

GRADUATE COLLEGE

2008 ANNUAL BUDGET REPORT

April 30, 2008



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Graduate College

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

SECTION 1: State of the Unit

During the last year, the Graduate College initiated a significant internal restructuring in order to better identify and achieve our strategic goals for graduate education at Illinois. One of the most prominent changes was the development of a functional area for **Graduate Student Academic Affairs** under the leadership of Associate Dean William Welburn, including units that facilitate all stages of graduate education, from recruiting to successful degree completion. Included in this umbrella organization are: Graduate and Professional Admissions (GPA), Educational Equity Programs (EEP), Fellowship Office, Graduate Student Academic Services (GSAS), Thesis Office and Career Services. Realizing that graduate student recruitment and retention has changed dramatically for U.S. institutions since 9/11 and the Bologna Accord, the newly formed Graduate Student Academic Affairs team is working diligently to build new recruiting tools and will work closely with graduate programs to promote and facilitate recruiting practices in order to attract a talented and diverse graduate student body.

A second significant development in 2007 was the creation of the **Professional Science Master's Program** office. Dr. Kevin Sightler was hired in December 2007 to oversee this new interdisciplinary and highly collaborative graduate program, which is a direct response to the college's strategic mission to sustain and advance graduate programs.

Also in December 2007, the Graduate College hired Charlotte Bauer as its first **Communications Officer** to interface with internal and external stakeholders and to raise the visibility of the Graduate College and graduate education at Illinois within state, national and international markets. The Communications Officer enables the Graduate College to enhance communications with its many constituents who look to Illinois for leadership in graduate education. This appointment will enable the Graduate College to develop recruiting materials that will be useful to graduate programs across the campus, advancing an important goal in our Strategic Plan.

The Graduate College adapted to turnover in several key administrative positions during fiscal year 2008, and the training of successors is ongoing. The College responded to staff changes with an internal restructuring. One strategic decision was to separate the Graduate and Professional Admissions and Academic Services Unit into two distinct units: Graduate and Professional Admissions (GPA), led by former Assistant Director Beth Kibler, who was promoted to Director of the new unit in December, and Graduate Student Academic Services (GSAS), led by Assistant Dean Anne Kopera, with the assistance of Shelia Moss, who was hired as Manager of Records and Registration Services in December 2007. Suellen Scoby was reclassified as Assistant to the Dean with responsibilities for recruitment activities and the development of web-based training tools.

Moreover, the Graduate College has been without a full-time dean for the last few years. We look forward to the completion of the ongoing national search that will provide us with full-time leadership of the College.

The Graduate College continues to advance in its **strategic mission** to:

- Lead and Evaluate Graduate Program Effort to Attract, Enroll, Mentor, Graduate, and Place a Talented and Diverse Graduate Student Body
- Sustain and Advance Innovative Graduate Programs to Meet Current and Future State, National and Global Needs
- Increase and Diversify Funding to Support Graduate Education

- Draw upon our Rich Tradition of Excellence to Shape the Agenda on Graduate Education at Illinois and Beyond
- Enhance the Graduate Experience through Strategic Collaborations within our Campus and Community

PHD COMPLETION PROJECT:

The Graduate College continues to lead and evaluate graduate education at Illinois through our participation in national initiatives such as the PhD Completion Project. In 2007, the Graduate College was awarded a Phase II grant of \$50,000 from the Council of Graduate Schools (CGS) to continue work with 21 research institutions in the U.S. and Canada on the PhD Completion Project (Co-PIs, Kelly Tappenden and Richard Wheeler). Having previously participated in Phase I, in Fall 2007 the Graduate College began Phase II, a three-year project that includes two key initiatives. First, the College will provide each of the 14 participating units with a **guided program self-assessment** using Program Profiles and other data tools that will allow for review of each program's completion and attrition patterns. Secondly, the College will work with programs to develop a **continuum of targeted intervention strategies** enabling participating units to effectively tailor their interventions to the critical periods of graduate attrition among doctoral students in their disciplines.

Using the skills and knowledge gained from the National Research Council assessment, the Graduate College Information Management staff created the preliminary database and Web application for Program Profiles. The **Graduate Program Profiles Project** provides an online single-page snapshot of summary data for each graduate program at the University of Illinois with drill-down capability to longitudinal data. A functional prototype was deployed mid-summer to a limited number of users associated with the PhD Completion Project. Program Profiles currently displays ten years of information by campus, college, department and program. This data includes applications, admissions, new enrollments, enrollments, awarded degrees, and elapsed time to degree with breakouts by gender, race/ethnic, and citizenship. We have validated most of the data, but we must still address issues and inconsistencies in the application, admission, and new enrollment counts. We also need to create training and documentation before we deploy the Program Profiles to a wider audience. We are currently adding enrolled time to degree, and then we will focus on adding completion and attrition measures to Program Profiles.

In addition to these data collection tools the Graduate College distributed an **exit survey** in the Fall and Spring terms to collect student feedback and to assess factors that contribute to completion. In Fall 2007, we received the largest response rate to date for completers and non-completers. Surveys continue to confirm that good mentoring, adequate financial support, and clarity of expectations are key factors for degree completion.

Several initiatives were implemented with PhD Completion funding. In Summer 2007, the Graduate College, in collaboration with the Center for Writing Studies, piloted the **Dissertation Writing Residency fellowship program**. This program provided financial support and writing resources to assist dissertation completion for seven humanities and social science students, with the aim of monitoring the effectiveness of intervention for late stage progress.

PhD Completion funds also supported the creation of a new **PhD Completion Project Speaker Series** to bring to campus visiting speakers who focus on issues relevant to graduate education. Together the two speakers in 2007 attracted nearly 500 participants, with the majority being current graduate students. Similarly, in an effort to provide professional development and support to graduate faculty, the Graduate College continued to host its **Mentoring Workshop for Graduate Faculty**, a PhD Completion initiative that is co-sponsored by the Office of the Provost. In 2007, seventy-two faculty attended and in January 2008 that number rose to 80. More important, data collected at registration suggests that each year more new tenure-track faculty participate. Feedback affirms the importance of these events for both faculty and students. Although PhD Completion grant funds earmarked for these two important interventions have

been exhausted, the Graduate College hopes to reallocate internal funds in order to offer them in the future.

GRADUATE ACADEMIC PROGRAMS:

Under the direction of Associate Dean Kelly Tappenden, the Graduate College—with the Program Subcommittee and the Executive Committee—continues to look for ways to sustain graduate programs at Illinois while also meeting current and future state, national and global needs. In 2007, eighteen program proposals were reviewed and approved and seven more are currently in process. Proposals ranged from entirely new degrees, to minor revisions of existing degrees, with the largest number of proposals being for new graduate concentrations (see Appendix A). In addition, 255 graduate course proposals were reviewed and approved. Of these, 79 created new graduate courses, 171 revised existing courses, and seven discontinued existing courses.

In 2007, the Graduate College began a two-year process to bring the graduate portions of the campus *Programs of Study (POS)* into alignment with the degrees currently awarded. Since the implementation of Banner, a complete listing of graduate programs offered at Illinois with official names for those programs has not been available to campus faculty, students, and staff. The Graduate College's effort will ensure an accurate and official listing of graduate degrees, their names, and requirements necessary to earn each degree, along with accurate information on graduate concentrations, graduate minors, and joint degree programs. An annual revision cycle will allow the *POS* to remain current and become a valuable resource for faculty and staff working with current students, but also for those involved in recruitment efforts enabling them to better promote graduate education at Illinois.

In 2007, the Graduate College also began working with the Provost's Office, the Division of Management Information, and the Office of Admissions and Records to create mechanisms and processes whereby graduate minors and concentrations will be properly certified and appear consistently and correctly in official graduate student records.

