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Hogan: UIS Tuition Cost Might Be Too High

Posted on October 28, 2011 by WUIS - Your Source for News

UIS might be pricing itself out of the market when it comes to students. That's according to the U of I President Michael Hogan.

He says a long term solution is needed to make sure the Springfield campus continues to grow.

Hogan dropped by the campus Senate on Friday and talked specifically about challenges facing UIS. He points out the numbers of new freshmen students and incoming transfers are flattening out. Hogan says the cost of tuition might be more than what UIS students are willing to pay. His suggestion? It could be time to freeze UIS tuition for 3 or 4 years....

HOGAN "That cuts down on your revenue stream or it could help. More students paying less tuition could still be more overall revenue. So we have to study that issue."

Hogan says UIS has the capacity to handle more students and more financial aid could . He says overall, the university is working to streamline certain clerical functions which can save money. He casts doubt on getting much more from state government and says the U of I system must focus on other fundraising. He wants to see the current amount doubled in a few years.
Hogan adds the U of I is in better shape financially as its been able to accumulate a cash reserve. But he adds there is still concern the state could cut the amount of funding scheduled for this budget year.

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The News-Gazette
November 2, 2011

UNIVERSITY OF ILLINOIS

Chancellor rockets into the blogosphere

By JULIE WURTH
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URBANA — A new University of Illinois blog debuted this week by one of the more notable names on campus: Chancellor Phyllis Wise.

The first installment of "From the Chancellor's Desk" appeared midday Monday and addressed the campus "Listening and Learning" tour she embarked on last week.

Wise said she did not have a blog at the University of Washington, where she was provost and formerly interim president, "but I'm delighted to begin one here." She plans to update it about once a week.

On the Web

■ http://illinois.edu; click on "From the Chancellor's Desk"

"My hope is to provide a place where faculty, students, staff and other stakeholders can go to learn what I'm hearing about why people are passionate about the campus and what we can do to make it even better," she said Tuesday through spokeswoman Robin Kaler.

The blog includes a "virtual inbox" to give people an opportunity to ask questions or offer ideas, Kaler said.

"I do want to hear from you," Wise wrote. "What makes you proud to be here? What do you think the campus does well? What do you think the campus needs to do better?"

It also has an "Around the Campus" section with news developments. This week, among other items, Wise mentioned the appointment of Bob Easter, the former interim chancellor, as interim vice chancellor for research to replace Ravi Iyer, who is returning to the faculty.

"When something important is happening, people will know where to go and know that they can find out what she's thinking, what she's said, very easily in one place," Kaler said.

Monday's main entry described her first stop on the Listening and Learning tour, when she met with faculty in the College of Liberal Arts and Sciences.

"I opened the conversation with these questions: What are our strengths? What made you come to the university and what makes you stay? What should we aspire to be in the next 20 years? What are the challenges we face?" Wise wrote. "The discussion was wonderfully direct, honest, and insightful. I look forward to many more opportunities like this to listen to and learn from you."

She listed the challenges shared by faculty, including budgets and income, a "revolving door of administrators," a lack of support for interdisciplinary programs, the value of humanities research and the retention of underrepresented faculty.

"In the next month, I plan to meet with as many colleges, as well as students, staff and external stakeholders as possible with a focus on learning about our untapped potential and how we can position ourselves for the future," Wise wrote.

The chancellor will share more as the tour progresses and "she's had a chance to synthesize and detect themes," Kaler said.

The Listening and Learning Tour will culminate in a town hall meeting at 4 p.m. Dec. 6 at Krannert Center for the Performing Arts.

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Former student donates $500,000 in honor of UIS professor

By CHRIS DETTRO
The State Journal-Register
Posted Nov 01, 2011 @ 11:00 PM
Last update Nov 02, 2011 @ 06:52 AM

A former student and University of Illinois Springfield employee has donated a half-million dollars to establish a named professorship in honor of her former English professor.

