EDUCATIONAL COOPERATION

UI, Swedish universities sign agreement

Letter of intent essentially calls for formation of an alliance

By CHRISTINE DES GARENNES cgarenne@news-gazette.com

URBANA — University of Illinois officials and leaders from three of Sweden's leading universities signed an agreement Thursday that calls for continued cooperation among the institutions in research, education and civic programs.

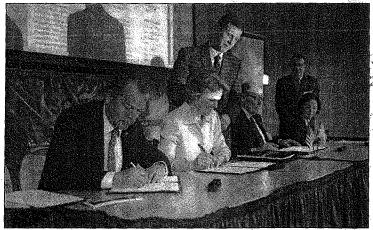
The letter of intent essentially calls for the universities to form an alliance and it sets forth a series of desired outcomes, such as increased collaboration, said Tim Barnes, director of the Illinois Strategic International Partnerships in the Office of the Associate Provost for International Affairs.

In addition to Urbana Chancellor Phyllis Wise, those signing the agreement included Harriet Wallberg-Henriksson, president of Karolinska Institutet; Peter Gudmundson, president of KTH Royal Institute of Technology; and Kare Bremer, vice chancellor of Stockholm University.

The UI has been working with the technical institute and Stockholm University in recent years and had been exploring a similar partnership with Karolinska Institutet, a medical school, Barnes said. The UI sponsored a summit this week and about 30 education and civic leaders from Sweden and the U.S. attended.

The Urbana campus has about 350 active "institutional linkages" with other colleges and universities around the world. Most focus on collaborations and projects between individual faculty members or researchers, Barnes said.

INSPIRE, the Illinois-Sweden Program for Educational and Research Exchange, is more of a "comprehensive"



Darrell Hoemann/The News-Gazette

Signing a letter of intent to participate in a cooperative agreement at the Illini Union on Thursday were, from left, Peter Gudmundson, president of KTH Royal Institute of Technology; Harriet Wallberg-Henriksson, president of Karolinska Institutet; Kare Bremer, vice chancellor of Stockholm University; and University of Illinois Urbana Chancellor Phyllis Wise. At back are UI faculty member Harry Dankowicz, assisting, and Tim Barnes, director, Illinois Strategic International Partnerships, far right.

strategic partnership," l said.

Student exchanges, including a student competition on "Innovation for Smart Cities," are planned, as well as joint lectures in topics such as urban planning and computing. This summer, a co-taught, Illinois and KTH course will take place in Stockholm and in the Arctic, looking at environ-

ment and society in the changing Arctic.

In addition to partnerships among the universities, the program envisions collaborations between the city and surrounding area of Stockholm with the state of Illinois, in topics such as high-speed rail, sustainability and public health.

More information: www.inspire.illinois.edu.

UI to test new emergency plan over summer

"There were 300 of us but only one major exit and two side exits. I don't know whether everyone could have gotten out soon enough if there really had been an emergency."

> OLIVIA ALTMAYER, freshman in LAS

BY AIXIN LI

CONTRIBUTING WRITER

The University is testing a new system called the "Emergency Response Recommendation" this summer with assistance from the College of Liberal Arts and Sciences.

This trial program will be tested to ensure that students and instructors are familiar with their classrooms and buildings, and that they know how to cope during real emergencies.

Lt. Todd Short of the University police said he wants to ensure that students and faculty are aware of emergency procedures.

"Eventually we want to make sure that every student and every faculty member in every classroom on campus takes a couple

of extra seconds to familiarize themselves with the emergency exit locations and how to evacuate, whatever room they are in," Short said.

This summer, some courses will pilot a new emergency response plan. Instructors will receive a one-page document about how to evacuate their classroom, the nearest shelters and safe places to hide during an attack, Short said.

"Recommendations (in the program) are sound based upon nationally recognized response recommendations to emergencies," said Craig Grant, associate director of Campus Code Compliance and Fire Safety. "This is may be the best opportunity we can see to help inform our students of things they should do in

an emergency."

Grant, who will operate this system with Short, said instructors may distribute these documents to their students on the first day of class, but the University still needs approval and support from faculty members. A couple of representatives, including students and instructors, will be picked out to evaluate this system at the end of the summer.

