

HE.01.07  
April 23, 2001

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

**HE.01.07 Report on the IBHE Faculty Advisory Committee Meeting, March 30, 2001**

President Donald Spenser welcomed the FAC to Western Illinois University. He noted that Illinois has the second highest outflow of college students to other states, the average age of residents is rising more rapidly than the national average, and we have a very large number of small towns. We could hold more of our young people by keeping them here for their education. We need to increase the number of students completing their degree programs. Western freezes tuition, fees, board and rooms for four years at the entering level for continuously enrolled students on track to graduate in four years. He urged adoption of a more decentralized approach in higher education rather than a hierarchical one. He believes our technological systems work well but our Illinois "people systems" do not. Responding to a question about the rapid turnover of university presidents, he said it was harmful to keep shifting priorities as each president brings in new priorities before the old ones are institutionalized or accomplished.

**FY 2002 and 2003 Budgets:** Debra Smitley, IBHE Deputy Director of Budgets and Administration teleconferenced with the FAC. The March 29 House Appropriations Committee hearings were cordial. Questions focused on teacher education, anticipated elementary and secondary teacher shortages, advanced placement course availability and minimally on the capital budget. The April 3 Senate Appropriations hearings will be more focused. IBHE has been working with that committee's staff for six weeks. She anticipates questions on teacher preparation, alternative teacher education programs (much interest in alternate certification programs), use of 3+1+1 funds, deferred maintenance and the capital budget. (Certain projects IBHE recommended were not recommended by the Governor.) She expects this session to run later than in 2000 with no indication of the outcome until the end of session. She does not anticipate major problems—always some changes—expecting the Governor's recommendations to go to the General Assembly largely unchanged in committee. While about \$10M shy of the IBHE recommendations, the Governor recommended a 5.3% increase for higher education, fully funding the amounts for critical faculty and program enhancement. The Governor cut library, adult education and utility increases. The Monetary Award Program was cut \$2.5M with increased funds in the federal Pell Grants Program filling in that amount. Regarding the need for better teachers and to retain teachers she noted the legislature is focused on the problem, not solutions to the problem.

A number of studies are under way or being mounted that will impact the 2003 budget including a study of capital facilities needs. Hence, the "Budget Context Statement" to be discussed at the April IBHE meeting (action in June) is not as precise as in previous years. The Statement will emphasize the goals of the "Illinois Commitment." Emphases on retaining and increasing faculty and staff, meeting enrollment increases, addressing critical workplace shortages, and the 3+2+1 program will be maintained. (Data on the impact of FY01's 3+2+1 is not yet available.)

**Business Meeting:** IBHE liaison Doug Day reported on the forthcoming statement on access and diversity. Not yet completed, it will be mailed separately to the IBHE for its April 10 meeting. (The issues addressed in the report were summarized in a report on the FAC to the Senate last fall.) Key is the growing view of families and pre-college students that a college education is now a necessary preparation for a job. This has major implications for improving the quality/rigor of high school preparation, improved counseling and the necessity of colleges accommodating larger numbers of students. The report will contain recommendations, not proposals for legislative action. (Because the IBHE has not received the report, the specific recommendations cannot be reported although outlined on a confidential basis to the FAC. The FAC will develop a response at its next meeting and the recommendations reported to the Senate thereafter.)

An IBHE Committee will be formed to supervise the conduct of the legislatively mandated survey of non-tenure track faculty. The FAC statement relative to the survey was transmitted to the IBHE as part of the item calling for the committee's formation. The chair of the FAC Subcommittee on Educational Quality will serve on the working committee to develop the survey instrument.

**Two reports to be forwarded to the IBHE were adopted.** The first by the Budget Subcommittee dealt with the initial draft of the IBHE's Budget Context Statement for FY 2003. The report voiced strong support for the 3+1+1 and new 3+2+1 formulas to attract and retain staff, and urged continuance until parity with peer groups is reached. It noted that required internal reallocations had caused funds to be shifted from libraries, travel funds, and other needs, and raised the possibility of eliminating this feature in the future. It urged improvements in benefits to aid in recruitment and retention, improved compensation for non-tenure track part-time and full-time faculty, and endorsed the IBHE's proposed comprehensive study of facility needs and priorities. It stressed the need for increased funding to meet rising on-campus enrollments to ensure availability of courses to facilitate degree completions and increased funding to meet the costs of distance education, including funds to assure quality faculty teaching those courses.

A statement from the Subcommittee on Dual-Credit dealt with the increasing use of dual credit practices allowing high school students to earn both high school and college credit for a single course taught at the high school. The statement set forth 6 standards to be met:

1. teachers meet or exceed the qualifications of the college's own faculty;
2. courses meet the objectives defined in the master syllabus and described in the Illinois Articulation Initiative;
3. students meet all course prerequisites;
4. colleges insure the quality is similar to that of their other courses;
5. current, college-level material is used in the course;
6. collegiate concepts of academic freedom are applied. (Designed to ensure use of college-level material that might not be seen as age-appropriate for younger high school students.)

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