agency for postsecondary education in the state. The board consists of 11 members elected by the public for six-year terms of office. The board has statutory authority for planning and coordination of public senior, junior and vocational-technical institutions. In addition, the board has statutory responsibility for budget review and consolidated budget recommendations and program approval for senior and junior public institutions. The board does not function as a cabinet department, and its executive officer is appointed by the board and serves at its pleasure.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

The Board of Regents biennially sets systemwide strategic directions and objectives, which guide all planning efforts. In 1982, the system published a comprehensive statewide plan for higher education in Nevada to the year 2000. The plan is updated every two years and submitted to the legislature. Facilities master plans to the year 2000 were completed in 1989. Campus academic master plans were most recently updated in 1996 and updated every two years.

### State Student Assistance and Loan Agencies

The Nevada Department of Education functions as the state student assistance agency, and Nevada participates in the federal SSIG (State Student Incentive Grant) program. The state has a state-guaranteed loan program under the federally insured loan program.

### Postsecondary Vocational-Technical Education

The State Board of Education serves as the State Board of Vocational Education.

### State-Level Organization for Private Colleges and Universities

The Nevada Association of Private Schools serves as the organization for private colleges in the state.

## NEW HAMPSHIRE

### State/Level Coordinating and/or Governing Board

New Hampshire has two institutional governing boards: (1) the Board of Trustees of the University of New Hampshire system with statutory authority for three public senior colleges and (2) the State Board of Vocational-Technical Education with statutory authority for seven vocational institutions. The boards have complete authority for governing and planning budget review and recommendation, and program approval.

The Postsecondary Education Commission, established in 1973, functions as the statutory planning agency for postsecondary education in the state. The commission is composed of 22 members, 12 appointed by the governor, four appointed by others and six in an ex-officio capacity. New Hampshire does not have an office of secretary of education, and the commission does not serve as a cabinet department. The executive officer of the commission is appointed by and serves at the commission's pleasure.

### State-Level Planning Function

New Hampshire's two institutional governing boards carry out planning functions for their respective institutions.

### State Student Assistance and Loan Agencies

The New Hampshire Incentive Program providing grants-in-aid for residents is administered by the Postsecondary Education Commission, and New Hampshire participates in the federal SSIIG (State Student Incentive Grant) program. The state has a state-guaranteed loan program administered by the New Hampshire Higher Education Assistance Foundation under the federally insured loan program. The state also has medical, veterinary and optometric capitation and tuition loan programs, and a nursing scholarship program.

### Postsecondary Vocational-Technical Education

Department of Regional Community-Technical Colleges.

### State-Level Organization of Private Colleges and Universities

New Hampshire does not have a state-level organization for private colleges and universities.

### Licensure/Approval Agencies

The Postsecondary Education Commission has approval and licensing authority for private and public degree-granting institutions.

### Related Nongovernmental Organizations With Staffs and Program Representing Both Public and Private Institutions

The New Hampshire College and University Council consists of all four-year public and all, but one, four-year private degree-granting institutions in the state. Through the council, interinstitutional cooperation is made possible.

## NEW JERSEY

### State-Level Coordinating and/or Governing Agency

The Higher Education Restructuring Act of 1994 abolished the State Board and Department of Higher Education. The act gave increased autonomy to institutional boards of trustees and created two new entities, the Commission on Higher Education and the Presidents' Council. It also established the Office of Student Assistance (previously part of the Department of Higher Education) as a separate entity to administer student financial aid programs.

The governor appoints the Commission on Higher Education's 14 public members — 10 with the advice and consent of the senate, including six current college/university trustees; two recommended by the senate president; and two recommended by the assembly speaker. The chair of the New Jersey Presidents' Council serves ex-officio with voting privileges, for a total of 15 voting members. The executive director of the commission staff, appointed by the commission, is an ex-officio nonvoting member, and there are two nonvoting student representatives appointed by the governor. On July 1, 1998, the commission's 15 voting members will be reduced to nine when the terms of the college/university trustees expire. Of the nine members, six will be appointed with the advice and consent of the senate, one recommended by the senate president, one recommended by the assembly speaker and one by the Presidents' Council chair.

The commission's responsibilities include systemwide planning, research and advocacy; final decisions on institutional licensure, university status and mission changes; policy recommendations for higher education initiatives and incentive programs and an annual coordinated (systemwide) budget policy statement; and, upon referral from the New Jersey Presidents' Council, decisions on new academic programs that exceed an institution's mission or are unduly costly or duplicative. In addition, the commission generally supervises the Educational Opportunity Fund (EOF), a program of both financial aid and academic support for disadvantaged students. The commission's coordinating responsibilities extend to all sectors of New Jersey higher education: public senior colleges and universities, community colleges, private institutions (religious institutions, as well as those receiving state support) and degree-granting proprietary institutions. Public vocational-technical institutions and proprietary schools that do not offer college degrees are under the State Department of Education.

The New Jersey Presidents' Council consists of the presidents of the state's 31 public institutions, the 14 independent institutions receiving state aid and four

representatives of the 11 other nonpublic degree-granting institutions licensed by the Commission on Higher Education. A 14-member executive board guides activities of the Presidents' Council. The board consists of institutions in the various sectors of New Jersey higher education: five from community colleges, the three public research university presidents, three from the state colleges/teaching university sector and three from public-mission independent institutions. The Presidents' Council's responsibilities include reviewing and commenting on new academic programs; providing research and public information on higher education; advising the commission on planning, institutional licensure/mission and costly/duplicative new academic programs; making recommendations on statewide higher education issues, state aid, and student assistance; and encouraging regional and cooperative programs and transfer articulation agreements.

### Institutional Governing Boards

There are 31 governing boards for public institutions in the state of New Jersey. The Board of Governors of Rutgers University has statutory authority over that multicampus institution, which is the State University of New Jersey. The Board of Trustees of the University of Medicine and Dentistry of New Jersey has statutory authority over three medical schools, a dental school, a graduate school of biomedical sciences and a school of health-related professions. The Board of Trustees of the New Jersey Institute of Technology has statutory authority over that institution. In addition, there are 19 individual community college boards and nine state college/university boards, each governing a single public institution.

### State-Level Planning Function

Within the context of New Jersey's restructured higher education coordinating mechanisms, the Commission on Higher Education, in consultation with the Presidents' Council, launched in 1995 a new comprehensive process for long-range planning. A 20-member steering committee (composed of institutional presidents and commission members and staff) developed a draft plan for higher education. Extensive public input and continuing dialogue with higher education's various constituencies helped further refine the committee's plan. The commission adopted the long-range plan in October 1996. The plan is not highly prescriptive, but rather articulates a vision for higher education and broad policy recommendations to guide institutional planning and state policy. It goes beyond institutional needs to focus on how the system as a whole can respond better to student and societal needs. A periodic review of the implementation of recommendations will track progress and allow for further development and refinement as needed. Other state-level planning for postsecondary education occurs within the framework of statewide workforce development initiatives or in conjunction with the State Department of Education.

### **State Student Assistance and Loan Agencies**

The Office of Student Assistance (OSA) is the state student assistance agency. It coordinates the activities of two statutory policy boards: the Student Assistance Board for scholarship and tuition assistance programs, and the Higher Education Assistance Authority for the various guaranteed student loan programs and a state supplementary loan program. Through OSA, the state participates in the federal SSIG (State Student Incentive Grant) program.

### **Postsecondary Vocational-Technical Education**

The State Board of Education is the State Board of Vocational Education.

### **State-Level Organization of Private Colleges and Universities**

The Association of Independent Colleges and Universities in New Jersey serves as the statewide voluntary organization representing the 14 independent colleges and universities with a public mission.

### **Licensure/Approval Agencies**

Any institution (in- or out-of-state; public, independent, or proprietary) seeking to offer college credit-bearing coursework in New Jersey must be licensed by the New Jersey Commission on Higher Education. The State Department of Education is the approval authority for vocational-technical schools and noncollegiate proprietary schools.

### **Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

The Higher Education Restructuring Act of 1994 requires the Commission on Higher Education to communicate with the State Board of Education and the Commissioner of Education to advance public education at all levels. Various other statutory requirements (some involving the Presidents' Council) also promote articulation and communication.

### **Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions**

The New Jersey Association of Colleges and Universities membership includes both public and independent institutions.

### **Statutory Advisory Committees and/or Task Forces**

The State College Governing Boards Association and the Council of County Colleges are charged with advocating for and fostering the collective advancement of their respective memberships. These statutory bodies act as advisors to the governor, legislature, commission and Presidents' Council.

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## NEW MEXICO

### State-Level Coordinating and/or Governing Agency

The Commission on Higher Education functions as the state coordinating agency for postsecondary education. Its structure and responsibility were amended in 1967, 1973, 1975, 1977, 1985, 1987, 1988, 1994 and 1995. The commission consists of 15 members — 13 representing the general public and appointed by the governor to serve six-year terms of office, and two student members appointed by the governor to serve one-year terms (one as a voting member and the other as an ex-officio member). The commission has statutory responsibility for planning and coordination for all sectors of postsecondary education (public senior, junior, vocational-technical, private and proprietary). In addition, the agency has statutory responsibility for: budget review and recommendation for public two- and four-year institutions, approval of new associate degrees at vocational-technical institutes and new graduate programs in public senior colleges. The commission is not a cabinet department, and the executive officer of the commission is appointed by and serves at the commission's pleasure.

### Institutional Governing Boards

There are 15 institutional governing boards in the state: the statutory boards of Albuquerque Technical-Vocational Institute, Luna Area Vocational-Technical Institute, Mesa Technical College, New Mexico Junior College, San Juan College, Santa Fe Community College and Clovis Community College; and the constitutional regents of New Mexico Military Institute and Northern New Mexico Community College, each a single public two-year institution; the University of New Mexico governing four public two-year institutions, one public four-year college and medical center; New Mexico Highlands University, Western New Mexico University, and New Mexico Institute of Mining and Technology, each with authority over a public four-year institution; New Mexico State University governing four public two-year institutions and a public four-year institution; and Eastern New Mexico University governing two public two-year institutions and one public four-year college.

### State-Level Planning Function

The last strategic plan for higher education in New Mexico, published in 1988, was entitled *Planning for the Class of 2005: A Vision for the Future*. Since 1994, the commission has followed an annual strategic planning process for its own work, but has not established nor requested strategic plans addressing individual institutions.

### State Student Assistance and Loan Agencies

Beginning in 1995, the commission acquired responsibility for administration of all state-funded student assistance programs, including the federal SSIG (State Student Incentive Grant) program, a function previously contracted to the New Mexico Educational Assistance Foundation. The foundation continues its responsibility for federal loan programs, although some institutions participate in the federal direct-loan program.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Council of Independent Colleges and Universities of New Mexico functions as the state-level organization for three private colleges.

### Licensure/Approval Agencies

The Commission on Higher Education has authority to approve and license private degree-granting institutions and certain proprietary (career) schools operating in the state. This authority was substantially enhanced in 1994. Regionally accredited institutions chartered in other states and operating branches or otherwise offering instruction within the state are exempt from regulation. Career schools that offer training in regulated occupations are subject to the approval of their corresponding occupational licensing boards rather than the commission.

### Statutory Advisory Committee and/or Task Force

A statutory Proprietary School Advisory Council advises the commission regarding private career schools and nonaccredited degree-granting institutions. The commission relies upon many other advisory groups, including several named in its regulations: a Task Force on Articulation and Transfer (two-year and four-year academic officers), an Academic Council (academic officers of the universities), an Instructional Council (two-year academic officers), a Council of Graduate Deans, and a Presidents' Council (universities). Other ad hoc task forces are periodically appointed to address specific issues.

**Related Nongovernmental Organization With Staffs and Programs Representing Both Public and Private Institutions**

All public two-year campuses are members of the New Mexico Association of Community Colleges, which employs a paid executive director. This is a voluntary membership organization that advocates for two-year campuses' interests and provides various programs for its members

**Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

The commission has a subcommittee responsible for meeting periodically with a committee of the State Board of Education to discuss issues of mutual interest. One of their most recent objectives is improving teacher education.



## NEW YORK

### State-Level Coordinating and/or Governing Agency

The University of the State of New York consists of all elementary, secondary and postsecondary educational institutions which are incorporated in the state and other libraries, museums, institutions, schools, organizations and agencies for education as may be admitted to or incorporated by the university. The term "university" as used here is a broad term encompassing all the institutions offering education in the state. The university is empowered to charter, register and inspect educational institutions; to license and supervise the professional conduct of practitioners in nearly all the professions; to certify teachers and librarians; and to apportion certain state financial assistance to public and private educational institutions.

The Board of Regents of The University of the State of New York, established by the legislature in 1784, is responsible for the general supervision of and setting of policy for all educational activities within the state and presides over the university and the state education department. The regents and the university are established under the state constitution, and the 16 regents are elected by the legislature, one from each of the state's 12 judicial districts plus four elected at-large, for terms of five years without pay. The chancellor and vice chancellor are elected from among their number by a majority of the regents, and the regents have legislative, executive and judicial powers. The regents and the department have authority and responsibility for planning and coordinating, degree powers and program approval for all sectors and levels of postsecondary education, including all degree-granting institutions. The president of the University of the State of New York is appointed by the regents and serves at their pleasure. The president serves also as the commissioner of education and the chief executive officer of the state education department, whose duties are both executive and judicial.

### Institutional Governing Boards

There are two statutory public institutional governing boards in the state: the Board of Trustees of the State University of New York (32 two-year institutions and 32 four-year institutions) and the Board of Trustees of the City University of New York (six two-year and 13 four-year institutions).

### State-Level Planning Function

Every eight years, the regents are required by law to adopt a statewide higher education plan. In November 1996, the regents adopted the plan for the years 1996-2004, titled *Excellence and Opportunity for All New Yorkers: The Statewide Plan for Higher Education*, after a period of comment and a public hearing. The

statewide plan is developed in consultation with all sectors of higher education, including the State University of New York; the City University of New York; independent and proprietary institutions; schools; representatives of business, labor and cultural institutions; the state legislature; parent and student organizations; and other interested parties. The 1996 plan sets forth the vision and goals for the system over the next eight years, together with the strategies and the performance indicators, which will be used to measure progress toward these goals. The three major goals are to provide higher education that equips all New Yorkers with the knowledge and skills necessary to contribute to society and thrive in the economy; to assure affordable and equitable access to a coordinated higher education system; and to provide a cost-effective quality higher education system.

### State Student Assistance and Loan Agencies

The New York State Higher Education Services Corporation (HESC) serves as the administrative agency for state student financial assistance. HESC is the guarantee agency for federal student loan programs and administers various grants and scholarships, the largest of which is the Tuition Assistance Program, a state-funded grant program for residents enrolled full time in New York institutions.

### Postsecondary Vocational-Technical Education

The regents are the State Board of Vocational Education, since the federal government empowers them to administer funds and programs under the Vocational Education Act.

### State-Level Organization for Independent Colleges and Universities

The Commission on Independent Colleges and Universities serves as the state-level organization for the 141 independent institutions.

### Licensure/Approval Agencies

The Regents of the University of the State of New York act as the agency for approval of all educational institutions in the state.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

In addition to internal activities concerning communication and articulation in the state education department, many schools and colleges have local or regional articulation programs in operation.

## NORTH CAROLINA

### State-Level Coordinating and/or Governing Agency

The Board of Governors of the University of North Carolina was redefined effective July 1, 1972, to foster the development of a well-planned and coordinated higher education system, to improve the quality of education, to extend its benefits and to encourage an economical use of state resources.

The board is composed of 32 members, 16 of whom are elected by the legislature every two years. Each group of 16 must include a minimum of two women, two members of a minority race and two members of the party which constitutes the minority in the legislature. All 32 members, serving four-year terms of office, are deemed members-at-large, charged with the responsibility of serving the best interests of the whole state. The president of the UNC Association of Student Governments serves as an ex-officio, nonvoting member. The board has statutory authority for planning and developing a coordinated system of higher education including public junior, senior, vocational and technical and private institutions. It also functions as the statutory governing agency for 16 senior public institutions in the state. In addition, the board has statutory authority for program approval and making consolidated budget recommendations for public senior institutions. The chief administrative officer of the university, the president, is elected by and serves at the pleasure of the board. The board does not serve as a cabinet department but gives advice and recommendations concerning higher education to the governor, the general assembly, the advisory budget commission and the boards of trustees of the institutions.

The State Board of Community Colleges was made operational in 1981 and has governing authority for the community college system. The State Board of Community Colleges consists of 20 members: the lieutenant governor and the state treasurer serve as ex-officio members; one person is appointed by the governor from each of six community college trustee association regions; four people are appointed by the governor from the state at-large; and the general assembly selects eight persons from the state at-large and the governor appoints these persons to membership on the board. The State Board of Community Colleges has established a State Department of Community Colleges and adopts and administers necessary policies, regulations and standards for the establishment and operation of that department. The board also elects the state president of the community college system, who is the chief administrative officer of that department. Provision is made for the staff of the Department of Community Colleges. The community college board is responsible for 58 community colleges and vocational-technical institutions.

### Institutional Governing Boards

Under the statute creating the Board of Governors, a 12-member board of trustees, with the president of the student government of the institutions as an ex-officio member, was provided for each of the 16 senior public institutions. Responsibilities are largely delegated by the Board of Governors. Each community college, technical college and technical institute is governed by a board of trustees consisting of 12 members, with the president of the student government or the chairman of the executive board of the student body of each institution as an ex-officio, nonvoting member of the board of trustees.

### State-Level Planning Function

In April 1976, the Board of Governors adopted a long-range (1976-1981) plan for The University of North Carolina, based largely on five-year plans submitted by each of the 16 institutions. The university plan defined each institution's academic role, authorized the planning of requested academic programs, provided for the annual revision of the plan and initiated a systematic review of all current degree programs offered by the constituent institutions.

The long-range plan was revised in 1977 and in 1978. Subsequent editions have been published biennially; the most recent is a supplement to the 1994-99 plan. The preparation of the planning document is a joint endeavor. Each institution, under the direction of the chancellor, develops and submits proposed amendments to its current five-year plan. The president's staff engages in universitywide planning, through various special studies and program reviews, and engages in appropriate consultation with representatives of the community college system, private colleges and universities, and the State Department of Public Instruction. A comprehensive planning document is then prepared by the president's office for review and consideration by the Board of Governors, after a thorough review of institutional proposals and the completion of the necessary special studies.

After the Board of Governors has amended and adopted the long-range plans, the plan as approved by the Board of Governors is presented to the governor, the Advisory Budget Commission and the General Assembly.

### State Student Assistance and Loan Agencies

The North Carolina State Education Assistance Authority functions as the state student assistance agency and North Carolina participates in the federal SSIG (State Student Incentive Grant) program. North Carolina has a state-guaranteed loan program under the federally insured loan program.

### **Postsecondary Vocational-Technical Education**

The State Board of Education functions as the State Board of Vocational Education. Its authority concerning postsecondary vocational education, however, within discretionary limits, requires concurrence of the State Board of Community Colleges.

### **State-Level Organization of Private Colleges and Universities**

The North Carolina Association of Independent Colleges and Universities is the state-level voluntary membership organization for 37 private colleges and universities.

### **Licensure/Approval Agencies**

The Board of Governors of The University of North Carolina functions as the agency for licensing nonpublic educational institutions to grant degrees.

## NORTH DAKOTA

### State-Level Coordination and/or Governing Agency

The State Board of Higher Education was established in 1939 and functions as the constitutional governing body for North Dakota's six publicly supported universities (two of which were administratively merged in 1993, now served by one president), three two-year branches, and two two-year colleges. In 1990, the Board of Higher Education created the North Dakota University System whereby all 11 institutions are accountable to a chancellor appointed by the board, rather than directly to the board itself. The North Dakota University System central office is responsible for recommending policy changes and ensuring that the policies set forth by the board are carried out by the institutions.

The board consists of seven members appointed by the governor with the consent of the senate. All seven represent the general public and serve seven-year terms. A voting student member was provided by statute in 1995. The voting student member is appointed by the governor and serves a one-year term. A nonvoting faculty member was also provided by statute.

The board and the North Dakota University System office conduct planning and coordination activities for public senior and junior institutions and the liberal arts, trade-technical institutions, both as a matter of policy and with constitutional authority. In addition, the board has statutory program approval authority and statutory responsibility to review institutional budgets and make consolidated budget recommendations for institutions within the North Dakota University System.

The state does not have an office of secretary of education and the board does not function as a cabinet department. The chancellor is appointed by the board and is the chief executive officer of the North Dakota University System. No separate public institutional governing boards exist in the state.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

A 1989 statute outlines a cooperative (board/legislative/executive) planning process with a six-year horizon. The six-year plan is revised biennially, most recently in 1994 under the title, *Pathways to the Future*. The board adopts a role and scope statement for the institutions it governs and must approve all programs, budgets, personnel and facilities.

### State Student Assistance and Loan Agencies

The North Dakota Student Financial Assistance Program is the state student assistance agency for public and private campuses, and North Dakota participates in the federal SSIG (State Student Incentive Grant) program. The Bank of North Dakota (a state-owned bank) operates a state guaranteed loan program.

### Postsecondary Vocational-Technical Education

The State Board of Public School Education serves as the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The North Dakota Council of Independent Colleges functions as a state organization for two private colleges.

### Licensure/Approval Agencies

The State Board of Vocational Education functions as the approval authority for vocational-technical proprietary institutions and confers with the chancellor of higher education for official approval of academic institutions desiring to offer programs or courses in the state.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

There are no formal articulation committees; however, by law the Board of Higher Education and the Board of Public School Education meet together at least once a year.

## OHIO

### State-Level Coordinating and/Governing Agency

The Ohio Board of Regents, established in 1963, serves as the statutory coordinating agency in the state. The board consists of nine members serving nine-year terms representing the general public and appointed by the governor with the consent of the senate and two ex-officio members (chairpersons of the house and senate education committees). The board has statutory authority for planning and coordination for private institutions and public senior, community and technical institutions. The board has statutory responsibility to review institutional requests for state support, review and make recommendations for a consolidated budget and approve programs for public senior and two-year colleges, private colleges and universities and diploma schools of nursing. The state does not have an office of secretary of education, and although the agency is not a cabinet department, the current and former governor have invited the chancellor to participate fully in cabinet events and activities. The chancellor, the executive officer of the board, is appointed by and serves at the board's pleasure.

### Institutional Governing Boards

The statutory institutional governing boards in the state are as follows: the Board of Trustees of Bowling Green State University; the Boards of Trustees of the University of Akron and Wright State University, each governing one public branch and one senior university; the Boards of Trustees of Central State University, Cleveland State University, Shawnee State University, the University of Toledo and Youngstown State University, each governing a single senior public institution; the Boards of Trustees of Ohio University and Ohio State University, each responsible for one senior institution and five public branches; the Board of Trustees of Kent State University with seven public branches and a single public senior institution; the Boards of Trustees of the University of Cincinnati and Miami University with two public branches and a single public senior institution. Six community colleges are governed by boards representing the state and county, eight technical colleges are governed by boards representing the state and local school taxing districts, and nine state community colleges have state-appointed boards of trustees. The Medical College of Ohio at Toledo is an independent institution with a separate governing board and the Northeastern Ohio Universities College of Medicine has a nine-member board of trustees reflecting its consortial nature.

### State-Level Planning Function

Central to the statutory responsibility of the Ohio Board of Regents is formulation of "a master plan for higher education in the state, considering the needs of the state, and the role of the individual public and private institutions within the state in fulfilling these needs." The sixth higher education master plan, *The Challenge is Change*, was published in November 1996. The 1996 plan builds on two 1992 reports: *Managing for the Future: Challenges and Opportunities for Higher Education in Ohio* (July 1992) and the board's response to that report, *Securing the Future of Higher Education in Ohio*, (December 1992). The *Managing for the Future* report contained the recommendations of a blue ribbon panel that examined how public colleges and universities could operate more efficiently and effectively in a future characterized by fiscal constraints.

### State Student Assistance and Loan Agencies

The state has a guaranteed loan program under the federally insured loan program administered by the Ohio Board of Regents, which also administers state grant programs.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities of Ohio is a voluntary membership organization serving 42 private colleges and universities in the state.

### Licensure/Approval Agencies

The Ohio Board of Regents has statutory responsibility for authorization of private, nonprofit colleges and universities to operate in Ohio. The Department of Education approves vocational schools, and proprietary schools are approved by the Board of Proprietary School Registration.

### Related Nongovernmental Organization With Staffs and Programs Representing Both Public and Private Institutions

The Ohio College Association is a voluntary membership organization representing both public and private institutions. Its primary focus is marketing higher education opportunities in Ohio.

The Inter-University Council is a voluntary membership organization which represents the interests of the state's 13 public universities and both of its public fiscal-sharing medical schools.

The Ohio Association of Community Colleges is a voluntary membership organization which represents the interests of the state's 23 public community and technical colleges.

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## OKLAHOMA

### State-Level Coordinating and/or Governing Agency

The State Regents for Higher Education, established by constitutional amendment in 1941, is the coordinating agency for all postsecondary education in Oklahoma. The membership of the regents is set by the constitution at nine members, appointed for nine-year overlapping terms by the governor with the consent of the senate, all representing the general public. The regents have constitutional responsibility for prescribing standards, granting degrees, setting fees, determining budget needs and making budget allocations to all public institutions of higher education, both senior and junior. In addition, the regents have constitutional authority for planning and coordination of all postsecondary institutions, both public and private. The executive officer of the regents is appointed by the regents and serves at their pleasure.

### Institutional Governing Boards

Oklahoma's public higher education institutions are operated by 17 governing boards, three are constitutional and three govern more than one institution. The constitutional boards are: the Board of Regents of the University of Oklahoma, which governs the University of Oklahoma and Cameron University; the Board of Regents of Oklahoma Colleges, which governs six senior institutions; and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, which governs Oklahoma State University, two additional public senior colleges and two public junior colleges. With the exceptions as noted above, all other public institutions and centers of higher education have separate and independent statutory governing boards.

### State-Level Planning Function

The regents have established a focus on academic excellence and adopted an Academic Planning/Resource Allocation system calling on institutions to set priorities and reallocate resources to strengthen top priorities. A OneNet business plan adopted by the regents sets a long-range framework for using the enhanced statewide voice, video, and data telecommunications system for improving quality, efficiency, access, and cooperation with the private sector and other education and government partners. In fall 1996, the regents announced a long-range planning initiative and appointed a Citizens' Commission on Planning for the Future of Oklahoma Higher Education. The group has been charged to examine issues of access, quality, efficiency, funding and accountability.

### State Student Assistance and Loan Agencies

The State Regents for Higher Education function as the state student assistance agency operating the federal SSIG (State Student Incentive Grant) program through the Oklahoma tuition aid grant program. The regents also function as the state guaranty agency for the Oklahoma Guaranteed Student Loan Program, and they operate OneNet, the statewide telecommunication system.

### Postsecondary Vocational-Technical Education

The State Board of Vocational and Technical Education supervises the vocational and technical schools of Oklahoma. Its members consist of the state superintendent of public instruction, six appointed members of the State Board of Education plus six members appointed by the governor.

### State-Level Organization of Private Colleges and Universities

The Oklahoma Association of Independent Colleges and Universities is the state organization for 15 private colleges and universities.

### Licensure/Approval Agencies

The State Regents for Higher Education function as the approval and licensing agency for public degree-granting institutions. The Department of Vocational and Technical Education has supervision over the vocational and technical schools. The Oklahoma Board of Private Schools licenses the operation of proprietary schools.

### Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Higher Education Alumni Council and staff serve as representatives from public and private postsecondary education.

## OREGON

### State-Level Coordinating and/or Governing Agency

The Department of Higher Education, established in 1929, functions as a statutory cabinet department of state government. It is charged with coordination of the Oregon State System of Higher Education, the public postsecondary higher education system in Oregon. The department administers the policies set by the Oregon State Board of Higher Education, which is composed of 11 members (two of whom are students) appointed by the governor and confirmed by the senate. The board has statutory authority for the seven public colleges and universities and is responsible for planning a comprehensive system, approval of all degree programs (including those of an affiliated university), granting of degrees, development and approval of budget requests (both operating and capital construction), and control and management of real property. The chancellor, chief administrative officer, is hired by and serves at the board's pleasure.

The State Board of Education has statutory authority for the supervision and regulation of 16 community colleges and three service districts, each of which has its own elected governing board.

The two boards, under a Governor's Executive Order, meet jointly to address policy issues that overlap or are outside the jurisdiction of either.

The Office of Educational Policy and Planning serves as a statutory policy agency along with the State Department of Education and the State Department of Higher Education. With respect to postsecondary education, the office has statutory authority to review proposed new programs and locations for consistency with statewide policy and program objectives, and for potentially adverse impact on programs of other sectors. The executive director of the office is appointed by and serves at the governor's pleasure.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

In March 1994, the Higher Education Advisory Panel published a set of recommendations for the state system in a publication entitled *Education Unbound: A Vision of Public Higher Education Serving Oregon in the Year 2010*. In fall 1995, the board launched a comprehensive planning effort to extend these recommendations and prepare a set of strategic objectives to move public higher education into the next century.

### State Student Assistance and Loan Agencies

The Oregon State Scholarship Commission functions as the state student aid agency and Oregon participates in the federal SSIG (State Student Incentive Grant) program. Oregon has a state-guaranteed loan program under the federally insured loan program. Oregon has a State Need Grant Program and Cash Awards, distributed on the basis of both need and scholarship.

### Postsecondary Vocational-Technical Education

The State Board of Education functions as the State Board of Vocational Education and as the State Board for Community Colleges.

### State-Level Organization of Private Colleges and Universities

The Oregon Independent Colleges Association serves as the state organization for 18 private colleges and universities.

### Licensure/Approval Agencies

The Office of Educational Policy and Planning has approval and licensing authority for most private degree-granting institutions in Oregon and all out-of-state public and private colleges and universities offering programs in Oregon. The State Board of Education has approval authority for private vocational schools.



## PENNSYLVANIA

### State-Level Coordinating and/or Governing Agency

The State Board of Education was created by the General Assembly in 1963 to replace the College and University Council, created by the General Assembly in 1895 and the State Council of Education, created by the General Assembly in 1929. The board is organized into two councils having members appointed by the governor with the advice and consent of the senate for overlapping terms of six years. Of the board's 22 members, 10 serve as members of the Council of Basic Education and 10 are members of the Council of Higher Education, with the chairman of the board serving on both councils. In addition, one nonvoting member serves on the State Board of Education but is not required to serve on either council. There is a statutory office of secretary of education with the State Department of Education as a cabinet-level agency. The board has statutory authority for planning and coordination of Pennsylvania's postsecondary education sectors, currently consisting of the State System of Higher Education with 14 state universities and four branch campuses; four state-related universities with 26 branch campuses and one affiliated college; 15 community colleges with three branch campuses; 104 independent colleges, universities and seminaries with two branch campuses; seven junior colleges; and 94 specialized associate degree-granting institutions, including one state school of technology.

The State Board of Education reviews policies, standards, rules and regulations formulated by the Department of Education; implements board policies and principles; and establishes standards governing education in the state. The secretary of education annually submits the budget requests for education, with recommendations, to the secretary of the budget. The Department of Education has program approval responsibilities for the various higher education sectors, dependent upon each institution's articles of incorporation and various statutes.

The State System of Higher Education is governed by a board of governors with a chancellor as chief executive officer. Subject to the rules and regulations of the State Board of Education, the board of governors has broad fiscal, personnel and educational policy control over the system's institutions.

### Institutional Governing Boards

Each university in the State System of Higher Education has a council of trustees, which operates in accordance with statute and the rules and regulations adopted by the Board of Governors. The Board of Trustees of Pennsylvania State University has authority for the university, its 18 branch campuses and four specialized campuses. The Board of Trustees of Temple University, with one branch campus, Board of

Trustees of the University of Pittsburgh and the Board of Trustees of Lincoln University have authority for their respective institutions. All other institutions, including the community colleges, have their own governing boards.

### State-Level Planning Function

Pennsylvania has developed four master plans. The first, in 1966, was concerned with enrollments, programs and finances in the public sector. The 1971 plan included both state-supported and independent institutions, and was problem-oriented with attention directed toward specific higher education issues. The third plan, approved by the State Board of Education in 1978, was based upon the work of six task forces dealing with major issues through three graduated planning phases. The fourth, and most recent plan, was adopted in 1986 and launched an ongoing series of related studies.

### State Student Assistance and Loan Agencies

The Pennsylvania Higher Education Assistance Agency (PHEAA) serves as the state's central agency for the administration of the following student financial assistance related programs: State Higher Education Grant (Scholarship) Program; State Student Loan Guaranty Program under the federal guaranteed student loan programs; State Institutional Assistance Grants Program; federal SSIG (State Student Incentive Grant) program; Statewide Summer College Work-Study Program; Parent Loans for Undergraduate Students; PHEAA HEAL (Health Education Assistance Loan) Program; Pennsylvania Family Partnership Program and SUPPLEMENTAL Loan Program.

### Postsecondary Vocational-Technical Education

The State Board of Education functions as the State Board for Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Commission for Independent Colleges and Universities of Pennsylvania, a nongovernmental body, serves as the state organization for 77 private colleges and universities.

### Licensure/Approval Agencies

The State Department of Education has licensing authority for all postsecondary proprietary institutions, charter authority and approval over all new postsecondary education degree-granting institutions.

### **Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions**

The Pennsylvania Association of Colleges and Universities, with 117 members, represents both public and private institutions. Several regional voluntary coordinating councils operate in the state for the purpose of promoting cooperation in higher education planning and administration. Cooperative interaction also occurs through the Coalition To Improve Education, which consists of major basic and higher education associations devoted to improving educational quality in Pennsylvania.

### **Statutory Advisory Committees and/or Task Forces**

The Pennsylvania Advisory Council on Vocational Education was created pursuant to the 1968, 1972 and 1976 Vocational Education Amendments. The governor appoints individuals to the council for one-year terms. The council advises the State Board of Education on the development of the state plan and accountability report and on policy matters in the administration of the state plan. The council also is responsible for evaluating vocational programs, services and activities, for publishing the evaluation results and for preparing an annual report.

## **RHODE ISLAND**

### **State-Level Coordinating and/or Governing Agency**

The Board of Governors for Higher Education, established in 1981, serves as the statutory governing agency for the Community College of Rhode Island, Rhode Island College and the University of Rhode Island. The Board of Governors consists of 15 members: 12 appointed by the governor (including one student), the chairperson of the Board of Regents for Elementary and Secondary Education (also appointed by the governor), and the chairpersons of the senate and house finance committees or their designees. Public members serve a three-year office term and they may be reappointed to a total of three terms (except students who may serve only one two-year term). The powers and duties of the board include: developing a higher education information system, state-level planning approving postsecondary institutions and programs, budget preparation and property management for public higher education, and general oversight of public higher education. The executive officer of the board is the commissioner of higher education, who is appointed by the board with the approval of the governor and serves at the board's pleasure. The board maintains an office of higher education. There is a Board of Regents for Elementary and Secondary Education and a Public Telecommunications Authority. Prior to 1981, the responsibilities of these two entities, together with those of the Board of Governors, were vested in a single Board of Regents for Education.

### **Institutional Governing Boards**

(See State-Level Coordinating and/or Governing Agency.)

### **State-Level Planning Function**

State-level planning activities in Rhode Island are among the statutory responsibilities of the Board of Governors for Higher Education. The Board of Governors adopted a mission statement in 1992 and amended the statement slightly in 1996. A Planning Committee, established in 1985, oversees the planning process, identifies priority areas and reviews action plans. In 1994 the board launched a state-level planning initiative to define future directions for higher education in the 21st century.

### **State Student Assistance and Loan Agencies**

Student assistance programs are administered by the Rhode Island Higher Education Assistance Authority. This office is the state guarantor under the federally insured loan program. Rhode Island participates in the federal SSIG (State Student Incentive Grant) program.

### **Postsecondary Vocational-Technical Education**

The Department of Elementary and Secondary Education serves as the State Board of Vocational Education.

### **State-Level Organization of Private Colleges and Universities**

The Rhode Island Independent Higher Education Association functions as the organization for the independent colleges and universities.

### **Licensure/Approval Agencies**

The Board of Governors for Higher Education has approval authority for private degree-granting institutions and approval authority for proprietary schools.

## SOUTH CAROLINA

### **State-Level Coordinating and/or Governing Agency**

The Commission of Higher Education was established in 1967 as the statutory coordinating agency for higher education. In 1978, 1988 and 1995, the General Assembly adopted amendments to the enabling legislation, which restructured the commission membership. The current commission consists of 14 members appointed by the governor — one at-large member to serve as chairman, one from each of six congressional districts appointed upon the recommendation of the majority of the legislative delegation from the respective districts, three ex-officio voting members to state at-large (all of the above for four-year terms), three ex-officio voting members to represent the public colleges and universities (one must serve on the board of trustees of one of the public senior research institutions, one must serve on the board of trustees of one of the four-year public institutions, and one must be a member of one of the local area technical commissions on the State Board for Technical and Comprehensive Education), and one ex-officio nonvoting member of the Advisory Council of Private College Presidents to represent the independent colleges and universities. The four ex-officio members are appointed upon the advice and consent of the senate and serve two-year terms.

The current version of the legislation requires a comprehensive strategic planning and institutional effectiveness program, as well as movement to a system where by July 1, 1999, the institutions will be funded based entirely on 37 performance indicators categorized under nine critical success factors. The institutions must submit their budgets to the commission, which will present a unified appropriation request to the governor and appropriate standing committees of the General Assembly. The commission must approve all new programs proposed by the senior institutions and all degree-granting programs from the two-year technical colleges. It also must approve all requests for facilities and establish procedures for transferability of courses at the undergraduate level. The commission also has responsibility for licensing both nondegree and degree-granting institutions to operate in the state and to approve programs for veterans' benefits. It administers a variety of federal and state programs, as well as several Southern Regional Education Board contract programs.

The executive officer of the commission is appointed by and serves at the commission's pleasure. Although South Carolina government has been reorganized so that there are some cabinet-level departments, education is not included in this cabinet structure, and there is no secretary of education.

### **Institutional Governing Boards**

The 11 institutional governing boards include Boards of Trustees for Clemson University, Coastal Carolina University, the College of Charleston, Francis Marion University, Lander University, the Medical University of South Carolina, South Carolina State University, Winthrop University, and the Board of Visitors for the Citadel, each governing a single institution; the Board of Trustees of the University of South Carolina, which governs the main campus, two senior and five two-year branches; and the State Board for Technical and Comprehensive Education, which governs 16 two-year technical colleges.

### **State-Level Planning Function**

While previous legislation had mandated the preparation of master plans, Act 629 of 1988 amended that legislation and currently requires the commission to develop and annually update a statewide strategic plan and to ensure that each public institution designs and maintains its individual planning process. Performance factors relating to these strategic plans are included in the new funding requirements.

### **State Student Assistance and Loan Agencies**

The Commission on Higher Education administers the Palmetto Fellows Scholarship program and the South Carolina Need-Based Grant program to provide financial assistance to students who wish to attend public or independent colleges or universities in the state. The Palmetto Fellows program provides scholarships to the state's most academically talented high school seniors to encourage them to attend colleges and universities in South Carolina. The Need-Based Grants program is designed to provide additional financial aid assistance to the state's neediest students.

The Higher Education Tuition Grants Commission, consisting of eight representatives of private, nonprofit postsecondary institutions and the commissioner of higher education (or designee) serving ex-officio, administers a state-supported grant program for students at private institutions. That agency also administers the state's participation in the federal SSIG (State Student Incentive Grant) program. Members of the State Budget and Control Board function as the State Education Assistance Authority to administer funds made available for student loans through the sale of revenue bonds. The Authority contracts with the South Carolina Student Loan Corporation, a state-chartered lending agency privately established for the purpose of administering the program.

### **Postsecondary Vocational-Technical Education**

The State Board of Education is designated the State Board of Vocational Education and governs secondary vocational programs in 43 vocational education centers and a number of comprehensive high schools. Postsecondary vocational and technical programs are conducted by 16 public technical colleges governed by the State Board for Technical and Comprehensive Education and by a number of junior and senior public and private colleges.

### **State-Level Organization of Private Colleges and Universities**

The Independent Colleges and Universities of South Carolina, Inc. functions as the organization for the private colleges and universities.

### **Licensure/Approval Agencies**

In 1977, legislation was adopted requiring the Commission on Higher Education to license private degree-granting institutions established in the state since 1953, except for theological schools. Authority to license proprietary institutions, which do not award degrees, and to carry out approval functions required by the Veterans Administration was transferred from the State Board of Education to the Commission on Higher Education in 1991. In 1992, the General Assembly passed comprehensive licensing legislation that replaced both existing statutes; this legislation clarifies and expands the commission's authority to license institutions and to grant agent permits, allows it to set reasonable fees and provides student tuition protection.

### **Statutory Advisory Committees and/or Task Forces**

An Advisory Council of Public College and University Presidents and an Advisory Council of Private College Presidents were created by the 1967 Act, as amended, to meet with and submit recommendations to the Commission on Higher Education. Both councils are involved in the comprehensive planning conducted by the commission.

## **SOUTH DAKOTA**

### **Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education**

The South Dakota Post-High School Coordinating Council is a voluntary organization with a full-time executive secretary to coordinate and articulate activities of the secondary schools and the postsecondary sector.

### **State-Level Coordinating and/or Governing Agency**

The Board of Regents serves as the constitutional governing body for the six public universities, a school for the deaf and a school for the visually handicapped. The board was expanded by statute to nine voting members, which includes one student representative, appointed by the governor with senate confirmation to serve six-year office terms (the student serves for two years). There are no public junior colleges in the state. The executive officer of the Board of Regents is appointed by and serves at the board's pleasure.

### **Institutional Governing Boards**

(See State-Level Coordinating and/or Governing Agency.)

### **State-Level Planning Function**

State-level planning is a responsibility of the Board of Regents, and systemwide planning is coordinated through the Office of the Executive Director.

### **State Student Assistance and Loan Agencies**

The Office of the Secretary of Education and Cultural Affairs serves as the state student assistance agency. The South Dakota Education Assistance Corporation administers the guaranteed student loan program.

### **Postsecondary Vocational-Technical Education**

The State Board of Education is a citizen board attached to the Department of Education and Cultural Affairs. It governs both secondary and postsecondary vocational education, as well as preK-12 education.

### **State-Level Organization of Private Colleges and Universities**

The South Dakota Association of Private Colleges serves as a state organization for seven private colleges and universities.

### **Licensure/Approval Agencies**

No licensing or approval is required for postsecondary education institutions.

## TENNESSEE

### State-Level Coordinating and/or Governing Agency

The Higher Education Commission was created by the General Assembly in 1967 to serve as the statutory coordinating agency for postsecondary education in Tennessee. The commission consists of 13 members — nine represent the general public and are appointed by the governor for six-year terms, the comptroller of the Treasury, (secretary and treasurer serve as ex-officio voting members), and two student members (one student from each governing system, with the alternating right to vote). Also the executive director of the State Board of Education serves as an ex-officio member. The commission has statutory responsibility for planning and coordination for technology centers, public technical institutes, community colleges and four-year institutions, and as a matter of policy for private institutions. The commission has statutory responsibility to license and regulate private trade schools operating within the state. By statute, the commission reviews institutional budgets and makes budget recommendations for public technical institutes, community colleges, and senior universities, as well as the system of 26 nondegree granting state area vocational-technical schools. In addition, the commission has statutory authority to approve new degree programs for this same set of institutions. Tennessee does not have an office of secretary of education, and the commission does not serve as a cabinet department. The executive officer is appointed by and serves at the commission's pleasure.

### Institutional Governing Boards

There are two public institutional governing boards in the state: (1) the Board of Regents of the State University and Community College System, which exercises statutory responsibility for six senior institutions, 12 community colleges, two technical institutes, and 26 nondegree granting area technology centers; and (2) the Board of Trustees of the University of Tennessee, which exercises statutory authority for five senior institutions, as well as statewide units of extension and public service.

### State-Level Planning Function

The commission developed a new master plan in 1990, as well as institutional mission statements to reflect the current status of state higher education and future prospects. Each governing board has revised the role and scope statements of its respective institutions. A new master plan was developed in 1994.

### State Student Assistance and Loan Agencies

The Tennessee Student Assistance Corporation functions as the state agency for administration of all state and federal student aid programs. The corporation serves as a guarantor for the federally guaranteed loan programs. Effective January 1992, BTI Services, Inc. was contracted to process the Stafford, PLUS and SLS programs.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board for Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Tennessee Independent Colleges and Universities serves as the organization for 35 private colleges and universities and is recognized in the revised master plan.

### Licensure/Approval Agencies

The Tennessee Higher Education Commission has approval and licensing authority of all postsecondary institutions operating in Tennessee. Institutions are authorized under the standards established by the *Postsecondary Institutional Authorization Act of 1975* and must submit annual requests for reauthorization. The scope of the commission includes both institutions based primarily in Tennessee, as well as out-of-state institutions offering programs or courses in the state.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Education Reform Act of 1984 requires the Higher Education Commission and the Board of Education to hold an annual joint meeting for the purpose of coordinating K-12 and postsecondary education.

## TEXAS

### State-Level Coordinating and/or Governing Agency

The Texas Higher Education Coordinating Board serves as the statutory coordinating agency for public postsecondary education in the state. The board is composed of 18 members representing the general public, who are appointed by the governor with senate confirmation for six-year overlapping terms. The board has statutory responsibility for approving or disapproving all degree programs and off-campus activities for public community and technical colleges and universities. The board also develops formulas for use by the governor and Legislative Budget Board in recommending legislative appropriations needed to finance public higher education institutions. The board is responsible for authorizing elections to create public community college districts and the adoption of standards for the operation of public community colleges. It also approves or disapproves most major new construction and repair and rehabilitation at public universities. Texas does not have an office of secretary of education, and the board does not function as a cabinet department. The commissioner of higher education (the agency's chief executive officer) is appointed by and serves at the board's pleasure.

### Institutional Governing Boards

There are 50 public community college districts in the state and one public technical college system. Of the 11 statutory university governing boards, nine are responsible for multiple campuses and four for a single institution. Governing boards responsible for more than one institution, and the number of institutions they govern are: (1) the University of Texas System — seven universities, two upper-level institutions, two health science centers, one medical branch and one medical center; (2) Texas A&M University System — eight universities, one health science center, one upper-level campus and one college of marine resources; (3) Texas Tech University — one university and one health sciences center; (4) Texas State University System — five universities, one upper-level center and two lower-division centers; (5) the University of Houston System — two universities and two upper-level institutions; (6) University of North Texas — one university and one health science center; and (7) Texas State Technical College System — three technical colleges. The boards of the following universities govern single institutions: Texas Southern University, Midwestern State University, Texas Woman's University and Stephen F. Austin State University.

### State-Level Planning Function

The coordinating board's original plan for higher education development, *Challenge for Excellence*, was published in 1968. A 1975 revision evaluated development in

Texas postsecondary education since that time and projected needs to 1980. *Texas Higher Education in Transition*, published in 1978, contained further recommendations for higher education. *Informing the Future: A Plan for Higher Education for the Eighties*, published by the coordinating board in 1981, contained recommendations to the governor and legislature for their consideration in higher education planning for the next decade. *Long Range Planning for Texas Higher Education*, published in 1989, identified accomplishments and challenges in higher education and goals based on the *Texas Charter for Public Higher Education*. *Texas Higher Education Coordinating Board Strategic Plan 1992*, with subsequent updates, contains strategies for meeting goals and objectives established to respond to changes in higher education through 1998. *Master Plan for Higher Education 1995*, with a 1995 progress report, is the latest two-year update of a process to determine progress toward the goals established in the master plan and to set new goals.

### State Student Assistance and Loan Agencies

The Texas Higher Education Coordinating Board administers state and federal student financial aid programs including grants, work-study programs (state only), student loans, student loan forgiveness programs, and student loan repayment programs. The Texas Guaranteed Student Loan Corporation is the state guarantee agency for the federally insured loan program.

### Postsecondary Vocational-Technical Education

The State Board of Education functions ex-officio as the State Board for Career and Technology Education. The coordinating board is responsible for administration and funding of programs relating to vocational-technical education in Texas' public community colleges, the Texas State Technical College System and other public postsecondary institutions.

### State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of Texas, Inc. serves as the state organization for 38 private colleges and universities.

### Licensure/Approval Agencies

The Texas Workforce Commission is the licensing authority for proprietary institutions. The coordinating board approves associate of applied science and associate of applied arts degree programs offered at public and proprietary institutions.



**Voluntary or Statutory Committees for Articulation/Communication Between  
Elementary-Secondary and Postsecondary Education**

To enhance cooperation between the coordinating board and the State Board of Education (which oversees public K-12 education), a joint committee was created by the two agencies to explore issues of mutual interest, including teacher education, dropout prevention and testing.

## UTAH

### State-Level Coordinating and/or Governing Agency

The State Board of Regents, established in 1969 and amended in structure and responsibility in 1974, 1981 and 1991, has statutory governing authority for a total of nine public institutions: four universities and five community colleges. The board is composed of 16 members — 15 represent the general public and are appointed by the governor with senate confirmation for six-year terms; one student serves a one-year term and is appointed by the governor from a list of three students nominated by the Statewide Council of Student Body Presidents. The Board of Regents has statutory authority for coordinating and planning for all segments of public postsecondary education (junior, senior and vocational-technical). In addition, the board has authority to approve programs, review institutional budgets and make consolidated budget recommendations for public senior and junior institutions. Utah has no secretary of education, and the Board of Regents is not a cabinet department. The executive officer is appointed by and serves at the board's pleasure.

### Institutional Governing Boards

In addition to the State Board of Regents, each of the nine institutions has a board of trustees, appointed by the governor, with senate consent. The institutional boards of trustees have specific statutory authority, but derive their principal campus governance powers by delegation from the Board of Regents.

### State-Level Planning Function

The board periodically establishes strategic and state-level planning function task forces to address major planning issues. The board is continually in the process of updating its master plan and is involved in a statewide strategic planning process.

### State Student Assistance and Loan Agencies

The State Board of Regents functions as the state student assistance agency (Utah Higher Education Assistance Authority), which operates a state guaranteed loan program under the federally insured loan program. The state also participates in the federal SSIG (State Student Incentive Grant) program.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education. Less-than-baccalaureate, noncredit, occupational education programs exist in the applied technology centers under the jurisdiction of the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

State did not respond.

### Licensure/Approval Agencies

The State Board of Regents has approval authority for all degree programs offered in the nine public institutions. No approval and licensing agency exists for private degree-granting and proprietary schools. Nonaccredited proprietary schools are required to register with the Board of Regents.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Liaison Committee, composed of representatives of the membership and staffs of the State Board of Education and the State Board of Regents, meets monthly.

The deans of education at the postsecondary institutions serve on a statewide committee to articulate education curricula and also to coordinate elementary-secondary and postsecondary articulation. An Applied Technology Education State-Level Planning Function Steering Committee plans for vocational-technical education in the state. State advisory committees for teacher education and telecommunications also exist.

## VERMONT

### State-Level Coordinating and/or Governing Agency

There is no statutory or constitutional statewide postsecondary coordinating or planning agency in Vermont. The Vermont Higher Education Council is a voluntary body created for informal communication and planning. The Boards of Trustees for the University of Vermont, the State Agricultural College and the Vermont State Colleges govern the two institutional systems in the state.

### Institutional Governing Boards

Vermont has two institutional governing agencies: (1) the Board of Trustees of the University of Vermont and State Agricultural College, exercises statutory authority for that single institution; and (2) the Board of Trustees of the Vermont State Colleges, exercises statutory authority for three senior colleges, a single two-year technical college and a statewide, open, noncampus community college. Each governing board submits its budget and a requested appropriation amount for the upcoming fiscal year to the governor. Recommendations regarding the annual appropriation amounts are submitted to the General Assembly, which makes appropriations for the support of the university and state colleges.

### State-Level Planning Function

A study was completed in November 1989, which examined the relationship between the state and Vermont's higher education community and made recommendations on public policy, public funding, student assistance and accessibility, accountability and responsiveness, and coordination and outreach. The study recommended the creation of a new Governor's Higher Education Advisory Council, restructuring of the Vermont Student Assistance Corporation Board, retargeting of state student aid grants to the most needy, and changing approaches to the growing population of nontraditional students. Planning for higher education is carried out by each of the two governing boards.

### State Student Assistance and Loan Agencies

The Vermont Student Assistance Corporation is the state student assistance agency and participates in the federal SSIIG (State Student Incentive Grant) program. It has a federally assisted guaranteed loan program.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education. All less-than-baccalaureate postsecondary occupational education programs fall under the two higher education governing boards. Three schools of licensed practical nursing, which have been operated by the State Department of Education, were transferred to the Vermont State Colleges effective July 1, 1994.

### State-Level Organization of Private Colleges and Universities

Most private colleges and universities are members of the Association of Vermont Independent Colleges.

### Licensure/Approval Agencies

The State Board of Education serves as the licensing and approval authority for private institutions and also authorizes the granting of degrees. There is no approval authority for private vocational-technical institutions that do not grant degrees. The State Department of Education assists the Veterans Administration in approving programs for veterans' education.

### Related Nongovernmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Vermont Higher Education Council represents all accredited public and private institutions in the state and, by statute, advises the State Board of Education on the approval of private institutions and the authorization to grant degrees.

## VIRGINIA

### State-Level Coordinating and/or Governing Agency

The State Council of Higher Education, established in 1956 and amended in structure and responsibility in 1970, 1974, 1977, 1980, 1989, 1991 and 1993, serves as the statutory coordinating agency in the state. The council consists of 11 members appointed by the governor with confirmation by the legislature. All members represent the general public and serve four-year office terms. The council has statutory responsibility for planning and coordination, program approval for public senior and junior institutions, and responsibility for the development of all budget guidelines and formulas. In addition, the council reviews institutional budgets and makes budget recommendations. It also administers a number of higher education programs, including several pertaining to affirmative action and conducts numerous studies at the request of the governor and the General Assembly. Virginia has a statutory office of secretary of education established in 1972. The State Council of Higher Education is not a cabinet department and the executive officer of the council is appointed by and serves at the council's pleasure.

### Institutional Governing Boards

The State Board for Community Colleges has statutory authority for 23 public junior colleges under the council's coordination. There are 14 other institutional governing boards in the state. The governing boards for single-senior institutions are the Board of Visitors of Christopher Newport University, Virginia Military Institute, George Mason University, Longwood College, James Madison University, Mary Washington College, Norfolk State University, Old Dominion University, Radford University, Virginia State University, Virginia Polytechnic Institute and State University and Virginia Commonwealth University. The Board of Visitors of the College of William and Mary has constitutional governing authority for one senior and one junior public institution. The Board of Visitors of the University of Virginia has statutory authority for two senior public institutions.