The professorship — the university's first from a graduate honoring a former professor — is the Judith E. Everson Professorship in English. Everson **taught at the university** for 31 years and was a charter faculty member at UIS' predecessor, Sangamon State University.

Everson's former student, Cheryl Peck, who served as director of public relations at UIS from 1992 to 2009, donated $500,000 to establish the endowment fund.

"I first met Judy Everson in a class, 'Literature Between the Wars,'" Peck said. "I was immediately inspired by her energy and enthusiasm and how she skillfully involved the students in discussions about literature."

Peck said she went back to college in midlife during the 1980s.

"That was the beginning of a personal transformation that lasted several years," she said. "She gave me confidence in my ability to succeed academically. I was inspired to make a major career change from journalism to higher education and established a lifelong friendship with Judy now that we're both retired."

Peck worked in journalism at the Decatur Herald & Review in Decatur, her hometown, for 21 years.

Devoted to students

The distinguished professorship serves as a tribute to Everson's gift for teaching, which opened up new worlds of possibility and accomplishment for her students, Peck said.

"Her devotion to her students inspired us to reach beyond our fears as midlife learners and to ask more of ourselves than we had ever thought possible," Peck said.

Peck earned her bachelor's degree in literature in 1986 and master's in English in 1989. She described Everson as an "engaging tour guide" who introduced her to the aristocratic worlds of Wharton and James and made accessible Faulkner's stream-of-consciousness narration, Hemingway's spare writing style and Dreiser's literary naturalism.

Peck said she had other professors who inspired her, but she established the endowment fund in Everson's name "to honor an extraordinary teacher and to benefit future students of English at UIS."

"My hope is they'll be inspired as I was by an exceptional professor who sparks their desire to learn and makes a positive lifelong difference in their lives," Peck said.

Everson, who has remained active on campus since her retirement, said she was surprised and delighted by Peck's gift.

"This is the kind of honor no teacher ever really expects," she said.

"We're often told that when the student is ready, the teacher appears," Everson said. "This was certainly the case many years ago when Cheryl Peck and I had our first meeting of the minds here on campus. If, as she kindly says, I helped to make her a better student, I can return the favor and say that she made me a better professor, which is what superior students always do for their teachers."

31-year local career

Everson came to Springfield in 1970 when Sangamon State University was still under construction. She taught courses in English, history and public speaking until her retirement in 2001. She received the University of Illinois Alumni Association's Distinguished Service Award last year.

Before coming to UIS, Peck was assistant to the chancellor at the Illinois Board of Regents for nearly four years. The BOR was the governing board for SSU, Northern Illinois University and Illinois State University.

Peck's gift counts toward the University of Illinois Foundation's **Brilliant Futures** fundraising campaign, which covers all three U of I campuses. The overall campaign topped its $2.25 billion goal several months early, but UIS remains short of its $28 million goal. About $26.7 million has been raised, according to the most recent figures.

The campaign runs through Dec. 31.

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UIS faculty positions

Chancellor Naomi B. Lynn Distinguished Chair in Lincoln Studies

- Ameren Professorship of Business and Government
- National City Distinguished Professor in Banking and Finance
- Two Louise Hartman Schewe and Karl Schewe Professorships in Liberal Arts and Sciences
- Wepner Distinguished Professorship of Political Science
- Hanson Professional Services Faculty Scholar
- Judith E. Everson Professorship in English (new)

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The News-Gazette
November 2, 2011

NCAA rules must reflect reality

The rules governing college sports are undergoing major changes.

Embarrassed by a series of scandals, the NCAA last week approved a series of rules changes that will further change the face of big-time college sports.

The most significant is a plan to allow conferences, like the Big Ten, to add up to $2,000 in spending money to the scholarships its members award to athletes.

That is not a huge amount of spending money to add to the incidental costs of attendance, but it's high time that the NCAA recognized some of the serious financial challenges some athletes face.

The reality is that many athletes, particularly in the major revenue sports like men's basketball and football, come from impoverished backgrounds and desperately need some extra financial assistance.

