REPORT OF THE GRADUATE COLLEGE

REVIEW COMMITTEE

1 November 2007

Committee Members:
Barry Ackerson, Rajshree Agarwal-Tronetti, Dale Brashers, Karen Carney, Al Valocchi,
Elizabeth Jeffery, Greg Lambeth, Steven Leigh (chair), Carol Livingstone, Keith
Marshall, Miguel Morales, Helen Neville, Laurie Reynolds, Gail Rooney, Sharee Wax,
William Welburn,

REPORT OF THE GRADUATE COLLEGE
REVIEW COMMITTEE

Table of Contents

GRADUATE COLLEGE REVIEW COMMITTEE REPORT
1 November 2007

I. EXECUTIVE SUMMARY

The Graduate College is a dynamic and productive unit. It provides numerous services to the graduate student community as well as to campus units, and has played important roles in fostering interdisciplinary research across campus. Moreover, it compares very favorably to peers. Our review pointed to concerns regarding staffing levels and redundancy in services that may be provided by other campus units. Program reviews conducted by the College may need further attention as interdisciplinary programs and online courses become increasingly prominent components of curricula. Development and fundraising efforts focused on the Graduate College's critical role in supporting graduate research will be essential to future success.

With regard to the impending search for a new dean, the committee finds that the Graduate College offers potential candidates numerous attractive and positive academic and administrative opportunities. Candidates will find an outstanding organization that requires continued strong leadership from an innovative and forward-thinking scholar. The committee emphasizes that support for research, interdisciplinarity, and graduate education comprise the most important elements of this position. In addition, the committee strongly recommends that the search include candidates dedicated to enhancing the prominent national profile of the Graduate College, as is reflected by current success in obtaining outside funding for various initiatives. Development and fundraising also comprise important components of this position, with the objective of establishing endowments to support graduate student research, especially interdisciplinary research. Efforts to better-define the identity of the Graduate College, both locally and nationally, will facilitate these goals.

II. SUMMARY RECOMMENDATIONS

- Continue fostering graduate student research, with attention to emerging interdisciplinary programs, including those with professional schools
- Sustain Illinois' national leadership role among Graduate Colleges
- Expand development and fundraising efforts to support Graduate College endowments, linking endowment funds to graduate research and teaching
- Enhance mechanisms by which best practices are shared across campus
- Evaluate the adequacy of staffing levels
- Evaluate possible areas of redundancy in services provided, and support the continued coordination of the services across campus
- Anticipate new challenges in program reviews for interdisciplinary programs, professional education, and online training

III. Response to Charge Letter

1. Synopsis

The Graduate College Review Committee was charged with evaluating the "structure, scope and activities of the Graduate College" since 2000, when the College emerged as an independent academic unit. In order to focus this review, the committee charge letter from Provost Katehi identified seven areas of investigation that could be pursued in responding to the charge. The committee carefully evaluated these questions, condensing several items into questions that covered slightly broader ranges of topics. The questions, along with summary answers, are provided next section, with more detailed expositions on each question presented in subsequent sections.

2. Summary Responses

A. How effectively does the Graduate College promote best practices for graduate education?

The Graduate College effectively promotes best practices, largely accomplished by coordinating among unit Directors of Graduate Study (DGS). Fuller participation by DGSs should be sought in order to increase adoption of best practices.

B. How does the Graduate College compare to graduate schools and colleges in peer institutions? What are the similarities and differences?

The Graduate College compares favorably to peers (defined for purposes of this report as Berkeley, Michigan (Rackham), and Wisconsin). Illinois' Graduate College functions with a significantly leaner staff than peers. Endowments at peers enable a greater variety of services and scholarly activities.

C. What is the Graduate College's role in facilitating interdisciplinary research? In addressing the needs common to a broad spectrum of academic and professional graduate programs, is the Graduate College appropriately responsive to the differences among these programs?

The Graduate College has a strong record of establishing, promoting, and facilitating interdisciplinary research. It is well-equipped to provide administrative oversight in creating interdisciplinary programs, as it has done in the past. The Graduate College is responsive to differences in programs, both within and among interdisciplinary research initiatives. The infrastructure offered by the Graduate College should be utilized in meeting campus Strategic Plan goals for interdisciplinarity.

D. What student services are appropriate for the Graduate College to provide? How effectively do the component offices of the Graduate College—Graduate Admissions and Academic Support, the Fellowship Office, Career Services Office, Office of Educational Equity Programs, Thesis Office—contribute to graduate education at Illinois.

The Graduate College currently provides appropriate services, with no major gaps. There is good coordination with student services across campus (e.g. career services, counseling, etc.), and improved coordination is desirable. Graduate College services benefit graduate students directly as well as campus units. These services have positive impacts on graduate education and the quality of graduate student life. Peers provide similar services.

E. How well does the Graduate College perform its review of new or revised graduate programs? How can the Graduate College most effectively contribute to program reviews to insure excellence in our graduate programs?