"Once we have that (support) we hope that we will have enough input to show that this is doable, and if it is doable then we can address other concerns and try to get this rolled out so then it would be offered at the first session of each course offered on campus in each semester," Grant said.

Some students expressed a

desire for more guidance regarding emergency safety. Olivia Altmayer, freshman in LAS, said she expects the University to give students more practical guidance regarding public safety in programs or workshops. She said she was concerned about the safety in her computer science class.

"There were 300 of us but only one major exit and two side exits," she said. "I don't know whether everyone could have gotten out soon enough if there really had been an emergency."

When asked about her opinion towards the new system that is coming out this summer, Altmayer said she thinks that it might be effective because a document handed out by the professor may grab everyone's attention.

Inquiring minds want to know about Quinn's teacher pension reform



ERIC ZORN

Q: Why should I care about teacher pensions if I'm not a teacher?

A: Because even though Illinois is putting \$2.4 billion into the Teachers' Retirement System this year, that system still accounts for more than half of the state's estimated \$83 billion in unfunded pension liabilities. And because a major change for TRS is a controversial element of the ambitious pension stabilization plan recently announced by Gov. Pat Quinn.

Q: What's the change?

A: It would require suburban and downstate school districts as well as state universities and colleges - to cover what you might think of as the "employer's share" of funding future pensions going forward, about 81/2 percent of the salaries of their unionized

Q: Who pays that share

A: You, for the most part. And me. All of us who pay taxes in Illinois. The local districts chip in just a little more than half a percent. The teachers then pay 9.4 percent of their salaries into the pension fund.

Q: That's a big bite.

A: It is. And quite a bit larger than the 6.2 percent of income up to \$110,100 that most of us kick into Social Security, a system in which our teachers don't participate. But the payoff can also be

Q: But didn't I read that the average teacher pension in Illinois is about \$45,000 a year?

A: Yes. And though that's more than three times the average annual Social Security benefit, it's a misleading figure. It includes those who retired long ago and those who didn't work full careers of at least 35 years, the period of service required to collect a full pension for those hired before Jan. 1, 2011.

Q: What is a full pension for a teacher?

A: Seventy-five percent of the average salary in the four highest consecutive years in the last 10 years of teaching, with 3 percent compounded annual raises

Q: So what are those retirees collecting these days?

A: Neither TRS nor the Illinois Education Association, a union group, does that calculation. But the Illinois Policy Institute, a conservative think tank, estimated it at roughly \$65,000 in

Q: No wonder the system is in such trouble!

A: TRS officials say no. The

reason they're so underfunded is that over the years the state has failed to make some \$15 billion in scheduled contributions, preferring to spend that money on more urgent needs and hoping investment returns would ultimately make up the difference.

Q: How does Gov. Quinn's proposed change - shifting the burden going forward onto the districts - fix that?

A: Slowly. The idea is that suburban and downstate districts have been insulated from the true, full costs of the contractual raises they've given teachers because they've fobbed the associated pension costs onto the state. Having to bear that true, full cost will impose fiscal discipline and result, down the line, in significant savings.

Senate President John Cullerton, D-Chicago, who has long backed this idea, points out that 36 states require school units to cover the costs of their pensions.

Q: Why just suburban and downstate districts? What about Chicago?

A: Chicago has its own, largely self-funded teacher pension program. And one of the blatant and little-known inequities Quinn and Cullerton hope to

correct during pension reform is that Chicago taxpayers pay their fair share of that \$2.4 billion for downstate and suburban teacher pensions, while downstate and suburban taxpayers contribute almost nothing for Chicago teacher pensions.

Q: Indefensible!

A: Indeed. But some suburban and downstate lawmakers, as well as Cinda Klickna, president of the Illinois Education Association, fear that the cost of fairness here will be either dramatic cuts in cash-strapped districts, increases in property taxes to cover the additional costs or both.

Q: Don't they have a point?

A: Gov. Quinn emphatically says no - that his plan is to phase in the changes, which will include higher contributions from teachers and a higher retirement age, and that the districts will ultimately come out even or a little bit ahead.

O: Do you believe him?

A: I'd like to see his math (his office is still working up the actual numbers), but even if he's wrong, fairness is always the right answer.