### State-Level Planning Function

The council is statutorily charged with the responsibility for state-level planning. The first master plan was published in 1974 and updated in 1977, 1979, 1981, 1983, 1985, 1987, 1989 and 1992. The most recent master plan was published in March 1994.

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### State Student Assistance and Loan Agencies

The Council of Higher Education and the State Education Assistance Authority (Stafford Loan Program) serve as the state student assistance agency.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

The Council of Independent Colleges in Virginia represents 24 of the 40 private institutions in the state. The Council of Higher Education is statutorily charged with providing advisory services to the private institutions and with maintaining a Private College Advisory Board.

### Licensure/Approval Agencies

The State Council of Higher Education serves as the licensing and approval agency for private degree-granting institutions and for out-of-state institutions which operate in Virginia. The State Department of Education serves as the approval authority for vocational-technical and proprietary institutions which do not offer degrees.

### Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The State Advisory Committee on Teacher Education is made up of representatives from the State Department of Education, State Council of Higher Education, colleges, public schools and the general public. The Admissions and Articulation Committee is composed of deans and admission directors of the two- and four-year institutions.

### Advisory Committees and/or Task Forces

The State Council of Higher Education has numerous advisory committees of public and private college presidents, chief academic officers, chief financial officers, financial and admissions officers, registrars, transfer coordinators and student affairs officers.

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## WASHINGTON

### State-Level Coordinating and/or Governing Agency

The Higher Education Coordinating Board replaced the Council for Postsecondary Education in 1985. The board is composed of nine at-large citizen members appointed by the governor with senate confirmation. Eight board members serve four-year terms. The chair is appointed by and serves at the governor's pleasure. The Higher Education Coordinating Board has statutory responsibility for: (1) developing role and mission statements; (2) preparing a master plan; (3) reviewing and evaluating operating and capital budget requests for each of the four-year public institutions and for the community and technical college system; (4) recommending legislation; (5) recommending tuition and fee policies; (6) establishing financial aid priorities; (7) preparing recommendations on merging or closing institutions; (8) developing criteria for identifying need for new baccalaureate institutions; (9) approving and reviewing degree programs; and (10) overseeing telecommunicated education. The board does not function as a cabinet department. The executive officer of the board is appointed by and serves at the board's pleasure.

The State Board for Community College Education was created by the Community College Act of 1967 and modified in 1991 by the state legislature to become the State Board for Community and Technical Colleges (SBCTC). The SBCTC is the central administrative agency for the 27 public community colleges and five technical colleges. The state board is responsible for policies covering concerns of a statewide nature (budget and funds allocations, standard policies and institutional locations).

### Institutional Governing Boards

Each four-year public institution is governed by an individual statutory governing board — the Boards of Trustees of Central Washington, Eastern Washington and Western Washington Universities, and of the Evergreen State College, and the Boards of Regents of the University of Washington and Washington State University. Each of the state-supported colleges also has its own local governing board. The district boards are responsible for the operation of the colleges, determination of curricula (with state board review and approval), awarding of degrees and certificates, and establishment of necessary local administrative rules and regulations.

### State-Level Planning Function

Planning, research and policy analysis are among the Higher Education Coordinating Board's responsibilities. Special reports and recommendations are submitted periodically (student assistance, off-campus instruction, etc.) The master plan is updated every four years and presented to the governor and legislature. After

conducting public hearings, the legislature approves or recommends changes to the master plan, which then becomes state higher education policy. The master plan includes analysis of demographics, ethnic population needs, college attendance rates, needs of place-bound adults, enrollment recommendations, guidelines for continuing education and other factors.

### State Student Assistance and Loan Agencies

The Higher Education Coordinating Board serves as the state student assistance agency and administers three major state, need-based financial aid programs (State Need Grant, State Work-Study and Education Opportunity Grants), and the state participates in the federal SSIG (State Student Incentive Grant) program. A private, nonprofit corporation, the Northwest Education Loan Association, administers the federally guaranteed student loan program.

### Postsecondary Vocational-Technical Education

The Workforce Training and Education Coordinating Board, created in 1991, serves as the State Board of Vocational Education. It is responsible for planning, coordinating, evaluating, monitoring and analyzing policy for the state training system as a whole. In addition, the board advises the governor and legislature concerning the state training system.

### State-Level Organization of Private Colleges and Universities

The Washington Friends of Higher Education: Independent Colleges of Washington serves as the state-level voluntary organization for the private colleges and universities.

### Licensure/Approval Agencies

The Higher Education Coordinating Board administers the regulations implementing the Educational Services Registration Act for degree-granting institutions. Private vocational schools are registered by the Workforce Training and Education Coordinating Board.

## WEST VIRGINIA

### State-Level Coordinating and/or Governing Agency

Public higher education in West Virginia operates within a two-system structure created during the 1989 legislative session. At that time, the West Virginia Board of Regents was abolished and two governing boards were created: The Board of Trustees of the University System of West Virginia and the Board of Directors of the State College System. The Board of Trustees is composed of 17 members — 12 appointed by the governor with senate confirmation, two serving as nonvoting ex-officio members (state superintendent of schools and the chancellor of the state college system) and three members serving in ex-officio voting capacity (the chairpersons of the faculty, student and classified employees advisory councils for each system). Twelve members represent the general public and serve six-year office terms. The ex-officio voting members serve one-year terms; the chairpersons of the faculty and classified employees advisory councils are elected for one-year terms and are limited to two consecutive terms. The Board of Directors is composed of 16 members — 10 appointed by the governor with senate confirmation, three serving as nonvoting ex-officio members (state superintendent of schools, the chancellor of the university system and the chair of the joint commission for vocational-technical-occupational education) and three members serving in ex-officio voting capacity (the chairpersons of the faculty, student and classified employees advisory councils for each system). Ten members represent the general public and serve six-year office terms office. The ex-officio voting members serve one-year terms; the chairpersons of the faculty and classified employees advisory councils are elected for one-year terms and limited to serving two consecutive terms.

The Board of Trustees of the University System of West Virginia governs two universities, three regional campuses of a university, a free-standing graduate college, and a school of osteopathic medicine. (As of July 1, 1997, the free-standing graduate college, West Virginia Graduate College, will be merged with the graduate school at Marshall University.) The two universities also have medical schools. The State College System consists of seven four-year public colleges (five of which have community college divisions) and two free-standing community colleges. Each board is statutorily responsible for determining, controlling, supervising, and managing the financial, business and educational policies and affairs of the state institutions under its jurisdiction. Each board also has statutory responsibility for reviewing and approving new degree programs proposed by institutions under its jurisdiction. The two boards each hire a chancellor who serves at their will and pleasure. The two chancellors jointly hire a senior administrator who oversees the central office staff that serves both boards.

The Board of Directors and Board of Trustees jointly employ a Vice Chancellor for Community and Technical College Education. Funds appropriated by the legislature for community and technical college education are placed in one account for those two-year institutions under the jurisdiction of the Board of Directors and a separate account for those two-year institutions under the jurisdiction of the Board of Trustees.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

Each governing board has developed a plan that includes specific activities to improve access, quality and efficiency.

### State Student Assistance and Loan Agencies

The senior administrator, who is jointly hired by the state chancellors, is the administrator of the state student assistance program and the federal SSIG (State Student Incentive Grant) program. West Virginia has a state guaranteed loan program administered by a separate nonprofit agency.

### Postsecondary Vocational-Technical Education

The Joint Commission for Vocational-Technical-Occupational Education is the sole agency responsible for the administration of vocational-technical-occupational education in the state. The Joint Commission currently determines which adult occupational education programs and which adult technical preparatory programs are under the jurisdiction of the State Board of Education and the Board of Directors.

### State-Level Organization of Private Colleges and Universities

The West Virginia Association of Independent Colleges serves as the organization for 10 private higher education institutions.

### Licensure/Approval Agencies

The Board of Directors and the Board of Trustees have approval and licensing authority for degree-granting institutions under their jurisdiction. The Joint Commission for Vocational-Technical-Occupational Education determines the standards for certification and awards for vocational programs in the state.

**Statutory Advisory Committees and/or Task Forces**

Three advisory councils, one for each board, have been established by statute — the Advisory Council of Classified Employees, the Advisory Council of Faculty and the Advisory Council of Students.

## WISCONSIN

### State-Level Coordinating and/or Governing Agency

The Board of Regents of the University of Wisconsin System was established in 1971 and serves as the statutory governing agency for the state's 13 public four-year universities and 13 freshman-sophomore university centers, and university extension. The board consists of 17 members — 14 appointed by the governor for seven-year terms, subject to senate confirmation; two serve as ex-officio members (the superintendent of the department of public instruction and a representative of the Wisconsin Technical College System Board); and one student regent, appointed by the governor and confirmed by the senate, serves a two-year term.

The Wisconsin Technical College System Board is composed of 13 members. Three employers, three employees and three members-at-large are appointed by the governor for six-year terms, subject to senate confirmation. A student member, appointed by the governor and confirmed by the senate, serves a two-year term. The president of the Board of Regents, the superintendent of the Department of Public Instruction and the secretary of the Department of Industry, Labor and Human Relations serve as ex-officio members. The state is divided into 16 technical college districts operating 42 campuses, three offer a lower-division, college-level liberal arts program. The agency is charged with the statutory mission of providing programs in vocational, technical and short-term and apprenticeship programs. The board has statutory responsibility for program planning, coordinating, approval and evaluation, and accountability for the use of state and federal funds.

The university system is represented on the Educational Communications Board, which is responsible for statewide planning and coordination of noncommercial educational radio and television systems. The units of the system cooperate closely with the Higher Educational Aids Board in providing financial aid to students. The Board of Regents of the University of Wisconsin System cooperates with the Wisconsin Technical College System Board in planning new programs and coordinating efforts to meet the education needs of the state. Other state agencies with which the university system works closely are the Building Commission; the Department of Administration; the State Historical Society; and the Departments of Health and Social Services; Industry, Labor and Human Relations; Justice; Development; Natural Resources; and Public Instruction and Veterans Affairs.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

The Board of Regents of the University of Wisconsin System and the Wisconsin Technical College System Board conduct state-level planning for higher education for their respective systems. Planning is coordinated through joint committees and membership of the board presidents of both boards. In particular areas, the state-level planning function results from recommendations of task forces with members drawn from public and private higher education institutions and from practicing professionals, state officials and concerned citizens.

### State Student Assistance and Loan Agencies

The Higher Educational Aids Board serves as the state student assistance agency. The Great Lakes Higher Education Corporation is responsible for the management and operation of federal guaranteed student loan and PLUS programs.

### Postsecondary Vocational-Technical Education

The Wisconsin Technical College System Board is the State Board of Vocational Education (see State-Level Coordinating and/or Governing Agency).

### State-Level Organization of Private Colleges and Universities

The Wisconsin Association of Independent Colleges and Universities serves as the organization for 21 of the state's private colleges and universities.

### Licensure/Approval Agencies

Wisconsin does not have a designated approval and licensing authority for private degree-granting institutions. The Educational Approval Board serves as the licensing and approval agency for proprietary schools in the state, and the Wisconsin Technical College System Board has approval authority for technical colleges. The Educational Approval Board is attached to the Wisconsin Technical College System Board for administrative purposes.

### Related Nongovernmental Organizations with Staffs and Programs Representing Both Public and Private Institutions

Although not formally staffed, the Wisconsin Association of Higher Education meets periodically to discuss higher education issues and is composed of the presidents and chancellors of public and private postsecondary institutions in the state.



**Statutory Advisory Committees and/or Task Forces**

The Council on Financial Aid was established to advise the Higher Educational Aids Board on student assistance matters.

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## WYOMING

### Licensure/Approval Agencies

The State Department of Education serves as the licensing and approval authority for proprietary institutions. The licensing and certification services unit serves as the approval authority for vocational-technical and proprietary institutions.

### State-Level Coordinating and/or Governing Agency

In 1991, the Wyoming legislature established the Postsecondary Education Coordinating Council to make recommendations regarding the state's seven community (two-year) colleges and one four-year institution. The council does not make policy.

### Institutional Governing Boards

By state constitution, governance of the University of Wyoming, the sole public senior institution in the state, is vested in 12 trustees appointed by the governor and confirmed by the senate. Each of the seven community colleges has a local board, and there is a statewide Community College Commission to set overall policy. There is no all-encompassing board to oversee both the university and the community colleges in terms of governance.

### State-Level Planning Function

The Postsecondary Education Coordinating Council is composed of representatives from the legislature, community colleges, university colleges, and general public. Its primary function is to stimulate dialogue on postsecondary education issues and to make recommendations for legislative action in terms of financing, governance and programs.

### State Student Assistance and Loan Agencies

The Community College Commission administers the state's participation in the federal SSIG (State Student Incentive Grant) program. Wyoming has established a guaranteed student loan program which operates within the Wyoming Higher Education Assistance Foundation. No state-level student aid programs are operated as a part of state government.

### Postsecondary Vocational-Technical Education

The State Board of Education is the State Board of Vocational Education.

### State-Level Organization of Private Colleges and Universities

There are no private nonprofit degree-granting institutions in Wyoming.

## DISTRICT OF COLUMBIA

### State-Level Coordinating and/or Governing Agency

The University of the District of Columbia Board of Trustees governs the university. Of the 16 members on the board, 11 are appointed by the mayor with the advice and consent of the D.C. Council, three are alumni members chosen by the University of the District of Columbia Alumni Association, one is a student, and the president of the university serves as the ex-officio member. The term of the student member is one year, and the terms of the other members are five years, with initial terms staggered from two to five years.

The Board of Governors of the District of Columbia School of Law consists of seven members. Four are appointed by the mayor, with the advice and consent of the D.C. Council; two are appointed by the District of Columbia Bar; and one is elected by the alumni through a postal-ballot election.

The Education Licensure Commission is the state-level education agency for regulating and licensing all private postsecondary education institutions in the District.

The District of Columbia does not have a designated office of secretary of education, and the university's governing board does not serve as a cabinet department. The District has an Office of Postsecondary Education, Research and Assistance within the Department of Human Services, which serves as the state agency for postsecondary education. The Subcommittee on Postsecondary Education, D.C. Advisory Committee on Education, is the advisory body to the Office of Postsecondary Education, Research and Assistance required by HEA 1965, section 1203E, and also assists with policy matters pertaining to related programs. The Mayor's Office of Education advises the mayor on education issues, and assists in performing statutory duties and responsibilities required by the D.C. Code, Municipal Regulations and Federal Laws.

### Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

### State-Level Planning Function

The Board of Trustees was required by its establishing legislation to prepare a long-range plan for the development of the university. A five-year master plan was adopted by the board in 1981 as the blueprint for the orderly development of the university through 1985. In 1988, a strategic plan was approved, with revision as

necessary, which provides planning parameters for the university. The District of Columbia School of Law is required to develop a self-study review annually while provisionally accredited by the American Bar Association. A long-range planning committee of faculty recently has been established. The Office of Postsecondary Education, Research and Assistance prepares analytical and statistical reports concerning postsecondary education in the District of Columbia.

### State Student Assistance and Loan Agencies

The Office of Postsecondary Education, Research and Assistance (OPERA) serves as the state student assistance agency. The District of Columbia participates in the federal SSIG (State Student Incentive Grant) program and the Paul Douglas Teacher Scholarship Program, and makes collections on defaulted loans made by the Guaranteed Student Loan Program through 1975. OPERA also administers the D.C. Nurses Training Corps Program, which provides full cost-of-education traineeships in return for a nursing practice obligation. American Student Assistance, District of Columbia Division, guarantees student loans in the District of Columbia.

### Postsecondary Vocational-Technical Education

The D.C. Board of Education serves as the District's Board of Vocational Education, with the D.C. Advisory Council on Adult Education and Literacy acting in an advisory capacity. The Participatory Planning Committee of this body develops the Annual Performance Report for Adult Education and Literacy.

### State-Level Organization of Private Colleges and Universities

The District does not have an organization for the 18 private institutions. However, the Consortium of Universities of the Washington Metropolitan Area represents the interests of the five large private universities, the public university and three private colleges in the District of Columbia, and has undertaken enrollment exchange activities, joint publication projects and ongoing cooperative programs. A unified library collection project and a consortium student loan program are also in operation.

### Licensure/Approval Agencies

The Education Licensure Commission is the approval and licensure authority for the private and proprietary postsecondary institutions in the District of Columbia. The commission has five members appointed by the mayor for three-year terms and is the state approving agency for veterans' benefits and course approvals.

## **PUERTO RICO**

### **State-Level Coordinating and/or Governing Agency**

The Puerto Rico Council on Higher Education (PRCHE) is the coordinating agency for all higher education institutions, public and private. The PRCHE is composed of nine members appointed by the governor of Puerto Rico — eight represent the general public and serve six year terms; the secretary of the Puerto Rico Department of Education is an ex-officio member.

The Board of Trustees of the University of Puerto Rico is the statewide consolidated governing body of the public university system of 11 campuses. The board is comprised of 13 members — 10 represent the general public and serve from four to eight year terms; one student and two faculty members serve one-year terms.

### **Institutional Governing Boards**

State did not respond.

### **State Student Assistance and Loan Agencies**

The Council on Higher Education administers the state's participation in the federal SSIG (State Student Incentive Grant) program. It also administers all state student aid for public and private higher education.

### **Postsecondary Vocational-Technical Education**

The Human Resources and Occupational Development Council of Puerto Rico is recognized as the state agency for the approval of public postsecondary vocational education.

### **State-Level Organization of Private Colleges and Universities**

The Association of Presidents of Private Colleges and Universities and the Puerto Rico Association of Independent Colleges and Schools represent private higher education.

### **Licensure/Approval Agencies**

PRCHE is the licensing and program approval authority for all public and private higher education institutions.

The general Council on Education issues licenses and authorizes the establishment and operation of public and private institutions at the postsecondary nonuniversity levels.

The Human Resources and Occupational Development Council of Puerto Rico licenses and accredits public postsecondary vocational education. The council is also the state approving agency recognized by the Secretary of the United States Department of Education.

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency			
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished	
						Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board				Gover- nor
<b>ALABAMA</b> Commission on Higher Education	C — public four-year, public two-year	'69	NO	YES '79	X				X		X			
<b>ALASKA</b> Board of Regents, University of Alaska	G — public four-year, public two-year	'17	NO	YES '87	X				X		X			
Commission on Postsecondary Education	C — public four-year, public two-year, public postsecondary vocational-technical, private	'74	NO	NO	X				X		X			
<b>ARIZONA</b> Board of Regents <sup>(1)</sup>	G — public four-year	'45	YES	YES '66 '71					X		X			
Commission for Postsecondary Education	(SEE NARRATIVE)													
State Board of Directors for Community Colleges	C — public two-year	'60			X									NO

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		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Agency Name	Year Estab- lished	
						Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board			Gover- nor
<b>ARKANSAS</b> Arkansas Higher Education Coordinating Board, Dept. of Higher Education	C — public four-year, public two-year, private, proprietary	'97	YES	NO	X		YES	X <sup>(2)</sup>		X	State Board of Higher Education	'71	
<b>CALIFORNIA</b> Postsecondary Education Commission	C — public four-year, public two-year, private, proprietary	'74	YES	YES '79	X		NO	X	X		Coordinat- ing Council for Higher Education		
Board of Governors, California Community Colleges	C — public two-year	'67	NO	YES '78 '83	X		NO	X					
<b>COLORADO</b> Commission on Higher Education	C — public four-year, public two-year, private, proprietary	'65	NO	YES '85 '93 '94 '95	X		YES			X		(22)	

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)		Current Agency/Board Establishment and Changes			Legal Bases		Executive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency			
			Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished	
							Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board				Gover- nor
<b>COLORADO,</b> <i>continued</i> State Board for Community Colleges and Occupational Education	G — public two-year	'67	NO	YES '86	X			NO	X						
<b>CONNECTI- CUT</b> Board of Governors for Higher Education	C — public four-year, public two-year, private	'83	YES	YES	X			NO	X	X					
Board of Trustees, Community- Technical Colleges	G — public two-year	'89	YES	NO	X			NO					Board of Trustees of Community Colleges	'67	
<b>DELAWARE</b> Higher Education Commission	C — public four-year, public two-year, public postsecondary vocational-technical, private	'74	YES	YES '77 '91				NO	X	X					
Board of Trustees, Delaware Technical and Community Colleges	G — public two-year	'66	NO	NO	X			NO		X	X				



# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)		Current Agency/Board Establishment and Changes			Legal Bases		Executive Officer or Agency is a Cabinet Department Yes/No	Executive Officer			Previous Agency		
			Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Agency Name	Year Estab- lished	
							Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board			Gover- nor
<b>FLORIDA</b>														
State Board of Education <sup>(3)</sup>	G — public four-year, public two-year	1885	NO	YES '68		X	YES		X					
Postsecondary Education Planning Commission <sup>(3)</sup>	C — public four-year, public two-year, private	'80	NO	NO	X				X					
State Board of Community Colleges (under the State Board of Education)	C — public two-year	'83	YES	NO	X		NO		X			State Community College Coordinat- ing Board	'79	
<b>GEORGIA</b>														
Board of Regents, University System of Georgia	G — public four-year, public two-year	'31	NO	YES '43		X	NO		X					
<b>HAWAII</b>														
Board of Regents, University of Hawaii	G — public four-year, public two-year public vocational/technical	'07	NO	YES '72 '73		X	NO		X					
<b>IDAHO</b>														
State Board of Education	G — public four-year, public two-year	1890	NO	YES '74 <sup>(23)</sup>		(4)	NO		X					



# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Executive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency			
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished	
						Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board				Gover- nor
ILLINOIS Board of Higher Education	C — public four-year, public two-year, private, proprietary	'61	NO	YES '65 '67 '73 '78 '79 '82 '83 '84 '85 '86 '87 '88 '89 '92 '93 '95	X		NO	X			X			
Community College Board	C — public two-year	'73	YES	YES '85	X		NO	X			X		Junior College Board	'65
INDIANA Commission for Higher Education	C — public four-year, public two-year	'71	NO	YES '75 '89 '95	X		NO	X			X			

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases			Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional			Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers			Board	Gover- nor			
<b>IOWA</b>														
State Board of Regents	G — public four-year	'09	YES	NO	X			NO	X		X			
State Board of Education	C — public two-year	'90	NO	NO	X			NO		X				
<b>KANSAS</b>														
State Board of Regents	G <sup>(18)</sup> — public four-year	'25	NO	YES '66 '70 '75 '76 '78 '91			X	NO	X		X			
<b>KENTUCKY</b>														
Council on Postsecondary Education	C — public four-year, public two-year, technical institutions	'97	YES	YES '66 '72 '78 '82 '92 '94 '96 '97	X			NO	X		X		Council on Higher Education	'34

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases			Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional			Elected by the Public	Board	Gover- nor	Serves at Pleasure of	Board	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers							
<b>KENTUCKY,</b> <i>continued</i> Board of Regents, Kentucky Community and Technical College System	G — public two-year, postsecondary technical education	'97	YES	'97	X			NO	X		X		Board of Trustees, University of Kentucky (Communi- ty College System)	'62
<b>LOUISIANA</b> Board of Regents	C — public four-year, public two-year	'75	YES	NO	X			NO	X		X		State Board for Adult and Technical Education	'90
<b>MAINE</b> Board of Trustees, University of Maine System	G — public four-year	'68	NO	NO	X			NO	X		X		Coordinat- ing Council for Higher Education	'68
Board of Trustees, Maine Technical College System	G — public two-year	'85	YES	NO	X			NO					Department of Educational and Cultural Services	'68

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)		Current Agency/Board Establishment and Changes			Legal Bases			Executive Officer			Previous Agency			
			Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Board	Serves at Pleasure of	Agency Name	Year Estab- lished
							Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers		Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Board Govern- or				
<b>MARYLAND</b> Higher Education Commission	C — public four-year, public two-year, private	'88	YES	YES '88 '91	X						X			State Board for Higher Educa- tion	
<b>MASSACHU- SETTS</b> Board of Higher Education <sup>(26)</sup>	C — public four-year, public two-year G — public state colleges (excludes Univ. of Massachusetts), public two-year	'96	YES	YES '96	X					X		X <sup>(24)</sup>			
<b>MICHIGAN</b> State Board of Education	G — public four-year, public two-year	'63	YES	NO		X					X				
State Board for Public Community and Junior Colleges	C — public two-year					X									
<b>MINNESOTA</b> Higher Education Services Office	P — public four-year, public two-year, public postsecondary vocational-technical, private, proprietary	'95	YES	NO	X						X			Minne- sota Coordi- nating Board	'65

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency					
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Board	Gover- nor	Serves at Pleasure of	Board	Govern- or	Agency Name	Year Estab- lished	
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers									
<b>MISSISSIPPI</b> Board of Trustees, Institutions of Higher Learning (5)	G — public four-year	'10	NO	YES '44		X		NO		X						
State Board for Community and Junior Colleges	C — public two-year	'86	YES	NO	X			NO		X				Commis- sion on Community and Junior Colleges	'28	
<b>MISSOURI</b> Coordinating Board for Higher Education	C — public four-year, public two-year, private	'74	YES	NO				YES		X						
<b>MONTANA</b> Board of Regents of Higher Education	G — public four-year, public postsecondary vocational-technical	'73	YES	YES '73		X		NO		X						
<b>NEBRASKA</b> Coordinating Commission for Postsecondary Education	C — public four-year, public two-year	'92	YES	YES '77 '84 '91 '94		X		NO		X						

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# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)		Current Agency/Board Establishment and Changes			Legal Bases			Executive Officer				Previous Agency	
			Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
							Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers		Board	Gover- nor			
<b>NEVADA</b> Board of Regents, University and Community College System of Nevada	G — public four-year, public two-year, public postsecondary vocational-technical	1864	NO	YES '93	X			NO	X		X			
<b>NEW HAMPSHIRE</b> Postsecondary Education Commission	P <sup>(7)</sup> — public four-year, public two-year, private, proprietary	'73	YES	YES '81	X			NO	X		X			
Board of Governors, Department of Postsecondary Technical Education	G — public two-year	'83	YES	YES '88	X			NO		X			State Board of Education	
<b>NEW JERSEY</b> Commission on Higher Education	C <sup>(25)</sup> — public four-year, public two-year, private, degree-granting proprietary	'94	YES <sup>(8)</sup>	NO	X			NO	X		X		State Board of Higher Education	'66

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases			Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional			Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers			Board	Gover- nor			
<b>NEW MEXICO</b> Commission on Higher Education	C — public four-year, public two-year, public postsecondary vocational-technical, private, proprietary	'51	NO	YES '67 '73 '75 '77 '85 '87 '88 '94 '95	X			NO	X		X			
<b>NEW YORK</b> Board of Regents, University of the State of New York	C — public four-year, public two-year, public postsecondary vocational-technical, private, proprietary	(9)	NO	YES '74				YES	X		X			
<b>NORTH CAROLINA</b> Board of Governors, University of North Carolina (10)	G — public four-year C — public four-year, public two-year, public postsecondary vocational-technical, private, proprietary	'72	YES	YES '86				NO	X		X			
State Board of Community Colleges	G — public two-year	'81	NO	NO	X			NO						