The Graduate College undertakes thorough and rigorous review of new and revised programs. Graduate College review is part of a hierarchical process, and there is no evidence that this level of the hierarchy poses unique problems for seeking program approval or revision. The committee recognizes a potential need for new policies and procedures regarding online graduate instruction. Additional resources and administrative mechanisms may be necessary in order to ensure excellence of online graduate instruction in these contexts. The Graduate College does not conduct formal program review, although Block Grant competitions may accomplish similar goals.

F. Issues emerging from committee discussion.

The committee clearly sees the need for increased development and fundraising efforts on behalf of the Graduate College. Such efforts, while important, should not overshadow the support for interdisciplinary programs and graduate education. The committee finds that the identity of Graduate College often is not readily evident on campus, so efforts should be made to clarify the nature of the Graduate College, possibly in relation to new development and fundraising efforts. We discussed concerns about levels of fellowship support, centering on the competitiveness of our signature fellowships (e.g., Illinois Distinguished fellowships, and fellowships for underrepresented students). Finally, Graduate College plays a major role nationally among graduate colleges. We value this role, and encourage further service at this level.

3. Detailed Responses to Charge Letter

A. Best Practices

How effectively does the Graduate College promote best practices for graduate education?

Assessment. The Graduate College provides support to graduate students across the courses of their academic careers, beginning with recruiting and admissions and continuing with career services and graduation. The committee sees that best practices are generally in place, despite the long term and diversity of services required. Overall, the Graduate College plays a role as an enabler of best practices, enabling campus units to respond quickly and flexibly to their various needs. This is an appropriate function for the Graduate College in a decentralized organization such as the University of Illinois.

This report offers a "life-cycle" view of best practices and the impact of these practices on faculty in tabular form (Appendix C, Table 1).

The Graduate College facilitates best practices in graduate education by maintaining close relations with Directors of Graduate Studies in academic units. It offers online graduate contacts and maintains e-mail address lists of numerous contacts within campus units. The committee determined that the Graduate College responds rapidly to unit questions, and assists in problem-solving within units, further promoting best practices. DGSs responding to our committee's request for information have provided positive opinions. Graduate College staff members have a reputation for immediate and personal responses to faculty and DGS questions.

In recent years the Graduate College has sponsored a highly successful symposium series that brings nationally recognized scholars to campus to address a topic of mutual interest to faculty, students, and administrators. Also, the Graduate College has organized a series of workshops for faculty focused on mentoring Ph.D. students. These activities aim to promote best practices via direct contact with faculty.

Nationally, Illinois' Graduate College has a reputation for being an innovator in best practices, as exemplified by activities in association with the Council of Graduate Schools and the Sloan Foundation. For example, the Graduate College has been successful in competing for external funds to support development and evaluation of best practices, including funds to support the Ph.D. Completion Project and Professional Science Master's degree. In addition, the Graduate College has implemented new practices, including the Ph.D. Completion Project, which reflects attentiveness to the special needs of graduate students and campus units.

Improvement Areas. Committee discussion pointed to areas of further attention. The Graduate College needs to be proactive in disseminating best practices, and the committee discussed the need to "advertise" new services and programs. An additional problem concerned the level of engagement among DGSs on campus. Sharing and disseminating best practices is impeded because of DGS workloads, and often, lack of engagement of DGS and other faculty in Graduate College activities. Improved two-way communication between the Graduate College and DGS faculty should be encouraged. In addition, databases or case reports of best practices should be made available to DGSs, but this obviously requires considerable engagement on the part of DGSs. It should be noted that Program Profile data bases (discussed in Program Review sections below) will promote further engagement. Finally, committee members noted that some elements of the petition process could be improved. Often, petitions are seen as common and routine, implying a need for policy changes. However, some gaps may exist in moving petition issues to policy. Increased use of electronic petitions may alleviate some of these problems.

Summary. The Graduate College effectively promotes best practices across campus. Minor areas of improvement are noted, centering on ways to increase engagement from Directors of Graduate Studies.

Recommendations.

- Increase involvement of Directors of Graduate Study in defining and disseminating "best practices"

- Support independent, decentralized development of best practices by Directors of Graduate Study

- Assign Graduate College staff to dissemination of best practices

B. Comparison to Peers

How does the Graduate College compare to graduate schools and colleges in peer institutions? What are the similarities and differences?
Assessment. The Graduate College compares favorably to peer institutions. In expanding on this point, is important to note that the time available for this committee's work was insufficient to develop in-depth comparisons of peers. However, committee members carefully scrutinized peer graduate college websites with regard to services offered. In addition, the committee obtained information directly from peers on staffing levels.

All graduate colleges in this comparison (Berkeley, Michigan, Wisconsin) provide an impressive array of services along with Illinois (see Appendix C, Table 2). At least some services not offered by the Graduate College at Illinois may be offered by other campus units. All graduate colleges provide comparable academic services, including workshops, fellowships, and grievance management, among others. Graduate colleges generally do not handle admissions, record-keeping, and presumably, program reviews for professional schools (veterinary, law, medicine, and MBA). Both Illinois and Berkeley offer lecture series through their graduate colleges, contributing to the academic community. Lecture series at Berkeley benefit from endowments.