There is, however, an element of the haves and have-nots that will come into play here. It may well be that BCS conferences will be able to afford to award the stipends while conferences representing smaller schools may not.

That would be unfortunate. But it's better to solve a problem halfway than not at all.

The NCAA also announced other changes, including allowing conferences to award four-year scholarships rather than renewing them on an annual basis. That rule is aimed at those coaches who revoke a recruited athlete's scholarship because the athlete either has not met expectations or another, more highly valued recruit is available.

Given a series of embarrassing revelations involving high-profile athletic programs at Miami University, Auburn University, Boise State and the University of Connecticut, the NCAA is taking a multi-dimensional approach to discourage misconduct in academics and recruiting. The NCAA also is trying to clarify its Byzantine rule-enforcement process.

No amount of rule writing or clarification is going to end the kind of egregious violations that have been revealed in recent years. But the NCAA deserves credit for encouraging a more financially realistic approach for the athletes themselves as well as requiring that universities take more responsibility for the academics that accompany that athletics.

Chicago Tribune
November 2, 2011

Career Education's chief exec drops out

Board chairman to lead operator of for-profit colleges

By Gregory Karp
Tribune reporter

Saying it was time for "fresh leadership," the board of embattled for-profit college company Career Education Corp. has replaced its chief executive.

Gary McCullough resigned, and the Schaumburg-based company's board appointed Chairman Steven Lesnik, former chairman of the Illinois Board of Higher Education, as president and CEO until it finds a new leader, the company said late Tuesday.

The move comes at a time of great upheaval for Career Education and many of the large U.S. for-profit colleges, which have come under scrutiny by federal regulators. Some have been accused of unethical recruiting practices and not preparing students well for their careers. In recent months, enrollment and the stock price of Career Education have plummeted.

"Given the complexities of the regulatory environment and other issues that have arisen over the last year, CEC is moving towards a new phase, and the board views it as the appropriate time to start the process of putting in place fresh leadership at the CEO level," the company said in a statement.

A company spokesman declined to comment beyond what was in a news release. Asked if McCullough was "fired," the spokesman said, "We didn't say that."

Career Education, which employs about 4,100 workers in the Chicago region, revealed in August that some of its campuses improperly reported statistics about how successful students are at finding jobs after graduation, a metric central to the controversy surrounding the for-profit college industry and a crucial number that students focus on when deciding where to attend school.

Poor job placement is among the issues that have brought scrutiny to Career Education and the for-profit college industry. Others are high-pressure sales tactics, low graduation rates, excessive profit margins and saddling students with crushing debt, often from loans backed by U.S. taxpayers that students default on. Most for-profit colleges have seen enrollments decline recently as they change practices to comply with tougher new regulations linking access to federal aid with students' ability to repay debt.

The scrutiny has affected the share prices of many for-profit colleges. Career Education shares, trading near $35 a share last year, closed Tuesday at $15.95, down 1.1 percent.

The company also reported dismal revenue and profit numbers Tuesday. Operating income was $15.8 million in the third quarter, compared with $39.5 million in the same quarter last year.

Lesnik has served as Career Education board chairman since 2008 and as a member since 2006. He is a visiting lecturer at Northwestern University and a director of the Illinois Math and Science Academy Foundation.

"This is a critical time for Career Education, and we will aggressively implement initiatives to improve our business and drive improvements in our quality and compliance," Lesnik said in a statement.

He also thanked McCullough, who was CEO since March 2007, for his service. "Under his leadership, the management and operations of this company have been both professionalized and improved," he said.

The company said it will be "deliberate and thorough" in looking for a new CEO and will not set a deadline for finding a new leader.

The board also appointed another member, Leslie Thornton, to a newly created position of lead independent director, "to ensure stability in transition to new leadership of the company," the company said.

Career Education runs the American InterContinental University, Le Cordon Bleu North America and Sanford-Brown colleges, among others. It has about 101,700 students enrolled at its colleges.