Office of the Professional Science Master's (OPSM):

Establishment of the Illinois Professional Science Master's (PSM) Program is a direct response to the strategic goal of advancing graduate programs to meet current and future state, national and global needs. By providing advanced scientific study along with business skills and experience necessary to work in the private sector, the PSM prepares graduates to enter the workforce immediately after graduation. Developed with the aid of industry input, the PSM provides regional businesses with employees who can bridge the gap between science and business.

The Illinois PSM initiative has brought together dozens of faculty and staff from across the campus. Significant accomplishments that moved the initiative forward during the past year included the funding of three proposals (Co-PIs, Kelly Tappenden and Richard Wheeler) totaling approximately \$425,000 over a three-year period by the **Alfred P. Sloan Foundation** to support the development and implementation of the PSM initiative. Dr. Kevin Sightler was hired as Visiting Director to lead the newly-created Office of Professional Science Master's. Further programs currently in development await review by the Board of Trustees and the Illinois Board of Higher Education and are strongly supported by committed faculty from three colleges, one institute and one interdisciplinary center.

The Illinois PSM initiative is unique in that it utilizes a campus-wide framework, with dedicated coursework developed by the College of Business and the Institute of Labor and Industrial Relations to provide the "plus" component of degrees given in several fields of study. The Sloan Foundation projects that the Illinois model will be applied to other large, Ph.D. granting institutions. Moreover, it will serve as a model for similar programs in both the sciences and the humanities.

GRADUATE STUDENT ACADEMIC AFFAIRS:

Under the direction of William Welburn, the College is now able to coordinate the expertise of its internal units to attract, enroll, mentor, graduate and place a talented and diverse graduate student body and to increase and diversify funding to support graduate education and to attract and retain the best graduate students.

Outreach and Recruiting:

GPA, the Fellowship Office, EEP, and Communications are currently working together to provide tools and guidance to departments in their outreach and recruitment efforts. With the implementation of ApplyYourself as the admissions application tool, the Graduate College is better able to begin assisting graduate departments in recruitment of the very best students.

In 2007-2008, the Graduate College received a three-year renewal of the **National Science Foundation Alliance for Graduate Education and the Professoriate (AGEP)** grant to support activities to increase recruitment and retention of underrepresented students in the social and behavioral sciences. Under the direction of Executive Assistant Dean Deborah Richie, the grant enables the Graduate College to increase the number and type of direct support initiatives available for graduate students. Illinois is a member of a seven-institution alliance headed by Northwestern University. Four graduate programs—Anthropology, Library and Information Science, Psychology and Sociology—were selected to participate on our campus. The grant funds provide direct support to students and help fund the department's recruiting, academic support and retention activities. In Spring 2008, the grant funded six graduate students to participate in a midwestern professional development conference for students attending institutions with STEM and SBE funding from the National Science Foundation.

In addition, the Graduate College administers the **Diversifying Higher Education Faculty in Illinois (DFI) Fellowship Program** that is funded by the Illinois Board of Higher Education. Several units within the Graduate College coordinate to market the program, advise students, receive applications and select the campus nominees for submission to the DFI Board. Associate Chancellor William Berry serves as the University's member on the DFI Board. In 2007-2008, we had 35 DFI fellows, the highest number of all Illinois public institutions.

Outreach to institutions throughout the United States and Puerto Rico acquaints students, faculty, and administrators with the many opportunities for students from underrepresented populations at Illinois. In 2007, twenty-two national conferences and graduate fairs at historically **Black Colleges and Universities (HBCU), Tribal Colleges, and Hispanic Serving Institutions (HSI)** were attended. Approximately 1,000 students from over 120 colleges and universities received information about our graduate programs and related opportunities. In addition to face-to-face meetings with numerous students throughout the year, the Educational Equity Program receives names and background information on more the 4,000 students each year through our membership in the **National Name Exchange**. The names and contact information of these and other students contacted through our outreach efforts are forwarded to graduate programs on this campus via e-mail. Ave Alvarado, Director of the Educational Equity Programs Office, is the current Board Chair of the National Name Exchange.

Since 2004, the Graduate College has worked with departments through the **Campus Visit Program** to bring prospective graduate students to Illinois. The program aims to increase the enrollment of students from underrepresented populations who have been admitted to graduate programs on this campus. The Campus Visit program enables prospective students an opportunity to participate in campus-wide activities designed to acquaint them with campus resources and introduce them to faculty and students in their own graduate program. In fiscal year 2008 the Graduate College funded 29 departments who hosted 60 students from underrepresented populations for campus visits. Seventy-seven percent of those students are currently enrolled in graduate programs (one declined admission and 22 percent did not fully complete applications for admission). Graduate programs were reimbursed up to \$500 per student (up to five per department) through Graduate College allocations.

Graduate and Professional Admissions (GPA):

With the development of a separate unit for records and registration functions, GPA maintained responsibility for **ApplyYourself** application management, as well as the application fee processing and fee waiver review. The unit continues to be responsible for international credential evaluations, limited status admissions reviews, international and domestic admissions processing, and multiple records and resolution processing for the Graduate College. Beth Kibler and Allison McKinney serve as Designated School Officials for the University of Illinois to manage all **Student and Exchange Visitor and Information System (SEVIS) processing** for new applicants for the Graduate College. This process includes financial documentation evaluations and the issuance of all visa eligibility documents.

GPA continues the transition of graduate application processes away from the Office of Admissions and Records (OAR) to the Graduate College. This year GPA and the Graduate College business office, with assistance from AITS and our own Information Management staff designed and implemented a new process for scanning all admissions and records documentation utilizing a contract with Lason Systems, Inc. Lason Systems scans files, which are then imported into the university's official system of record through a file transfer from Lason to AITS. The backlog of documents scanned in the initial contract included admissions files from Spring 2005 through Spring 2007, as well as three years of records and registration documentation. With the new process successfully in place, the Graduate College will continue outsourcing the scanning of this documentation at least once per year.

To further the Graduate College's strategic plan to shape the agenda on Graduate Education at Illinois and beyond, GPA continues to research new educational systems—such as the Bologna Accord—and their implications for and compatibility with the University's degree structure and admissions requirements. At this time, GPA reviews all applicants with Bologna-compliant degrees on a case-by-case basis to determine academic eligibility. The unit has started a tracking system of all applicants with these degrees and decisions made on academic eligibility.

With the support of graduate programs, GPA is no longer issuing paper Notice of Admission letters to applicants, and instead issues all Notice of Admission letters electronically for both domestic and international applicants through our online application system, ApplyYourself. This change increases the efficiency of the unit's admissions processes, as well as the campus' competitiveness to gain earlier acceptance of admissions offers. The Graduate College continues to work with ApplyYourself on projects to customize the functionality for our graduate programs and to improve direct communications with students.

In line with the strategic goal to enhance the graduate experience through strategic collaborations within our campus and community, the unit has continued to offer training sessions and workshops to our graduate department contacts. The unit offered approximately twenty ApplyYourself training sessions in small hands-on settings to provide basic and advanced functionality for our departmental users. In addition, the unit offered eight admissions workshops that included policy and procedural training on domestic and international academic credential evaluations, English proficiency evaluations, and SEVIS and financial documentation evaluations.