Comparisons to peers indicated that Illinois' Graduate College operates with a relatively small staff. Our analyses revealed that the Graduate College at Illinois employs 38 staff members at all levels. For peers, comparable totals are: Berkeley, 64; Michigan, 79; Wisconsin, 69. Consequently, peers operate with staffing levels almost twice the size of UI's Graduate College. Given broad comparability of services, this suggests a high level of efficiency at Illinois, but it may also explain qualitative perceptions of high turnover at Illinois. The committee recommends more detailed investigations of staffing levels, which are beyond the scope of this committee's current capabilities. It may be that peers provide much more in the way of services, but this is not obvious from our review. This finding has very important implications for the upcoming search because a prospective dean may see a need to employ a staff comparable to those of peers. It should be noted that deans at most peers are independent of vice chancellors for research (Wisconsin's dean is also Vice Chancellor).

The time allotted for review complicated attempts to determine precisely how much fellowship money is available from peers. We do know that our best fellowships, such as the Illinois Distinguished Fellowship, fare reasonably well in attracting graduate students

to campus. However, we also know that we lose students to peers, with reports of better fellowships.

Our review indicated some potentially important differences among graduate colleges beyond services provided. A potentially important difference between Illinois and Wisconsin on the one hand and Michigan and Berkeley on the other is that the latter graduate colleges maintain development or fundraising offices. In addition, both Berkeley and Michigan offer direct links from graduate college home pages to giving opportunities. In contrast, such links are either not present or obscure on websites for both Wisconsin and Illinois. Berkeley offers a direct appeal for donations supporting "New Fellowships and Awards." Illinois links to the Brilliant Futures Campaign, but this link does not relate specifically to the Graduate College. Furthermore, Illinois' Graduate College website is unclear on whether or not it holds an endowment or seeks additional endowment funds. It is very important to emphasize that our peers tightly link graduate student research and teaching to endowments.

It should be noted that Berkeley's website is research-centered, highlighting graduate student research accomplishments. At present, Michigan "spotlights" the importance of fellowships in advancing research. In contrast, websites for both Wisconsin and Illinois focus mainly on administrative functions. For example, Illinois' Graduate College "Features" topics include "Events and Deadlines," "Employment Opportunities," etc. Following Berkeley's example may be a good option to spur development and fundraising efforts by establishing clearly both the need and impact of graduate student research and teaching. Berkeley makes the ties between graduate education and endowment funds readily evident.

Improvement Areas. These issues can be used to focus some of the general committee concerns regarding the identity of the Graduate College. Specifically, committee members recognize anecdotal evidence that faculty often know little about the Graduate College and its many functions. In addition, alumni/ae of the college may be unaware of its existence and needs. We suggest further efforts to define the identity of the college, possibly using an endowment campaign as a means to do so. Given that alumni/ae feel closer ties with departments or programs than with the Graduate College (and donate accordingly), it may be feasible for departments to list funding opportunities for graduate students through the Graduate College website. This would provide prospective students with a better sense of funding opportunities, and improve alumni/ae ties to the Graduate College. Links to the Graduate College homepage regarding endowment funding and research, paralleling Berkeley and Michigan are advisable.

The committee discussed concerns regarding total amounts of fellowship monies distributed by the Graduate College in relation to peers. In the time available, the committee could not determine the relative amounts of fellowship funds among colleges. The sense of the committee is that Illinois fares poorly in head-to-head competitions for graduate students partly because our funding packages are relatively low. Although we have significant cost-of-living advantages over other institutions, especially those on the coasts, prospective students rarely seem to recognize such factors. Peers may provide

better multi-year support. The committee suggests that the expected NRC survey results (National Research Council Assessment of Research Doctorate Programs, 2006) will enable much more detailed comparisons of these issues. One area in which funding from Illinois may exceed peers is in Dissertation Travel Funding. Dedicated travel funding sources are not readily evident from peer websites. This funding source is especially important at Illinois, given our geographic isolation. Better funding and wider recognition for this program could offset lower fellowship levels.

Summary. The Graduate College at Illinois compares favorably to peers, particularly in terms of its scope of services. However, it functions with a much smaller staff than peers. Endowments should be aggressively sought, along with new ways to solidify the identity of the Graduate College.

Recommendations.

- Evaluate staffing levels in the Graduate College relative to peers and in relation to services provided

- Engage in activities that more-clearly define the identity of the Graduate College in relation to services

- Continue development and fundraising efforts focused on support of graduate research, with attention to the pedagogical role of graduate students in teaching undergraduates

C. Interdisciplinary Research

What is the Graduate College's role in facilitating interdisciplinary research? In addressing the needs common to a broad spectrum of academic and professional graduate programs, is the Graduate College appropriately responsive to the differences among these programs?

Assessment. Numerous campus units foster interdisciplinary research at Illinois, often under the auspices of various institutes and centers across campus. Many of these programs involve graduate students. Support for such programs from the Graduate College is often indirect, coming in the form of significant support for graduate students through fellowship awards and through the Graduate College Fellowship Office. In addition, the Graduate College supports the development of interdisciplinary research proposals (e.g., IGERT proposals), and conducts interdisciplinary graduate training program reviews.