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Chicago Tribune
November 2, 2011

Nation's Report Card shows mix in Illinois

Reading results stay low, but math sees improvement

BY TARA MALONE
Tribune reporter

One in 3 Illinois grade school students have the skills needed to proficiently read a work of literature or pinpoint the main idea of an expository essay, according to the results of a national exam released Tuesday — a performance that remained virtually unchanged from a decade earlier in grades four and eight.

The plateau seen in Illinois mirrors the trend nationwide as reading scores stagnated while schoolchildren across the state and the nation continued to improve in math and posted the highest scores ever recorded on the exam.

The so-called Nation's Report Card, or National Assessment of Educational Progress, differs from the battery of state exams whose results were released this week in the 2011 Illinois School Report Card.

On the national exam, a third of Illinois eighth-graders were proficient in key skills such as solving an algebraic equation, using ratios, or calculating the radius of a circle, up from a quarter of test-takers in 2000.

In fourth grade, 38 percent of Illinois test-takers scored at least proficiently compared with 22 percent a decade ago.

"The modest increases in NAEP scores are reason for concern as much as optimism," U.S. Education Secretary Arne Duncan, a former Chicago schools chief, said in a statement Tuesday.

Still, the results offer a far different view of student performance than the state standardized tests provide.

Eight of every 10 Illinois grade school students this year passed the Illinois Standards Achievement Test given to students in grades three through eight. The overall passing rates climbed from 61 percent in 2000 to 82 percent this year.

The two exams differ in the standards set for proficiency and the academic skills required to meet them. In Illinois, research shows that students face a lower bar.

A study released in August found the standards for academic proficiency on Illinois' exams for elementary and middle school students equates to the lowest level of achievement in reading and math on the national test.

And while most states had lower targets, Illinois was one of five states whose standards classified as "below basic" in reading and math at both grades four and eight based on the scale used for the nation's report card, according to the report by the National Assessment of Educational Progress.

"It's a different test and our students are not necessarily taught to the standards of that test," said spokeswoman Mary Fergus, with the Illinois State Board of Education. "They are taught to the standards aligned to the Illinois Standards Achievement Tests."

Illinois officials last year approved new academic standards for what every student should know in math and language arts in order to be prepared for college or the workforce when they graduate high school. A new state assessment that aligns with the more rigorous common core standards is expected in 2014.

In Illinois, a representative sample of 9,300 students took the national reading exam, with the same number assessed in math.

Nationwide, more than 380,000 students were assessed in each subject.

Held every two years, the assessments chart the academic progress among a national sample of schoolchildren. Students in public and private schools are tested, but only public school scores are included in the state results.

Illinois fourth-graders posted an average reading score of 219 on the 0-to-500 point scale that was unchanged from 2007. Eighth-grade scores on the reading exam hit 266, up a point from the last exam two years ago and two points ahead of the national average.

In math, the state's fourth- and eighth-grade students improved a point from the last exam to score 239 and 283 respectively.

At both the state and the national level, the math and reading scores reveal persistent gaps between low-income students and their more affluent peers as well as between white and Asian students and their Hispanic and African-American classmates.

In Illinois, the academic divide for reading between Hispanic and white eighth-graders was the only performance gap to significantly narrow since 2003, the results show.

"We're at least moving in the right direction, but not nearly at the pace that our students and our communities need," said Daria Hall, director of K-12 policy development for the Education Trust, an organization that advocates on behalf of at-risk students. "That's the story we can tell about the vast majority of states."

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schools.chicagotribune.com

Check on your school at the Trib's Illinois School Report Card site.

THE CHRONICLE
of Higher Education

Finance

November 1, 2011

Universities Continue to Increase Start-Ups and Commercialization of Research

By Goldie Blumenstyk

Universities' activity in commercializing academic research continued to increase in the 2010 fiscal year, despite the sour economy. Institutions completed more licensing deals with companies than in the previous year while also forming more start-up companies and filing for more patents, according to newly released data from the Association of University Technology Managers.

In total, the 150 or so institutions responding to the annual survey reported licensing and related revenues of just under $1.8-billion, about the same as in 2009.