Fellowship Office:

The work of the Fellowship Office is a clear example of the collaboration that is central to addressing the goals of the Graduate College to attract, enroll, mentor and graduate a talented and diverse graduate student body. The staff members work with graduate programs, campus administrative offices and units within Student Affairs to provide financial support and address questions about finances and waivers for thousands of current and prospective graduate students each year. The Graduate College uses its **fellowship budget of almost \$4 million to provide fellowship and grant support to graduate students across campus.** This work is conducted through the exemplary service of the Fellowship

Board whose members review nominations and select awardees. In 2007-2008, the Graduate College funded 33 Illinois Distinguished Fellows, 73 Graduate College Fellows, 20 Dissertation Completion Fellows and 27 students received Dissertation Travel Grants for in the Spring and Fall 2007 competitions. In addition, Block Grant funds awarded to 70 graduate programs have enabled the programs to award University Fellowships and Creative and Performing Arts Fellowships to 234 students so far this year.

The administrative responsibilities associated with campus and external fellowship programs includes communicating policies, whether campus policy or the policy of a particular sponsor, to all of the involved parties. To support this work, the Fellowship Office monitors the registration and academic progress of fellows and trainees and documents progress as requested by sponsors.

To support the participation of Illinois students in external fellowship programs, the Fellowship Office offers workshops to students interested in major external fellowships, including the **Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA)** program funded by the Department of Education and the **National Science Foundation Graduate Research Fellowship**. The Executive Assistant Dean also works individually with students in the preparation of their applications. The Graduate College has two Fulbright-Hays fellows abroad conducting their research (one in Japan and one in Bolivia) in 2007-2008. Of the ten Illinois applications submitted for the 2008-2009 Fulbright-Hay Doctoral Dissertation Research Abroad Fellowship, three students have been selected as principal candidates (going to Russia, the United Kingdom, and Japan) and one as an alternate.

The Graduate College administers the fellowship program for the 50 students awarded the Vietnam Education Foundation Fellowship (38 are full fellows), serving as the primary point of contact for the VEF administrative office, the fellows and the graduate programs. The Graduate College serves as institutional coordinator for a number of **externally funded fellowship programs** including the National Science Foundation Graduate Research Fellowship, Jacob K. Javits Fellowship, Department of Energy Computational Science Graduate Fellowship, National Defense Science and Engineering Graduate Fellowships, and Dolores Zohrab Liebmann Fellowship. Of this group, our number of NSF Graduate Research Fellows is the largest with 24 in 2007-2008.

The Graduate College Fellowship Office consults with faculty, staff and students preparing fellowship grant proposals and reviews those proposals prior to submission to the Office of Sponsored Programs and Research Administration. One successful example of collaboration is the **GAANN (Graduate Assistance in Areas of National Need) award** received by the Department of Civil and Environmental Engineering. The GAANN grant is funded by the Department of Education to support the granting of need-based fellowships. In 2007-2008, Civil Engineering used the GAANN funds to support five new students.

Much of the work of the Fellowship Office focuses on the fellowship competitions, but another significant area of responsibility is the processing of all fellowship and traineeship appointments into the campus system. The Office processes approximately 1,400 fellowship appointments and 300 tuition waivers each year.

Working in collaboration with the Dean of Students, the Director of Financial Aid and campus administrators, the Fellowship Board designed a process to utilize **Legacy Scholarship funds** to more appropriately address the funding needs of graduate students. In 2007-2008, the funds generated by the payment of the Legacy Scholarship fee by graduate students were used to provide a much-needed increase in the stipend for campus fellowship programs. In Summer 2008, the Legacy funds will be used to provide summer fellowships for the Graduate College Fellows and the Graduate College will absorb the cost of expanding this fellowship to a twelve-month award beginning 2008-2009. Beginning in 2008-2009, the Legacy funds will be used to increase the stipend for the Graduate College's premier fellowship program, the Illinois Distinguished Fellowship. The stipend for the twelve-month fellowship was raised from \$17,000 to \$20,000, which was the first increase in this fellowship stipend in more than seven years.

Educational Equity Programs Office (EEP):

The Educational Equity Programs Office provides programs and services that support the enrollment and retention of students from underrepresented populations at Illinois. Collaboration with units across campus is essential to EEP's mission. Since 1986, the **Summer Research Opportunities Program (SROP)** has enlisted the service of over 600 faculty and researchers to work with students. The positive effects of the Program are evident with the following statistics:

- Fall 2005, 12 former SROP participants were enrolled in master's programs, 31 were enrolled in doctoral programs, and one registered non-degree.
- Fall 2005, 56 faculty members worked with 82 SROP students.
- Fall 2007, 12 former SROP students were enrolled in master's programs and 52 students were pursuing doctoral degrees.
- Fall 2007, 51 faculty members worked with the 61 students. Survey responses from 2007 indicate that 82 percent would recommend the participant for admission to a graduate program.

The **Summer Pre-Doctoral Institute (SPI)** has been extremely advantageous for both graduate departments and incoming graduate students who participate. This program provides the department with an opportunity to work closely with an incoming graduate student prior to the start of the fall semester, and conversely provides the student with an early start toward completing the doctorate. Incoming graduate students are provided with an opportunity to become acquainted with their respective departments, the campus, and the local community. This program allows the participants to adjust quickly to their new roles as graduate students on the University of Illinois campus. Since 1999, 190 students from 65 graduate programs have participated in the Summer Pre-Doctoral Institute.

- In 2007, 20 former SPI fellows representing 15 graduate programs participated. Five entered master's programs, 14 enrolled in doctoral programs, and one will enroll in Fall 2008.
- Currently, 98 former SPI fellows are enrolled in graduate programs on this campus.

(See Appendix B: Graduate College Diversity Report, for more information about diversity initiatives.)

Graduate Student Academic Services (GSAS):

Under the leadership of Assistant Dean Anne Kopera since September 2007, the GSAS team is moving forward in reviewing procedures and processes to streamline work and to improve service to students and staff, particularly with the processing of petitions. In 2007, the Graduate College received 2818 petitions. A key accomplishment this year was phase II of student petition processing (developed by the Graduate College's Information Management Systems team), which involved designing and implementing a better means for processing student petitions. To increase the efficiency of processing paper petitions, which were often submitted with key information missing or illegible, Graduate College staff worked closely with departments and students to improve this process. A Web-based electronic petition form was developed with auto-filling fields based on the student's UIN and instructions that guided the student through the process. We have also implemented mechanisms to improve the process further through automated e-mail reminders concerning the status of petitions. A top priority for fiscal year 2009 is the development of a secure process to collect faculty signatures and comments electronically. In addition, we hope to develop a secure process through Bluestem that will allow departments view only access to the petition database so that they can track progress.

In addition to supervising GSAS, Dean Kopera has continued to provide problem solving and conflict resolution services to students, faculty and staff in the graduate programs across campus. This service is conducted through phone and e-mail consultations, appointments, and meetings. Two formal graduate student grievances have been heard this academic year.

Career Services:

Now in its fifth year, the Graduate College Career Services Office (GCCSO) continues to expand the services it provides for graduate students and faculty, under the direction of Assistant Dean Rebecca Bryant. GCCSO services include **career development workshops** on topics such as conducting an academic or non-academic job search, building curriculum vitae (CVs) and resumes, and job offer negotiation. In addition to career services events, the GCCSO organizes **college-wide events** dedicated to enhancing graduate student experience, such as the Fifth Annual Symposium on Graduate Education entitled *Three Magic Letters: Getting to PhD*. Approximately 180 graduate students, faculty, staff, and alumni came to hear keynote speakers Michael Nettles and Catherine Millett talk about their research and publication on strategies for successful completion.