The committee recognizes that interdisciplinary research initiatives are integral to the Graduate College Strategic Plan, and that the college Plan adopts a self-critical stance regarding the degree to which it has fostered graduate-based interdisciplinary programs (Appendix C). Thus, the Graduate College acknowledges a need for sustained efforts to support interdisciplinary research. Our committee presumes that steps continue to be implemented in this area. At the same time, the committee also recognizes that,

historically, the Graduate College has been a vital incubator for interdisciplinary research and graduate programs. More specifically, units created under the auspices of the Graduate College include the Departments of Computer Science and Atmospheric Science, the School of Social Work, the Institute of Government and Public Affairs, the Institute for Communications Research, the Center for Advanced Study, and the Program in Nutritional Sciences. Looking to the future, we expect the Graduate College to continue providing leadership in the area of interdisciplinary programs, especially those that lead to graduate degrees. In particular, the recent development of the Bioinformatics master's program and the planned implementation of the Professional Masters of Science programs would not have been possible without Graduate College sponsorship.

The development of the Professional Science Master's degree (PSM) serves as an excellent case of continued attention to interdisciplinary programs in the Graduate College. Supported financially by a Sloan Foundation grant to the Graduate College, the PSM offers graduate students in traditional science disciplines an opportunity to acquire much-needed training in business to prepare them for careers in industry.

Subcommittee discussion included considerations of the extent to which the Graduate College participates in professional programs. These programs differ from traditional graduate programs in several ways. Specifically, professional education is marked by: 1) uniqueness of programs, 2) considerable competition among applicants at large scales, and 3) a need to respond quickly to market-based forces and trends. Often, students enrolled in professional programs, especially Master's programs, pay their own way, leading to the problematic view that such programs can operate independently of substantial university resources and infrastructure.

Currently, Graduate College involvement with professional schools is minimal, but the college often supplies critically important assistance. For example, the Graduate College assists in review and approval of joint degree programs, at least with the College of Law. The Graduate College provides technical assistance to professional schools in the form of visa processing and I-20 forms, which is seen as an extremely important function. The Graduate College also oversees with professional Ph.D. degrees, including fields such as social work, and possibly in the future, Law (J.S.D.). Graduate College oversight of such students is seen as desirable, given the comparability of such training with nonprofessional academic training.

The committee views the relations between the Graduate College and professional schools as appropriate, but new kinds of professional programs and interdisciplinary training may benefit from Graduate College involvement and support. The Graduate College can provide valuable coordination in such efforts, and should be prepared to foster these kinds of interactions.

Fellowship awards from the Graduate College (Illinois Distinguished Fellowship, Graduate College Fellowships for Underrepresented Students) require an appreciation of research diversity and attention to interdisciplinarity. The Graduate College has effectively distributed fellowships among graduate programs, although the size of the

awards and total number of awards are often less than presented by competitors. The Fellowship Office could help support interdisciplinary research by offering fellowships to assist nascent interdisciplinary research programs. This could be tied to increasing the quantity of funds available for fellowships and aggressively pursuing endowment funds.

Improvement Areas. The Graduate College Strategic Plan clearly articulates difficulties in "driving interdisciplinarity down into graduate education." The committee expects that resources have been devoted to solving this problem, but time constraints precluded efforts to assess the level of success in this regard. Professional school faculty note that application-processing fees imposed by the Graduate College interfere with recruitment efforts, placing Illinois at a disadvantage when competing with peers that waive such fees; yet there are real costs to the Graduate College for processing these applications. Priorities focused on new, cutting-edge interdisciplinary research may encourage future endowments.

Recommendations.
- Measure success in translating interdisciplinarity to graduate education

- Consider infrastructure to facilitate development of interdisciplinary links to professional training programs

- Evaluate the costs and benefits of current services performed by the Graduate College for professional training programs

- Target interdisciplinary programs for fellowship funds

D. Graduate College Services

What student services are appropriate for the Graduate College to provide? How effectively do the component offices of the Graduate College—Graduate Admissions and Academic Support, the Fellowship Office, Career Services Office, Office of Educational Equity Programs, Thesis Office—contribute to graduate education at Illinois.

Assessment. The Graduate College delivers a broad range of services, both directly and indirectly, to graduate students and campus units. Generally speaking, these services are appropriate and the committee finds no major gaps in the kinds of services offered.

Graduate College services are varied, available throughout the academic careers of graduate students (Section III.3.A.), and consistent with services offered by peers (see Section III.3.B.). Moreover, services align closely with the Graduate College Strategic Plan and Graduate College Mission Statement (Appendix C). Services cover students prior to application and in the early semesters of graduate school. For example, notable recruitment programs include those for underrepresented students such as the Summer Research Opportunities Program (SROP) and Summer Pre-doctoral Institute. Other early

services include review of fellowship applications for a variety of funding opportunities. Career services near graduation complete investments in graduate students.