The number of United States patents issued to universities in 2010 was up markedly, to 4,109, compared with 3,088 the previous year. But universities had little control over that increase, which may reflect changes at the U.S. Patent and Trademark Office.

By contrast, the notable uptick in the number of start-up companies formed around university-owned intellectual property— 613 in 2010, versus 555 the previous year—came as universities faced increasing political pressure to contribute more to economic development and job growth. Even the White House has taken an interest, with President Obama frequently calling on universities to improve their technology-transfer operations while also pledging, as he did last week in a presidential directive to all federal research agencies to work more closely with universities and business to bolster commercialization of government-financed research.

"Clearly there is a lot of interest in start-ups," said William Tucker, executive director of the University of California system's Office of Innovation Alliances and Services. "There is so much overt and covert pressure to do this and we're moving with that tide." The University of California system, which reports data for all 10 of its campuses, formed 75 start-up companies in 2010, 28 more than in the previous year.

'Bridging the Valley of Death'

Traditionally, university start-up companies face a tough path because they are built on early-stage technologies and young companies can have a difficult time attracting the capital they need to develop an idea to a point where it becomes more commercially attractive to investors. That's what folks in the field call "bridging the valley of death." But more universities "are figuring out how to fill that gap a little bit," said Mr. Tucker, by tapping into federal commercialization funds or creating their own internal programs that can provide money to build a prototype or to finance proof-of-concept experiments that wouldn't be appropriate for an academic lab.

One such venture is the $2-million Ignition Fund created by the University of Texas system in 2007, which officials there credit as a key stimulus for the increase in its spinoff companies. The system formed 33 spinoff companies in 2010, up from 22 the previous year. One of those is a company called FibeRio Technology Corporation, which grew out of research at the University of Texas-Pan American that was advanced with an Ignition grant of $50,000 in 2008. It now sells an innovative machine that "spins" materials into nano-size fibers, like a high-tech cotton-candy maker.

Until recently, the creation of a spinoff was "a tool that was underused" at the university, said Bryan T. Allinson, executive director of technology commercialization for the system.

Type your comment here.

In theory, universities' growing use of these "proof of concept" programs should help improve the chances that the increasing number of spinoff companies actually stay in business.

Jack Brittain, vice president for technology-venture development at the University of Utah, where spinoffs have been a high priority, said there's also a risk in not encouraging them. "If you don't get them out there for a market test while you make them perfect, you can love them to death," he said. Utah formed 18 spinoff companies in 2010 and 19 the year before. Mr. Brittain says he'd rather have a 60-percent success rate with more companies than a higher rate with fewer. "You've got to accept that you're going to have failures if you're going to have successes."

And sometimes, the successes are hard to predict. The university reported revenue of $37.5-million in 2010, versus $12.4-million in 2009. A big reason for that increase was its sale of three start-up companies, including one called Key2SafeDriving that sells a device that restricts cellphone activity upon ignition and that Mr. Brittain had at one point thought was "dead in the water."

3 Big Leaders in Revenue

Three institutions accounted for more than a quarter of the total revenue reported: Northwestern University, which reported nearly $180-million in revenue, up nearly $20-million from the previous year; New York University, with $178-million, up $65-million from the previous year; and Columbia University, with $147.2-million, down slightly from its $154.3-million in 2009. (See a related table for more details on the data for the 155 institutions that provided it.)

New York University, which saw the biggest one-year jump in revenue, said three factors drove that increase: a spinoff company that makes a touch-screen technology was sold, and NYU was paid for its ownership stake in the company; the arthritis drug Simponi, based on a university invention, came onto the market; and royalties from several other licenses rose.

The university has been a leader in licensing revenue ever since another NYU-related arthritis drug called Remicade became a big seller, and for several more years at least, it faces no imminent threats to its big-producing patents. "There are no cliffs on the horizon," said Abram M. Goldfinger, executive director of industrial liaison.