**TABLE A. Statewide Postsecondary Coordination, Governance and Planning**

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases			Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers		Board	Gover- nor			
<b>NORTH DAKOTA</b>													
North Dakota University System	G — public four-year, public two-year, public postsecondary vocational-technical	'39 <sup>(11)</sup>		YES <sup>(12)</sup> '90	X	X			X		X		
<b>OHIO</b>													
Board of Regents	C — public four-year, public two-year, public postsecondary vocational-technical, private	'63	NO	<sup>(20)</sup>	X				X		X		
<b>OKLAHOMA</b>													
State Regents for Higher Education	C — public four-year, public two-year, private	'41	YES	NO		X	X		X		X		
<b>OREGON</b>													
Oregon State Board of Higher Education	G — public four-year	'29	NO	NO	X				X		X		
State Board of Education, Office of Community College Services	C — public two-year	'61	NO	NO	X								



# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Agency Name	Year Estab- lished	
						Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board			Gover- nor
<b>PENNSYL- VANIA</b>													
State Board of Education <sup>(13)</sup>	G — public four-year, public two-year	1837	NO	YES '82	X	X	X			X			
State Board of Education, Council of Higher Education <sup>(13)</sup>	C — public four-year, public two-year, private, proprietary	1963	YES	YES '72 '84 '88	X	X	X			X			1895
<b>Institutional Governing Boards</b>													
Board of Governors, State System of Higher Education <sup>(13)</sup>	G — public four-year, public two-year	1982	YES	NO	X		NO			X	X		
<b>RHODE ISLAND</b>													
Board of Governors for Higher Education	G — public four-year, public two-year	1981	YES	YES '87 '93	X		NO			X	X		'69

**TABLE A. Statewide Postsecondary Coordination, Governance and Planning**

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases			Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional			Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers			Board	Gover- nor			
<b>SOUTH CAROLINA</b> Commission on Higher Education	C — public four-year, public two-year	'67	YES	YES '72 '73 '74 '78 '88 '92 '95 '96	X			NO	X		X			
State Board for Technical and Comprehensive Education	C — public two-year	'72	NO		X			NO						
<b>SOUTH DAKOTA</b> Board of Regents	G — public four-year	1889	NO	YES 1895 '44	X	X		NO	X		X			

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Executive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency				
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Board	Governor	Serves at Pleasure of	Board	Governor	Agency Name	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers								
TENNESSEE Higher Education Commission	C — public four-year, public two-year, public postsecondary vocational-technical, private	'67	NO	YES '73 '74 '75 '76 '77 '78 '82 '84 '89 '92 '93	X		NO	X			X				
TEXAS Texas Higher Education Coordinating Board	C — public four-year, public two-year	'65	NO	YES '69 '71 '73 '75 '77 '83 '85 '87 '89 '91 '93 '95	X		NO	X			X				

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Executive Officer or Agency is a Cabinet Department Yes/No	Executive Officer			Previous Agency				
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Board	Serves at Pleasure of	Agency Name	Year Estab- lished	
						Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board Govern- or					Gover- nor
<b>UTAH</b> State Board of Regents	G — public four-year, public two-year C — public four-year, public two-year, public postsecondary vocational-technical	'69	YES	YES '74 '81 '91	X		YES		X		X				
<b>VERMONT</b> University of Vermont	G — public four-year		NO	NO	X				X		X				
Vermont State Colleges	G — public four-year, public two-year, public postsecondary vocational-technical		NO	NO	X				X		X				
<b>VIRGINIA</b> State Council of Higher Education	C — public four-year, public two-year	'56	NO	YES '70 '74 '77 '80 '89 '91 '93	X				X		X				
State Board of Community Colleges	G — public-two year														

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases			Executive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency		
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional			Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers			Board	Gover- nor			
<b>WASHINGTON</b> Higher Education Coordinating Board	C — public four-year	'85	YES	YES '72 '75 '85	X			NO	X		X		Council for Post- secondary Education	
State Board for Community and Technical Colleges	C — public two-year	'67	NO	YES '91	X									
<b>WEST VIRGINIA</b> Board of Trustees, University System of West Virginia	G — public four-year	'89	YES	YES '76 '81 '89	X			NO	X		X		West Virginia Board of Regents	
Board of Directors of the State College System	G — public four-year, public two-year	'89	YES	YES '76 '81 '89 '95 '96	X			NO	X		X		West Virginia Board of Regents	

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Executive Officer or Agency is a Cabinet Department Yes/No	Executive Officer			Previous Agency			
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished	
						Powers Delineat- ed			Legisla- ture Autho- rized to Delineate Powers	Board				Gover- nor
<b>WISCONSIN</b> Board of Regents, University of Wisconsin System	G — public four-year, public two-year	'71	YES	YES '73 '74	X		NO	X		X				
Board of Vocational, Technical and Adult Education	G — public postsecondary vocational-technical	'11	NO	YES '17 '61	X		NO	X						
<b>WYOMING</b> Postsecondary Education Coordinating Council <sup>(4)</sup>	P — public four-year, public two-year	'91	NO			X								
Wyoming Community College Commission	C — public two-year	'61	NO	YES '91	X		NO	X						

# TABLE A. Statewide Postsecondary Coordination, Governance and Planning

Note: See Tables C and F for additional boards or agencies that exercise some statewide postsecondary functions.

Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)	Current Agency/Board Establishment and Changes			Legal Bases		Execu- tive Officer or Agency is a Cabinet Depart- ment Yes/No	Executive Officer			Previous Agency			
		Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional		Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished	
						Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers		Board	Gover- nor				Board
<b>DISTRICT OF COLUMBIA</b> Board of Trustees, University of the District of Columbia (15)	G — public four-year	'76	NO	NO	X				X					
Board of Governors of the District of Columbia School of Law (16)	G — public professional	'93	YES	YES '93	X				X					
Subcommittee on Postsecondary Education, DC Advisory Committee on Education	C — public four-year	'85	YES	NO	X									X

**TABLE A. Statewide Postsecondary Coordination, Governance and Planning**

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State and Agency/Board	Type of Agency/Board Coordinating (C); Governing (G); Planning (P)		Current Agency/Board Establishment and Changes			Legal Bases			Executive Officer or Agency is a Cabinet Department Yes/No	Executive Officer			Previous Agency		
			Year Estab- lished	Replaced Another Agency Yes/No	Structure and/or Respon- sibility Amended Yes/No (Year)	Statu- tory	Constitutional			Elected by the Public	Appointed By		Serves at Pleasure of	Agency Name	Year Estab- lished
							Powers Delineat- ed	Legisla- ture Autho- rized to Delineate Powers			Board	Gover- nor			
<b>PUERTO RICO</b> Board of Trustees, University of Puerto Rico	G — public four-year	'93	YES	YES '93	X				NO	X		X			
Puerto Rico Council on Higher Education	C <sup>(17)</sup> — public four-year, public two-year, private	'42	YES	YES '66 '76 '93	X				NO	X		X			
General Council on Education	G — public four-year, public two-year	'90	NO	YES '93	X	X			NO			X			
Human Resources and Occupational Development Council	P <sup>(19)</sup>	'82	YES	YES '91 '96	X		X		NO			X		X	



# ENDNOTES

## TABLE A

- (1) Arizona State Board of Directors for Community Colleges is the statutory coordinating board for ten public-supported community college districts.
- (2) Confirmed by governor.
- (3) State Board of Education, consisting of the cabinet, is the chief policy-making and coordinating body for public education in Florida and exercises general supervision over the divisions of the Department of Education; the Postsecondary Education Commission is a statutory advisory body to the State Board on all postsecondary matters (see narrative profiles); the regents, under the board, govern the ten state senior institutions; the State Board of Community Colleges, also under the State Board, is responsible for developing rules and policies for the operations of the State Community College System.
- (4) Partially delineated.
- (5) Mississippi Board of Trustees of Institutions of Higher Learning is responsible only for senior institutions. State Board of Community and Junior Colleges is the statutory regulatory and coordinating agency for the state's public junior colleges.
- (6) Legislature may assign additional responsibilities in some instances.
- (7) New Hampshire Postsecondary Education Commission is primarily a planning agency and administers state student aid programs. The Board of Trustees of the University of New Hampshire System and the State Board of Vocational-Technical Education are the two statewide governing boards in the state.
- (8) The Higher Education Restructuring Act of 1994 abolished the State Board and Department of Higher Education and gave greater autonomy to institutional boards of trustees. The act established the Commission on Higher Education to plan, coordinate, and serve as an advocate for higher education. A Presidents' Council was also established as an advisory body, and the Office of Student Assistance was established as a separate entity to administer student financial aid programs.
- (9) 1784 by statute; 1938 by constitution.
- (10) Board of Governors, University of North Carolina, is responsible only for senior institutions. The State Board of Community Colleges is responsible for community colleges and technical institutions.
- (11) Assumed control of institutions of higher education formerly under Board of Administration.
- (12) North Dakota University System created whereby the institutions are accountable directly to the chancellor rather than to the board.
- (13) The State Board of Education is the regulatory and policymaking board for basic and higher education. The State System of Higher Education is independent of the Department of Education, but is subject to the regulatory powers of the State Board of Education.

- (14) In 1991 the Wyoming legislature established the Postsecondary Education Coordinating Council to make recommendations regarding the state's seven community (two-year) colleges and one four-year institution.
- (15) The Office of Postsecondary Education, Research and Assistance in the Department of Human Services carries out postsecondary functions for the District of Columbia administration.
- (16) Permanent Board established in 1993.
- (17) The Puerto Rico Council on Higher Education was the governing board for the 11 campuses of the University of Puerto Rico, the only public university system. It also acted as the coordinating agency for all of higher education including state licensure and accreditation for private institutions. The council was also responsible for planning and administration of state student aid programs. Its functions were divided between two new organizations, a new Council on Higher Education and a Board of Trustees for the University of Puerto Rico system.
- (18) State Board of Regents has coordinating responsibility for Washburn University, a municipal institution.
- (19) The Human Resources and Occupational Development Council of Puerto Rico is recognized as the State Agency for the Approval of Public Postsecondary Institutions and Programs of Vocational and Technical Education in Puerto Rico that seeks to participate only in Federal Assistance Programs of Title IV, Higher Education Act of 1965, as amended. (34 CFR 600.6)
- (20) Amendments to the Regents statutory authority occur from time to time. The basic structure of the Regents remains unchanged.
- (21) Since 1983, Ohio's governors (Richard F. Celeste and George V. Voinovich) have invited the Chancellor of the Ohio Board of Regents to participate in all cabinet activities.
- (22) The Colorado Commission on Higher Education was reconstituted in 1985 to provide the state-level agency with more authority over higher education policy and coordination.
- (23) The State Board of Education was reconstituted in 1974 to provide the state-level agency with more authority over higher education policy and coordination.
- (24) The governor must choose from among three candidates provided by the Board.
- (25) The Commission on Higher Education, with advice from the Presidents' Council, is responsible for systemwide planning and coordination for higher education, including three degree-granting proprietary schools. Other proprietary schools are under the jurisdiction of the State Department of Education.
- (26) The Board has limited formal governing authority but performs primarily as a state-wide coordinating board.

# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)				Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)							
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to		
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year
<b>ALABAMA</b>																		
Commission on Higher Education	S	S	S				S			S			S		S		S	S
<b>ALASKA</b>																		
University of Alaska	S	S	S				S			S				S	S		S	S
Commission on Postsecondary Education	S	S	S	S	S							S					S	S
<b>ARIZONA</b>																		
Board of Regents	S						S			S				S	S			
State Board of Directors for Community Colleges						S												
<b>ARKANSAS</b>																		
Arkansas Higher Education Coordinating Board, Dept. of Higher Education	S	S	S	S	P					S	S	S		S	S		S	S
<b>CALIFORNIA</b>																		
Postsecondary Education Commission	S	S	S	S	S		S										S	S
Board of Governors, California Community Colleges	P	P	P	P	P												P	P
		S																





**TABLE B. Agency Responsibility**

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)				Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)				Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)								
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to	
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year	Public 2-Year
GEORGIA Board of Regents, University System of Georgia	S	S				S				S				S		S	S
HAWAII Board of Regents, University of Hawaii	S P	S P	S P			S P	S P			S	S			P	P	P	P
IDAHO State Board of Education	S	S	S	P	P	P				S	P			S	P	S	P
ILLINOIS Board of Higher Education	S P	S P	P	S P	P	S P	S			S	S			S	S	S	S
Community College Board		S							S <sup>(27)</sup>						S <sup>(28)</sup>		
INDIANA Commission for Higher Education	S	S	S	S			S			S					S	S	S
IOWA State Board of Regents	S						S										
State Board of Education		S					S						S	S			S
KANSAS State Board of Regents	S						S			S				S	S	S	S

# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)					Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)					Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)								
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to			
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year	Public 2-Year		
<b>KENTUCKY</b>																			
Council on Postsecondary Education	S	S	S				S	S	S	S	S			S	S	S	S	S	
Board of Regents, Kentucky Community and Technical College System		S	S					S	S	S									
<b>LOUISIANA</b>																			
Board of Regents	S	S		S <sup>(3)</sup>	S <sup>(3)</sup>		S	S	S	S				S	S	S	S	S	
<b>MAINE</b>																			
Board of Trustees, University of Maine System	S	S					S <sup>(4)</sup> P			S <sup>(4)</sup> P				S <sup>(4)</sup> P	S <sup>(4)</sup> P	S	S	S	P
Board of Trustees, Maine Technical College System			S						S					S	S	S	S	S	
<b>MARYLAND</b>																			
Higher Education Commission	S	S	S	S	S		P			S			S	S <sup>(5)</sup>					
<b>MASSACHUSETTS</b>																			
Higher Education Coordinating Council	S	S		(3)	(3)		S <sup>(6)</sup> P	S		S			S	S	S	S	S	S	S

# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)					Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)					Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)						
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to	
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year	Public 2-Year
<b>MICHIGAN</b>	S P	S P	S P	P	S <sup>(3)</sup>		P					(7)					
State Board of Higher Education																	
State Board for Public Community and Junior Colleges		S															
<b>MINNESOTA</b>	P	P	P	P	P												
Higher Education Services Office																	
<b>MISSISSIPPI</b>	S									S				S	S	S	
Board of Trustees, Institutions of Higher Learning																	
State Board for Community and Junior Colleges		S					P							S	S		S
<b>MISSOURI</b>																	
Coordinating Board for Higher Education	S	S	S <sup>(22)</sup>	S	S		S	S <sup>(25)</sup>		S	S <sup>(25)</sup>		S		S	S	S
<b>MONTANA</b>																	
Board of Regents of Higher Education	S	S	S				S			S				S	S	S	S
<b>NEBRASKA</b>																	
Coordinating Commission for Postsecondary Education	S	S	S	S	S		S	S		S				S	S	S	S







# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)					Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)					Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)								
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to			
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year	Public 2-Year		
<b>NORTH DAKOTA</b>																			
North Dakota University System	S P	S P	S P			S P		P		S P					S P	S P	S P	S P	
<b>OHIO</b>																			
Board of Regents	S	S	S	S	P	S <sup>(24)</sup>	S <sup>(24)</sup>			S		S <sup>(12)</sup>			S	S	S	S	S
<b>OKLAHOMA</b>																			
State Regents for Higher Education <sup>(15)</sup>	S	S		S P	S P	S	S			S		S			S	S	S	S	S
<b>OREGON</b>																			
State Board of Higher Education	S					S				S		S			S	S	S	S	S
State Board of Education, Office of Community College Services		S																	
Office of Education Policy & Planning; Office of the Governor															S				S
<b>PENNSYLVANIA</b>																			
State Dept. of Education	P	P	P	P	P	S		S		S		P	P	S <sup>(13)</sup>	S	S	S	S	P
State Board of Education	S	S	S	S		S		S		S		S	S						S
Board of Governors, State System of Higher Education	S					S		S		S					S	S	S	S	S
<b>RHODE ISLAND</b>																			
Board of Governors for Higher Education	S	S			S			S		S		S	P						S P

# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)				Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)								
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institutional or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to			
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year
<b>SOUTH CAROLINA</b>																			
Commission on Higher Education	S	S	S	S	S		S	S		S			S		S		S	S	
State Board for Technical and Comprehensive Education		S																	
<b>SOUTH DAKOTA</b>																			
Board of Regents	S <sup>(14)</sup> P						S	S		S				S		S		S	(14)
<b>TENNESSEE</b>																			
Higher Education Commission	S P	S P	S P	P	S		S P	S P		S P					S		S	S	S
<b>TEXAS</b>																			
Texas Higher Education Coordinating Board	S P	S P	S P		(15)					S <sup>(16)</sup>					S P		S P	S P	S P
<b>UTAH</b>																			
State Board of Regents	S	S	S	S	S					S				S		S		S	S
<b>VERMONT</b>																			
University of Vermont	S									S				S		S		S	S
Vermont State Colleges	S	S								S				S		S		S	S
<b>VIRGINIA</b>																			
State Council of Higher Education	S	S								S				S		S		S	S
State Board of Community Colleges		S																	

# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)					Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)					Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)						
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or System Budgets		Reviews and Recommends Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval		Applies to Public 2-Year	
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New		Public 4-Year
<b>WASHINGTON</b>																	
Higher Education Coordinating Board	S	S	S	S	S		S		S		S			S	S		
State Board for Community and Technical Colleges			S					S							S		S
<b>WEST VIRGINIA</b>																	
Board of Trustees, University of West Virginia	S	S <sup>(17)</sup>					S	S	S	S	S <sup>(26)</sup>	S <sup>(26)</sup>		S	S		S
Board of Directors of the State College System	S	S			S		S	S	S	S <sup>(26)</sup>	S <sup>(26)</sup>			S	S		S
<b>WISCONSIN</b>																	
Board of Regents, University of Wisconsin System	S	S <sup>(18)</sup>					S			S				S	S		S <sup>(18)</sup>
Board of Vocational, Technical and Adult Education																	
<b>WYOMING</b>																	
Postsecondary Education Coordinating Council	P	P															
Wyoming Community College Commission		S												S			S

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# TABLE B. Agency Responsibility

State	Agency/Responsibility for Planning/Coordination Statute (S) or Policy (P)				Agency/Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)				Agency/Responsibility for Program Review and Approval Statutory (S) as Policy (P)								
	Public 4-Year	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual or Institutional or System Budgets		Reviews and Recommendations Institutional or System Budgets		Recommends Consolidated Budget		Program Review and Recommendation Only		Program Approval			
						Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Public 4-Year	Public 2-Year	Existing	New	Existing	New	Public 4-Year	Public 2-Year
<b>DISTRICT OF COLUMBIA</b> Board of Trustees, University of the District of Columbia <sup>(19)</sup>	S						S			S		S		S		S	
Board of Governors of the District of Columbia School of Law <sup>(20)</sup>	S						S			S				S <sup>(19)</sup>		S	
Office of Postsecondary Education, Research and Assistance	S				S												
<b>PUERTO RICO</b> Board of Trustees, University of Puerto Rico	S	S								S				S	S	S	S
Puerto Rico Council on Higher Education	S	S		S <sup>(4)</sup>	S							S	S	S <sup>(5)</sup>	S	S	S
General Council on Education	S	S <sup>(23)</sup>										S	S	S	S		
Human Resources and Occupational Development Council			S					S							S	S	S

# ENDNOTES

## TABLE B

- (1) Plans of private colleges are taken into account in the master plan.
- (2) As part of its statutory responsibility, the Postsecondary Education Planning Commission has recommended rules concerning the planning and coordination of postsecondary educational programs to the State Board of Education. These rules have been adopted and provide for the sector boards that:
  - (a) Program reviews are conducted statewide.
  - (b) Every major program in public postsecondary education is reviewed every five years.
  - (c) Budget requests reflect program review results.
  - (d) Program decisions lead to the distinctive roles established for public universities and community colleges.

In addition, the commission is responsible for advising the State Board of Education regarding the need for and location of new programs, institutions, campuses and instructional centers of public postsecondary education.
- (3) Licensure authority over all degree-granting institutions not otherwise exempt under law.
- (4) This responsibility is inherent in the statute, but not so stated.
- (5) Recommendation for independent institutions.
- (6) With the exception of the University of Massachusetts, where the recommendation is for the five-campus system as a whole.
- (7) The board has approval authority only for teacher certification programs at all public and private institutions and for community college occupational programs funded by the Federal Perkins Act.
- (8) Private institutions only.
- (9) The Commission on Higher Education, with advice from the Presidents' Council, is responsible for systemwide planning and coordination for higher education, including three degree-granting proprietary schools. Other proprietary schools are under the jurisdiction of the State Department of Education.
- (10) New program approved authority applies to new graduate programs and associate degree programs at three technical institutes only, although technically, the 1973 statute gives the board this responsibility for all postsecondary education. This broader authority to review existing programs is untested.
- (11) Also applies to independent and proprietary degree-granting institutions.
- (12) Doctoral programs.
- (13) Dependent upon Articles of Incorporation of each institution and in some cases statute.

- (14) No public junior colleges in the state.
- (15) Proprietary schools in Texas are required by statute to obtain Coordinating Board approval for their Associate of Applied Arts or Associate of Applied Science degrees.
- (16) Devises and designates formulas for use by governor and legislative budget board in making appropriation recommendations.
- (17) Each system has statutory responsibility for its respective two-year campuses.
- (18) Two-year university centers.
- (19) Responsibility for changes in graduation requirements only; review and approval not required for new electives.
- (20) The Commission reviews college and university budgets in relation to institutional mission and state goals, and submits a coordinated budget policy statement, but does not submit institutional or sector budget requests. The Presidents' Council also submits systemwide budget policy recommendations.
- (21) The Commission, upon referral by the Presidents' Council, reviews for approval proposed new degree programs for all degree-granting institutions if the program exceeds the institution's mission or is unduly costly or duplicative. Institutions that were chartered prior to 1887 are not subject to review.
- (22) In 1996 the legislature passed Senate Bill 101 which requires the Coordinating Board for Higher Education and the State Board of Education to develop a state plan for postsecondary technical education.
- (23) Only postsecondary non-university level institutions.
- (24) The Board of Regents does not approve institutional budgets or individual campus spending decisions. It does review budgets to ensure solvency is likely. OBR also reviews institutional requests for state support.
- (25) The council makes a budget request for each university but it does not allocate appropriations to those institutions.
- (26) The governing boards have the authority not only to recommend a consolidated budget to the legislature, but also to allocate appropriated resources to each institution.
- (27) The Community College Board makes recommendations to the Board of Higher Education for consideration the Board of Higher Education's development of consolidated budget recommendations to be presented to the Governor and General Assembly.
- (28) The Community College Board is required by statute to approve new units of instruction, research and public service subsequent to the Board of Higher Education approval and implementation in the colleges.

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	
<b>ALABAMA</b>														
<b>Central (State-Level) Agencies</b>														
Commission on Higher Education	X									71	46	61	1	11
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Alabama (multicampus)		X				3								
Board of Trustees, Auburn University (multicampus)		X				2								
Board of Trustees, University of North Alabama	X					1								
Board of Trustees, Jacksonville State University	X					1								
Board of Trustees, University of West Alabama	X					1								
Board of Trustees, Troy State University (multicampus)	X					3								
Board of Trustees, University of Montevallo	X					1								
Board of Trustees, University of South Alabama	X					1								
State Board of Education (multicampus)	X			32		1								
Board of Trustees, Alabama A&M University	X					1								
Board of Trustees, Alabama State University	X					1								

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions				Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional
<b>ALASKA</b>												
Central (State-Level) Agencies												
Commission on Postsecondary Education	X									7	45	7
<b>Institutional Governing Boards</b>												
Board of Regents, University of Alaska (multicampus)		X		10 <sup>(b)</sup>	3					8	2	
Board of Regents, Prince William Sound Community College												
<b>ARIZONA</b>												
Central (State-Level) Agencies												
Board of Regents		X			3					26	5	1
State Board of Directors for Community Colleges	X			18						9	9	
Commission for Postsecondary Education	X									4	2	
<b>ARKANSAS</b>												
Central (State-Level) Agencies												
Arkansas Higher Education Coordinating Board, Dept. of Higher Education	X									28	9	
<b>Institutional Governing Boards</b>												
Board of Trustees, University of Arkansas (multicampus)	X			2	5							



**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing			
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
ARKANSAS, <i>continued</i>													
Board of Trustees, Arkansas State University (multicampus)	X			3	1								
Board of Trustees, Arkansas Tech University	X				1								
Board of Trustees, University of Central Arkansas	X				1								
Board of Trustees, Henderson State University	X				1								
Board of Trustees, Southern Arkansas University (multicampus)	X			1									
<b>Local Governing Boards for Public Community Colleges</b>													
East Arkansas Community College	X			1									
Garland County Community College	X			1									
North Arkansas Community/Technical College	X			1									
Westark Community College	X			1									
Mississippi County Community College	X			1									
Rich Mountain Community College	X			1									
Northwest Arkansas Community College	X			1									
South Arkansas Community College	X			1									
Black River Technical College	X			1									
Cossatot Technical College	X			1									
Gateway Technical College	X			1									

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**TABLE C: Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions				Staffing								
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total					
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting		
<b>ARKANSAS, continued</b>															
Mid-South Community College	X			1											
Ouachita Technical College	X			1											
Ozarka Technical College	X			1											
Petit Jean Technical College	X			1											
Pulaski Technical College	X			1											
Southeast Arkansas Technical College	X			1											
<b>CALIFORNIA</b>															
<b>Central (State-Level) Agencies</b>															
Postsecondary Education Commission	X										38	19	17	1	1
Board of Governors, California Community Colleges															
<b>Institutional Governing Boards (multicampus)</b>															
Board of Regents, University of California		X								9					485
Board of Trustees, California State University	X									22					293
Board of Governors, California Community Colleges (supervisory)	X			106											170

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional
<b>COLORADO</b>														
Central (State-Level) Agencies														
Commission on Higher Education	X			15		13					29	9		
<b>Institutional Governing Boards</b>														
State Board of Agriculture (multicampus)	X					3					15	5		
Board of Regents, University of Colorado (multicampus)		X				4					9	7		
Board of Trustees, Colorado School of Mines	X					1								
Trustees of the State Colleges (multicampus)	X					4					7	5		
Board of Trustees, University of Northern Colorado	X					1								
State Board for Community Colleges and Occupational Education (multicampus; community college division only)	X			12							18	14		
<b>CONNECTICUT</b>														
Central (State-Level) Agencies														
Board of Governors for Higher Education	X							62 <sup>(3)</sup>			34	6		4
<b>Institutional Governing Boards</b>														
Board for State Academic Awards (multicampus)	X										16	3		6

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	Professional	Supporting
<b>CONNECTICUT, continued</b>														
Board of Trustees, University of Connecticut (multicampus)	X			4		3				N/A	N/A	N/A	N/A	
Board of Trustees, Community and Technical Colleges (multicampus)	X			12						65	40	16	5	
Board of Trustees, Connecticut State University (multicampus)	X					4				44	37	7		
<b>DELAWARE</b>														
<b>Central (State-Level) Agencies</b>														
Higher Education Commission														
Board of Trustees, Delaware Technical and Community Colleges (multicampus)	X			1						5	3	2		
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Delaware	X					1								
Board of Trustees, Delaware State University	X					1								

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	Professional	Supporting
<b>FLORIDA</b>														
<b>Central (State-Level) Agencies</b>														
State Board of Education			X											
State Board of Community Colleges (under the State Board of Education)	X			28		0				48	37	11		
Postsecondary Education Planning Commission	X									10	6	4		
<b>Institutional Governing Board</b>														
Board of Regents, State University System	X					10				158	92	66		
<b>GEORGIA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents, University System of Georgia		X		15		19				99	57	42		
State Board of Technical and Adult Education	X							32		79	59	20		
<b>HAWAII</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents, University of Hawaii (a) University Administration														
(b) Postsecondary Commission <sup>(35)</sup>		X		7		3		(4)		394 <sup>(5)</sup>	250	142	2	2
(c) Vocational Education Director		X								2	1	1	1	1
		X								11	8	3		