Several of the Graduate College events allow for strategic collaborations with other campus units and faculty. For example:

- Co-sponsorship of Idealist Non-profit Career Fair and Government & Non-profit Career Fair with The Career Center & the Office of Volunteer Programs
- Collaboration with the Office of the Vice Chancellor of Research to plan the 2008 Symposium on Graduate Education, *Research Integrity: Whose Rights? Whose Responsibilities?*, which had over 220 attendees
- Working with faculty to facilitate professional and career development workshops for students, including Cara Finnegan (Speech Communication) and Yoo-Seong Song (University Library).
- Collaborating with University Housing on the fall Information and Resource Fair for graduate students, doubling the number of participating campus and community resources from 30 to 60. Participation increased by 25 percent, as more than 500 attended, including students and their families.

Attendance at Graduate College workshops and events was the highest ever in 2007: 3272 participants attended 53 workshops, events, or class presentations targeted specifically for graduate student audiences, a 17 percent increase from the previous year.

The GCCSO office has also seen an increase in **career advising for graduate students**. Throughout 2007, Career Services staff had 510 appointments (office, email, or telephone), assisting graduate students and alumni with career questions, resumes and CVs, job searches, and offer negotiation, a nine percent increase from 467 during 2006 calendar year. In an online survey of students who had used GCCSO services in 2007, 86 percent of respondents who had used individual advising reported that their advising experience was very helpful or helpful.

Thesis Office:

The Thesis Office now reports to Assistant Dean Rebecca Bryant as part of the Graduate College restructuring over the past year. The alignment with the Career Services Office allows for collaboration across units and a streamlining of responsibilities within the College.

The Thesis Office has experienced some exciting changes this year, most notably the conversion of the Thesis Reviewer position to **Thesis Coordinator** and hiring an academic professional with several years' publishing experience. The office provides a number thesis deposit **workshops** for graduate students throughout the year and an annual Workshop for Departmental Thesis Reviewers, both of which are

consistently well attended. The office processes more than 1200 thesis and dissertation deposits and about 1400 doctoral committee requests each year.

Initiatives for fiscal year 2009 include progress toward the implementation of Electronic Thesis Deposit, in collaboration with the University Library, and the development of materials designed to assist graduate students in becoming knowledgeable on copyright and authorship issues. In collaboration with the Office of Technology Management and the University Library, a new publication was developed in 2008 and disseminated at the Symposium on Graduate Education: *Research Integrity: Whose Rights? Whose Responsibilities?* The Thesis Office is also looking toward the implementation of new procedures for thesis and dissertation deposit. In addition, with assistance from the Information Management Systems unit, the Thesis Office hopes to implement a more automated, web-based form for submitting master's and doctoral committee requests.

GENERAL AFFAIRS:

Information Management Systems

Spring 2007 was devoted to completing the data submission for the **National Research Council (NRC) Assessment of Research Doctorate Programs**. Throughout the Spring, IMS staff provided information to NRC/MPR to pre-populate responses for the faculty questionnaire; submit program responses; submit race/ethnic completion data for five general fields; submit responses to the institutional questionnaire; review and correct faculty allocations to programs; and review and correct program questionnaire data anomalies identified by NRC/MPR. The Graduate College published the final program responses to our Web site (<https://www.grad.uiuc.edu/nrc/final>). In addition, the Graduate College participated in NRC meetings and data sharing with AAUDE and Colonial institutions. Dean Wheeler continues to serve on the NRC's Committee to Assess Research-Doctorate Programs. It is anticipated that NRC will release preliminary data, program ratings, and a corresponding report in Spring 2008.

The information management group provided both considerable leadership and extensive support for the PhD Completion Project, Program Profiles, phase II of the student petition implementation process, the development and deployment of a Web site for the new Bioinformatics Program, gathering and reporting data for the strategic planning indicators, submitting data to NSF and CGS for annual surveys, working with ApplyYourself to develop several additional functions for departments, and replacing and upgrading servers.

Office of Budget and Resource Planning:

The Graduate College experienced high staff turnover during fiscal year 2007. Moreover, many of these positions remained open for several months carrying through fiscal year 2008. This resulted in higher than anticipated ending balances in the College's State funds, which are included in the institutional carryforward balances shown on the college financial metrics. Salary savings that result from these openings in fiscal year 2008 will be partially offset by higher than expected advertising and search expenditures, but the College again anticipates high ending balances in State funds at the end of fiscal year 2008. A portion of these carryforward funds will be used in fiscal year 2009 to fund strategic initiatives such as expanded recruitment efforts, college branding, staff professional development and support for innovative graduate programs.

Approximately 94 percent of the College's operating State budget supports salaries. The remaining State budget is used for annual maintenance costs associated with the ApplyYourself Graduate Application software. The total annual maintenance costs for fiscal year 2007 was approximately \$119,000, and maintenance costs for fiscal year 2008 increased to approximately \$126,000. Anticipated maintenance costs for fiscal year 2009 are approximately \$130,000.

The Graduate College chose to absorb the campus 2007-2008 budget reduction of \$47,300 in the Institutional Cost Recovery (ICR) budget for general operations instead of absorbing this campus tax in the State budget. This resulted in a budget decline of 15 percent from fiscal year 2007 to fiscal year 2008. The College continues to closely monitor technology, travel, telecommunications, and office maintenance and support expenditures to avoid deficit spending. Due to position vacancies, the Graduate College anticipates a slight increase in the ICR ending balances at the end of fiscal year 2008.

The Graduate College is concerned about campus assessments that will impact the 2008-2009 budget allocation. The College anticipates a total assessment of approximately \$77,000 for utilities and unavoidable cost increases. This assessment is 63 percent higher than the previous year's assessment of \$47,300 and could exceed the 2008-2009 allocation for salary increases by more than \$35,000. The College cannot afford to absorb the projected campus assessment again in the ICR budget. The assessment will therefore result in a reduction in the College's overall 2008-2009 State budget. An overall reduction in the College's State budget will adversely impact either the salary plan for academic professionals or the College's ability to fill vital positions.

The Graduate College relies on approximately \$1M of educational allowance to fund fellowships each year. Although educational allowance can be associated with a variety of awards, the majority of this funding comes from the National Science Foundation fellowships, the Vietnam Education Foundation, the Environmental Protection Agency and NASA. Educational allowance funding varies from year to year and is beyond the control of the Graduate College. Yet without these funds, the College would not be able to award Illinois Distinguished fellowships, Dissertation Completion fellowships or other smaller fellowships and dissertation travel grants. The College continues to monitor educational allowance throughout the academic year, but there is growing concern regarding the availability of these funds in the future. The College does not have a development office; endowment funds are therefore embarrassingly small for a Graduate College of our stature. An aggressive development campaign is the key to growing our fellowship offerings and replacing declining educational allowance.

FINANCIAL RESOURCES (000)