The committee finds that the campus holds a "service-oriented" view of the Graduate College, with services closely tied to the Mission Statement. Unfortunately, a service-based identity downplays the importance of research support sustained by the Graduate College, resulting in a rather narrowly constructed identity. Committee members suggest that this may be a historical consequence of splitting the Graduate College from the Vice Chancellor for Research. Therefore, the committee advocates active promotion of Graduate College services, coupled with efforts to raise the research profile of the college. This committee recognizes that development and fundraising efforts are critical to sustaining and enhancing services.

Our discussion of services focused on questions regarding coordination between services provided by the Graduate College and those provided by other units, especially career services. For example, there may be overlap between services offered by Graduate Career Services and The Career Center, yet there is considerable coordination and collaboration with The Career Center and other career services offices across campus. At one level, some degree of overlap or redundancy is important because differences in student needs impact both demand and outcomes. Although the committee recognized the potential importance of overlap, it sees that additional coordination may be required to ensure the most efficient deployment of campus resources. Decisions about future services, and to some degree, existing services, may warrant consultation and discussion between the Graduate College and other units. At present, a number of models for coordination of services exist (Appendix C, Table 2), including career services, and the Counseling Center. In addition, the committee discussed some confusion concerning services. For example, impressions vary over precisely which unit provides services.

The committee also discussed means by which the Graduate College can or should create a sense of shared community among graduate students. For example, an annual conference involving students supported by Graduate College fellowships may be a way to foster a sense of community as well as establish traction for future development and fundraising efforts. Establishing community can take place early in a student's graduate career. For example, the committee discussed various tactics for recruiting underrepresented students in light of several models employed in the past by the Graduate College. The college has supported both broadly synchronized visits and individual visits, with varying success from both approaches. Additional attention to the merits and problems of these models is appropriate, and should be considered.

Improvement Areas. Efforts to link development and fundraising efforts directly to services and the need for new services should be considered. In addition, a better balance between a service and research orientation should be sought Comparisons between the Graduate College and peers in terms of services offered show that current services offered by Illinois' Graduate College are appropriate. Finally, coordination among campus units in terms of services continues to be an important goal.

Recommendations.
- Relate development and fundraising efforts to both research and services

- Establish mechanism for systematic, coordinated evaluations of services

- Support coordinating complementary services, streamlining where possible

- Consider establishment of a graduate student center

E. Program Review

How well does the Graduate College perform its review of new or revised graduate programs? How can the Graduate College most effectively contribute to program reviews to insure excellence in our graduate programs?

Assessment. The Graduate College performs approval and review functions for graduate programs efficiently. Reviews are conducted as part of a hierarchical system, with numerous campus units participating in review (Appendix C). Program approval and review are absolutely critical to maintaining both the quality and integrity of graduate programs. The committee anticipates that the crucial roles played by the Graduate College in program approval and review will become increasingly important with further development of online curricula.

The review process is relatively straightforward, with the Graduate College playing a central role in the approval of all new and revised graduate programs and courses. In addition, the Graduate College staff participates in regular and *ad hoc* reviews of graduate programs across the campus, in a manner consistent with University *Statutes*. The Graduate College carries out these duties chiefly through its Executive Committee and particularly with subcommittees composed of its members. Review and approval of programs require multiple review and approval levels, including department head and the college courses and curriculum (see Appendix C). Not uncommonly, proposals may require changes in order to comply with Graduate College standards. In such cases, the Graduate College will return the proposal to the department. After extensive revision, the proposal should then go through the normal approval process in the department, school, and disciplinary college. If the changes are minor, a Graduate College associate dean will communicate directly with the sponsor, although the consent of the department head and college dean must be obtained.

The committee finds that the program approval process generally works quite well. Although there have been complaints that the program review process takes too long, it has been simplified in the past seven years (it is thus important to know when criticisms have been leveled). For example, several area subcommittees have been collapsed into a single program subcommittee that reviews all graduate programs regardless of area. The

Graduate College plays an important role by ensuring the quality of graduate programs as they are developed and revised, and that necessary function should be preserved. In addition, the experience of reviewers for the Graduate College is that proposals often vary in quality. Well-constructed proposals, developed in consultation with the Graduate College, find approval much more quickly than proposals developed in isolation without dialogue.

The Graduate College does not mandate regular reviews of existing graduate programs at Illinois, but there is a strong tradition of voluntary program review. Illinois differs from Berkeley and Wisconsin in this regard. Instituting a program review system at Illinois would require a major shift of institutional culture and resources, but may be a new function to consider. It should be noted that the Block Grant program does involve review of graduate programs. Peer faculty independent of Graduate College administration conduct the Block Grant review. This process provides information to the Graduate College about the status of graduate programs, with funding consequences for departments. Thus, while a formal review process has not been instituted, the Block Grant process ensures considerable unit attention to the graduate program quality.

The committee discussed an emerging concern regarding Graduate College review of off-campus graduate programs. Such programs now receive review by the Committee on Extended Education and External Degrees (CEEED), which ensures graduate degree program quality for off-campus students. This includes programs delivered through electronic distance learning technologies, with subsequent review of off-campus degree programs on three- to five-year cycles. Online graduate programs have also been part of the CEEED review process, and this has generally worked well. However, to date, there have been relatively few of these programs. With the advent of Global Campus, the campus will need to pay careful attention to the review mechanism for new online graduate programs that may be developed.