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions				Staffing							
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total				
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	
<b>IDAHO</b>														
<b>Central (State-Level) Agencies</b>														
State Board of Education and Board of Regents, University of Idaho		X (partially)	X	2		4	6			10	5	6	2	0.25
<b>ILLINOIS</b>														
<b>Central (State-Level) Agencies</b>														
Board of Higher Education	X				49		12			33	26	6	1	
Community College Board	X				49					32	19	11	1	1
<b>Institutional Governing Boards</b>														
Board of Trustees, Chicago State University	X					1				(14)				
Board of Trustees, Eastern Illinois University	X					1				(14)				
Board of Trustees, Governors State University	X					1				(14)				
Board of Trustees, Illinois State University	X					1				(14)				
Board of Trustees, Northeastern Illinois University	X					1				(14)				
Board of Trustees, Northern Illinois University	X					1				(14)				
Board of Trustees, Southern Illinois University (multicampus)	X					2 <sup>(1)</sup>				(14)				
Board of Trustees, University of Illinois (multicampus)	X					3 <sup>(1)</sup>				(14)				

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing			
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	
<b>ILLINOIS, continued</b>													
Board of Trustees, Western Illinois University	X					1				(14)			
<b>INDIANA</b>													
<b>Central (State-Level) Agencies</b>													
Commission for Higher Education	X									13	8	5	
<b>Institutional Governing Boards</b>													
Board of Trustees, Ball State University	X					1							
Board of Trustees, Indiana State University	X					1							
Board of Trustees, Ivy Tech State College (multicampus)	X								22				
Board of Trustees, Indiana University (multicampus)	X								8				
Board of Trustees, Purdue University (multicampus)	X					4							
Board of Trustees, Vincennes University	X				1								
Board of Trustees, University of Southern Indiana	X					1							

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions						Staffing				
	Statutory	Constitutional	Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time	
			Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	Professional	Supporting
<b>IOWA</b>													
Central (State-Level) Agencies													
State Board of Regents	X				3				18	12	6	1	1
State Board of Education (supervisory)	X			15					269 <sup>(6)</sup>	159	108		2
<b>KANSAS</b>													
Central (State-Level) Agencies													
State Board of Regents		X			6				18	11	7		
State Board of Education (supervisory)		X		19					2.5 <sup>(7)</sup>	2	0.5		
Legislative Educational Planning Committee	X <sup>(8)</sup>												
<b>Institutional Governing Boards</b>													
Washburn Board of Regents	X <sup>(8)</sup>												
<b>KENTUCKY</b>													
Central (State-Level) Agencies													
Council on Postsecondary Education	X			13		8			39 <sup>(9)</sup>	30	9		
<b>Institutional Governing Boards</b>													
Board of Trustees, University of Kentucky (multicampus)	X		1										
Board of Trustees, University of Louisville	X				1								
Board of Regents, Eastern Kentucky University	X				1								





**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions				Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional
<b>KENTUCKY, continued</b>												
Board of Regents, Kentucky State University	X				1							
Board of Regents, Morehead State University	X				1							
Board of Regents, Murray State University	X				1							
Board of Regents, Northern Kentucky University	X				1							
Board of Regents, Western Kentucky University	X				1							
Board of Regents, Kentucky Community and Technical College System	X		13				25					
<b>LOUISIANA</b>												
<b>Central (State-Level) Agencies</b>												
Board of Regents	X	X		5		17 <sup>(36)</sup>				34	11	2
<b>Institutional Governing Boards</b>												
Board of Supervisors of Louisiana State University and Agricultural and Mechanical College	X	X	2		5 <sup>(9)</sup>					16	6	1
Board of Supervisors of Southern State University and Agricultural and Mechanical College	X	X	1		2					8	11	
Board of Trustees for University of Louisiana	X	X	2		8					7	4	1

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions						Staffing						
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
<b>MAINE</b>															
Central (State-Level) Agencies															
Board of Trustees, University of Maine System	X		1		6					15	9	4		2	
<b>Institutional Governing Boards</b>															
Board of Trustees, Maine Maritime Academy	X					1									
Board of Trustees, Maine Technical College System	X							6							
<b>MARYLAND</b>															
Central (State-Level) Agencies															
Higher Education Commission	X		(10)							73	47	26			
<b>Institutional Governing Boards</b>															
Board of Regents, University of Maryland (multicampus)	X								11					21	1
Board of Regents, Morgan State University	X								1						
Board of Trustees, St. Mary's College of Maryland	X								1						
<b>MASSACHUSETTS</b>															
Central (State-Level) Agencies															
Board of Higher Education (38)	X		15		9					47	39	8			



**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases				Number of Institutions				Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Full-time		Part-time		
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	
														Total
<b>MASSACHUSETTS, continued</b>														
<b>Institutional Governing Boards</b>	X						5					22	15	
Board of Trustees, University of Massachusetts														
<b>MICHIGAN</b>														
<b>Central (State-Level) Agencies</b>														
State Board of Education		X												
State Board for Public Community and Junior Colleges		X												
<b>Institutional Governing Boards</b>														
Boards of Control of Trustees, Four-year Public Universities (10 boards)		X					10							
Board of Regents, University of Michigan (multicampus)		X					3							
Board of Governors, Wayne State University		X					1							
Board of Trustees, Michigan State University		X					1							
<b>MINNESOTA</b>														
<b>Central (State-Level) Agencies</b>														
Higher Education Services Office	X											30	18	1

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	Professional	Supporting
<b>MINNESOTA, continued</b>														
<b>Institutional Governing Boards</b>		X				4				(32)				
Board of Regents, University of Minnesota (multicampus)														
Board of Trustees, Minnesota State Colleges and Universities (multicampus)	X			19	(31)	11				(32)				
<b>MISSISSIPPI</b>														
<b>Central (State-Level) Agencies</b>														
Board of Trustees, Institutions of Higher Learning		X				8				120	21	93	2	4
State Board for Community and Junior Colleges (regulatory/coordinating)	X			15						27	18	9		
<b>MISSOURI</b>														
<b>Central (State-Level) Agencies</b>														
Coordinating Board for Higher Education			X	12		10		1		20	12	8		
<b>Institutional Governing Boards</b>			X											
Board of Curators, University of Missouri (multicampus)						4								
Board of Curators, Lincoln University	X					1								
Board of Regents, State Universities (4 boards)	X					1 ea.								
Board of Regents, State Colleges (3 boards)	X					1 ea.								



**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing			
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total			
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
<b>MISSOURI, continued</b>	X	X			X								
Board of Regents, Linn State Technical College													
Board of Governors, Truman State University	X					1							
Board of Trustees, Public Community Colleges (12 boards)	X		1 ea.										
<b>MONTANA</b>													
<b>Central (State-Level) Agencies</b>													
Board of Regents of Higher Education		X	X <sup>(1)</sup>	3		6			5		12	8	
<b>NEBRASKA</b>													
<b>Central (State-Level) Agencies</b>													
Coordinating Commission for Postsecondary Education		X			6 areas (13 campuses)						6	5	2
<b>Institutional Governing Boards</b>													
Board of Regents, University of Nebraska (multicampus)		X				4 <sup>(2)</sup>	7				25	13	
Board of Trustees, Nebraska State Colleges (multicampus)		X				3					4	3	
Community Colleges (6 area boards)	X			6							2	1	

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
<b>NEVADA</b>															
Central (State-Level) Agencies															
Board of Regents, University and Community College System of Nevada		X	4	2 <sup>(13)</sup>						43	28	15			
<b>NEW HAMPSHIRE</b>															
Central (State-Level) Agencies															
Postsecondary Education Commission	X									9	3	4	1	1	
<b>NEW HAMPSHIRE</b>															
Institutional Governing Boards															
Board of Trustees, University of New Hampshire System (multicampus)	X				3										
Board of Governors, Department of Postsecondary Technical Education (multicampus)	X						7			3	2	1			
<b>NEW JERSEY</b>															
Central (State-Level) Agencies															
Commission on Higher Education	X									21	17	3	1		
<b>Institutional Governing Boards</b>															
Board of Governors, Rutgers, The State University (multicampus)	X					1									
Board of Trustees, University of Medicine and Dentistry of New Jersey (multicampus)	X					1									290

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions						Staffing			
	Statutory	Constitutional	Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time
			Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	
<b>NEW JERSEY, continued</b>	X				1							
Board of Trustees, New Jersey Institute of Technology												
Community Colleges (19 boards)	X		1 ea.									
State Colleges/Universities (9 boards)	X			1 ea.								
<b>NEW MEXICO</b>												
<b>Central (State-Level) Agencies</b>												
Commission on Higher Education	X			9	6			18	14	4		
<b>Institutional Governing Boards</b>												
Board of Albuquerque Technical-Vocational Institute	X			1								
Board of Luna Area Technical-Vocational School	X			1								
Board of Mesa Technical College	X			1								
Board of New Mexico Junior College	X			1								
Board of San Juan College	X			1								
Board of Santa Fe Community College	X			1								
Board of Clovis Community College	X			1								
Regents of the University of New Mexico (multicampus)		X		4	1							
Regents of Eastern New Mexico (multicampus)		X		2	1							
Regents of New Mexico Highlands University		X			1							

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases		Number of Institutions						Staffing						
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
<b>NEW MEXICO, continued</b>		X													
Regents of New Mexico Institute of Mining and Technology			X												
Regents of New Mexico Military Institute			X	1											
Regents of New Mexico State University (multicampus)			X	4											
Regents of Northern New Mexico Community College			X	1											
Regents of Western New Mexico University			X												
<b>NEW YORK</b>															
Central (State-Level) Agencies															
Board of Regents, University of the State of New York		X			38 <sup>(15)</sup>		45 <sup>(15)</sup>				114	44			
<b>Institutional Governing Boards</b>															
Board of Trustees, State University of New York (multicampus)	X			32											
Board of Trustees, City University of New York (multicampus)	X			6											
<b>NORTH CAROLINA</b>															
Central (State-Level) Agencies															
Board of Governors, University of North Carolina		X					16 <sup>(16)</sup>				68	330			
State Board of Community Colleges <sup>(18)</sup>	X			26				32			13	216			



**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing			
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates		Professional	Supporting	
<b>NORTH DAKOTA</b>													
Central (State-Level) Agencies													
State Board of Higher Education		X		5		6				18	11	7	
<b>OHIO</b>													
Central (State-Level) Agencies													
Ohio Board of Regents <sup>(19)</sup>	X									59	47	12	
<b>Institutional Governing Boards</b>													
Board of Trustees, Bowling Green State University (multicampus)	X			1		1							
Board of Trustees, Central State University	X					1							
Board of Trustees, Cleveland State University	X					1							
Board of Trustees, Kent State University	X			7		1							
Board of Trustees, Miami University (multicampus)	X			2		1							
Board of Trustees, Ohio University (multicampus)	X			5		1							
Board of Trustees, Ohio State University (multicampus)	X			5		1							
Board of Trustees, University of Akron (multicampus)	X					1							
Board of Trustees, University of Cincinnati (multicampus)	X			2		1							

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	
<b>OHIO, continued</b>	X													
Board of Trustees, University of Toledo						1								
Board of Trustees, Wright State University (multicampus)	X			1										
Board of Trustees, Youngstown State University	X					1								
Board of Trustees, Shawnee State University	X					1								
<b>OKLAHOMA</b>														
<b>Central (State-Level) Agencies</b>														
State Regents for Higher Education		X								198 <sup>(20)</sup>	48	150		
<b>Institutional Governing Boards</b>														
Board of Regents, University of Oklahoma		X		2										
Board of Regents, Oklahoma Agricultural and Mechanical Colleges (multicampus)		X	2	3										
Board of Regents, Oklahoma Colleges (multicampus)		X		6										
Board of Regents, University of Science and Arts of Oklahoma	X			1										
10 Boards of Regents for 10 local Junior Colleges, 1 Board for Roger University and 2 Boards for 2 Higher Education Centers (5-10 members each board)	X													

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	Professional	Supporting
<b>OREGON</b>															
<b>Central (State-Level) Agencies</b>															
Office of Education Policy & Planning, Office of the Governor	X										10	7	3		
<b>Institutional Governing Boards</b>															
State Board of Education, Office of Community College Services	X			(21)							13 <sup>(21)</sup>	7	6		
State Board of Higher Education (multicampus)	X					8					162	63	92	2	5
<b>PENNSYLVANIA</b>															
<b>Central (State-Level) Agencies</b>															
State Department of Education	X										78	48	30		
State Board of Education	X										3	1	2		
Board of Governors, State System of Higher Education	X					14					6	1		4	1
<b>Institutional Governing Boards</b>															
Board of Trustees, Pennsylvania State University (multicampus)	X				18	5					2			1	1
Board of Trustees, University of Pittsburgh (multicampus)	X				1	4					2			1	1
Board of Trustees, Temple University (multicampus)	X				1	1					3			2	1
Board of Trustees, Lincoln University (multicampus)	X					1								1	1



# TABLE C. Basic Legal Powers and Structures

Name of Agency or Board	Legal Bases		Number of Institutions				Staffing								
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	Professional	Supporting
<b>RHODE ISLAND</b>															
Central (State-Level) Agencies															
Board of Governors for Higher Education	X			1		2							12	6	3
<b>SOUTH CAROLINA</b>															
Central (State-Level) Agencies															
Commission on Higher Education	X												31	7	
<b>Institutional Governing Boards</b>															
Board of Trustees, Clemson University	X					1									
Board of Trustees, Medical University of South Carolina	X					1									
Board of Trustees, South Carolina State University	X					1									
Board of Trustees, University of South Carolina (multicampus)	X			5		3									
Board of Visitors, The Citadel	X					1									
Board of Trustees, Coastal Carolina University	X					1									
Board of Trustees, College of Charleston	X					1									
Board of Trustees, Francis Marion University	X					1									
Board of Trustees, Lander University	X					1									
State Board for Technical and Comprehensive Education (multicampus)	X								16 <sup>(22)</sup>				69	52	311

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions				Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
Total													
<b>SOUTH CAROLINA, continued</b>													
Trustees of Winthrop University	X			1									
<b>SOUTH DAKOTA</b>													
Central (State-Level) Agencies													
Board of Regents		X		6						11 <sup>(23)</sup>	5		
<b>TENNESSEE</b>													
Central (State-Level) Agencies													
Higher Education Commission	X									16	20	1	
<b>Institutional Governing Boards</b>													
Board of Regents, State University and Community College System (multicampus)	X			14 <sup>(25)</sup>		6		26		47	16		
Board of Trustees, University of Tennessee (multicampus)	X					5 <sup>(26)</sup>				161	251		
<b>TEXAS</b>													
Central (State-Level) Agencies													
Texas Higher Education Coordinating Board	X									65	184	8	
<b>Institutional Governing Boards</b>													
Board of Regents, East Texas State University (multicampus)	X					2							
Board of Governors, Lamar University System (multicampus)	X			2		1							



# TABLE C. Basic Legal Powers and Structures

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing			
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
<i>TEXAS, continued</i>	X				1								
Board of Governors, Midwestern State University													
Board of Governors, University of North Texas and Medical School (multicampus)	X				2								
Board of Governors, Stephen F. Austin State University	X				1								
Board of Governors, Texas A & M University System and Medical School (multicampus)	X				8 <sup>(27)</sup>								
Board of Governors, Texas Southern University	X				1								
Board of Governors, Texas State Technical College System (multicampus)	X							4 <sup>(28)</sup>					
Board of Governors, Texas State University System (multicampus)	X				5								
Board of Governors, Texas Tech University and Medical School (multicampus)	X				2								
Board of Governors, Texas Woman's University	X				1								
Board of Governors, University of Houston (multicampus)	X				4								
Board of Governors, University of Texas System and Medical School (multicampus)	X				13 <sup>(27)</sup>								
Local Governing Boards for 50 Public Community College Districts	X				69								

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases				Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions	Public 4-Year Institutions		Vocational-Technical Institutions		Total	Full-time		Part-time			
		Powers Delineated	Legislature Authorized to Establish Powers		Governs	Coordinates	Governs	Coordinates		Governs	Coordinates	Professional	Supporting	Professional	Supporting
<b>UTAH</b>															
Central (State-level) Agencies	X			5 <sup>(33)</sup>	4				31	21	9	1	1		
<b>VERMONT</b>															
Institutional Governing Boards	X				1										
Board of Trustees, University of Vermont and State Agricultural College															
Board of Trustees, Vermont State Colleges (multicampus)	X			2	3				17	8	9				
<b>VIRGINIA</b>															
Central (State-Level) Agencies															
State Council of Higher Education	X														
Board of Visitors, State Board for Community Colleges (multicampus)	X								42	30	10	0	2		
<b>Institutional Governing Boards</b>									113	75	25	10	3		
Board of Visitors, Christopher Newport University	X				1										
Board of Visitors, College of William and Mary (multicampus)	X			1											
Board of Visitors, George Mason University	X				1										
Board of Visitors, James Madison University	X				1										
Board of Visitors, Longwood College	X				1										

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting	Professional	Supporting
<b>VIRGINIA, continued</b>	X						1								
Board of Visitors, Mary Washington College	X						1								
Board of Visitors, Norfolk State University	X						1								
Board of Visitors, Old Dominion University	X						1								
Board of Visitors, Radford University	X						1								
Board of Visitors, University of Virginia (multicampus)	X						2								
Board of Visitors, Virginia Commonwealth University	X						1								
Board of Visitors, Virginia Military Institute	X						1								
Board of Visitors, Virginia Polytechnic Institute and State University	X						1								
Board of Visitors, Virginia State University	X						1								
<b>WASHINGTON</b>															
<b>Central (State-Level) Agencies</b>															
Higher Education Coordinating Board	X														
State Board for Community and Technical Colleges	X				32										
<b>Institutional Governing Boards</b>															
Board of Trustees, Central Washington University	X						1								319



**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing				
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional
<b>WASHINGTON, continued</b>	X				1									
Board of Trustees, Eastern Washington University														
Board of Trustees, Evergreen State College	X				1									
Board of Regents, University of Washington	X				1									
Board of Regents, Washington State University	X				1									
Board of Trustees, Western Washington University	X				1									
<b>WEST VIRGINIA</b>														
Central (State-Level) Agencies														
Central Staff Serves Both:														
Board of Trustees, University System of West Virginia	X			2	5 <sup>(37)</sup>						33	22	5	
Board of Directors, State College System	X			2	7						5	2		
<b>WISCONSIN</b>														
Central (State-level) Agencies														
Board of Regents, University of Wisconsin System	X			13 <sup>(30)</sup>	13						144	45	33	10
Board of Vocational, Technical and Adult Education	X			3					39		59	21		0.5

**TABLE C. Basic Legal Powers and Structures**

Name of Agency or Board	Legal Bases			Number of Institutions						Staffing					
	Statutory	Constitutional		Public Two-Year Institutions		Public 4-Year Institutions		Vocational-Technical Institutions		Total		Full-time		Part-time	
		Powers Delineated	Legislature Authorized to Establish Powers	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Governs	Coordinates	Professional	Supporting	Professional	Supporting
<b>WYOMING</b>															
Central (State-Level) Agencies															
Postsecondary Education Coordinating Council	X														
<b>Institutional Governing Boards</b>															
Wyoming Community College Commission (multicampus)	X		X	7									4	7	
Board of Trustees, University of Wyoming		X	X			1							1	1	
<b>DISTRICT OF COLUMBIA</b>															
Central (State-Level) Agencies															
Office of Postsecondary Education, Research and Assistance	X												7	2	
<b>Institutional Governing Boards</b>															
Board of Trustees, University of the District of Columbia	X					1							4	4	
Board of Governors of the District of Columbia School of Law	X					1								1	
<b>PUERTO RICO</b>															
Board of Trustees, University of Puerto Rico	X			6 <sup>(34)</sup>		5									

# ENDNOTES

## TABLE C

NOTE: In most cases, institutional governing boards are staffed by the administrative staffs of the institutions; these figures were not available.

- (1) The ten community colleges are grouped into three districts which serve as branch institutions of the three campuses of the University of Alaska in Fairbanks, Anchorage, and Juneau.
- (2) Professional staff of the central administration are assigned statewide responsibilities.
- (3) These institutions are private occupational schools.
- (4) One educational training center is not included here.
- (5) For the University of Hawaii System, university administration includes staff who have both UH-System and UH-Manoa responsibilities.
- (6) Includes staff for public education functions. Does not include rehabilitation education services branch.
- (7) Junior colleges division staff.
- (8) The Legislative Educational Planning Committee was created in 1974. Its statutory charge is to "plan for postsecondary education in Kansas, including both public and private institutions and vocational education." The Committee considers specific legislative proposals, oversees data collection activities, and undertakes studies of specific postsecondary education issues. Study topics may also be assigned the Committee by the Legislative Coordinating Council (LCC). The LCC appoints the Committee's membership, which consists of six representatives and five senators.
- (9) Includes LSU law center and medical center; excludes LSU Center for Agricultural Sciences and Rural Development.
- (10) In 1992 the General Assembly abolished the State Board for Community Colleges and made the Higher Education Commission responsible for coordinating the 17 locally-governed community colleges, including the Baltimore City Community College, a state run community college with its own board.
- (11) Legislature may assign additional responsibilities in some instances.

- (12) Includes a medical center; six area boards govern six multicampus community colleges.
- (13) Does not include the Desert Research Institute.
- (14) Employees perform campus as well as governing board functions.
- (15) The regents have supervisory responsibility for all sectors of education, public, independent and proprietary; the independent sector includes 141 institutions and there are 31 degree-granting proprietary colleges.
- (16) Under the statute creating the Board of Governors, a board of trustees was provided for each of the 16 institutions, composed of 12 members and the president of the student body ex-officio; duties and responsibilities are largely delegated by the Board of Governors.
- (17) Approximately 80% are engaged in services that are not generally considered central administration, such as education television, student loans and computer services.
- (18) Replaced the State Board of Education as the two-year college governing board in January 1981.
- (19) In addition, Ohio has five community colleges, 10 technical colleges, and nine state community colleges, all with their own boards of trustees.
- (20) Staffing for the state regents includes 137 staff members for the Student Aid Programs, the Educational Telecommunications Network and State Postsecondary Review Entity.
- (21) Each of the 14 community colleges and two service districts has its own locally elected governing board; the staff shown here for the state board is the community college division staff.
- (22) Technical colleges which offer college transfer programs.
- (23) The staffing data does not include the Regents Information Systems (RIS), a consolidated administrative information system staff under the direction of the Board's executive director. RIS has 10 professional staff and 2 supporting staff.
- (24) Includes federally funded program position.
- (25) Twelve community colleges; two technical institutes.

- (26) Three four-year institutions; one health science institution; one space institute (graduate level only).
- (27) During the 71st legislative session, the University System of South Texas was combined with the Texas A&M University System. Pan American University was combined with the University of Texas System.
- (28) Approval for technical-vocational programs and related courses for the four campuses of Texas State Technical College System is granted by the Texas Higher Education Coordinating Board.
- (29) Approximately 60% of central office staff is dedicated to student aid administration, administration of federal grants/contracts and other specialized functions. Only 40% are available for general administrative and system support. Additionally, this total does not include a modest number of positions supplied on contract with the State Attorney General's Office.
- (30) Two-year centers, University Extension is a separate senior unit.
- (31) The University of Minnesota System, previously a two-year college, offers career-oriented baccalaureate degrees as well as a limited number of two-year degree programs that serve as stepping stones to baccalaureate degrees.
- (32) University of Minnesota Systemwide: 5,618 full-time academic, 1,470 part-time academic, 10,723 full-time civil service bargaining unit, 2,793 part-time civil service/bargaining unit. MnSCU has 20,000 total employees of which 13,300 are faculty. MnSCU includes 37 state university community colleges, technical colleges, and consolidated community and technical colleges. 9 community colleges, 11 technical colleges, 7 state universities, 10 consolidated community and technical colleges. There are 53 campuses in 46 communities.
- (33) Utah Valley State College is a public community college with a limited number (4) of baccalaureate programs.
- (34) Recently, the University of Puerto Rico Regional Colleges began offering four-year programs.
- (35) Eleven members of the Board of Regents, plus four public members.
- (36) Includes LSU Agriculture Center, LSU Lan Center and the Louisiana Universities Marine Consortium (LUMCON).
- (37) The governor signed 1997 Senate Bill 67 into law on April 9, 1997 merging the West Virginia graduate college with the graduate school of Marshall University effective July 1, 1997. After that time, the Board of

Trustees, University System of West Virginia will oversee four public four-year institutions and two public institutions.

(38) The Board has limited formal governing authority but performs primarily as a state-wide coordinating board.

(39) Additional, but unspecified new positions are included in 1997 reform legislation.