Expanded Financial Metrics

Budget Sources ¹	FY2004	FY2005	FY2006	FY2007	FY2008	%Change					
						Prior Year	FY2004-08				
State/Tuition											
Operations	828	903	1,170	1,852	2,153	16.3%	160.0%				
Fellowships	2,082	2,082	2,082	2,282	2,282	0.0%	9.6%				
Total State/Tuition	2,910	2,985	3,252	4,134	4,425	7.0%	52.1%				
Institutional											
Operations	372	356	307	316	269	-14.9%	-27.7%				
Underrepresented Programs	-	-	-	150	150	0.0%	N/A				
Fellowships	1,675	1,675	1,675	2,075	2,075	0.0%	23.9%				
Total Institutional	2,047	2,031	1,982	2,541	2,494	-1.8%	21.8%				
Subtotal Unrestricted Funds	4,957	5,016	5,234	6,675	6,919	3.7%	39.6%				
Restricted Funds											
Self-Supporting	42	53	151	91	98	7.7%	133.3%				
Grants & Contracts	1,596	2,162	2,475	2,289	2,279	-0.4%	42.8%				
Gifts	140	165	193	197	211	7.1%	50.7%				
Subtotal Restricted Funds	1,778	2,380	2,819	2,577	2,588	0.4%	45.6%				
FY Total	6,735	7,396	8,053	9,252	9,507	2.8%	41.2%				
Tuition Distribution²											
UG	-	-	-	-	-	N/A	N/A				
Grad	-	-	-	-	-	N/A	N/A				
Prof	-	-	-	-	-	N/A	N/A				
Other	-	-	-	-	-	N/A	N/A				
Total Tuition	-	-	-	-	-	N/A	N/A				
Deficits³	(974.2)	(1,398.0)	(2,008.9)	(93.1)							
Carryforward Balances⁴											
Institutional	(491)	127	1,233	1,346		<table border="1"> <tr> <td align="center" colspan="2">% of FY2007 Carryover Held Centrally</td> </tr> <tr> <td align="center" colspan="2">N/A</td> </tr> </table>		% of FY2007 Carryover Held Centrally		N/A	
% of FY2007 Carryover Held Centrally											
N/A											
Gift	310	291	188	292							
Plant	-	-	-	-							
County Funds	-	-	-	-							
Total Carryover	(181)	418	1,421	1,638							

STAFF						STUDENT	
Faculty FTE and Staff FTE (ALL FUNDS) ⁵							
	FY2004	FY2005	FY2006	FY2007	FY2008		
Tenure Fac	-	1	1	2	1		
Vis Fac	-	-	-	-	-		
PostDoc	-	-	-	-	-		
Other Instruct	1	-	-	-	-		
Faculty	1	1	1	2	1		
Ac Prof	8	9	10	23	20		
Assistants	1	2	2	1	1		
Civ Svc	8	8	7	12	11		
Staff	17	19	18	36	31		
Fac & Staff	18	20	19	37	32		

Notes

1. Budget Sources - from Budget Summary for Operations

Unrestricted Adopted budget

Restricted Current year is BSO budget (estimated based prior year actual). All other years are YTD actuals on BSO reporting basis.

2. Tuition Distribution - Budget Reform Calculations - Distribution of Tuition Income (Total Tuition)

3. Deficits - Annual Deficit Report

4. Carryforward Balances - from College Financial Statements

Institutional Cash Balance

Gift Fund Balance

Plant Fund Balance

County Fund Balance

5. Faculty FTE and Staff FTE (ALL FUNDS) - from DMI Items

1320 FTE TenSys Faculty-All\$\$

1400 FTE Vis Faculty - All\$\$

1410 FTE Postdoc ResAsc-All\$\$

1420 FTE Other Instr -All\$\$

1440 FTE Academic Prof -All\$\$

1460 FTE All Assistants -All\$\$

1540 FTE CivilServStaff -All\$\$

6. IU's taught UG and Grad/Prof - from calculation using DMI Items

5200 Total IUs Offered

5620 % IUs taught to undergrads

5660 % IUS Grad/prof students

7. Enrollment - from DMI Items

3660 On-campus Undergraduates

3840 On-campus graduate students

3960 On-campus professional stdts

SECTION 2: Status of Strategic Goals

Goal	Revised Metric	Indicator	Description
I. Lead and Evaluate Graduate Program Efforts to Attract, Enroll, Mentor, Graduate, and Place a Talented and Diverse Graduate Student Body	Impact of GC programs supporting outreach (e.g. SROP, SPI and Campus Visits), GC funded fellowships and external portable fellowships on enrollment of prospective students	# Doctoral New Enroll	Total number of new doctoral students enrolled for fall term as reported in the 10th day census of registered students.
		# Doctoral New Enroll - Female	Total number of new female doctoral students enrolled for fall term as reported in the 10th day census of registered students.
		# Doctoral New Enroll - Int'l	Total number of new international doctoral students enrolled for fall term as reported in the 10th day census of registered students.
		# Doct New Enroll - Underrep	Total number of new underrepresented minority doctoral students enrolled for fall term as reported in the 10th day census of registered students.
		# Doct New Enroll - IL Dist	Total number of new doctoral students enrolled for fall term who have an Illinois Distinguished Fellowship. Enrollment is based on the 10th day census of registered students.
		# Doct New Enroll - GC Fellow	Total number of new doctoral students enrolled for fall term who have a Graduate College Fellowship. Enrollment is based on the 10th day census of registered students.
		# Doct New Enroll - SROP	Total number of new doctoral students enrolled for fall term who participated in the Graduate College SROP program. Enrollment is based on the 10th day census of registered students.
		# Doct New Enroll - SPI	Total number of new doctoral students enrolled for fall term who participated in the Graduate College SPI program. Enrollment is based on the 10th day census of registered students.
		# Doct New Enroll - CampusVist	Total number of new doctoral students enrolled for fall term who participated in the Graduate College Campus Visits Program. Enrollment is based on the 10th day census of registered students.
		# Masters New Enroll	Total number of new masters students enrolled for fall term as reported in the 10th day census of registered students.
		# Masters New Enroll - Female	Total number of new female masters students enrolled for fall term as reported in the 10th day census of registered students.
		# Masters New Enroll - Int'l	Total number of new international masters students enrolled for fall term as reported in the 10th day census of registered students.
		# Mstrs New Enroll - Underrep	Total number of new underrepresented minority masters students enrolled for fall term as reported in the 10th day census of registered students.
		# Mstrs New Enroll - GCFellow	Total number of new masters students enrolled for fall term who have a Graduate College Fellowship. Enrollment is based on the 10th day census of registered students.
		# Mstrs New Enroll - SROP	Total number of new masters students enrolled for fall term who participated in the Graduate College SROP program. Enrollment is based on the 10th day census of registered students.
		# Mstrs New Enroll - SPI	Total number of new masters students enrolled for fall term who participated in the Graduate College SPI program. Enrollment is based on the 10th day census of registered students.
		# Mstrs New Enroll - CampVist	Total number of new masters students enrolled for fall term who participated in the Graduate College Campus Visits Program. Enrollment is based on the 10th day census of registered students.
	Impact of GC programs supporting outreach (e.g. SROP, SPI and Campus Visits), GC funded fellowships and external portable fellowships on graduation and time to degree	% Doctoral Awarded - Female	Percent of doctoral degrees granted to females. The figures include October and December graduations of the previous year and May graduations in the year listed.
		% Doctoral Awarded - Int'l	Percent of doctoral degrees granted to international students. The figures include October and December graduations of the previous year and May graduations in the year listed.
		% Doctoral Awarded - Underrep	Percent of doctoral degrees granted to underrepresented minority students. The figures include October and December graduations of the previous year and May graduations in the year listed.
		% Masters Awarded - Female	Percent of masters level degrees granted to females. The figures include August, October and December graduations of the previous year and May graduations in the year listed.
		% Masters Awarded - Int'l	Percent of masters level degrees granted to international students. The figures include August, October and December graduations of the previous year and May graduations in the year listed.
		% Masters Awarded - Underrep	Percent of masters level degrees granted to underrepresented minority students. The figures include August, October and December graduations of the previous year and May graduations in the year listed.
		Elap TimeToDegree - Masters	The median number of elapsed years between first graduate enrollment and award of masters degree for masters students graduating this year.
		Elap TimeToDeg - Doctoral	The median number of elapsed years between first graduate enrollment and award of doctoral degree for doctorate students graduating this year.