But that so-called patent cliff loomed large for several other institutions. Licensing revenue for the University of Florida fell from about $54-million in 2009 to $29.2-million in 2010 after its patent on a glaucoma drug expired. Revenue at the University of Georgia dropped from $30.5-million to $6.7-million when its patent for the eye-drop product Restasis ran out.

Universities completed a total of 4,735 licenses in 2010, up from 4,624 the previous year, and filed 11,427 applications for new patents, up slightly from the 11,260 in 2009.

The association said it plans to release its report based on the data later in November.

Alex Richards contributed to this article.

THE CHRONICLE
of Higher Education

October 30, 2011

A Regional Public University Scales Back Its Research Ambitions

By Eric Kelderman

Five years ago, administrators at Cleveland State University set their sights on a lofty goal: $50-million in annual research grants. The mid-size regional public institution—overshadowed by dozens of better-known colleges in the state—was hiring faculty with star potential and loading up on graduate students to assist in the laboratories and classrooms.

But economic and political challenges have made it harder to dream big. Cleveland State's research grants are now less than half of the hoped-for amount. State appropriations to the university have fallen 18 percent since 2008, and enrollment is up by nearly the same percentage. And the institution is under pressure to improve its dismal graduation rate—about a third of the university's undergraduates complete their degrees within six years.

Stretched thin by a mile-wide mission and an equally broad pool of students, Cleveland State is, like many similar institutions, stuck in the mushy middle of higher education. For decades, such universities have been reaching for higher education's brass ring: a bigger share of research grants and accompanying prestige. Now many regional public colleges are trying to balance their aspirations with reality, focusing on the economic and educational needs of their regions rather than striving to compete nationally.

Ronald M. Berkman, president of Cleveland State since 2009, said his university needs a culture change to focus on undergraduate success and cannot afford to support an ambitious research agenda for all faculty members. "We can no longer hire everyone on a tenure track and invest in their development for seven years before seeing if they're productive in research."

The Climb

Many regional universities began as teachers' colleges in the late 19th century and developed into four-year colleges with graduate programs as demand for higher education boomed in the decades after World War II. Such institutions have become the draft horses of public higher education, distinguished neither as flagships nor as

land-grant colleges but often with ambitions of more prestigious universities.

But too many of those institutions have expanded their goals and activities in ways that don't support the economies of their regions, said Patrick M. Callan, former director of the National Center for Public Policy and Higher Education. "If you look at American higher education from the outside in, what does the country need from them? Our major deficits are not on the research side but on the training of undergrads," he said.

While many institutions are not going as far as Cleveland State, some are moderating their aspirations.

"When I came here, faculty said, 'We want to be the University of Michigan,'" said Timothy J. Greene, provost of Western Michigan University. "I said, 'That can't happen.'" The state can't afford another research university, he said, and an institution has to understand its niche.

For Western Michigan, that means applied research that can be accomplished in a relatively short time frame, with a focus on transportation technology to fit with the state's automobile industry.

In Northern Virginia, George Mason University has built a thriving business offering master's-degree programs tailored to federal workers and contractors, says its president, Alan G. Merten.

Although Cleveland State is much younger than many of its peers—it was founded in 1964, when the state acquired a private college of about 2,500 students—it has followed a similar path as its peer regional public institutions during the past half century.

It now enrolls more than 17,000 students and has acquired all the trappings of a modern, urban university, with more than 40 buildings on 85 acres in the heart of the city. It has nine colleges offering more than 200 majors, a law school, and nine doctoral programs, including staples such as business and engineering as well as specialties in clinical-bioanalytical chemistry and urban studies.

As it grew, Cleveland State became a striver. By 2005 the university was receiving more than $30-million in research awards, an amount that set "the stage for the target of $50 million ... in the future," according to a 2006 university report. At the time, the growth in research grants was credited to a hiring strategy that required new faculty to seek research grants as a part of their regular workload and to a big increase in the number of graduate students.

In 2005, the university was hiring people like Anton A. Komar, a molecular biologist who had been a faculty member at Case Western Reserve and the University of Bern, in Switzerland. Xue-Long Sun, who specializes in pharmaceutical chemistry, came to Cleveland State in 2006 from Emory University.

