

**University of Illinois
Urbana-Champaign Senate
Final Information**

HE.01.03 Report on the IBHE Faculty Advisory Committee Meeting, November 3, 2000

The Committee met at Robert Morris College in Chicago. The focus of the meeting was the development of committees to address several issues. In addition, there was an extended presentation on part-time faculty issues.

Robert Morris College President Michael Violit welcomed the group. He listed four concerns that need to be addressed in Illinois higher education. Some areas of the state are under-served, yet there is a crowding of colleges offering the same programs in other areas. He noted profit-making institutions would not serve those areas where they could not make a profit. Incentives are needed to encourage institutions to serve some areas of the state. Second, some institutions are not following their own mission statements in undertaking things not within their mission statement. Three, distance learning may demand more, not less, faculty and staff and may cause a loss of emphasis on quality. Fourth, part-time faculty often contribute great value when practitioners bring their expertise and real-world experience into classrooms. Other part-timers are exploited like slave labor.

Following extensive discussion, five committees were identified to deal with issues before the Faculty Advisory Committee. (Many issues cut across committee lines.) The Budget Committee concerns include improvement of benefits, more support for higher education generally, the concern that some building projects are not focused on instructional and student needs.

The Quality of Education Committee concerns include issues relative to the Illinois Articulation Agreement; the granting of dual credit at both the college and high school level for the same course taught at the high school by high school teachers (or at colleges); and part-time faculty, including review of a previous report. The most significant focus is on assessing educational quality in such areas as logical reasoning ability, communication skills, ability to work with diverse individuals in teams, etc. by means other than multiple choice tests. The group will build on a report drafted last June.

The Faculty Governance Committee concerns include faculty workloads; appropriate factors in the tenure decisions; how to be active politically in furthering the higher education goals; and developing a more rapid response rate for faculty decisions.

The Technology Committee concerns include the issue of incentives for faculty to become more involved in and knowledgeable about the capabilities of technology in education and protecting the quality of the educational experience in distance learning.

The Access Committee is new this year. It will focus on issues of access interpreted broadly: adequacy of preparation for college; access for the poor and for minorities (the political focus

recently has been on the middle-class not those in poverty); and mentoring and pre-college programs to encourage students to enter higher education.

The discussion of part-time faculty opened with a video, *Degrees of Shame*, which focused on concerns of part-timers. This was followed by a three-person panel that discussed the issue of part-timers at community colleges and at four-year institutions. Private institutions and research university use of part-timers was largely ignored. Unionization of part-timers was given emphasis as a means of resolving issues such as the need for benefits, academic freedom, participation in course planning and textbook selection, and appropriate pay scales and career ladders. Another stress was that part-timers should receive pay equal to that of full-time faculty for the same amount of work. There was concern about employment of people for many years, 20 or more for example, with no assurance of continued employment and with the threat of termination if they anger the employer. The exploitation of individuals in basic required courses was noted, as was a lack of supervision, evaluation, mentoring of those individuals.

After lunch, individuals choose the committee of their choice for the year. The committees then met to begin planning their work for the year. I will chair the Quality of Education Committee.

Ken Andersen,
UIUC Representative to the IBHE Faculty Advisory Committee

Note: the IBHE web site is: <http://www.ibhe.il.us/>

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Our former President, Stanley O. Ikenberry, President of the American Council on Education, gave the David Dodds Henry Lecture at UIC on Thursday, November 2. He focused on three concerns: access to higher education, strategic issues confronting higher education, and the issue of who will make the decisions relative to higher education. In terms of strategic issues he noted that the cost of remaining at the cutting edge is growing every year. This means some disciplines may be given emphasis and others not. The risks are increasing if the choices and consequent investment in resources are not wise. The ties between higher education and external groups including corporations are growing. We are in an era in which "knowledge is power and has economic value." This leads to the question, "Who will make the decisions for higher education?" Historically, the goal of higher education has been to provide some insulation from the dictates of the external world in terms of the undergraduate curriculum, establishing academic standards, protecting academic freedom, choice of research areas, etc. Examples of the "market" calling the shots are evident in collegiate football and basketball with the need to fill TV programming slots and in enrollment managers determining who is admitted to college.

The presentation, respondent's comments, and material from the forum period will be published. I was struck by the degree to which President Ikenberry's comments foreshadowed the emphasis in the FAC discussion the following day.