The importance of the Graduate College's role as a provider of institutional data on graduate programs has grown a great deal in the past seven years, and provides opportunities for relatively inexpensive but thorough program reviews. Specifically, the Graduate College has developed "Program Profiles," a web-based tool based on data compiled for the 2006 NRC assessment (supported by grant funding from the Council of Graduate Schools). As a resource paralleling the Campus Profile, the Program Profiles would have common indicators that would enable users to make comparisons across graduate programs at Illinois. The intent is for Program Profiles to provide a wide range of data, including application and admissions trends, time to degree, completion rates, and other kinds of information. Program Profiles will also provide drill-down capability allowing users to view more detail by race/ethnicity, gender, citizenship, and year of first enrollment. The drill-down capability would also allow users to view more years of data. The committee sees that such data could be extremely valuable to campus units, enabling streamlining of graduate programs and rapid redeployment of unit resources in response to trends in graduate education. Facilitating evaluation—as opposed to being the evaluator—is consisten with the college's role in supporting programs and students.

Improvement Areas. The Graduate College may wish to investigate how peers conduct regular reviews of graduate programs, and institute review as a "best practice" if deemed appropriate. Linking the Block Grant process to review may be an efficient way to accomplish this given existing resources. Further investment in the Program Profiles software and database are advisable, and will allow units to both conduct problem-specific and general program reviews.

Recommendations.
- Continue development of Program Profile webtool, with training for DGSs

- Prepare for increased involvement in online program approval and review

- Consider the role of the Block Grant process in program review

APPENDICES

Appendix A. Committee Charge

Provost Linda Katehi charged this committee with a broad-ranging review of the Graduate College in anticipation of an impending search for a new dean. The overall charge was to "review the nature, scope, and activities of the Graduate College as it has evolved since 2000." The charge also requested review of "current and projected activities" of the college. In order to accomplish this task, the letter posed a number of specific questions regarding the structure and functions of the Graduate College. The committee carefully evaluated these questions, consolidating several related questions to reduce the total number of issues investigated (see above).

Appendix B. Committee Procedures

Provost Linda Katehi constituted the Graduate College Review Committee with a committee charge letter (revised version) sent on September 5, 2007. Following assignments to the committee, the committee met on Sept. 18, 2007 in order to review the committee charge and determine committee procedures. At this meeting, the committee reviewed and discussed each of seven questions posed by Provost Katehi in her charge letter. Discussions pointed to areas of overlap in these questions. Consequently, the committee condensed and rephrased several questions in order to conduct the committee business most effectively.

The committee was then subdivided into subcommittees according to interests and expertise of various committee members. Each subcommittee was charged with identifying a subcommittee chair with the responsibility of scheduling meetings and reporting on results of meetings. Furthermore, the committee defined procedures to conduct the review, requesting that subcommittees prepare for a second full committee meeting by following several procedures. First, subcommittees were asked to: 1) refine

the question or problem addressed, 2) define what data were needed, 3) frame a preliminary hypothesis or answer to the question, and 4) discuss implications for the upcoming dean search. Leigh and Livingstone attended subcommittee meetings when possible. Prof. Rajshree Agarwal-Tronetti was designated as liaison with the Graduate College Executive committee.

In order to maintain transparency, Leigh and Livingstone notified the Graduate College Executive Committee and Dean Richard Wheeler of our activities, requesting input from interested members of the Executive Committee, and identifying Prof. Agarwal-Tronetti as liaison. Committee member Prof. Al Valocchi also met with Directors of Graduate Study during a scheduled meeting in order to inform them of our committee's charge and activities. Input was solicited from Directors of Graduate Study.

The full Graduate College Executive Committee held a meeting on October 11, 2007 in order to review and discuss findings of subcommittee meetings. Data compiled by subcommittees were reviewed and considered. In addition, several subcommittees presented preliminary reports, with discussion and revision of each report. Following this meeting, subcommittee reports were submitted to Leigh, who compiled the final report, and submitted a draft of the report to the full committee on October 20, 2007. Comments from committee members were received, and incorporated into the final report on October 29, 2007. This version was sent out for final review on October 29, 2007.

Appendix C. Subcommittee Reports

SUBCOMMITTEE A. How effectively does the Graduate College promote best practices for graduate education?

Subcommittee members:
Al Valocchi, Department of Civil and Environmental Engineering, valocchi@uiuc.edu
Elizabeth Jeffery, Department of Food Science and Human Nutrition, ejeffery@uiuc.edu

Summary

The Graduate College (GC) supports, facilitates and enables Departments in all areas of their graduate education, from before students arrive to after they graduate; see the Table below for a detailed summary of the many ways that the GC supports departments in promoting best practices for graduate education. In keeping with the de-centralized tradition on our campus, we emphasize the role of the Graduate College as an enabler of best practices within units and departments. Graduate education on our campus takes place in a great variety and diversity of academic units, thus implementation of practices and procedures is best left as a responsibility of individual departments. The decentralized model is a key hallmark of the University of Illinois. Notwithstanding, the Graduate College plays a key role in establishing and maintaining campus-wide standards for excellence and integrity in doctoral and master's education.