Graduate-student enrollment has been steadily rising since 1989, when grad students accounted for 27 percent of the student body. By 2009, more than 35 percent of Cleveland State's students were in graduate programs. That is a higher percentage of graduate students than enroll at nearly all of the members of the American Association of Universities, an exclusive group of North American research institutions, of which Cleveland State is not a member.

The Fall

Despite the goal of moving up the research ladder, on nearly every standard that the university measures, Cleveland State has fallen far short.

Since 2005, its research grants have fallen 27 percent, to less than $23-million; the number of proposals for research grants has declined by nearly a quarter; and the success rate of those proposals has shrunk from 70 percent to 51 percent, according to university figures.

Rationalizing an ambitious research agenda at a nonselective public university can be hard enough when the results are positive and the state is generous. But Ohio lawmakers had to close a $3-billion revenue shortfall for the current fiscal year, equal to 11 percent of the state budget. In the budget-cutting, Cleveland State lost more than 15 percent of its state appropriations from the previous year, while undergraduate enrollment has increased by about 13 percent.

Type your comment here.

And so Mr. Berkman has taken a critical look at the institution's role. He's not giving up on research and still wants some faculty members to engage in scholarly pursuits. But he also wants many more of them in the classroom. He is now directing more money and staff toward helping undergraduates complete their degrees, especially now that a portion of state appropriations is based on the number of those completions.

A committee of faculty members, appointed by the president, came to the same conclusion in a report to the Faculty Senate, finding that Cleveland State had the second-worst graduation rate in a group of 14 similar institutions. "There is no relevant comparison group in which we perform well," the report said.

Since 2008, the university's internal spending on research has declined 22 percent, to less than $19-million. And a new labor

agreement with faculty will save money in the long run by allowing the university to employ twice as many nontenured instructors, who will teach up to 32 credits per year. Under the new agreement, up to 20 percent of total faculty members can now be hired at this level, which allows for longer-term contracts only after six years of teaching.

In addition, deans at the university will be able to require tenured faculty to teach up to 24 credits per year if they are not active in research, said the provost, Geoffrey S. Mearns. Faculty members with potential for more research productivity would teach only 16 credits worth of classes.

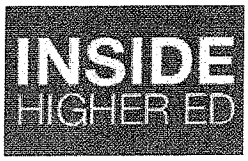
"For somebody who really cares about teaching, the expectation for more classes shouldn't be a burden," he said.

George E. Walker, vice president for research and graduate studies at Cleveland State, said the focus of the university's continuing and future research will be in areas that undergraduate students can participate in and fields that have a high potential for research awards, especially in the sciences.

"For an institution like ours," he says, "the majority of our investments need to have some clear payoff for undergraduate learning."

Faculty members who are successful in their research agendas might not notice any difference. Mr. Komar, an associate professor and director of the graduate program in biology, who came from Case Western, said he doesn't think the changes represent a diminished commitment to research by the university.

"I would think just the opposite," he said, since his department has just been approved to hire an additional tenure-track researcher. "It's just a difficult time to get external funding."



(http://www.insidehighered.com)

Ohio State considers outsourcing parking [1]

Submitted by Kaustuv Basu [2] on November 2, 2011 - 3:00am

Remember when colleges fought over outsourcing bookstores? At Ohio State, the new outsourcing fight is over a resource used by faculty members every single day: parking spaces. University officials describe the university's plan to outsource its parking operation as an entrepreneurial approach that would raise money; detractors say the plan goes against the idea of a university as a community.

Although no decisions have been made yet, users of the approximately 36,000 parking spots may see the entire parking operation at the university privatized by next summer or fall.

As part of this proposal, the university would earn at least $375 million up front for signing away the rights to its parking spaces for the next 50 years. This money would then be used for university transportation systems, academic programs and faculty hires. That's enough money that the university is excited about the possibilities.