2. Sustain and Advance Innovative Graduate Programs to Meet Current and Future State, National and Global Needs	Number of innovative graduate programs, students	# Innovative Grad Pgms #Students - InnovativeGradPgms	# of innovative graduate programs # of students participating in innovative graduate programs
	Annual external funds generated to support innovative graduate programs	Amt Ext \$ - InnovativeGradPgms	Amount of external funds generated to support innovative graduate programs
3. Increase and Diversify Funding to Support Graduate Education	#, amount of Graduate College awarded fellowships	# GC Awd - IL Dist	For this academic year, the total number of doctoral students supported by an Illinois Distinguished Fellowship. The Illinois Distinguished Fellowship has an award duration of three years.
		# GC Awd - GC Fellow Mstrs	For this academic year, the total number of masters students supported by a Graduate College Fellowship. For masters students, the Graduate College Fellowship has an award duration of one year.
		# GC Awd - GC Fellow 1 YR Doct	For this academic year, the total number of doctoral students supported by a Graduate College Fellowship with an award duration of one year.
		# GC Awd - GC Fellow 2 YR Doct	For this academic year, the total number of doctoral students supported by a Graduate College Fellowship with an award duration of two years.
		# GC Awd - GC Fellow 3 YR Doct	For this academic year, the total number of doctoral students supported by a Graduate College Fellowship with an award duration of three years.
		# Portable Fellowships - Mstrs	For this academic year, the total number of masters students with a portable fellowship such as those awarded from NSF, NDSEG, Hertz, VEF, and Krell.
		# Portable Fellowships - Doct	For this academic year, the total number of doctorals students with a portable fellowship such as those awarded from NSF, NDSEG, Hertz, VEF, and Krell.
		Amt Stipend - IL Dist	The typical stipend amount awarded to Illinois Distinguished Fellows over a twelve month award period
		Amt Stipend - GC Fellow Mstrs	The typical stipend amount awarded to masters students who are Graduate College Fellows over a ten month award period
		Amt Stipend - GC Fellow Doct	The typical stipend amount awarded to doctoral students who are Graduate College Fellows over a ten month award period
5. Enhance the Graduate Experience through Strategic Collaborations within our Campus and Community	Student and faculty satisfaction with GC workshops and events	# GC Wrkshp/Events for Students	The total number of Graduate College events held specifically for graduate student audiences only.
		# Students GC Wrkshps/Events	The estimated number of students attending Graduate College events intended specifically for graduate student audiences only.
		# GC Wrkshp/Events for Fac/Staff	The total number of Graduate College events held specifically for a faculty/staff audiences only.
		# Fac/Staff GC Wrkshp/Events	The estimated number of students attending Graduate College events intended specifically for faculty/staff audiences only.
		# GC Combined Wrkshp/Events	The total number of Graduate College events held for combined audiences of graduate students, faculty, and staff.
		# Attend Combine Wrkshp/Events	The estimated number of students, faculty, and staff attending Graduate College events held for combined audiences of graduate students, faculty, and staff.

SECTION 3: Critical Items Not Addressed in the Strategic Plan

The transition to a new dean will bring with it a group of issues that cannot be fully anticipated in their particulars. Depending on the new dean's disciplinary background and administrative experience, there may be a need for administrative adjustments. The current administrative structure of the Graduate College would benefit from an additional 0.5 FTE Associate Dean from the faculty. A change of deans creates a good opportunity to make that adjustment with balance across the disciplines represented in the college's administrative leadership.

Next year the Fellowship Board will hold a Block Grant competition. The funds to make this competition meaningful will not be necessary until the following academic year (2010-11), but the commitment will need to be made next year to guide the allocation decisions of the Fellowship Board.

Post-Doctoral Fellow Center: there is a substantial need for a central administrative base for post-docs on campus, and on many campuses the Graduate College is the location for such a center. I believe the Graduate College is the appropriate location for a post-doc center on this campus as well. It will require a 0.5 Associate Dean and staff support.

Development/Advancement: the new dean is likely to believe that it is important for the Graduate College to have a development presence – a belief that I believe is entirely correct. There are excellent models of graduate colleges that have become successful fund raisers for their programs, particularly fellowships. A full time development office will be required to make this happen. It would be a good investment on the part of the campus.

Current negotiations with ApplyYourself / Hobsons, which provides us with our on-line application system, have become a bit rocky with regard to a service we have promised to deliver to some of our largest graduate programs. I hope these wrinkles can get worked out because we have, in the main, been very happy with the ApplyYourself product and service. But if we need to re-bid the application system, there will be an extra burden on our IT and our Admissions units next year, as well as some extra costs.

SECTION 4: Salary Requirements

SECTION 5: Financial Planning Parameters

The Graduate College has undergone significant restructuring since we brought the admissions and records units into our college and since we were able to increase our revenues through an increase in the cost of the graduate application fee. We have approached this restructuring cautiously, and have run a surplus the past few years largely because we have had open positions. Those reorganization efforts have now matured, and beginning in fiscal 2009 we will have a close match between our salary income and obligations.

In most Colleges the campus tax will be funded from revenues generated by tuition increases. Because it does not collect tuition, and hence does not benefit from tuition increases, I believe the Graduate College should not be assessed the taxes for common costs. In the past few years, we have had to take those assessments out of the ICR component of our budget, which is crucial to the operation of the Graduate College.

SECTION 6: Interdisciplinary Activities

The Graduate College worked on two significant interdisciplinary programs in 2007-08.

The Graduate College created the Master of Science in Bioinformatics a few years ago to enable several departments to deliver master's level instruction in the field of bioinformatics as concentrations. With the guidance and authorization of a Bioinformatics Steering Committee, five units in three colleges have developed concentrations that address bioinformatics as a fundamentally interdisciplinary field of study inflected by the disciplinary base of those units. With the program up and running, the administration of the program is being transferred to the Illinois Informatics Institute, which is better positioned to perform the functions essential to sustaining and growing the program – e.g., marketing, facilitating further cross-disciplinary connections, bringing the enormous informatics resources of I³ to the project.

The Professional Science Master's program is inherently cross-disciplinary – a field of science plus coursework in business and related programs. Moreover, we expect many of the primary science fields among the PSM programs to be interdisciplinary – for example, Bioenergy, or Information Trust. See Section 1.

SECTION 7: Request for Non-Recurring Funding

None at this time

APPENDIX A: Programs Approved by the Graduate College in 2007

New Graduate Degrees:	Artist Diploma in Music Master of Public Health in Kinesiology and Community Health
Existing degrees approved to be offered off campus:	Ed.D. in Educational Organization and Leadership in Oak Brook, IL Ed.M. in Human Resource Education with a concentration in eLearning offered through Global Campus
New Graduate Majors: (programs)	Master of Science in Technology Management in Business Administration
New Graduate Concentrations:	Writing Studies 10 Graduate Concentrations within the M.MUS. in Music 5 Graduate Concentrations within the A.MUS.D. in Music 3 Graduate Concentrations within the Ed.M. in Human Resource Education 2 Graduate Concentrations within the Ph.D. in Human and Community Development Spanish Linguistics within the M.A. in Spanish Analytics within the M.S. in Statistics Chemical and Biomolecular Engineering in the M.S. in Bioinformatics
New Graduate Minors:	Latina/Latino Studies Information Technology and Control
New Joint Degrees:	Joint degree between the J.D. in Law and the Ph.D. in Philosophy
Revision to existing programs:	Revision to the Ed.M. and M.S. degree programs in Human Resource Education Add Non-thesis Option for M.S. Students in Veterinary Clinical Medicine

APPENDIX B: Graduate College Diversity Report

The Graduate College maintains a longstanding commitment to lead the campus in expanding participation by underrepresented groups across graduate education at the University of Illinois. In doing so, the Graduate College identified eight priorities on diversifying the graduate student population in its May 17, 2007 collegiate diversity report.