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership										Terms of Office (Years)			
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education		Students	Faculty	Other
<b>ALABAMA</b>														
<b>Central (State-Level) Agencies</b>														
Commission on Higher Education	12		10 <sup>(1)</sup>	2 <sup>(2)</sup>		12								9
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Alabama (multicampus)	25			23	2	20 <sup>(3)</sup>	1				3		1	1
Board of Trustees, Auburn University (multicampus)	12		10 <sup>(1)</sup>		2	9	1				1		1	1
Board of Trustees, University of North Alabama	12		10 <sup>(1)</sup>		2	10	1						1	1
Board of Trustees, Jacksonville State University	11		9 <sup>(1)</sup>		2	9	1						1	1
Board of Trustees, University of West Alabama	15		13 <sup>(1)</sup>		2	3	1						1	1
Board of Trustees, Troy State University	11		9 <sup>(1)</sup>		2	9	1						1	1
Board of Trustees, University of Montevallo	13		11 <sup>(1)</sup>		2	10	1						1	1
Board of Trustees, University of South Alabama	17		15 <sup>(1)</sup>		2	15	1						1	1
State Board of Education (multicampus)	9	8			1									
Board of Trustees, Alabama A&M University	14		12		2	14								6
Board of Trustees, Alabama State University	14		12		2	14								6

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing								Other				
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students			Faculty			
<b>ALASKA</b>																	
Central (State-Level) Agencies																	
Commission on Postsecondary Education	14		5 <sup>(4)</sup>	9		5	2	1	1	1	1	1 <sup>(1)</sup>			3		4 <sup>(4)</sup>
<b>Institutional Governing Boards</b>																	
Board of Regents, University of Alaska (multicampus)	11		11 <sup>(4)</sup>			10						1					8 <sup>(4)</sup>
<b>ARIZONA</b>																	
Central (State-Level) Agencies																	
Board of Regents	11		9 <sup>(1)</sup>			8					2	1					8 <sup>(4)</sup>
State Board of Directors for Community Colleges	17		15			15					2						7
Commission for Postsecondary Education	13		13			1	4	2	4						2		3
<b>ARKANSAS</b>																	
Central (State-Level) Agencies																	
Arkansas Higher Education Coordinating Board, Dept. of Higher Education	12		12 <sup>(1)</sup>			6	6										6
<b>Institutional Governing Boards</b>																	
Board of Trustees, University of Arkansas (multicampus)	10		10 <sup>(1)</sup>			6									4		10
Board of Trustees, Arkansas State University (multicampus)	5		5 <sup>(1)</sup>			5											5
Board of Trustees, Arkansas Tech University	5		5 <sup>(1)</sup>			5											5



**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing								Other				
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students			Faculty			
<b>ARKANSAS, continued</b>																	
Board of Trustees, University of Central Arkansas	7		7 <sup>(1)</sup>							7							7
Board of Trustees, Henderson State University	7		7 <sup>(1)</sup>							7							7
Board of Trustees, Southern Arkansas University (multicampus)	5		5 <sup>(1)</sup>							5							5
<b>Local Governing Boards for Public Community Colleges</b>																	
East Arkansas Community College	9		9							9							6
Garland County Community College	9	9 <sup>(6)</sup>															6
North Arkansas Community/Technical College	9	9 <sup>(6)</sup>															6
Westark Community College	9	9 <sup>(6)</sup>															6
Mississippi County Community College	9		9							9							6
Rich Mountain Community College	9	9 <sup>(6)</sup>															6
Northwest Arkansas Community College <sup>(7)</sup>	9	9 <sup>(6)</sup>															6
South Arkansas Community College <sup>(7)</sup>	9		9							9							6
Black River Technical College	7		7							7							7
Cossatot Technical College	7		7							7							7
Gateway Technical College	7		7							7							7



**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)				
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing								Faculty	Other		
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education	Students					
<b>COLORADO</b>																
Central (State-Level) Agencies																
Commission on Higher Education	9		9 <sup>(1)</sup>			9										4
<b>Institutional Governing Boards</b>																
State Board of Agriculture (multicampus)	15		9	6		8								3 <sup>(10)</sup>		4
Board of Regents, University of Colorado (multicampus)	9	9														6
Board of Trustees, Colorado School of Mines	9		7	2		7								1 <sup>(10)</sup>		4
Trustees of the State Colleges (multicampus)	9		7	2		7								1 <sup>(10)</sup>	1	4
Board of Trustees, University of Northern Colorado	9		7	2		7								1 <sup>(10)</sup>	1 <sup>(10)</sup>	4
State Board for Community Colleges and Occupational Education (multicampus; community college division only)	11		9	2		9								1 <sup>(10)</sup>	1 <sup>(10)</sup>	4
<b>CONNECTICUT</b>																
Central (State-Level) Agencies																
Board of Governors for Higher Education	11		7	4		11										4
<b>Institutional Governing Boards</b>																
Board for State Academic Awards (multicampus)	7		6	1 <sup>(11)</sup>		5								1	1 <sup>(12)</sup>	5

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership													
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
<b>CONNECTICUT, continued</b>														
Board of Trustees, University of Connecticut (multicampus)	19		12	4	3	12					2 <sup>(11)</sup>		2 <sup>(13)</sup>	6 <sup>(14)</sup>
Board of Trustees, Connecticut State University (multicampus)	16		14	2 <sup>(11)</sup>		14				2 <sup>(11)</sup>	2 <sup>(12)</sup>			6
Board of Trustees, Community and Technical Colleges (multicampus)	18		16	2 <sup>(11)</sup>		18					2 <sup>(11)</sup>		2 <sup>(12)</sup>	6
<b>DELAWARE</b>														
<b>Central (State-Level) Agencies</b>														
Higher Education Commission	21		21		6	7	6	2						3
Board of Trustees, Delaware Technical and Community Colleges (multicampus)	7		7			7								3 <sup>(16)</sup>
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Delaware	32		8	20 <sup>(15)</sup>	4	28								6
Board of Trustees, Delaware State University	13		6	5 <sup>(16)</sup>	2	11	1						1	6

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership										Terms of Office (Years)			
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education		Students	Faculty	Other
<b>FLORIDA</b>														
Central (State-Level) Agencies														
State Board of Education	7	7			7									
State Board of Community Colleges	13		12 <sup>(7)</sup>			11					1		1	4
Postsecondary Education Planning Commission	12		12 <sup>(1)</sup>			11					1			4
<b>Institutional Governing Board</b>														
Board of Regents, State University System	13		12 <sup>(7)</sup>			11					1		1	6
<b>GEORGIA</b>														
Central (State-Level) Agencies														
Board of Regents, University System of Georgia	16		16 <sup>(1)</sup>			16								7
State Board of Technical and Adult Education	15		15 <sup>(1)</sup>			15								5
<b>HAWAII</b>														
Central (State-Level) Agencies														
Board of Regents, University of Hawaii	11		11 <sup>(1)</sup>			11								4

**TABLE D. Membership of Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	Of Those Appointed, Number Representing							Faculty	Other			
						General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students						
<b>IDAHO</b>																	
Central (State-Level) Agencies																	
State Board of Education and Board of Regents, University of Idaho	8	1	7 <sup>(1)</sup>		7												5 <sup>(79)</sup>
<b>ILLINOIS</b>																	
Central (State-Level) Agencies																	
Board of Higher Education	15		12 <sup>(34)</sup>	1	2	10	1	1									6 <sup>(65)</sup>
Community College Board	12		11 <sup>(34)</sup>	1													6 <sup>(5)</sup>
<b>Institutional Governing Boards</b>																	
Board of Trustees, Chicago State University	8		7 <sup>(34)</sup>	1		7											6 <sup>(5)</sup>
Board of Trustees, Eastern Illinois University	8		7 <sup>(34)</sup>	1		7											6 <sup>(5)</sup>
Board of Trustees, Governors State University	8		7 <sup>(34)</sup>	1		7											6 <sup>(5)</sup>
Board of Trustees, Illinois State University	8		7 <sup>(34)</sup>	1		7											6 <sup>(5)</sup>
Board of Trustees, Northeastern Illinois University	8		7 <sup>(34)</sup>	1		7											6 <sup>(5)</sup>
Board of Trustees, Northern Illinois University	8		7 <sup>(34)</sup>	1		7											6 <sup>(5)</sup>
Board of Trustees, Southern Illinois University	10		7 <sup>(34)</sup>	2	1	7											6 <sup>(5)</sup>
Board of Trustees, University of Illinois (multicampus)	13		9 <sup>(66)</sup>	3	1	9											6 <sup>(5)</sup>









**TABLE D. Membership of Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)				
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing								Other			
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students			Faculty		
<b>MAINE, continued</b>																
<b>Institutional Governing Boards</b>																
Board of Trustees, University of Maine System	12		12							12						5
Board of Trustees, Maine Vocational/Technical Institutions	9		9													
<b>MARYLAND</b>																
<b>Central (State-Level) Agencies</b>																
Higher Education Commission	12		12							11					1	5
<b>Institutional Governing Boards</b>																
Board of Regents, University of Maryland (multicampus)	17		16						1	15					1	5
Board of Regents, Morgan State University	13		13							12					1	6
Board of Trustees, St. Mary's College of Maryland	15		15							15					1	6
<b>MASSACHUSETTS</b>																
<b>Central (State-Level) Agencies</b>																
Board of Higher Education	12		11	1						8					1 <sup>(6)</sup>	5
<b>Institutional Governing Boards</b>																
Board of Trustees, University of Massachusetts	23		17	6					1	16					5	1 <sup>(27)</sup>

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership																					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Terms of Office (Years)										
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students		Faculty	Other								
<b>MICHIGAN</b>																						
Central (State-Level) Agencies																						
State Board of Education	10	8			2	8															8	
State Board for Public Community and Junior Colleges	9			8 <sup>(28)</sup>	1	8														1	8	
<b>Institutional Governing Boards</b>																						
Boards of Control of Trustees, Four-year Public Universities (10 boards)	9		8 ea.		1 ea.	8	1 <sup>(29)</sup>														8	
Board of Governors, Wayne State University	9	8			1		1 <sup>(29)</sup>														8	
Board of Regents, University of Michigan (multicampus)	9	8			1		1 <sup>(29)</sup>														8	
Board of Trustees, Michigan State University	9	8			1		1 <sup>(29)</sup>														8	
<b>MINNESOTA</b>																						
Central (State-Level) Agencies																						
Higher Education Coordinating Board	9		9			8															6 <sup>(8)</sup>	
<b>Institutional Governing Boards</b>																						
Board of Regents, University of Minnesota (multicampus)	12			12 <sup>(30)</sup>		11															6	
Board of Trustees, Minnesota State College and Universities (multicampus)	15		15			12															6 <sup>(8)</sup>	

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership													
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Terms of Office (Years)		
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students		Faculty	Other
<b>MISSISSIPPI</b>														
Central (State-Level) Agencies														
Board of Trustees, Institutions of Higher Learning	12		12 <sup>(1)</sup>			12								12
State Board for Community and Junior Colleges (regulatory/coordinating)	10		10 <sup>(1)</sup>			10								6
<b>MISSOURI</b>														
Central (State-Level) Agencies														
Coordinating Board for Higher Education	9		9 <sup>(1)</sup>			9								6
<b>Institutional Governing Boards</b>														
Board of Curators, University of Missouri (multicampus)	10		10 <sup>(1)</sup>			9								6
Board of Curators, Lincoln University	10		10 <sup>(1)</sup>			9								6
Board of Regents, State Universities (4 boards)	8 ea.		7 <sup>(1)</sup>		1 <sup>(31)</sup>	6								6
Board of Regents, State Colleges (3 boards)	7 ea.		7 ea. <sup>(1)</sup>			6								6
Board of Governors, Truman State University	10		10 <sup>(1)</sup>			7							2 <sup>(31)</sup>	6
Board of Trustees, Public Community Colleges (12 boards)	6 ea.	6												6



**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)		
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students		Faculty	Other
<b>NEW HAMPSHIRE, continued</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of New Hampshire System (multicampus)	22		12 <sup>(33)</sup>	4	6	11	3				1		7	4
Board of Governors, Department of Postsecondary Technical Education (multicampus)	7		7 <sup>(33)</sup>			7								5
<b>NEW JERSEY</b>														
<b>Central (State-Level) Agencies</b>														
Commission on Higher Education	18		16 <sup>(71)</sup>		2 <sup>(71)</sup>	8	5	1			2 <sup>(71)</sup>			6 <sup>(71)</sup>
<b>Institutional Governing Boards</b>														
Board of Governors, Rutgers, The State University (multicampus)	15 <sup>(35)</sup>		6 <sup>(1)</sup>	8 <sup>(35)</sup>	1 <sup>(35)</sup>	6					1 <sup>(35)</sup>	2 <sup>(35)</sup>	5 <sup>(35)</sup>	6
Board of Trustees, University of Medicine and Dentistry of New Jersey (multicampus)	12		11 <sup>(1)</sup>		1 <sup>(35)</sup>	11								5
Board of Trustees, New Jersey Institute of Technology	up to 17		up to 15 <sup>(1)</sup>		2 <sup>(35)</sup>	up to 15								4
County College (19 boards)	13 ea.		2 ea.	9 ea. <sup>(35)</sup>	2 ea. <sup>(35)</sup>	10 ea.					1 ea. <sup>(35)</sup>			4
State Colleges & Universities (9 boards)	7-17 ea.		7-15 ea. <sup>(1)</sup>	2		7-15 ea.					2 ea. <sup>(35)</sup>			6

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership													
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
<b>NEW MEXICO</b>														
Central (State-Level) Agencies														
Commission on Higher Education	15		15 <sup>(1)</sup>			13					2			6 <sup>(5)</sup>
<b>Institutional Governing Boards</b>														
Board of Albuquerque Technical-Vocational Institute	7	7				7								6
Board of Luna Area Technical-Vocational School <sup>(3)(6)</sup>	6			6		6								6
Board of Mesa Technical College	5	5				5								6
Board of New Mexico Junior College	7	7				7								6
Board of San Juan College	7	7				7								6
Board of Santa Fe Community College	5	5				5								6
Board of Clovis Community College	5	5				5								6
Regents of the University of New Mexico (multicampus)	7		7 <sup>(1)</sup>		2	7								6
Regents of Eastern New Mexico (multicampus)	5		5 <sup>(1)</sup>			5								6
Regents of New Mexico Highlands University	5		5 <sup>(1)</sup>			5								6
Regents of New Mexico Institute of Mining and Technology	5		5 <sup>(1)</sup>			5								6
Regents of New Mexico Military Institute	5		5 <sup>(1)</sup>			5								6

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Name of Agency or Board	Membership										Terms of Office (Years)			
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education		Students	Faculty	Other
<b>NEW MEXICO, continued</b>														
Regents of New Mexico State University (multicampus)	7		5 <sup>(1)</sup>		2	5								6
Regents of Northern New Mexico Community College	5		5 <sup>(1)</sup>			5								6
Regents of Western New Mexico University	5		5 <sup>(1)</sup>			5								6
<b>NEW YORK</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents, University of the State of New York	16			16 <sup>(37)</sup>		16								5
<b>Institutional Governing Boards</b>														
Board of Trustees, State University of New York (multicampus)	16		15 <sup>(37)</sup>		1 <sup>(37)</sup>	15					1			7 <sup>(5)</sup>
Board of Trustees, City University of New York (multicampus)	17		10	5 <sup>(37)</sup>	2 <sup>(37)</sup>	15					1	1		7
<b>NORTH CAROLINA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Governors, University of North Carolina	33			16 <sup>(38)</sup>		32					1 <sup>(38)</sup>			4
State Board of Community Colleges	19		10	8 <sup>(42)</sup>	2 <sup>(39)</sup>	18								6



**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership																					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Other	Terms of Office (Years)									
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education	Students			Faculty								
<b>NORTH DAKOTA</b>																						
Central (State-Level) Agencies																						
North Dakota University System	9		7 <sup>(1)</sup>	2 <sup>(40)</sup>		7									1	1					7	
<b>OHIO</b>																						
Central (State-Level) Agencies																						
Ohio Board of Regents	11		9 <sup>(1)</sup>			9			2 <sup>(41)</sup>	9					(44)	(44)					2 <sup>(44)</sup>	9
<b>Institutional Governing Boards</b>																						
Board of Trustees, Bowling Green State University (multicampus)	9		9 <sup>(1)</sup>			9				9												9
Central State University	9		9 <sup>(1)</sup>			9				9												9
Cleveland State University	9		9 <sup>(1)</sup>			9				9												9
Kent State University	9		9 <sup>(1)</sup>			9				9												9
Miami University (multicampus)	9		9 <sup>(1)</sup>			9				9												9
Ohio University (multicampus)	9		9 <sup>(1)</sup>			9				9												9
Ohio State University (multicampus)	9		9 <sup>(1)</sup>			9				9												9
University of Akron (multicampus)	9		9 <sup>(1)</sup>			9				9												9
University of Cincinnati (multicampus)	9		9 <sup>(1)</sup>			9				9												9
University of Toledo	9		9 <sup>(1)</sup>			9				9												9
Wright State University (multicampus)	9		9 <sup>(1)</sup>			9				9												9
Youngstown State University	9		9 <sup>(1)</sup>			9				9												9
Shawnee State University	9		9 <sup>(1)</sup>			9				9												9

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing								Other				
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students			Faculty			
<b>OKLAHOMA</b>																	
Central (State-Level) Agencies																	
State Regents for Higher Education	9		9 <sup>(1)</sup>							9							9
<b>Institutional Governing Boards</b>																	
Board of Regents, University of Oklahoma	7		7 <sup>(1)</sup>							7							7
Board of Regents, Oklahoma Agricultural and Mechanical Colleges (multicampus)	9		8 <sup>(1)</sup>					1		8							8
Board of Regents, Oklahoma Colleges (multicampus)	9		8 <sup>(1)</sup>					1		8							9
Board of Regents, University of Science and Arts of Oklahoma	7		7 <sup>(1)</sup>							7							7
10 Boards of Regents for 10 local Junior Colleges, 1 Board for Rogers University and 2 Boards for 2 Higher Education Centers (5-10 members each board) <sup>(42)</sup>	5-10																5-9
<b>OREGON</b>																	
Central (State-Level) Agencies																	
Office of Education Policy & Planning																	
State Board of Education, Office of Community College Services	7		7 <sup>(1)</sup>							7							4
State Board of Higher Education (multicampus)	11		11 <sup>(1)</sup>							9					2		4 <sup>(3)</sup> 3 / 1

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)		
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education	Students		Faculty	Other
<b>PENNSYLVANIA</b>														
Central (State-Level) Agencies														
State Board of Education	22		17 <sup>(1)</sup>		5	10				4		<sup>(44)</sup>	3 <sup>(44)</sup>	6 <sup>(44)</sup>
Board of Governors, State System of Higher Education	20		14 <sup>(1)</sup>	4 <sup>(45)</sup>	2	6					3		5 <sup>(46)</sup>	6
<b>Institutional Governing Boards</b>														
Board of Trustees, Pennsylvania State University (multicampus)	32 <sup>(47)</sup>		6 <sup>(1)</sup>	21 <sup>(51)</sup>	5						1			3
Board of Trustees, University of Pittsburgh (multicampus)	36 <sup>(47)</sup>		4 <sup>(1)</sup>	31 <sup>(51)</sup>	4						1			4
Board of Trustees, Temple University (multicampus)	36 <sup>(47)</sup>		4 <sup>(1)</sup>	32 <sup>(51)</sup>	3						1			4
Board of Trustees, Lincoln University (multicampus)	39 <sup>(47)</sup>	1	4 <sup>(1)</sup>	32 <sup>(48)</sup>	3						1			4
<b>RHODE ISLAND</b>														
Central (State-Level) Agencies														
Board of Governors for Higher Education	15		13	2	1	11					1		2	3 <sup>(6)</sup>
<b>SOUTH CAROLINA</b>														
Central (State-Level) Agencies														
Commission on Higher Education	14		8 <sup>(1)</sup>	6 <sup>(74)</sup>	<sup>(4)</sup>	10	3	1						4 <sup>(75)</sup>
State Board for Technical and Comprehensive Education														

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership										Terms of Office (Years)			
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education		Students	Faculty	Other
<b>SOUTH CAROLINA, continued</b>														
<b>Institutional Governing Boards</b>	13			13 <sup>(49)</sup>	6						(53)			4
Board of Trustees, Clemson University														
Board of Trustees, Medical University of South Carolina	14		2 <sup>(51)</sup>	12 <sup>(49)</sup>	13						(53)			4
Board of Trustees, South Carolina State University	13		1 <sup>(51)</sup>	12 <sup>(49)</sup>	12						(53)			4
Board of Trustees, University of South Carolina (multicampus)	20		2 <sup>(51)</sup>	16 <sup>(49)</sup>	17						(55)			4
Board of Visitors, The Citadel	14		1 <sup>(51)</sup>	10 <sup>(49)</sup>	8									6
Board of Trustees, Coastal Carolina University	17		2 <sup>(51)</sup>	15	16									4
Board of Trustees, College of Charleston	17		1 <sup>(51)</sup>		16									
Board of Trustees, Francis Marion University	17		1 <sup>(51)</sup>		16									
Board of Trustees, Lander University	17		1 <sup>(51)</sup>		16									
State Board for Technical and Comprehensive Education (multicampus)	10		10		8									4
Trustees of Winthrop University	10		1 <sup>(51)</sup>	9 <sup>(49)</sup>	14						1 <sup>(50)</sup>	1		6
<b>SOUTH DAKOTA</b>														
Central (State-Level) Agencies														
Board of Regents	9		9 <sup>(1)</sup>		8						1 <sup>(52)</sup>			6
														375

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership										Terms of Office (Years)		
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Faculty	Other
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education			
<b>TENNESSEE</b>													
Central (State-Level) Agencies													
Higher Education Commission	13		10	3	4	9					2 <sup>(53)</sup>		6
<b>Institutional Governing Boards</b>													
Board of Regents, State University and Community College System (multicampus)	18		13 <sup>(1)</sup>	1 <sup>(54)</sup>	4	12					1		6
Board of Trustees, University of Tennessee (multicampus)	24		19 <sup>(1)</sup>		5	18					1		6
<b>TEXAS</b>													
Central (State-Level) Agencies													
Texas Higher Education Coordinating Board	18		18 <sup>(1)</sup>			18							6
<b>Institutional Governing Boards</b>													
Board of Regents, East Texas State University (multicampus)	9		9 <sup>(1)</sup>			9							6
Board of Governors, Lamar University System (multicampus)	9		9 <sup>(1)</sup>			9							6
Board of Governors, Midwestern University	9		9 <sup>(1)</sup>			9							6
Board of Governors, University of North Texas and Medical School (multicampus)	9		9 <sup>(1)</sup>			9							6
Board of Governors, Stephen F. Austin State University	9		9 <sup>(1)</sup>			9							6



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**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership														
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Other	Terms of Office (Years)		
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students			Faculty	
<i>TEXAS, continued</i>															
Board of Governors, Texas A & M University System and Medical School (multicampus)	9		9 <sup>(1)</sup>			9									6
Board of Governors, Texas Southern University	9		9 <sup>(1)</sup>			9									6
Board of Governors, Texas State Technical College System (multicampus)	9		9 <sup>(1)</sup>			9									6
Board of Governors, Texas State University System (multicampus)	9		9 <sup>(1)</sup>			9									6
Board of Governors, Texas Tech University and Medical School (multicampus)	9		9 <sup>(1)</sup>			9									6
Board of Governors, Texas Woman's University	9		9 <sup>(1)</sup>			9									6
Board of Governors, University of Houston (multicampus)	9		9 <sup>(1)</sup>			9									6
Board of Governors, University of Texas System and Medical School (multicampus)	9		9 <sup>(1)</sup>			9									6
<b>UTAH</b>															
<b>Central (State-level) Agencies</b>															
State Board of Regents	16		16 <sup>(1)</sup>			15								1	6 <sup>(5)</sup>

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership											Terms of Office (Years)					
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	Of Those Appointed, Number Representing							Faculty	Other			
						General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education	Students						
<b>VERMONT</b>																	
<b>Institutional Governing Boards</b>																	
Board of Trustees, University of Vermont and State Agricultural College	25		3 <sup>(1)</sup>	18 <sup>(55)</sup>	2	21									2 <sup>(5)</sup>		6
Board of Trustees, Vermont State Colleges (multicampus)	15		9 <sup>(1)</sup>	5	1	9									1 <sup>(5)</sup>	4	6 <sup>(55)</sup>
<b>VIRGINIA</b>																	
<b>Central (State-Level) Agencies</b>																	
State Council of Higher Education	11		11 <sup>(56)</sup>			11									(56)		4
Board of Visitors, State Board of Community Colleges (multicampus) <sup>(72)</sup>	15		15			15											4
<b>Institutional Governing Boards</b>																	
Board of Visitors, Christopher Newport University	14		14 <sup>(56)</sup>			14									(56)		4
Board of Visitors, College of William and Mary (multicampus)	18		17 <sup>(56)</sup>			17									(56)		4
Board of Visitors, George Mason University	18		16 <sup>(56)</sup>			18									2 <sup>(56)</sup>		4
Board of Visitors, James Madison University	16		16 <sup>(56)</sup>			16									(56)		4
Board of Visitors, Longwood College	11		11 <sup>(56)</sup>			11									(56)		4
Board of Visitors, Mary Washington College	14		12 <sup>(56)</sup>			14									1 <sup>(56)</sup>	1	4

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership																	
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Other	Terms of Office (Years)					
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students			Faculty				
<b>VIRGINIA, continued</b>																		
Board of Visitors, Norfolk State University	13		13 <sup>(56)</sup>							13					(56)			4
Board of Visitors, Old Dominion University	17		17 <sup>(56)</sup>							17					(56)			4
Board of Visitors, Radford University	11		11 <sup>(56)</sup>							11					(56)			4
Board of Visitors, University of Virginia (multicampus)	16		16							16					1			4
Board of Visitors, Virginia Commonwealth University	16		16							16					1			4
Board of Visitors, Virginia Military Institute	17		17							17					1			4
Board of Visitors, Virginia Polytechnic Institute and State University	17		14							17					2	1		4
Board of Visitors, Virginia State University	11		11							11								4
Board of Visitors, Clinch Valley College of the University of Virginia (Advisory Council)	18		18							18								4
<b>WASHINGTON</b>																		
<b>Central (State-Level) Agencies</b>																		
Higher Education Coordinating Board	9		9 <sup>(1)</sup>							9								4
State Board for Community and Technical Colleges	9		9 <sup>(1)</sup>							9								4



**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership										Terms of Office (Years)			
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education		Students	Faculty	Other
<b>WASHINGTON, continued</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, Central Washington University	7		7 <sup>(1)</sup>			7								6
Board of Trustees, Eastern Washington University	7		7 <sup>(1)</sup>			7								6
Board of Trustees, Evergreen State College	7		7 <sup>(1)</sup>			7								6
Board of Regents, University of Washington	9		9 <sup>(1)</sup>			9								6
Board of Regents, Washington State University	9		9 <sup>(1)</sup>			9								6
Board of Trustees, Western Washington University	7		7 <sup>(1)</sup>			7								6
<b>WEST VIRGINIA</b>														
<b>A Central Staff Serves Both Boards:</b>														
Board of Trustees, University System of West Virginia	17		12 <sup>(1)</sup>	5	5 <sup>(57)</sup>	12					1	1	1	6
Board of Directors, State College System	16		10 <sup>(1)</sup>	6	6 <sup>(76)</sup>	10					1	1	1	6

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership													
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Of Those Appointed, Number Representing							Terms of Office (Years)		
					Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education	Students		Faculty	Other
<b>WISCONSIN</b>														
Central (State-level) Agencies														
Board of Regents, University of Wisconsin System	17		15 <sup>(1)</sup>	2	2	14				1 <sup>(58)</sup>	1			7 <sup>(60)</sup>
Board of Vocational, Technical and Adult Education	13		10	3	3	9	2 <sup>(61)</sup>				1			6 <sup>(60)</sup>
<b>WYOMING</b>														
Central (State-Level) Agencies														
Postsecondary Education Coordinating Council	12		12											
<b>Institutional Governing Boards</b>														
Wyoming Community College Commission (multicampus)	7		7 <sup>(1)</sup>			7								4
Board of Trustees, University of Wyoming	12		12 <sup>(1)</sup>		4	12					1		3	6

**TABLE D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Membership													
	Number of Members	Elected by Public	Appointed by Governor	Appointed/Elected by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/ Tech Education	Students	Faculty	Other	Terms of Office (Years)
<b>DISTRICT OF COLUMBIA</b>														
Central (State-Level) Agencies														
Coordinating Board:	17		17		1	2	1	7	1				5 <sup>(62)</sup>	
Subcommittee on Postsecondary Education, DC Advisory Committee on Education														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of the District of Columbia	16		11	4	1	11	3				1		1	5
Board of Governors of the District of Columbia School of Law	7 <sup>(63)</sup>	1 <sup>(64)</sup>	4	2										
<b>PUERTO RICO</b>														
Board of Trustees, University of Puerto Rico	13		10 <sup>(1)</sup>	3		10					1	2		8
Puerto Rico Council on Higher Education	9		8 <sup>(1)</sup>		1	8								6
General Council on Education	7		7 <sup>(1, 78)</sup>		1							1		5
Human Resources and Occupational Development Council	8		8 <sup>(1)</sup>			1		3						5

## ENDNOTES

### TABLE D

- (1) With the consent of the senate.
- (2) One by lieutenant governor, one by speaker of the house.
- (3) Elected by the remaining board members, with senate consent (board is self-perpetuating).
- (4) Appointed by the governor with approval of the legislature; student regent and/or commissioner serves for a two-year term; others serve at the pleasure of the appointing body.
- (5) Student member term is one year.
- (6) Initial board appointed by the governor; then elected.
- (7) Occurred by the merger of Oil Belt Technical College and Southern Arkansas University-El Dorado Branch.
- (8) Student members have two-year terms.
- (9) Term for governor's appointees; governor must consult an advisory committee on all regent gubernatorial appointees; the regents may, at their discretion, appoint one student, one faculty, or one of each.
- (10) Members are advisory (non-voting).
- (11) Elected by students biannually.
- (12) Alumni representatives appointed by governor.
- (13) Alumni representatives elected by alumni.
- (14) Governor's appointees.
- (15) Elected by the board with the consent of the senate.
- (16) Elected by the board; one member of the technical colleges board serves at the pleasure of the governor.
- (17) Members of the board are appointed by the governor with approval of the State Board of Education and consent of the senate.