Geoffrey Chatas, Ohio State's chief financial officer, said the idea revolves around looking at "non-core" operations to generate revenue to support academic systems. "It is an asset we can use to generate funds," Chatas said. A parking advisory group will guide the process, he said. "This is a process here and nothing has been decided. We plan to have hearings and engage all the constituencies at the university," he said.

Trustees at the university authorized the plan in September, and a request for proposals is due this month. Chatas, who was previously the managing director of the Infrastructure Investments Fund at JP Morgan Asset Management, said the university would consider caps on parking rate increases.

According to the plan authorized by the trustees, the private company running the operation could double the parking rates in the next 10 years and then increase rates at 4 percent annually or at the rate of inflation, whichever is higher. Currently, parking could cost as much as $720 a year; rates have nearly doubled in the last 10 years.

Ohio State's total revenue from parking this year is estimated to be about $28.4 million.

In an era of decreasing revenues, such innovative models might be the future, said Thomas C. Longin, president of the Society for College and University Planning.

Longin said outsourcing at universities has been ongoing for the last 40 years in areas like food services, housekeeping and bookstores. "The fact of the matter is that a lot of these auxiliary services can be run a lot more efficiently by companies with specialized knowledge," he said.

The flip side of this kind of decision, critics say, is that universities can get too focused on the maximization of profit.

A somewhat similar move by the city of Chicago that privatized 36,000 parking meters has fueled debate and controversy. In 2008, the city leased out its meters for 75 years in exchange for nearly $1.15 billion. The next year, the city's Office of the Inspector General published a scathing report [3], calling it a dubious financial deal. The office determined that in one scenario, the parking-meter system could be valued at approximately $2.13 billion.

Morgan Stanley owns a stake in the Chicago company managing the parking meters, according to newspaper reports, and has also been retained by Ohio State to assist in its parking outsourcing plan.

A different kind of example is that of the Vanderbilt University Medical Center in Nashville, Tenn., which had a contract with a parking management company for 30 years but recently went back to managing its own parking. Gary Streaty, the director of VUMC parking and Transportation Services, said the center always had control over parking issues, and their arrangement was very different from what is being proposed at Ohio.

"The services provided by this company were good, we wanted to do better," Streaty said. The center has about 15,000 parking spots, he said.

At Ohio State, Chatas said the university will look at all precedents and examples before moving forward with a course of action.

About 70 employees who now work for OSU parking could be offered jobs with the new vendor or with the university, officials said. The rights and revenues to game-day parking would remain with the university, but it was unclear how this process would work.

Gordon Gee, Ohio State's president, recently told faculty [4] that in order to thrive, the university has to reinvent everything it does. "It is about acknowledging that we must seek fundamentally new ways to fund our core purposes, and we must re-shape and simplify ourselves to both make it easier to do what we need to do and to save time and resources in the process," he said.

One of the more vocal opponents of the plan is Gordon Aubrecht, a professor of physics and president of the American Association of University Professors chapter at Ohio State.

"I think it has to do with the idea of a university as a community," he said.

The approximately 36,000 parking spaces represent about a quarter of the university's physical space, according to Aubrecht's calculations. "Parking affects everybody," Aubrecht said. "Whoever runs this thing will be doing it for profit and will have no care for the university."

He said he was worried about the vendor hiring employees and not paying them enough and doubted how committed the vendor would be to the university.

He said it was a short-term scheme with long-term ramifications, and likened the effort to a breaking of trust.

Bernie Mulligan, professor emeritus of physics at OSU, said once the parking was signed away, it would give rise to a potential for problems. "What we are really doing is selling a part of the university where we will have less ability to control our own environment," Mulligan said. "We should have had public meetings months ago, not now as catch up."

There is a potential there for the university to make some money, and they are giving it away, he said.

"The fear is that someone else will be managing students and faculty," he said.

Students like Nick Messenger, president of the undergraduate student government, said the two big questions are how parking services would change or be impacted and what the money would be used for.

"We are taking our time to look at all the scenarios," said Messenger. "Everyone is trying to keep an open mind."