Continue the discussion at chicagotribune.com/zorn

Springfield turns fall ballot into tug of war

Parties maneuver to get rival issues in front of voters

By RAY LONG AND ALISSA GROENINGER Tribune reporters

SPRINGFIELD — As Democrats and Republicans seek political advantage ahead of the November election, an emerging front is the battle over what referendum questions will appear on the statewide ballot this fall.

The Democrats want to ask voters if it should be tougher to increase pension benefits for government employees and if the state should strengthen protections for crime victims. Republicans think voters should decide whether to raise the bar on state income or sales tax increases and to weigh in on combining the offices of treasurer and comptroller.

For practical purposes, there's room for a maximum of three questions. Democrats — who run the show in Springfield — have the upper hand at securing those slots, and Republicans are crying foul.

At the forefront is House

At the forefront is House Speaker Michael Madigan, a Southwest Side Democrat now in his fifth decade at the Capitol and long known for thinking several

Please turn to Page 11

Springfield caught in tug of war over fall ballot

Continued from Page 1

moves ahead.

The speaker is pushing his own plan to require three-fifths votes by state and local governments to approve sweeter public pension benefits. His daughter, Democratic Attorney General Lisa Madigan, is advocating a bill of rights to keep crime victims better informed and to give them a bigger role in criminal hearings.

Both proposals represent political trick bags for Republicans, who don't want to appear unsympathetic to crime victims or supportive of keeping the status quo on pensions for government workers. Yet helping Democrats put those measures on the ballot means there's less room for the questions Republicans want voters to consider.

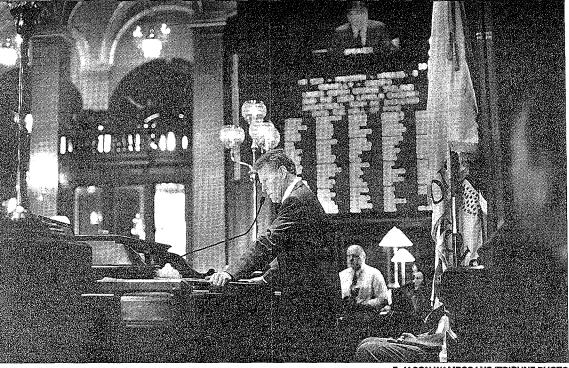
That dynamic, combined with House Democrats' reluctance so far to allow a vote on Republican proposals for the fall ballot, led to a pointed accusation Thursday.

"I think this is a sham," said Sen. Bill Brady, a Bloomington Republican who lost the race for governor in 2010.

Speaker Madigan's spokesman Steve Brown dismissed Brady's criticism, saying Republicans are looking for "political boogeymen."

Illinois is decidedly unlike California, where voters routinely are asked to weigh in on hot button issues. Illinois' setup makes it very difficult for advocacy groups to put questions before voters, and the General Assembly requires a three-fifths vote in the House and Senate to land referendum measures on the ballot.

It's not often that either political party has control of threefifths of both chambers, so Illinois voters historically haven't faced a lot of binding statewide refer-



E. JASON WAMBSGANS/TRIBUNE PHOTO

Democratic House Speaker Michael Madigan is pushing a ballot measure to make it harder to boost government pensions. But his party has been reluctant to allow a vote on House GOP proposals for the fall ballot.

endum questions from the legislature. Since the Illinois Constitution took effect in 1970, voters have been asked 20 questions, according to election officials. Most recently, voters in 2010 approved a limited recall of governors, inspired by the impeachment of Democratic Gov. Rod Blagojevich, now in federal prison for corruption.

Kent Redfield, who teaches political science at the University of Illinois at Springfield, said legislative majorities of both parties have used the limits on the constitutional amendments to "advance their agenda and to avoid taking up proposals by the minority."

"If you already filled the available number of slots," Redfield said, "then you can say: 'Well, that's a good idea, but there's no more room on the ballot. It's just going to have to wait."

The push and pull on ballot questions arises every two years before big elections. This time, the issue takes on an added political dimension because both parties are scrambling for an extra edge in a year when all lawmakers are running in newly drawn districts.