- (18) One-year term.
- (19) Five appointed by the State Board of Education and approved by the governor; three elected by alumni; student member terms are two years, except Vincennes (one year).
- (20) Five members of the senate and six members of the house are appointed by the Legislative Coordinating Council.
- (21) State commissioner of education ex-officio; broad geographical representation, no more than three members from any state supreme court district; membership must assure that party and geographic affiliation, racial and gender membership is proportionate to general population; and lay members serve six years, faculty four years and student one year.
- (22) Elected by State Council of Student Body Presidents.
- (23) Students are voting members for one-year terms.
- (24) Elected by Student Body Presidents within the system.
- (25) This ex-officio member is the state education commissioner.
- (26) Two faculty members sit with the regents during meetings of the board, but are not considered members of the Board of Regents. As such, they are non-voting. They are appointed by the academic senate and serve one-year terms.
- (27) Approved by the governor from a pool of three people nominated by organized labor.
- (28) Coordinating arm of the State Board of Education, eight members are appointed by the board.
- (29) Institutional presidents serve ex officio.
- (30) Elected by the legislature.
- (31) Board of Governors, Northeast Missouri State University has two out-of-state, non-Missouri residents as board members. The ex-officio member on the Board of Regents, Comprehensive University is the Commissioner of Education, Department of Elementary and Secondary Education.
- (32) Student member not less than one nor more than four years.
- (33) With the consent of the governor's executive council.
- (34) General public members are appointed with consent of state senate; appointment of members representing public university and private institution governing boards does not require senate confirmation.

- (35) The governor appoints six members of the Rutgers Board of Governors. The Rutgers Board of Trustees appoints five of its own membership to the board. The university president serves ex officio (non-voting). One student (non-voting) and two faculty representatives (non-voting) are elected by the University Senate.
- The governor appoints University of Medicine and Dentistry of New Jersey trustees. The state health commissioner serves ex officio as a non-voting member.
- The governor appoints New Jersey Institute of Technology trustees. The board determines its own composition and size (up to 15 members) plus the governor and the mayor of Newark who serve ex officio as non-voting members.
- The Board of Chosen Freeholders appoints eight members of a county college's board, and the governor appoints two. The county superintendent of schools (voting) and the college president (non-voting) serve ex officio. The student body elects from the graduating class a representative (non-voting) to serve a one-year term.
- The governor appoints state college trustees. Each board determines its own composition and size (of at least 7 but no more than 15 members) plus two student members who serve overlapping two-year terms, the first year as non-voting alternates; they do not participate in certain types of sensitive or confidential matters (as permitted under the Open Public Meetings Act).
- (36) The Luna Area Vocational School Board members are designated by the cooperating school district boards from among the regular members of these boards.
- (37) The regents are elected by the state legislature. Fifteen members of the State University Board of Trustees and 10 members of the City University Board of Trustees are appointed by the governor. In addition, five members of the City University Board of Trustees are appointed by the mayor. The SUNY ex-officio member is president of the student assembly. The CUNY ex-officio members are the chair of the student senate and the chair of the faculty senate.
- (38) Sixteen members of the Board of Governors are elected by the legislature every two years. The president of the University of North Carolina Association of Student Governments is an ex-officio, non-voting member, in addition to the 32 elected members.
- (39) Three members each elected by the two legislative houses with the seventh alternating between the two houses; lieutenant governor and state treasurer are ex-officio members.
- (40) Non-voting student selected by student association and non-voting faculty member selected by statewide council of faculty.
- (41) Chairperson of the house and senate education committees, ex-officio; All state university boards of trustees include two student members who have voice but not vote and are appointed by the governor. Some two year colleges have student trustees. Some campuses have faculty representatives to the board of trustees. The institutions have made student and faculty senate presidents ex-officio members (this is not covered by statute).

- (42) There are now 13 junior colleges in the state. Eleven have their own governing boards and two are governed by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges.
- (43) Students are limited to one two-year term. All other members limited to two terms.
- (44) Three members must be actively employed by an institution of higher education, one as an administrator and one as a faculty member. The chairman and minority chairman of the House of Representatives and senate education committees serve as ex officio members for as long as they hold their respective positions.
- (45) One senator appointed by the president pro tempore of the senate, one senator appointed by the minority leader of the senate, one representative appointed by the Speaker of the House of Representatives, and one representative appointed by the minority leader of the House of Representatives.
- (46) Five governors must be trustees from the 14 institutional councils of trustees. Each council has 11 members appointed by the governor and include at least two alumni and one undergraduate student. Except for the latter, terms of office are six years.
- (47) Number of voting members.
- (48) Elected by county agricultural and industrial societies and alumni. Four appointed by house speaker, four appointed by senate president pro tempore, others appointed by board or elected by alumni.
- (49) The General Assembly appoints a large proportion of members to the institutional governing boards.
- (50) Legislation provides that the president of the student bodies of these institutions may serve as a non-voting, ex-officio member of the board, which is discretionary with the board. Winthrop is the only institution with such a student representative and also has a faculty member serving non-voting and elected by the faculty. These student and faculty representatives are not included in the total number of members given for Winthrop.
- (51) A 1983 amendment provided for one appointment by the governor.
- (52) South Dakota has a voting student member, appointed by the governor for a two-year term.
- (53) One student from each system: Each student serves a two-year term, alternating the right to vote.
- (54) A past commissioner of education is allowed by law to serve as a regent.
- (55) Nine are appointed by the legislature and nine are self-perpetuating for the university and student members serve two-year terms; for the state colleges, the student members serve one-year terms and four members appointed from the legislature serve four-year terms.

- (56) Confirmed by the legislature. In addition, each board annually may appoint one non-voting student member; the student member is not confirmed by the legislature.
- (57) Of ex-officio, three are voting and serve a one-year term by virtue of their election as chairpersons for the statutory statewide advisory councils for classified employees, faculty and students, respectively. The remaining ex-officio members are non-voting and serve an indefinite term concurrent with tenure as state superintendent of public schools and the chancellor of the other higher education system.
- (58) Representative of Wisconsin Technical College System Board (ex-officio)
- (59) State superintendent of public instruction (ex-officio).
- (60) Two years for student regent.
- (61) President of UW System Board of Regents and Secretary of Department of Industry, Labor and Human Relations.
- (62) These five members comprise one member each from the Consortium of Universities of Metropolitan Washington, D.C., the D.C. Council, the DC-MD-DE Association of Financial Aid Administrators, the executive director of the Education Licensure Commission, and the Department of Human Services Commission of Public Health Nursing Coordinator.
- (63) Currently interim board only (see description under "District of Columbia; State-Level Coordinating and/or Governing Agency").
- (64) Elected by alumni by postal ballot.
- (65) Members appointed from general public are appointed to six-year terms; members appointed to represent public and private institution governing boards are appointed to one-year terms; student member (appointed by Student Advisory Committee) serves one-year term; chairs of the Illinois Community College Board and Illinois Student Assistance Commission serve as ex officio members.
- (66) All current members were elected by the public. Legislation enacted in 1995 provides for appointment of board members by the governor; as current members' terms expire, their successor will be appointed by the governor; terms for three of the current members expire January 1997.
- (67) ITSC trustees must be knowledgeable concerning one or more of these areas: manufacturing, commerce, labor, agriculture, economic development, and education.
- (68) Three Indiana trustees are elected by the alumni association.
- (69) Two Purdue trustees must represent agricultural interests.
- (70) Vincennes has four ex officio members of the board in addition to 10 appointed trustees.



- (71) The governor appoints the Commission on Higher Education's 14 public members: ten of these with the advice and consent of the senate, including six current college/university trustees; two recommended by the senate president; and two others recommended by the assembly speaker; there are two governor-appointed student representatives (non-voting). The chair of the New Jersey Presidents' Council serves ex officio with voting privileges, for a total of 15 voting members. The Commission executive director is an ex officio non-voting member. The eight nontrustee public members will serve staggered six-year terms; the trustee members serve nonrenewable four-year terms. On July 1, 1998 the Commission's 15 voting members will be reduced to nine: six appointed with the advice and consent of the Senate, one recommended by the Senate President, one recommended by the Assembly Speaker, and the Presidents' Council representative. Members will serve six-year terms.
- (72) Virginia Community College System
- (73) Two-year term.
- (74) Appointed by the governor upon recommendation of legislative delegations from respective congressional districts.
- (75) Public members have four-year terms, ex-officio institutional representatives have two-year terms. Only private college ex-officio is non-voting.
- (76) Of ex officio, three are voting and serve a one-year term by virtue of their election as chairpersons for the statutory statewide advisory councils for classified employees, faculty and students, respectively. The remaining ex officio members are non-voting and serve an indefinite term concurrent with tenure as state superintendent of public schools, the chancellor of the other higher education system, and the chair of the joint commission for vocational-technical-occupational education.
- (77) Members represent alumni.
- (78) Community members terms are four, six and eight years; faculty and student members term is one year each.
- (79) Superintendents terms are four years.
- (80) Represents non-teaching personnel.
- (81) Represents faculty and non-teaching personnel; each member has one-half vote.

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**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>ALABAMA</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Alabama	3		X				1							
Board of Trustees, Auburn University	1		X				1							
<b>ALASKA</b>														
<b>Central (State-Level) Agencies</b>														
Commission on Postsecondary Education	1	X			X		2							
<b>Institutional Governing Boards</b>														
Board of Regents, University of Alaska	1	X			X		2							
<b>ARIZONA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents	1	X				X	1							
State Board of Directors for Community Colleges														
<b>ARKANSAS (N/A)</b>														
<b>CALIFORNIA</b>														
<b>Institutional Governing Boards</b>														
Board of Governors, California Community Colleges	1	X				X	1	2	X					
Board of Trustees, California State University	1	X				X	2	1	X					

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members						Faculty Members							
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	Terms of Office (Years)
		Governor	Students	Other					Governor	Faculty	Other			
<b>CALIFORNIA, continued</b>														
Board of Regents, University of California	1		X		X	1	(1)							
Postsecondary Education Commission	2	X				2								
<b>COLORADO</b>														
<b>Institutional Governing Boards</b>														
State Board of Agriculture	3		X			1	3		X					1
Trustees of the Colorado School of Mines	1		X			1	1		X					1
Trustees of the State College	1		X			1	1		X			X		1
Board of Trustees, University of Northern Colorado	1		X			1	1		X					1
State Board for Community Colleges and Occupational Education	1		X			1			X					1
<b>CONNECTICUT</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Connecticut System	2		X		X	2								
Board of Trustees, Connecticut State University	2		X		X	2								
Board of Trustees, Community Technical Colleges	2		X		X	2								

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members						Faculty Members							
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	Terms of Office (Years)
		Governor	Students	Other					Governor	Faculty	Other			
<b>DELAWARE</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Delaware	1			X										
Board of Trustees, Delaware Technical and Community Colleges														
<b>FLORIDA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents, State University System	1	X			X									
State Board of Community Colleges	1	X			X									
Postsecondary Education Planning Commission	1	X			X									
<b>GEORGIA (N/A)</b>														
<b>HAWAII</b>														
<b>Institutional Governing Boards</b>														
Board of Regents, University of Hawaii	(2)													
<b>IDAHO (N/A)</b>														
<b>ILLINOIS</b>														
<b>Central (State-Level) Agencies</b>														
Board of Higher Education	1		X		X									
(Community College Board	1		X		X									

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>ILLINOIS, continued</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, Chicago State University	1		X		X		1							
Board of Trustees, Eastern Illinois State University	1		X		X		1							
Board of Trustees, Governors State University	1		X		X		1							
Board of Trustees, Illinois State University	1		X		X		1							
Board of Trustees, Northeastern Illinois University	1		X		X		1							
Board of Trustees, Northern Illinois University	1		X		X		1							
Board of Trustees, Western Illinois University	1		X		X		1							
Board of Trustees, Southern Illinois University	2		X		X		1							
Board of Trustees, University of Illinois	3		X		X		1							
<b>INDIANA</b>														
<b>Central (State-Level) Agencies</b>														
Commission for Higher Education	1	X			X		2			X			X	2
<b>Institutional Governing Boards</b>														
Board of Trustees, Ball State University	1	X					2							
Board of Trustees, Indiana State University	1	X					2							
Trustees of Indiana University	1	X					2							

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>INDIANA, continued</b>														
Trustees of Purdue University	1	X				X	2							
Board of Trustees, Vincennes University	1	X				X	1							
University of Southern Indiana	1	X				X	2							
<b>IOWA</b>														
<b>Central (State-Level) Agencies</b>														
State Board of Regents	1	X				X	6							
State Board of Education														
<b>KANSAS</b>														
State Board of Regents, Student Advisory Committee to the State Board	7		X			X	1							
<b>KENTUCKY</b>														
<b>Central (State-Level) Agencies</b>														
Council on Postsecondary Education	1	X				X	1				X			4
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Kentucky	1		X			X	1				X			3
Board of Trustees, Univ. of Louisville	1		X			X	1				X			1
Board of Trustees, Eastern Kentucky State University	1		X			X	1				X			3
Board of Regents, Kentucky State University	1		X			X	1				X			3

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>KENTUCKY, continued</b>														
Board of Regents, Morehead State University	1		X		X	X	1				X	X		3
Board of Regents, Murray State University	1		X		X	X	1				X	X		3
Board of Regents, Northern Kentucky University	1		X		X	X	1				X	X		3
Board of Regents, Western Kentucky University	1		X		X	X	1				X	X		3
Board of Regents, Kentucky Community and Technical College System	2 <sup>(6)</sup>		X		X	X	1				X	X		3
<b>LOUISIANA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents	1		X		X	X	1							
<b>Institutional Governing Boards</b>														
Board of Trustees for University of Louisiana System (multicampus)	1		X		X	X	1							
Board of Supervisors of Louisiana State University and Agricultural and Mechanical College (multicampus)	1		X		X	X	1							
Board of Supervisors of Southern University and Agriculture and Mechanical College (multicampus)	1		X		X	X	1							



**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>MAINE</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Maine System	1	X			X		2							
Board of Trustees, Maine Technical College System														
<b>MARYLAND</b>														
<b>Central (State-Level) Agencies</b>														
Higher Education Commission	1	X			X		1							
<b>Institutional Governing Boards</b>														
Board of Regents, University of Maryland (multicampus)	1	X			X		1							
Board of Regents, Morgan State University	1	X			X		1							
<b>MASSACHUSETTS</b>														
<b>Central (State-Level) Agencies</b>														
Higher Education Coordinating Council	1	1			X		1							
<b>Institutional Governing Boards</b>														
State and Community College Board of Trustees	1		1		X		1							
Board of Trustees, University of Massachusetts	5		5				2							



**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)	
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			
		Governor	Students	Other					Governor	Faculty		Other
<b>MICHIGAN</b>												
State Board for Public Community and Junior Colleges												
<b>MINNESOTA</b>												
Central (State-Level) Agencies												
Higher Education Services Office	1	X			X	X	2					
<b>Institutional Governing Boards</b>												
Board of Regents, University of Minnesota	1			X	X	X	6					
Board of Trustees, Minnesota State Colleges and Universities	3	X			X	X	2					
<b>MISSISSIPPI</b>												
State Board for Community and Junior Colleges												
<b>Institutional Governing Boards</b>												
Board of Trustees, Institutions of Higher Learning												
<b>MISSOURI</b>												
Central (State-Level) Agencies												
Coordinating Board for Higher Education												



**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>MISSOURI, continued</b>														
<b>Institutional Governing Boards</b>														
Board of Curators, University of Missouri	1	X			X		2							
Board of Curators, Lincoln University	1	X			X		2							
Board of Governors, Northeast Missouri State University	1	X			X		2							
Board of Regents, State Universities (4 boards)	1	X			X		2							
Board of Regents, State College (3 boards)	1	X			X		2							
Board of Regents, Linn State Technical College	1	X			X		2							
Board of Trustees, Public Community Colleges (12 boards)														
<b>MONTANA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Regents of Higher Education	1	X			X							X		
<b>NEBRASKA</b>														
<b>Institutional Governing Boards</b>														
Board of Regents, University of Nebraska (multicampus)	4			X			1							
Board of Trustees of Nebraska State College	3	X					1							

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members						Faculty Members						
	Number	Appointed/Elected by			Voting	Terms of Office (Years)	Number	Appointed or Elected by			Voting	Terms of Office (Years)	
		Governor	Students	Other				Authorized by Statute	Governor	Faculty			Other
<b>NEVADA (N/A)</b>													
<b>NEW HAMPSHIRE</b>													
Central (State-Level) Agencies	3	X			X	1							
Postsecondary Education Commission													
Board of Governors, Department of Postsecondary Technical Education													
<b>Institutional Governing Boards</b>													
Board of Trustees, Univ. of New Hampshire System (multicampus)	1	X			X	5							
<b>NEW JERSEY</b>													
<b>Institutional Governing Boards</b>													
Board of Governors, Rutgers, The State University (multicampus)	1 <sup>(3)</sup>			X <sup>(4)</sup>		1				X <sup>(4)</sup>			1
County Colleges (19 boards)	1 ea.		X			1							
State Colleges (9 boards)	2 ea.		X		X	2							
<b>NEW MEXICO</b>													
Central (State-Level) Agencies													
Commission on Higher Education	2	X			X <sup>(5)</sup>	1							

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members						Faculty Members							
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	Terms of Office (Years)
		Governor	Students	Other					Governor	Faculty	Other			
<b>NEW YORK</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, State University of New York (multicampus)	1		X		X	1								
Board of Trustees, City University of New York (multicampus)	1		X		X	1			X					1
<b>NORTH CAROLINA</b>														
<b>Central (State-Level) Agencies</b>														
Board of Governors, University of North Carolina	1				X									
State Board of Community Colleges														
<b>NORTH DAKOTA</b>														
<b>Central (State-Level) Agencies</b>														
North Dakota University System	1				X	1						X		1
<b>OHIO (N/A)</b> see Table D, footnote 44														
<b>OKLAHOMA (N/A)</b>														
<b>OREGON</b>														
<b>Central (State-level) Agencies</b>														
State Board of Higher Education	2						X							
State Board of Education, Office of Community College Services														

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members						Faculty Members							
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	Terms of Office (Years)
		Governor	Students	Other					Governor	Faculty	Other			
<b>PENNSYLVANIA</b>														
Central (State-Level) Agencies														
Board of Governors, State System of Higher Education	3	X			X									
<b>Institutional Governing Boards</b>														
Board of Trustees, Pennsylvania State University	1	X				X								
Board of Trustees, University of Pittsburgh	1	X				X								
Board of Trustees, Temple University	1	X				X								
Board of Trustees, Lincoln University	1	X				X								
<b>RHODE ISLAND</b>														
Central (State-Level) Agencies														
Board of Governors for Higher Education	1	X			X									
<b>SOUTH CAROLINA</b>														
Central (State-Level) Agencies														
State Board for Technical and Comprehensive Education														
<b>Institutional Governing Boards</b>														
Trustees of Winthrop University	1			X									X	2

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)			
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	
		Governor	Students	Other					Governor	Faculty				Other
<b>SOUTH DAKOTA</b>														
Central (State-Level) Agencies														
Board of Regents	1	X			X				X					2
<b>TENNESSEE</b> (see Table D, footnote 56)														
Central (State-Level) Agencies														
Higher Education Commission	2	X			X				X					2
Board of Regents, State University and Community College System (multicampus)	1	X							X					1
Board of Trustees, University of Tennessee (multicampus)	1	X							X					1
<b>TEXAS (N/A)</b>														
<b>UTAH</b>														
Central (State-Level) Agencies														
State Board of Regents	1	X			X				X <sup>(5)</sup>					1
<b>VERMONT</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Vermont and State Agricultural College	2		X		X				X					2
Board of Trustees, Vermont State College	1		X		X				X					1

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members					Faculty Members					Terms of Office (Years)		
	Number	Appointed/Elected by			Terms of Office (Years)	Voting	Authorized by Statute	Appointed or Elected by				Voting	
		Governor	Students	Other				Number	Governor	Faculty			Other
<b>VIRGINIA</b> (see Table D, footnote 60)													
<b>Central (State-Level) Agencies</b>													
State Board of Community Colleges													
<b>WASHINGTON</b>													
<b>Institutional Governing Boards</b>													
Board of Regents, University of Washington	2	X			1					X			1
Board of Trustees, Evergreen State College	1			X	1					X			1
State Board for Community and Technical Colleges													
<b>WEST VIRGINIA</b>													
<b>Central (State-Level) Agencies</b>													
Board of Trustees, University System of West Virginia	1	X			1					X			1
Board of Directors, State College System	1	X			1					X			1
<b>WISCONSIN</b>													
<b>Central (State-Level) Agencies</b>													
Board of Regents, University of Wisconsin System	1	X			2					X			
Board of Vocational, Technical and Adult Education													

**TABLE E. Student and Faculty Membership —  
Central State Coordinating and/or Governing Boards  
and Public Institutional and Multicampus Governing Boards**

Name of Agency or Board	Student Members						Faculty Members							
	Number	Appointed/Elected by			Authorized by Statute	Voting	Terms of Office (Years)	Number	Appointed or Elected by			Authorized by Statute	Voting	Terms of Office (Years)
		Governor	Students	Other					Governor	Faculty	Other			
<b>WYOMING</b>														
<b>Institutional Governing Boards</b>														
Board of Trustees, University of Wyoming	1		X		X	1								
Wyoming Community College Commission														
<b>DISTRICT OF COLUMBIA</b>														
<b>Institutional Governing Board</b>														
Board of Trustees, the University of the District of Columbia	1		X			1								
Board of Governors of the District of Columbia School of Law														
Subcommittee on Postsecondary Ed, DC Advisory Committee on Education														
<b>PUERTO RICO</b>														
<b>Central (State-Level) Agencies</b>														
Board of Trustees, University of Puerto Rico	1		X		X	1								1



## ENDNOTES

### TABLE E

- (1) Two non-voting faculty members sit with the Regents during meetings of the Board, but are not considered members of the Board of Regents. They are appointed by the Academic Senate and serve one-year terms.
- (2) By statute, five student representatives serve annual terms as non-voting members on all Board of Regents committees except personnel.
- (3) Student and faculty members are "representatives to the Board" — not statutory members; they are elected by the University Senate. Student members as state college trustee board serve overlapping two-year terms, the first year as nonvoting alternates.
- (4) Student regent votes on all issues except election of chair and vice chair.
- (5) Only one of the two students has voting privileges.
- (6) Student and faculty members represent community colleges and technical institutions. Each student and faculty member has one-half vote.

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
ALABAMA	Commission on Higher Education	State Board of Education	Council for the Advancement of Private Colleges in Alabama; Alabama Association of Independent Colleges and Universities	State Dept. of Education	Planning Liaison Group; Council of Presidents; Council of Chief Academic Officers; Title II Advisory Committees; Council of Deans of Education
ALASKA	Commission on Postsecondary Education	State Board of Education	None	Commission on Postsecondary Education	Executive Committee; Community College Advisory Committee; Student Financial Aid, Institutional Authorization and Vocational Education Committees
ARIZONA	Commission on Postsecondary Education	State Board of Education	None	State Board for Private Postsecondary Education	Vocational Education Committee of the State Board of Vocational Education
ARKANSAS	Arkansas Dept. of Higher Education	State Board of Workforce Education and Career Opportunities	Independent Colleges of Arkansas	Arkansas Higher Education Coordinating Board, State Board of Private Career Education—out-of-state and proprietary institutions that grant college degrees or credit and out-of-state and proprietary institutions that offer non-degree vocational and technical programs	Presidents Council
CALIFORNIA	California Student Aid Commission	State Board of Education; responsibilities executed by Joint Committee on Vocational Education	Association of Independent California Colleges and Universities	Council for Private Postsecondary and Vocational Education	Intersegmental Coordinating Council; Special Interest Committees; Postsecondary Education Commission
COLORADO	Commission on Higher Education and Colorado Student Loan Program	State Board for Community Colleges and Occupational Education	Independent Higher Education of Colorado	Commission on Higher Education — private institutions and private vocational schools	Statutory Advisory Committee; Educational Roundtable
					Commission on Higher Education Statutory Advisory Committee

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
<b>CONNECTICUT</b>	Board of Governors; Connecticut Student Loan Foundation	State Board of Education	Connecticut Conference of Independent Colleges	Board of Governors for Higher Education	Board of Governors' Statutory Advisory Committee
<b>DELAWARE</b>	Higher Education Commission	State Board of Education	Delaware Association of Independent Colleges	State Department of Public Instruction	
<b>FLORIDA</b>	State Department of Education	State Board of Education	Independent Colleges and Universities of Florida, Inc.	Board of Independent Colleges and Universities, State Dept. of Education — private degree-granting institutions; Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools — vocational-technical and proprietary schools	Commissioner's Articulation Coordinating Committee; Postsecondary Education Planning Commission
<b>GEORGIA</b>	Georgia Student Finance Commission	State Board of Technical and Adult Education	Association of Private Colleges and Universities in Georgia	Non-Public Postsecondary Education Commission	Liaison Committee; Board of Regents; State Board of Education; Board of Regents; State Board of Technical and Adult Education
<b>HAWAII</b>	Board of Regents of the University of Hawaii	Board of Regents of the University of Hawaii	Hawaii Association of Independent Colleges and Universities	State Dept. of Education	Vocational Education Coordinating Advisory Council; State Council on Vocational Education
<b>IDAHO</b>	State Board of Education	State Board of Education	None	State Dept. of Education — vocational-technical and proprietary schools; none for private degree-granting institutions	Professional Standards Commission; Advisory Council for Eastern Idaho Technical College
<b>ILLINOIS</b>	Illinois Student Assistance Commission	State Board of Education	Federation of Independent Illinois Colleges and Universities	State Board of Education; Board of Higher Education; Dept. of Professional Regulation	Joint Education Committee

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
<b>INDIANA</b>	State Student Assistance Commission of Indiana	Commission on Vocational and Technical Education	Independent Colleges of Indiana - private colleges and universities; Association of Private Schools - private trade, business and technical schools	Indiana Commission on Proprietary Education	N/A
<b>IOWA</b>	Iowa College Student Aid Commission	State Board of Education	Iowa Association of Independent Colleges and Universities	State Board of Education — 2-year public postsecondary vocational-technical; Secretary of State — registration for private degree-granting and vocational-technical institutions not otherwise licensed in the state	Iowa Coordinating Council for Post-High School Education
<b>KANSAS</b>	Board of Regents	State Board of Education	Associated Independent Colleges of Kansas	State Dept. of Education — vocational-technical and proprietary institutions; Board of Regents — new in-state degree-granting institutions and out-of-state institutions	Statutory student advisory committee; Legislative Educational Planning Committee
<b>KENTUCKY</b>	Higher Education Assistance Authority	Kentucky Community and Technical College System	Association of Independent Kentucky Colleges and Universities	Council on Postsecondary Education — private degree-granting institutions; State Board for Proprietary Education — proprietary institutions	Advisory Conference of Presidents