What follows is a summary of the college's progress on each priority, preceded by a review of the demographic composition of students and faculty affiliated with the Graduate College and a series of profiles exemplifying different approaches taken by the college in achieving its strategic goal to lead and evaluate graduate program efforts to attract, enroll, mentor, graduate, and place a talented and diverse graduate student body.

Demographics of the Graduate Faculty and Graduate Student Community

There is a broad assumption that success in diversifying student populations is crucially connected to the diversity of the faculty. Unfortunately, data are not collected on the racial, ethnic, and gender composition of the Graduate Faculty, nor is there a reasonable approximation with peer institutions. The closest estimate is to equate graduate faculty with tenure/tenure-track faculty. According to the Campus Profile, the number of women faculty has risen from 415 (22%) in 1998-99 to 616 (29%) in 2007-2008, while the number of faculty from underrepresented racial-ethnic populations has risen from 86 (4.6%) to 185 (8.8%) during the same time period. While there is an overall positive growth observable in racial-ethnic and gender composition of faculty who are likely to teach and advise a diverse student population, there is a considerable variance across colleges and individual programs.

Despite shortcomings in data available from peer institutions, IPEDS data from 2006 on full-time tenure and tenure-track faculty suggests modest differences between UIUC and Michigan, North Carolina, and Texas on the percentages of underrepresented faculty, although the number and percent of women faculty at UIUC are both lower than the comparison group. (see Table 1: Women and Underrepresented Faculty, 2006, by Peer Institution.)

Demographics of the graduate student community (Total, Fall 2007)

- Enrollment by academic college (see Table 2)
- Comparison of underrepresented faculty and graduate students, 2007-2008, by college, which intimates an association between the proportion of underrepresented faculty and graduate students (see Table 3)

Profiles (Highlights) of Three Graduate College Initiatives:

Educational Equity Programs

The Educational Equity Programs Office (EEP) provides programs and services that support the enrollment and retention of students from populations underrepresented in graduate study at Illinois, including:

- One-on-one engagement with graduate programs and departments.
- Administration of the Summer Research Opportunities Program (SROP) and the Summer Pre-Doctoral Institute (SPI).
- Outreach and recruiting efforts geared toward underrepresented students enrolled in institutions throughout the United States and Puerto Rico during the Spring and Fall semesters.

- One-on-one support and engagement with graduate students from underrepresented populations, including work with Diversifying Faculty in Illinois (DFI) fellows.
- Receipt, review, and distribution of students registered in the National Name Exchange.

AGEP – SBE

With a three-year renewal of the National Science Foundation Alliance for Graduate Education and the Professoriate (AGEP) grant in 2007-2008, the Graduate College is able to support activities to increase recruitment and retention of underrepresented students in the social and behavioral sciences.

- The grant enables the Graduate College to increase the number and type of direct support initiatives available for students.
- Illinois is a member of a seven-institution alliance headed by Northwestern University. Four graduate programs – Anthropology, Library and Information Science, Psychology and Sociology – were selected to participate on our campus.
- The majority of the grant funds are designated to provide direct support to students and help fund the department's recruiting, academic support and retention activities.
- In Spring 2008, the grant funded six graduate students to participate in a midwestern professional development conference for students attending institutions with STEM and SBE funding from the National Science Foundation.

PhD Completion Project

The Graduate College received a \$50,000 grant from the Council of Graduate Schools to participate in Phase II of the PhD Completion Project, which has special emphasis on collecting information about completion and attrition rates for women and underrepresented minorities. Fourteen units on campus are participating in this project and will undertake the following:

- A guided self-assessment that will allow for review of each program's completion and attrition patterns
- Implementation of strategic interventions that positively affect retention and completion for areas where students are most at risk

Graduate College Priorities on Diversity

1. Engaging graduate faculty in recruiting prospective students

- Development of a prospects systems, which will be searchable by departments
- Campus visits: Since 2004, the Graduate College has worked with departments through the Campus Visit Program to bring prospective graduate students to Illinois, with the aim of increasing the enrollment of students from underrepresented populations who have been admitted to graduate programs on this campus.

2. Increasing awareness about issues in attracting, retaining, and mentoring underrepresented students

The Graduate College is in a unique position on campus to increase awareness about issues in attracting, retaining, and mentoring underrepresented students because we can offer events and workshop that reach across campus units.

- Mentoring workshop: The Graduate College hosts an annual Mentoring Workshop open to all graduate faculty, but particularly targeted at new tenure-track faculty.

- Symposia and lectures: In addition to the annual symposium on graduate education, the Graduate College hosts its PhD Completion Speakers Series, and partners with other units on campus to host similar events.
- Workshops for graduate students, faculty and staff:
 - Fellowships, external awards
 - DFI program activities

3. Strengthening communication between the Graduate College and graduate programs

- Fall workshop for all Graduate Contacts and Directors of Graduate Study
- Working with graduate programs for the PhD Completion Project and AGEP
- One-to-one work with departments, faculty
- Support for Illinois Summer Neuroscience Institute (ISNI)
www.life.uiuc.edu/neuroscience/isni/index.html

4. Orientation for new fellows

Hosted a welcome reception for new Illinois Distinguished and Graduate College fellows, Fall 2007; will continue to do this in future years.

5. Increasing underrepresented student inclusion in programs

Outreach/recruitment

- Outreach efforts – Outreach and recruiting to students enrolled in institutions throughout the United States and Puerto Rico during the Spring and Fall semesters. In 2007, twenty-two national conferences and graduate fairs at historically Black Colleges and Universities (HBCU), Tribal Colleges, and Hispanic Serving Institutions (HSI) were attended. Approximately 1,000 students from over 120 colleges and universities received information about our graduate programs and related opportunities.
- More than recruiting – conduct workshops with students on applying for graduate school, using the resources of the CIC and UIUC to seek admission to graduate school at the UIUC.
- Visits by programs from other campuses (McNairs, for example) – EEP has begun a process of identifying programs (e.g., McNair Scholars, Louis Stoke Alliances for Minority Participation, etc.) within the region to contact for visits to campus.
- Developing prospects system for use by graduate programs, which will include names from outreach, name exchanges, etc. and is searchable by departments

6. Improving the Web presence of opportunities for graduate study for underrepresented students

The Graduate College's Web site serves a range of audiences with respect to diversity issues; for example, prospective students, current students, faculty, and administrators. In addition to regular content upgrades made in 2007, the Graduate College made changes to ensure accessibility for all online users. One of our primary goals in the upcoming year is to enhance online information and our Web presence for recruiting and retaining the best students to Illinois and to promote and sustain an academic environment of diversity and inclusion.

Information for students:

- Prospective student pages offer links to resources for underrepresented domestic students, international students, and students with disabilities.

- Additional information about funding, programs, events, and resources is available online through the Graduate College homepage, which has links to the Office of Educational Equity Programs, Fellowship Bulletin, and Guide to Graduate Life at Illinois.
- In many cases, students can apply for programs using online applications.

Information for faculty and staff:

- Graduate College has made data regarding diversity of graduate programs at Illinois in Program Profiles and from NRC reporting available online. Access is password protected, but available to all units on campus so that individual units can assess diversity within their programs.

Electronic correspondence:

- Distribution of *GradLinks*, an electronic newsletter, to all students currently registered within a given term
- Graduate student email listserv to alert students of upcoming events, programs and opportunities

7. Implementation of a flexible plan for multiyear fellowship recipients

The Graduate College has implemented a plan that extends the final year of support for multiyear Illinois Distinguished and Graduate College fellowship recipients.

8 Exploring tracking and data analysis of the academic progress of graduate students, and in particular Graduate College fellowship recipients, Summer Pre-Doctoral Institute fellows, and Summer Research Opportunities Program (SROP) alumni

Methods of tracking and analyzing data relating to student progress:

The Graduate College has developed limited capability to track and analyze data relating to student progress.