Lawmakers are rushing to approve referendum questions ahead of a May 7 deadline. For House Republicans, that means getting in front of voters a proposed constitutional amendment

to require a three-fifths vote by the House and Senate on tax increases instead of a simple majority.

Last week, Speaker Madigan was able to get his pension referendum question easily approved. Within minutes, House Republicans were shot down by a Democratic procedural maneuver when they tried to get a vote on the tax hike measure.

Though Republicans have long wanted a higher bar for tax increases, they also would like another reason to remind voters this fall that it was Democrats alone who voted for last year's 67 percent increase in the state income tax rate. Putting the issue on voters' minds at the polling place

would accomplish that. Democrats have little interest in that happening as they try to keep control of the House and Senate.

The other GOP referendum push is the long-simmering idea to combine the offices of comptroller and treasurer to save money. Comptroller Judy Baar Topinka and Treasurer Dan Rutherford, both Republicans, are for it.

On Thursday, House Republicans were prepared to argue for a vote on the issue, but House Democrats adjourned before they had a chance.

Brady, the Republican state senator who supports putting the question before voters this fall, blamed Speaker Madigan.

"The people of Illinois, I think, deserve to have a vote on whether or not those offices are combined and we save multiple millions of dollars," Brady said. The speaker is "obviously against it and thinks he's got the power to block it."

Brown, Madigan's spokesman, fired back.

"The proponents have totally really failed to document these alleged savings, so for that reason, there's all kinds of objections to moving that amendment along," said Brown, who noted that even if the two Madigan-backed amendments pass, there's still "a third spot if the proponents could defend their position a little bit better."

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See Tribune coverage of politics, from City Hall to the Statehouse in Springfield.

The News-Gazette April 27, 2012

Gymnastics coach deserves big raise

There is irony to the following observations.

Ron Zook was paid \$1.6 million annually to bring us losing football teams. It cost the University of Illinois Division of Intercollegiate Athletics another \$2.6 million to buy out his contract. He was replaced by Tim Beckman from the University of Toledo, who has yet to prove himself in the big leagues, at an annual salary of \$1.6 million.

Bruce Weber was paid \$1.5 million annually to bring us basketball teams whose performance declined during his tenure

It cost the athletic department another \$3.9 million to buy out his contract. He was replaced by John Groce from Ohio University, who also has yet to prove himself in the big time, at an annual salary of \$1.4 million.

These salaries do not include generous perks.

Then we have a young coach, Justin Spring, who just brought the university an NCAA championship in men's gymnastics.

Spring, an NCAA champion while a UI student, was a member of the U.S men's national team and a bronze medalist in men's gymnastics in the 2008 Olympic Games. He has been thrice named Big Ten men's gymnastics coach of the year as he led the men's team to three of its last four consecutive Big Ten championships. All this occurred in his first three years as head coach.

What does the Athletic Director Mike Thomas lavish on Spring?

Only a small fraction of what he pays Beckman and Groce. Thomas should be embarrassed. But I doubt that he is.

STEPHEN K. FARRAND Seymour

UB REPORTER

LAST UPDATED: Thursday, April 26, 2012

NEWS

McCombe, Fatta to receive President's Medal at general commencement



President Satish K. Tripathi will deliver remarks and confer degrees at UB's general commencement ceremony on May 13. Photo: STEVE MORSE

By SUE WUETCHER
Published: April 26, 2012

Interim Provost Bruce McCombe and Angelo Fatta, chairman of the UB Foundation's board of directors, will receive the UB President's Medal in recognition of extraordinary service to the university at UB's 166th general commencement ceremony, to take place at 10 a.m. May 13 in Alumni Arena, North Campus.

During the ceremony, SUNY honorary doctorates will be presented to Paula Allen-Meares, BS '69, chancellor of the University of Illinois at Chicago, and Ronald H. Coase, Nobel laureate and Clifton R. Musser Professor Emeritus of Economics at the University of Chicago Law School.



Winning Boosts (Athletic) Giving

April 27, 2012 - 3:00am By Allie Grasgreen

CHAPEL HILL, N.C. -- Administrators often brush off critics who say intercollegiate athletics detract. from a university's educational mission by countering with the claim that successful sports teams bring more attention to the institution, and in turn more donations.