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
LOUISIANA	Office of Student Financial Assistance	State Board of Elementary and Secondary Education	Louisiana Association of Independent Colleges and Universities	State Board of Regents for Academic Degree-Granting Institutions; State Board of Elementary and Secondary Education — vocational-technical and proprietary schools which offer non-academic degrees	Board of Regents/Board of Elementary and Secondary Education hold two joint meetings per year
MAINE	State Department of Education	Board of Trustees for Maine Technical College System	None	State Board of Education and the State Department of Education	None
MARYLAND	Higher Education Commission	State Board of Education	Maryland Independent College and university	Higher Education Commission	Educational Coordinating Committee
MASSACHUSETTS	Board of Higher Education and the Massachusetts Higher Education Assistance Corp.	Massachusetts Board of Education	Association of Independent Colleges and Universities in Massachusetts	Board of Higher Education	Committee on Educational Policy
MICHIGAN	Michigan Higher Education Assistance Authority	State Board of Education	Association of Independent Colleges and Universities	State Board of Education	None
MINNESOTA	Higher Education Services Office	None	Minnesota Private Colleges Council; Minnesota Consortium of Theological Schools; Minnesota Association of Private Postsecondary Schools	Higher Education Services Office — private degree-granting institutions; vocational-technical and proprietary schools	State Council for Vocational Education

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
<b>MISSISSIPPI</b>	Board of Trustees of State Institutions of Higher Learning; Mississippi Postsecondary Education Financial Assistance Board	State Board of Education	Mississippi Association of Independent Colleges	Commission on College Accreditation — public and private degree-granting institutions; Commission on Proprietary School and College Registration — proprietary schools; Board of Trustees of State Institutions of Higher Learning — nursing programs	None
<b>MISSOURI</b>	Dept. of Higher Education	State Board of Education	Independent Colleges and Universities of Missouri	Department of Higher Education — selected proprietary and out-of-state institutions; State Board of Education — teacher education programs and law schools	Presidential Advisory Committee; Proprietary School Advisory Committee; Missouri School College Relations Commission; Transfer and Articulation Committee; Assessment Consortium; Student Financial Aid Advisory Committee; Telecommunications-Based Delivery System Advisory Committee
<b>MONTANA</b>	Office of the Commissioner of Higher Education	State Board of Regents	None	Board of Regents of Higher Education — private degree-granting institutions; State Dept. of Business Regulation — proprietary schools	Joint Curriculum Committee for Teacher Preparation and Certification; Joint Committee on Postsecondary Education Policy
<b>NEBRASKA</b>	Coordinating Commission for Postsecondary Education	State Board of Education	Nebraska Association of Independent Colleges and Universities	State Board of Ed. — most proprietary institutions; Coordinating Commission for Postsecondary Education — new two-year and four-year colleges and universities and out-of-state institutions	Nebraska Community College Association

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
<b>NEVADA</b>	Nevada Department of Education	State Board of Education	Nevada Association of Private Schools	Commission on Postsecondary Education	None
<b>NEW HAMPSHIRE</b>	Postsecondary Education Commission	State Board of Technical Education	None	Postsecondary Education Commission	None
<b>NEW JERSEY</b>	Office of Student Assistance	State Board of Education	Association of Independent Colleges and Universities	Commission on Higher Education — licenses institutions to offer college credit-bearing coursework; State Dept. of Education — licenses vocational/technical and noncollegiate proprietary schools; Commission on Higher Education, upon referral from the New Jersey Presidents' Council, approves new academic programs that exceed or change an institution's mission or are unduly costly or duplicative	New Jersey Presidents' Council; State College Governing Boards Association; Council of County Colleges; Commission on Science and Technology
<b>NEW MEXICO</b>	New Mexico Educational Assistance Foundation (federal); Commission on Higher Education (state)	State Board of Education	Council of Independent Colleges and Universities of New Mexico	Commission on Higher Education — private and proprietary schools	Proprietary School Advisory Council; Task Force on Articulation & Transfer; Academic Council; Instructional Council; Council of Graduates & Deans; Presidents Council
<b>NEW YORK</b>	New York State Higher Education Services Corporation	Regents of the University of the State of New York	Commission on Independent Colleges and Universities	Regents of the University of the State of New York	N/A

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
<b>NORTH CAROLINA</b>	North Carolina State Education Assistance Authority	State Board of Education	North Carolina Association of Independent Colleges and Universities	Board of Governors of the University of North Carolina — non-public degree-granting educational institutions; State Board of Community Colleges — non-public, non-degree granting institutions	None
<b>NORTH DAKOTA</b>	North Dakota Student Financial Assistance Program and Bank of North Dakota	State Board of Public School Education	North Dakota Council of Independent Colleges	State Board of Vocational Education	None
<b>OHIO</b>	Board of Regents	State Board of Education	Association of Independent Colleges and Universities	Board of Regents - private degree-granting institutions; Department of Education — vocational schools; Board of School and Proprietary Registration — proprietary schools	Ohio Inter-University Council; Ohio Association of Community Colleges
<b>OKLAHOMA</b>	State Regents for Higher Education	State Board of Vocational and Technical Education	Oklahoma Association of Independent Colleges and Universities	State Regents for Higher Education - public degree-granting institutions; Dept. of Vocational and Technical Education - secondary level vocational - technical institutions; Oklahoma Board of Private Schools- proprietary institutions	None
<b>OREGON</b>	Oregon State Scholarship Commission	State Board of Education	Oregon Independent Colleges Association	Office of Educational Policy and Planning — private degree-granting institutions; State Board of Education — private vocational schools	Joint Boards of Education



**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
PENNSYLVANIA	Pennsylvania Higher Education Assistance Agency	State Board of Education	Commission for Independent Colleges and Universities of Pennsylvania	State Department of Education	Professional Standards and Practices Commission
RHODE ISLAND	Rhode Island Higher Education Assistance Authority	Rhode Island Department of Elementary and Secondary Education	Rhode Island Independent Higher Education Association	Rhode Island Board of Governors for Higher Education	None
SOUTH CAROLINA	Higher Education Tuition Grants Commission; South Carolina Student Loan Corporation; South Carolina Commission on Higher Education	State Board of Education	Independent Colleges and Universities of South Carolina, Inc.	Commission on Higher Education — private degree-granting institutions; non-degree proprietary institutions	Advisory Council of Public College and University Presidents; Advisory Council of Private College Presidents
SOUTH DAKOTA	Office of the Secretary of Education and Cultural Affairs	State Board of Education	South Dakota Association of Private Colleges	Not Required	South Dakota Post High School Coordinating Council
TENNESSEE	Tennessee Student Assistance Corp.	State Board of Education (K-12)	Tennessee Independent Colleges and Universities	Tennessee Higher Education Commission	Annual Joint Meeting of Higher Education Commission and Board of Education
TEXAS	Student Services Div. of the Texas Higher Education Coordinating Board	State Board for Career and Technology Education	Independent Colleges and Universities of Texas, Inc.	Texas Workforce Commission — licensing authority for proprietary institutions; Higher Education Coordinating Board — public and proprietary degree-granting institutions	Joint Advisory Committee
UTAH	State Board of Regents; Utah Higher Education Assistance Authority	State Board of Education	None	State Board of Regents	Statewide Committee of Deans of Education; State Advisory Committee on Teacher Education; Liaison Committee from members and staffs of State Board of Regents; Advisory Committee on Telecommunication

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
<b>VERMONT</b>	Vermont Student Assistance Corp.	State Board of Education	Association of Vermont Independent Colleges	State Board of Education	None
<b>VIRGINIA</b>	Council of Higher Education; State Education Assistance Authority (Stafford Loan program)	State Board of Education	Council of Independent Colleges in Virginia	State Council of Higher Education — private degree-granting and out-of-state institutions; State Dept. of Education — vocational-technical & non-degree granting proprietary institutions	State Advisory Committee on Teacher Education; Admissions and Articulation Advisory Committee; Private College Advisory Committee; General Professional Advisory Committee; Instructional Program Advisory Committee; Student Affairs Advisory Committee
<b>WASHINGTON</b>	Higher Education Coordinating Board	Workforce Training and Education Coordinating Board	Washington Friends of Higher Education; Independent Colleges of Washington	Higher Education Coordinating Board — degree-granting and out-of-state institutions; Workforce Training and Education Coordinating Board — private, vocational schools	Washington Council on High School/College Relations; Intercollege Relations Commission
<b>WEST VIRGINIA</b>	Central Office, State College and University Systems of West Virginia	Joint Commission for Vocational-Technical-Occupational Education	West Virginia Association of Independent Colleges	Board of Directors of The State College System for Vocational-Technical and Proprietary Institutions	Advisory Council of Classified Employees; Advisory Council of Faculty; Advisory Council of Students; Council of Presidents
<b>WISCONSIN</b>	State of Wisconsin Higher Educational Aids Board; Great Lakes Higher Education Corporation	Wisconsin Technical College System Board	Wisconsin Association of Independent Colleges and Universities	Educational Approval Board — proprietary schools	None
<b>WYOMING</b>	Community College Commission	State Board of Education	None	State Dept. of Education	None
<b>DISTRICT OF COLUMBIA</b>	Office of Postsecondary Education, Research and Assistance	District of Columbia Board of Education	See State Structure description	Education Licensure Commission	District of Columbia Advisory Committee on Education

**TABLE F. State-Level Agencies and Committees**

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	Other Statewide Advisory Groups
PUERTO RICO	Puerto Rico Council on Higher Education	Human Resources and Occupational Development Council of Puerto Rico	The Association of Presidents of Private Colleges and Universities; The Puerto Rico Association of Independent Colleges and Schools represent private higher education	Puerto Rico Council on Higher Education  General Council on Education (postsecondary non-university level)	General Council on Education (K-12)

# APPENDIX

## ADDRESS AND TELEPHONE NUMBER LIST OF STATE HIGHER EDUCATION EXECUTIVE OFFICERS (as of December 31, 1997)

### ALABAMA (C)

Dr. Henry J. Hector  
Executive Director  
Commission on Higher Education  
P.O. Box 302000  
Montgomery, Alabama 36130-2000  
(334) 242-2123 *Fax:* 242-0268  
achhxx01@asnmail.asc.edu

### ALASKA\*

Ms. Diane Barrans (C)  
Executive Director  
Alaska Postsecondary  
Education Commission  
3030 Vintage Boulevard  
Juneau, Alaska 99801-7109  
(907) 465-6740 *Fax:* 465-3293  
dbarrans@acpe.edu.state.ak.us

Dr. Jerome B. Komisar (G)  
President  
University of Alaska System  
202 Butrovich Building  
Fairbanks, Alaska 99775-5560  
(907) 474-7311 *Fax:* 474-6342  
sympres@orca.alaska.edu

### ARIZONA (G)

Dr. Frank Besnette  
Executive Director  
Arizona Board of Regents  
2020 North Central, Suite 230  
Phoenix, Arizona 85012  
(602) 229-2505 *Fax:* 229-2555  
besnette@www.abor.asu.edu

### ARKANSAS (C)

Mr. Lu Hardin  
Director  
Department of Higher Education  
114 East Capitol Street  
Little Rock, Arkansas 72201  
(501) 371-2000 *Fax:* 371-2003  
luh@adhe.arknet.edu

### CALIFORNIA (C)

Dr. Warren H. Fox  
Executive Director  
California Postsecondary  
Education Commission  
1303 J Street, Suite 500  
Sacramento, California 95814-2983  
(916) 445-1000 *Fax:* 327-4417  
wfox@cpec.ca.gov

\*Joint membership  
(C) = Coordinating board  
(G) = Governing board

## **COLORADO (C)**

Dr. Dwayne C. Nuzum  
Executive Director  
Commission on Higher Education  
1300 Broadway, 2nd Floor  
Denver, Colorado 80203  
(303) 866-4034 *Fax:* 860-9750  
dwayne.nuzum@state.co.us

## **CONNECTICUT (C)**

Dr. Andrew G. De Rocco  
Commissioner of Higher Education  
Department of Higher Education  
61 Woodland Street  
Hartford, Connecticut 06105  
(860) 947-1801 *Fax:* 947-1310  
DeRocco@commnet.edu

## **DELAWARE (C)**

Dr. Marilyn Quinn  
Executive Director  
Delaware Higher Education Commission  
820 French Street  
Wilmington, Delaware 19801  
(302) 577-2775 *Fax:* 577-6765  
mquinn@state.de.us

## **FLORIDA (C)**

Dr. William Proctor  
Executive Director  
Postsecondary Education  
Planning Commission  
Florida Education Center  
Tallahassee, Florida 32399  
(850) 488-7894 *Fax:* 922-5388  
proctob@mail.doe.state.fl.us

## **GEORGIA (G)**

Dr. Stephen Portch  
Chancellor  
Board of Regents  
University System of Georgia  
270 Washington Street, S.W.  
Atlanta, Georgia 30334  
(404) 656-2202 *Fax:* 651-9301  
chancellor@mail.regents.peachnet.edu

## **HAWAII (G)**

Dr. Kenneth P. Mortimer  
President and Chancellor  
University of Hawaii  
2444 Dole Street  
Honolulu, Hawaii 96822  
(808) 956-8207 *Fax:* 956-5286  
csathre@hawaii.edu

## **IDAHO (G)**

Mr. Darrell Manning  
Interim Executive Director for  
Higher Education  
State Board of Education  
P. O. Box 83720  
Boise, Idaho 83702-0037  
(208) 334-2270 *Fax:* 334-2632  
dmanning@osbe.state.id.us

## **ILLINOIS (C)**

Dr. Keith R. Sanders  
Executive Director  
Board of Higher Education  
4 West Old Capitol Plaza, Room 500  
Springfield, Illinois 62701  
(217) 782-2551 *Fax:* 782-8548  
sanders@uis.edu

\*Joint membership

(C) = Coordinating board

(G) = Governing board

**INDIANA (C)**

Mr. Stanley Jones  
 Commissioner for Higher Education  
 Commission for Higher Education  
 101 West Ohio Street, Suite 550  
 Indianapolis, Indiana 46204-1909  
 (317) 464-4400 Fax: 464-4410  
 sjones@che.state.in.us

**IOWA (G)**

Mr. R. Wayne Richey  
 Executive Director  
 State Board of Regents  
 State Historical Building,  
 East 12th & Grand  
 Des Moines, Iowa 50319  
 (515) 281-3934 Fax: 281-6420  
 richey@iastate.edu

**KANSAS (G)**

Dr. Stephen M. Jordan  
 Executive Director  
 Kansas Board of Regents  
 700 S.W. Harrison, Suite 1410  
 Topeka, Kansas 66603-3760  
 (785) 296-3421 Fax: 296-0983  
 steve@kbor.state.ks.us

**KENTUCKY (C)**

Dr. J. Kenneth Walker  
 Acting President  
 Council on Postsecondary Education  
 1024 Capital Center Drive, Suite 320  
 Frankfort, Kentucky 40601-8204  
 (502) 573-1555 Fax: 573-1537  
 ken.walker@mail.state.ky.us

**LOUISIANA (C)**

Dr. E. Joseph Savoie  
 Commissioner  
 Louisiana Board of Regents  
 150 Third Street, Suite 129  
 Baton Rouge, Louisiana 70801-1389  
 (504) 342-4253 Fax: 342-9318  
 commish@regents.state.la.us

**MAINE (G)**

Dr. Terrence J. MacTaggart  
 Chancellor  
 University of Maine System  
 107 Maine Avenue  
 Bangor, Maine 04401-1805  
 (207) 973-3205 Fax: 973-3296  
 tjm@maine.maine.edu

**MARYLAND (C)**

Dr. Patricia S. Florestano  
 Secretary of Higher Education  
 Maryland Higher Education Commission  
 16 Francis Street  
 Annapolis, Maryland 21401  
 (410) 974-2971 x116 Fax: 974-5376  
 pflorest@mhec.state.md.us

**MASSACHUSETTS (G)**

Dr. Stanley Z. Koplik  
 Chancellor  
 Massachusetts Board of Higher Education  
 1 Ashburton Place, Room 1401  
 Boston, Massachusetts 02108-1530  
 (617) 727-7785 x201 Fax: 727-6397  
 mbastedo@bhe.mass.edu

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\*Joint membership

(C) = Coordinating board

(G) = Governing board

**MINNESOTA (C)**

Dr. Robert K. Poch  
 Director  
 Higher Education Services Office  
 550 Cedar Street, #400  
 St. Paul, Minnesota 55101  
 (612) 296-9666 Fax: 297-8880  
 poch@heso.state.mn.us

**MISSISSIPPI (G)**

Dr. Thomas D. Layzell  
 Commissioner  
 Board of Trustees of State  
 Institutions of Higher Learning  
 3825 Ridgewood Road  
 Jackson, Mississippi 39211  
 (601) 982-6623 Fax: 987-4172  
 layzell@ihl.state.ms.us

**MISSOURI (C)**

Dr. Kala M. Stroup  
 Commissioner of Higher Education  
 Coordinating Board for Higher Education  
 3515 Amazonas Drive  
 Jefferson City, Missouri 65109-5717  
 (573) 751-2361 Fax: 526-0984  
 stroup?cbhe400@admin.mocbhe.gov

**MONTANA (G)**

Dr. Richard Crofts  
 Commissioner of Higher Education  
 Montana Systems of Higher Education  
 2500 Broadway  
 Helena, Montana 59620-3101  
 (406) 444-6570 Fax: 444-1469  
 rcrofts@oche.montana.edu

**NEBRASKA (C)**

Dr. David R. Powers  
 Executive Director  
 Coordinating Commission for  
 Postsecondary Education  
 140 North 8th Street, Suite 300  
 P. O. Box 95005  
 Lincoln, Nebraska 68509  
 (402) 471-2847 Fax: 471-2886  
 dpowers@ccpe.state.ne.us

**NEVADA (G)**

Dr. Richard S. Jarvis  
 Chancellor  
 University and Community College  
 Systems of Nevada  
 2601 Enterprise Road  
 Reno, Nevada 89512  
 (702) 784-4905 x224 Fax: 784-1127  
 rjarvis@nevada.edu

**NEW HAMPSHIRE**

Dr. James A. Busselle (C)  
 Executive Director  
 NH Postsecondary Education Commission  
 Two Industrial Park Drive  
 Concord, New Hampshire 03301  
 (603) 271-2555 Fax: 271-2696  
 j\_bussel@tec.nh.us

Dr. William J. Farrell (G)  
 Chancellor  
 University System of New Hampshire  
 Dunlap Center  
 Durham, New Hampshire 03824-3563  
 (603) 868-1800 Fax: 868-3021  
 e\_mackay@unhn.unh.edu

\*Joint membership

(C) = Coordinating board

(G) = Governing board

**NEW JERSEY (C)**

Dr. Martine Hammond-Paludan  
Executive Director  
NJ Commission on Higher Education  
20 West State Street, CN542  
Trenton, New Jersey 08625  
(609) 292-4310 Fax: 292-7225  
mpaludan@njche.che.state.nj.us

**NEW MEXICO (C)**

Dr. Bruce D. Hamlett  
Executive Director  
Commission on Higher Education  
1068 Cerrillos Road  
Santa Fe, New Mexico 87501-4295  
(505) 827-7383 Fax: 827-7392  
bhamlett@che.state.nm.us

**NEW YORK (C)**

Dr. Jeanine L. Grinage  
Acting Deputy Commissioner for Higher  
and Professional Education  
New York State Education Department  
Room 5B28 Cultural Education Center  
Albany, New York 12230  
(518) 474-5851 Fax: 486-2175  
jgrinage@higher.nysed.gov

**NORTH CAROLINA (G)**

Mrs. Molly Corbett Broad  
President  
University of North Carolina  
General Administration, P. O. Box 2688  
Chapel Hill, North Carolina 27515-2688  
(919) 962-1000 Fax: 962-2751  
mbroad@ga.unc.edu

**NORTH DAKOTA (G)**

Mr. Larry Isaak  
Chancellor  
North Dakota University System  
600 East Boulevard  
Bismarck, North Dakota 58505  
(701) 328-2962 Fax: 328-2961  
lisaak@prairie.nodak.edu

**OHIO (C)**

Dr. Roderick G. W. Chu  
Chancellor  
Ohio Board of Regents  
30 East Broad Street, 36th Floor  
Columbus, Ohio 43266-0417  
(614) 466-0887 Fax: 466-5866  
chancell@summit.bor.ohio.gov

**OKLAHOMA (C)**

Dr. Hans Brisch  
Chancellor  
State Regents for Higher Education  
500 Education Building, Capitol Complex  
Oklahoma City, Oklahoma 73105  
(405) 524-9120 Fax: 524-9235  
hbrisch@osrhe.edu

**OREGON (G)**

Dr. Joseph W. Cox  
Chancellor  
State System of Higher Education  
P. O. Box 3175  
Eugene, Oregon 97403-1075  
(541) 346-5700 Fax: 346-5764  
Joseph\_Cox@sch.osshe.edu

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\*Joint membership  
(C) = Coordinating board  
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## **PENNSYLVANIA\***

Dr. James H. McCormick (G)  
Chancellor  
State System of Higher Education  
2986 North Second Street  
Harrisburg, Pennsylvania 17110  
(717) 720-4010 Fax: 720-4011  
jmccormi@mailgate.sshechan.edu

Dr. Michael B. Poliakoff (C)  
Deputy Secretary for Postsecondary  
and Higher Education  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, Pennsylvania 17126-0333  
(717) 787-5041 Fax: 783-5420  
00postse@psupen.psu.edu

## **PUERTO RICO (G)**

Dr. Sandra Espada-Santos  
Secretary  
Council on Higher Education  
P.O. Box 19900  
San Juan, Puerto Rico 00910-1900  
(809) 724-7100 x2045 Fax: 725-2830

## **RHODE ISLAND (G)**

Mr. Stephen T. Hulbert  
Commissioner of Higher Education  
Office of Higher Education  
301 Promenade Street  
Providence, Rhode Island 02908  
(401) 277-6560 x102 Fax: 277-2545  
shulbert@uriacc.uri.edu

## **SOUTH CAROLINA (C)**

Dr. Rayburn Barton  
Executive Director  
Commission on Higher Education  
1333 Main Street, Suite 200  
Columbia, South Carolina 29201  
(803) 737-2276 Fax: 737-2297  
rbarton@che400.state.sc.us

## **SOUTH DAKOTA (G)**

Mr. Robert T. "Tad" Perry  
Executive Director  
Board of Regents  
207 East Capitol Avenue  
Pierre, South Dakota 57501-3159  
(605) 773-3455 Fax: 773-5320  
tadp@bor.state.sd.us

## **TENNESSEE (C)**

Dr. Richard G. Rhoda  
Interim Executive Director  
Tennessee Higher Education Commission  
404 James Robertson Parkway  
Parkway Towers, Suite 1900  
Nashville, Tennessee 37219-5380  
(615) 741-7562 Fax: 741-6230  
rrhoda@mail.state.tn.us

## **TEXAS (C)**

Dr. Don W. Brown  
Commissioner  
Texas Higher Education Coordinating Board  
P. O. Box 12788, Capitol Station  
Austin, Texas 78711  
(512) 483-6101 Fax: 483-6127  
brown@the.cb.state.tx.us

\*Joint membership

(C) = Coordinating board

(G) = Governing board

## UTAH (G)

Dr. Cecelia H. Foxley  
Commissioner of Higher Education  
Utah System of Higher Education  
355 West North Temple  
3 Triad Center, Suite 550  
Salt Lake City, Utah 84180-1205  
(801) 321-7103 Fax: 321-7199  
cfoxley@utahsbr.edu

## VERMONT\*

Dr. Charles I. Bunting (G)  
Chancellor  
Vermont State Colleges  
P. O. Box 359  
Waterbury, Vermont 05676  
(802) 241-2533 Fax: 241-3369  
buntingc@quark.vsc.edu

Dr. Judith Ramaley (G)  
President  
University of Vermont  
85 South Prospect Street  
Burlington, Vermont 05404  
(802) 656-3186 Fax: 656-1363  
jramaley@zoo.uvm.edu

## VIRGINIA (C)

Dr. J. Michael Mullen  
Acting Director  
State Council of Higher Education  
101 North 14th Street  
Richmond, Virginia 23219  
(804) 225-2600 Fax: 225-2604  
mullen@schev.edu

## WASHINGTON (C)

Dr. Marcus Gaspard  
Executive Director  
Higher Education Coordinating Board  
917 Lakeridge Way, P.O. Box 43430  
Olympia, Washington 98504-3430  
(360) 753-7810 Fax: 753-7808  
marcg@hecb.wa.gov

## WEST VIRGINIA\*

Dr. Clifford Trump (G)  
Chancellor  
State College System of West Virginia  
1018 Kanawha Boulevard, East Suite 700  
Charleston, West Virginia 25301  
(304) 558-0699 Fax: 558-1011  
trump@scusco.wvnet.edu

Dr. Charles W. Manning (G)  
Chancellor  
University of West Virginia System  
1018 Kanawha Boulevard, East, Suite 700  
Charleston, West Virginia 25301  
(304) 558-2736 Fax: 558-3264  
manning@wvnsus.wvnet.edu

## WISCONSIN (G)

Dr. Katharine C. Lyall  
President  
University of Wisconsin System  
1700 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706  
(608) 262-2321 Fax: 262-3985  
klyall@ccmail.uwsa.edu

\*Joint membership  
(C) = Coordinating board  
(G) = Governing board

## WYOMING (C)

Dr. Thomas Henry  
Executive Director  
Wyoming Community College Commission  
2020 Carey Avenue, 8th Floor  
Cheyenne, Wyoming 82002  
(307) 777-7763 Fax: 777-6567  
thenry@antelope.wcc.edu

## SHEEO HEADQUARTERS

Dr. James R. Mingle  
Executive Director  
State Higher Education  
Executive Officers  
707 Seventeenth Street, Suite 2700  
Denver, Colorado 80202-3427  
(303) 299-3685 Fax: 296-8332  
jmingle@sheeo.org

## SHEEO/NCES COMMUNICATION NETWORK

Ms. Melodie E. Christal  
Director  
SHEEO/NCES Communication Network  
707 Seventeenth Street, Suite 2700  
Denver, Colorado 80202-3427  
(303) 299-3688 Fax: 296-8332  
mchristal@sheeo.org

## REGIONAL COMPACTS

Dr. David Murphy  
President  
Midwestern Higher Education Commission  
1300 South Second Street, Suite 130  
Minneapolis, Minnesota 55454  
(612) 626-8288 Fax: 626-8290  
murph038@tc.umn.edu

Dr. John C. Hoy  
President  
New England Board of Higher Education  
45 Temple Place  
Boston, Massachusetts 02111  
(617) 357-9260 x100 Fax: 338-1577  
nebhe@nebhe.org

Mr. Mark Musick  
President  
Southern Regional Education Board  
592 Tenth Street, NW  
Atlanta, Georgia 30318-5790  
(404) 875-9211 x211 Fax: 872-1477  
mark.musick@sreb.org

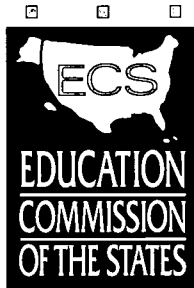
Dr. Richard Jonsen  
President  
Western Interstate Commission for  
Higher Education  
P. O. Box 9752  
Boulder, Colorado 80301-9752  
(303) 541-0205 Fax: 541-0291  
DickJonsen@wiche.edu

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(C) = Coordinating board

(G) = Governing board



Education Commission of the States  
707 17th Street, Suite 2700  
Denver, Colorado 80202-3427  
303-299-3600  
FAX: 303-296-8332  
e-mail: [ecs@ecs.org](mailto:ecs@ecs.org)  
<http://www.ecs.org>



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*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



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