Data extracted for participants of SROP, SPI, and campus visits, recipients of Graduate College and Illinois Distinguished Fellowships:

Data for program participants were extracted to identify who applied, matriculated and graduated. The Graduate College will continue to track progress and report updates for these groups of students via the Graduate College strategic planning indicators on the campus profile.

Data extracted to analyze patterns of student completion and attrition:

Data were collected and reported as part of the Council of Graduate School's (CGS) PhD Completion Project and the NRC Assessment of Doctoral Programs. Completion and attrition matrices were developed for 14 doctoral programs that participated in the CGS PhD Completion Project, and completion matrices were developed for 65 doctoral programs surveyed for the NRC assessment. In both cases, completion data were aggregated and reported in major fields of study by race/ethnicity and gender. Figure 1 shows a sample completion template submitted to CGS as part of the PhD Completion Project. This matrix provides completion data for underrepresented minorities in participating social science programs.

Percentage increase of volume of data relating to student progress

The Graduate College has two current initiatives that build the foundation needed for tracking student progress at a program, department, college, and campus level. These two initiatives are tied to the CGS PhD Completion Project.

The first of these two initiatives is the development of the Graduate Data Warehouse (GDW). The GDW brings together all data for University of Illinois graduate students and associated programs into a central location housed at the Graduate College. Legacy data is incorporated once while automated extract-transform-and-load (ETL) processes have been developed to regularly update the GDW with current information. With the development of the GDW, we can concatenate data from multiple sources into a single dataset. The GDW includes data from institutional, Graduate College, and eventually external data sources such as the Survey of Earned Doctorates. Having a single GDW source eliminates the past practice of redundant data extraction for each project and speeds access time for dynamic displays. To date, we have incorporated most of the student application, academic history and registration information into the GDW. We plan to begin incorporating student financial support next. Student financial support would include assistantships, fellowships, waivers, and student loans.

The second initiative is the Program Profiles. The Graduate Program Profiles Project began with the vision of having an online single-page snapshot of summary data for each graduate program at the University of Illinois. This one-page summary provides an administrative overview of each program and speaks to the quality of the program. The profile is dynamically updated to contain the most recent information including:

- 10+ years of application, admissions, new enrollment, enrollment, and degree counts and trends, with these data items further divided by race/ethnic, gender, citizenship, and residency
- Time to degree
- Contact information

In the future, Program Profiles will be expanded to also incorporate:

- Completion and attrition by entering cohort year
- Sources, mechanisms, and levels of support
- Faculty demographics

Beneath the Program Profile lies a comprehensive database of student information spanning both old and new sources. This underlying data set is built from the GDW. The true value of the Program Profile is that not only does it provide a single-page snapshot of each program, but it also provides the ability to drill down from graphs on the profile to more detailed information on subsequent pages.

- EEP is working with Graduate College Information Management to clarify requirements for tracking and analysis of SROP and SPI participants
- Will develop a model for tracking GC fellows

Table 1:

Women and Underrepresented Faculty, 2006, by Peer Institution					
Institution Name	Women Total	% Women Faculty	Underrep Total	% Underrep Faculty	Faculty Total
University of Illinois at Urbana - Champaign	490	26.7	148	8.1	1834
University of California – Berkeley					
University of California - Los Angeles					
University of Michigan - Ann Arbor	727	29.1	222	8.9	2499
University of North Carolina at Chapel Hill	515	30.5	118	7	1686
The University of Texas at Austin	521	27.8	150	8	1876
University of Wisconsin - Madison					
<i>Source: IPEDS Peer Analysis System; Berkeley, UCLA, UW data not reported</i>					

Table 2:

Percent of Underrepresented Faculty and Graduate Students, 2007-08, by College				
Unit Name	Item Name	2007-08 %	Item Name	2007-08 %
Agricultural, Cons, & Env Sci	Ten Sys Faculty % Undrrp	6.9	% Minority Grad students	6.3
College of Business	Ten Sys Faculty % Undrrp	7.2	% Minority Grad students	4.1
College of Education	Ten Sys Faculty % Undrrp	21.3	% Minority Grad students	18.8
Engineering	Ten Sys Faculty % Undrrp	4.9	% Minority Grad students	3
Fine & Applied Arts	Ten Sys Faculty % Undrrp	11.1	% Minority Grad students	7.2
Graduate College	Ten Sys Faculty % Undrrp	0	% Minority Grad students	7.7
Communications	Ten Sys Faculty % Undrrp	24.1	% Minority Grad students	14.3
Law	Ten Sys Faculty % Undrrp	7.1	% Minority Grad students	3.8
Liberal Arts & Sciences	Ten Sys Faculty % Undrrp	9	% Minority Grad students	7.1
Applied Health Sciences	Ten Sys Faculty % Undrrp	13.1	% Minority Grad students	13.6
Veterinary Medicine	Ten Sys Faculty % Undrrp	6.8	% Minority Grad students	7.2
Institute of Aviation	Ten Sys Faculty % Undrrp	0	% Minority Grad students	10
Labor & Industrial Relations	Ten Sys Faculty % Undrrp	0	% Minority Grad students	12.4
School of Social Work	Ten Sys Faculty % Undrrp	11.8	% Minority Grad students	18.8
Continuing Ed & Public Svc	Ten Sys Faculty % Undrrp	0	% Minority Grad students	14.9
Library & Information Science	Ten Sys Faculty % Undrrp	8.7	% Minority Grad students	6
<i>Source: DMI Campus Profile</i>				

Table 3:

Percentage of Underrepresented Graduate Students, by Peer Institution, Fall 2006			
Institution Name	Total Underrep Minorities	% Underrep Minorities	Total Graduate Students
University of California - Los Angeles	1203	13.70%	9203
University of North Carolina at Chapel Hill	905	11.00%	8254
The University of Texas at Austin	1156	10.40%	11101
University of California - Berkeley	930	10.30%	8994
University of Michigan - Ann Arbor	1085	9.10%	11946
University of Illinois at Urbana-Champaign	753	7.40%	10221
University of Wisconsin - Madison	513	5.80%	8843
<i>Source: IPEDS Peer Analysis System</i>			

Figure 1: Completion template for underrepresented minorities in participating social science programs submitted to CGS as part of the PhD Completion Project

Entering student academic year cohort**	Number of entering doctoral students	Number of students who left program after receiving master's degree	Number of students admitted to PhD candidacy *	Of those admitted to PhD candidacy*:									Number who are still enrolled after 10 years
				Number who completed within given number of years after enrolling									
				3 years [≤ 3 Years]	4 years [> 3 ≤ 4 Years]	5 years [> 4 ≤ 5 Years]	6 years [> 5 ≤ 6 Years]	7 years [> 6 ≤ 7 Years]	8 years [> 7 ≤ 8 Years]	9 years [> 8 ≤ 9 Years]	10 years [> 9 ≤ 10 Years]		
1992-93	6	2	2	0	0	0	0	1	0	0	0	1	
1993-94	6	3	3	0	0	0	0	0	2	0	0	0	
1994-95	4	1	1	0	0	0	0	0	1	0	0		
1995-96	4	3	0	0	0	0	0	0	0	0			
1996-97	1	0	0	0	0	0	0	0	0				
1997-98	1	0	0	0	0	0	0	0					
1998-99	3	0	1	0	0	0	1						
1999-2000	2	0	1	0	0	0							
2000-01	2	1	1	0	0								
2001-02	2	0	1	0									
2002-03	3	0	0										
2003-04	2	0	0										
Totals	36	10	10	0	0	0	1	1	3	0	0	1	