While some research has identified a positive relationship between athletic success and fundraising (and some has found no link at all), less explored is where those donors are sending their money -and if the findings of one new study hold up, university presidents might have a tougher time making that argument in the future.

The research, presented here last week at the annual conference of the College Sport Research Institute at the University of North Carolina at Chapel Hill, again linked athletic success to increased donations -- donations to athletic programs, that is.

And the researchers found that those increased athletic donations come at the expense of academic ones -- calling into question the assertion that athletic success is inherently financially beneficial to an institution's academic endeavors.

Gi-Yong Koo, a University of Arkansas doctoral student in sport management, and Stephen W. Dittmore, an assistant professor of recreation and sport management there, examined data from 2000-2009 at 29 institutions in the National Collegiate Athletic Association's Football Bowl Subdivision. Koo hopes to have completed his analysis of all 120 FBS institutions within the next couple of months.

Koo and Dittmore looked at how the winning percentage of each college's football and men's basketball teams related to annual academic contributions, and, separately, to annual athletic contributions. They also examined the relationship between both types of contributions. The study used a random effects model to account for institutional differences.

David Clough, president of the Faculty Athletics Representatives Association and a FAR at the University of Colorado at Boulder, said he was "encouraged" to see researchers delving into this issue.

"The question of whether intercollegiate athletics affects private giving to institutions has been around as long as I can remember, as a faculty member," Clough said in an e-mail. "One naïve stance that some faculty are known to take is that giving can be readily converted; in other words, private donations to athletics can be redirected to academic ends. As development officers well know, donors have their comfort zone, whether it be a particular academic department, a specific academic program, or an athletics team, and redirection is not readily accomplished."

All athletics-related variables that Koo and Dittmore looked at (football and basketball winning percentages, and athletic giving) were negatively associated with academic giving, while the opposite was true for non-athletic variables such as school ranking and personal income.

A rise in athletic giving equals a decrease in academic operating dollars (academic giving minus deferred gifts), the researchers say, indicating that athletic giving crowds out academic giving.

For every \$1 increase in athletic giving, the current operating dollars restricted to academic purposes decreased by \$1.40.

Amy Perko, executive director of the Knight Commission on Intercollegiate Athletics, contrasted the findings with a 2009 survey of FBS presidents that her organization conducted.

"[That survey] found that a majority of presidents 'do not view fund-raising for athletics and academics as a zero-sum game, in which financial gains for athletics programs are made at the expense of the academic side of the house,' "Perko said in an e-mail. "This study suggests that view should be reexamined empirically."

The impact of successful programs also depends on the sport. While higher football winning percentages were associated with less academic giving, the researchers found no evidence that basketball winning percentage directly affected academic giving in any direction. But both percentages were "powerful determinants" in driving athletic giving higher.

For every 1-percentage-point increase in football winning percentage, the current operating dollars restricted to athletic purposes increased by approximately \$6.7 million, while a 1-percent rise in basketball translated to an \$8 million increase.

Yet for every percentage-point increase in winning for football, academic operating dollars decreased by about \$16.4 million.

Clough also pointed out that an institution's own priorities could have an impact on the findings as well.

"One important question that is, I believe, left out of the investigators' work is the emphasis placed by institutions, or their partner foundations, on fund-raising in different areas," he said. "In other words, what percentage of foundations' operating budgets and personnel is dedicated to fund-raising for athletics versus academics? It is logical that efforts produce results, so one would expect larger athletics fund-raising staffs for programs with more athletics giving."

But Dittmore said it's more complicated than that.

"Literature shows a primary motive to donate to athletics is for tangible benefits such as tickets to athletic contests," he said. "Universities that have highly demanded sports programs may have an easier time raising funds." Further, he added that factors such as capital campaigns for on-campus facilities may have an impact.

Koo hopes that as institutions gain a better understanding of who donates where, why and when, their athletic and academic fund-raising divisions will be able to work better together.

"I believe that the success of intercollegiate athletics has been used as a successful communication tool that increases good publicity and enhances the university profile, which could in turn result in favorable private giving," he said. "However, there has been the lack of efforts to formulate strategies to develop a positive symbiotic relationship between athletics and academics. Although this study is not able to completely explain the complexity of crowding out effects of athletic giving, it is a preliminary step in understanding the association between athletic and academic giving in general."