The Graduate College has achieved many successes in promoting best practices to ensure that these campus-wide gold standards are met throughout the institution. In

addition to the many resources and workshops targeted to students, the Graduate College provides excellent support and guidance to departmental-level staff, departmental Directors of Graduate Studies (DGS), and individual faculty through an on-line "Guide for Graduate Contacts" (http://www.grad.uiuc.edu/pubs/contacts/), workshops, and individual contacts. Timely responsiveness makes the GC an important part of the loop in determining best practices for graduate education across campus. The GC has been a national leader in developing best practices, particularly in addressing attrition and time-to-degree in doctoral programs through participation in the Council of Graduate Schools' funded "Ph.D. Completion Project" (http://www.grad.uiuc. edu/phdcompletion/).

However, there are several areas related to promotion of best practices that deserve further attention and improvement. One area relates to two-way communication of best practices between the GC and units. For example, some of the key findings and outcomes from the above mentioned "Ph.D. Completion Project" have not been widely disseminated throughout campus. Similarly, the GC could play a more pro-active role in fostering communication of effective best practices with and among units. For example, the GC could develop a 'catalog' or 'database' of particularly effective policies and programs (i.e., best practices) developed by specific units, so that the entire campus can benefit from this knowledge.

In summary, the GC should continue and improve its work to promote and facilitate best practices in graduate education for the benefit of all students and programs at Illinois. The Dean of the GC should also aspire to promote Illinois by taking an active leadership role nationally and internationally in organizations such as the Council of Graduate Schools, thereby influencing graduate school practices across the nation and globally.

GC Activities to Promote Best Practices

Current practices and potential additional GC activities are tabulated below. Issues that a new Dean might want to foster and/or focus new effort on are identified with a superscript and detailed in footnotes

Table 1. Services provided by the University of Illinois Graduate College. Services are ordered chronologically.

	Activity	GC Impact on faculty
Pre-admission recruiting	Recruiting from within UIUC	Undergraduate research opportunities exist but are not handled through any GC clearing house; this may be best handled in depts., with GC facilitation as requested.
	Scholarships/Fellowships	number and size may not be competitive[i]

	Improving Illinois' ranking	The GC could develop methods for data collection for NRC and training grants, which would support depts[ii]
	Diversity recruitment	GC Fellowships for Under-represented Students; financial support for recruiting visits[i]
	Recruitment visits	GC Facilitation[iii]
	ApplyYourself	GC runs a simplified, web-based process, enhancing national, but particularly international, applications
Admissions	Admissions Administration	GC runs a centralized process that greatly facilitates Depts, particularly for foreign students
	Orientation	GC provides a Guidebook[iv]
Progress	Attrition	GC provides one-on-one Advice to faculty/DGS[v]
		GC recently started a new exit survey for non-completers that might yield useful insights
	Workshops for students	GC provides several focus workshops, so faculty can rely on this. These workshops span a wide range of subjects from career planning to dissertation writing.
	Time to completion	The recently developed "Program Profiles" will make data more transparent so units will know where they stand in relation to others.
	Interactive help to DGS	GC provides annual meeting and one-on-one support throughout the year; new on-line web guidebook is very useful[vi]

	Mentoring workshop	GC started an annual workshop in 2005 on faculty mentoring of doctoral students. These activities should continue and expand—most faculty readily admit they were never trained in how to mentor students.
	Annual review of student progress	GC provides one-on-one advice to DGS[v,vii]
		GC sponsored a fruitful workshop for DGS on annual review; different models used in various departments were presented and discussed[viii]
	Dispute Resolution/Grievance Procedures	GC has a formal procedure for resolving grievances and approves departmental/unit grievance procedures
	Financial support/fellowships to aid dissertation research	GC has important fellowship/grant programs—Dissertation Travel, Conference Travel, and Dissertation Completion
	Graduate College Petition Process	Although the petition form has greatly improved in recent years, further streamlining is desireable.[ix]
Post-graduate	employment	GC provides pre-graduation career advising
		Exit interviews are conducted for all degree completers
	Alumni affairs	GC could support/facilitate Departmental efforts
	Development Officer	If GC is raising funds from alums, this could negatively impact Departmental fundraising from the same group[x]

[i] Illinois has fewer and smaller scholarships than some peer institutions. Multi-year support is needed to be competitive with peer institutions.

[ii] Block grant applications might serve as a role for units to communicate best practices to the GC, such as time to completion, attrition etc.. and these applications could be reshaped to include information that matches data requirements for NRC, simplifying data collection. However, neither NRC nor block grant applications are annual, so GC could facilitate Departments setting up an annual collection of data.

[iii] GC could facilitate DGS development of group recruitment visits, for example through an interactive forum, virtual or workshop, among DGS. Many large departments coordinate their own recruiting visits.

[iv] GC provides an excellent guidebook, a how-to on orientation to the use of student services, which DGS can use in their individual orientations. It is not clear if a GC orientation workshop would lessen the work of individual Departments. Many depts. coordinate their own orientation events for new students, since much of the key information is department-specific.