Read more: http://www.insidehighered.com/news/2012/04/27/athletic-giving-crowds-out-academic-donations-research-finds#ixzz1tFBgZr91

THE CHRONICLE

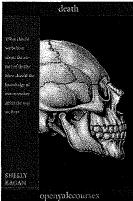
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The Wired Campus

At Yale, Online Lectures Become Lively Books

April 26, 2012, 1:48 pm By Jennifer Howard



The Massachusetts Institute of Technology, Stanford University, and other institutions are old hands now at taking course material from the classroom and lab and putting it online for learners anywhere to use. Yale University may be the

This month, Yale University Press released the first batch of paperbacks based on lecture courses featured in the online-learning program. Priced at \$18 and available in e-format too, the books are meant to expand the audience for the course material even further, according to Diana E.E. Kleiner. A professor of art history and classics at Yale, Ms. Kleiner is the founding project director of Open Yale Courses.

first to reverse the process, using its Open Yale Courses as the basis for an old-fashioned book series.

"It may seem counterintuitive for a digital project to move into books and e-books, because these are a much more conventional way of publishing," she says. But the Open Yale Courses are about "reaching out in every way that we could." That includes posting audio and video versions online (via Yale's Web site, YouTube, and iTunes), and providing transcripts and now book versions of the lectures.

Having transcripts of their lectures to work with gives faculty authors a jump-start. "It was incomparably the easiest book I have ever written," says Shelly Kagan, a Yale professor of philosophy whose lecture course on death has become one of the Open Yale program's most popular offerings. "I just started with the transcripts and treated that as a first draft." The book that resulted, also called *Death*, has already been reviewed in the *Wall Street Journal*.

Other books have taken him 10 years, Mr. Kagan says. This one took only a few months. Talk to him in detail about the process, though, and it's clear he put a lot of fresh labor into the project, in addition to the years of work that went into creating the lectures in the first place

Even very good lectures contain grammatical mistakes, jokes or asides, or physical cues that don't work on the page, and other unfelicities that might distract or annoy a reader. Mr. Kagan polished those away and restructured some of the discussion so that it followed a more logical order. He changed some descriptive details.

He preserved the freewheeling, more personal style he uses in the lecture hall. "Although I changed the setting, and some of the examples, cleaned up the grammar, moved points around, and so forth and so on, I tried very hard to keep the conversational tone from the lectures," he says. "The subject matter is heavy—I am talking about death, after all—but I don't think we have to discuss it in a ponderous, inaccessible, 'academic' fashion."

He doubts he would have turned his lectures on death into a book at all without the transcripts and the feedback from people outside Yale "suggesting there's a hunger for this stuff." Since his lectures went online, he's heard from people all over the world. He's even become a kind of philosopher-guru in China, where volunteers created Mandarin subtitles for his videotaped lectures.

"I've just had the most amazing experiences with it," he says of his participation in Open Yale. "I get e-mails from people in all walks of life, from literally all corners of the globe." Some want to engage him in philosophical debate; others share stories about their own grappling with life-and-death issues. In many cases, "people were striking a deeply personal note," he says. "The whole range of it has been humbling and gratifying."

Laura Davulis, associate editor for history and large digital projects at the Yale press, edits the series. Because the authors are so steeped in their material, and because the idea is to preserve the original spirit of the lectures, "I definitely have a lighter hand" in editing, she says. "My role is really more guidance in terms of how to take material that's spoken and turn it into something that's appropriate for a reading audience but still has that friendliness and accessibility of sitting in a course and listening to the lecture."

The books in the series aren't peer-reviewed as outside manuscripts would normally be, according to Ms. Davulis, but they're approved by the press's acquisitions panel and its faculty committee. Although the series is aimed at readers beyond Yale, it makes for a nice on-campus partnership between Yale's press and the online-education project. "One of the things we wanted to play up was the Yale connection," she says.

To reinforce that, the book jackets feature details from sculptures and other campus artwork. Mr. Kagan's book, for instance, sports the image of a skull from a stained-glass window in the university's Hall of Graduate Studies.

[Image: book jacket of "Death" by Shelly Kagan, Yale University Press, 2012. Used courtesy of Yale University Press.]

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