[v] Responsiveness: GC responds to queries and concerns of faculty rapidly and with useful information. Faculty, particularly the DGS, greatly appreciate this

[vi] On-line guidebook for graduate contacts: http://www.grad.uiuc.edu/pubs/contacts/

[vii] GC is relied upon to provide cross-campus quality control

[viii] The GC may consider formalizing the requirement that all units implement some form of annual review. The sharing of information across units at this workshop was excellent.

[ix] The petition form now includes many more request categories, and this has improved the process by not requiring repeated written explanation of standard requests. Many requests are routine and could possibly be done via a web-based system. The Petition Tracker system is not always operational.

[x] Presently the GC is seen as supportive of and not as competitive with Departments, enabling an open interaction between GC and units across campus. Competition for alumni funds has to be considered very carefully for the impact it could have on this broader relationship.

SUBCOMMITEE B. How does the Graduate College compare to graduate schools and colleges in peer institutions? What are the similarities and differences?

Subcommittee members:
Karen Carney, Liberal Arts and Sciences, kmcarney@uiuc.edu
Steven Leigh, Department of Anthropology, sleigh@uiuc.edu
William Welburn, Graduate College, Welburn@uiuc.edu
Carol Livingstone, Division of Management Information, livngstn@uiuc.edu (author of Table 2)

Table 2. Functions of Graduate Colleges

Name	Illinois	Berkeley	Michigan	Wisconsin
	Graduate College	Graduate Division	Rackham Graduate Sch	
	Directory	Directory	Directory	Directory
Executive officer title	Dean	Dean	Dean	VC Research & Dean
Graduate admissions	x	x	x	x
manage admission software	x			x ISIS
MBA admissions				no business programs
Engineering admissions	x	x	x	some, not all
Law admissions				
DVM admissions		n/a	n/a	
Orientation program		x	x	
Lecture series	x	x		
Career counseling/professional development	x	x	x	x
Workshops	x	x	x	x
Underrepresented group support	x	x	x	x
Summer research opportunities program	x	x	x	x
Summer predoctoral institute	x		x	
Undergraduate research program		x		x
Financial support for tutoring		x		
Fellowships	x	x	x	x
Campus-wide Competitions	x	x	x	x
Block Grants	x	x	x	
Fellowship processing	x	x	x	x
Assistantship & other appt processing		x		
Tuition and fee waiver		x		

administration				
Emergency loans		x	x	
TA training/improvement		x		
TA English Profiency testing		x		
Graduate Records	x	x	x	x
Process changes to student records	x	x	x	x
Track status, standing, and progress	x	x	x	x
Oversee doctoral committees	x	x	x	x
Degree audit	x	x	x	x
Thesis deposit	x	x	x	x
Advise students	x	x		
Dissertation completion workshops	x	x		
Other workshops	x	x	x	
Negotiate with union	x	n/a		x
Program approval and revision	x	Graduate council		
Program review		x		x
Program statistical profiles				x
Off-campus program approval	x			
Graduate course approval			x	
Surveys/external reporting	x			
NSF survey	x			
Exit Survey	x	x		
Survey of earned doctorates	x	x		
NRC Survey	x			
Maintain Database of graduate students	x			x
Grad tools software			x	
Establish policies related to graduate students	x	Graduate council	x	x
Manage grievances	x	x	x	
Scope				
Doctoral programs	x	x	x	x
Masters' programs	x	x	x	x
Terminal masters' programs	x	x		x
JD				
DVM		n/a		
MD		n/a		
DO		x		
Train/oversee graduate advisors and mentors	x	x		
Conference travel awards	x	x	x	
Newsletter for graduate students	x	x		
Development		x	x	

Postdoc oversight			x	x
Oversee Honor Society or Grad Honor House			x	Knapp house
Peer mentoring program			x	
Graduate student government			x	
Faculty research funding				x
Faculty travel funding				x
Research Administration				x
Research Compliance				x
Research & Sponsored Programs				x

Prgs not supervised

JD	JD	MARCH	Law School
DVM		MBA	School of Pharmacy, School of
		DDS	School of Medicine and Public Health
		JD	School of Veterinary Medicine
		Master of Laws	
		MCL	
		DSL	
		MD	
		MM	
		Specialist in Music	
		PharmD	
		MPH	
		Master of Health Services Administration	
		DPH	
		MSW	
		M.Engr.	
		D. Engr in manufacturing	
		Master of Forestry	

SUBCOMMITTEE C. What is the Graduate College's role in facilitating interdisciplinary research? In addressing the needs common to a broad spectrum of academic and professional graduate programs, is the Graduate College appropriately responsive to the differences among these programs?

Subcommittee members:
Barry Ackerson, School of Social Work, backerso@uiuc.edu
Miguel Morales, Department of Physics, mmorale3@uiuc.edu
Laurie Reynolds, School of Law, lareynol@uiuc.edu
William Welburn, Graduate College, Welburn@uiuc.edu

Subcommittee C considered the following two questions in discussion and review of relevant documents:

- What is the Graduate College's role in facilitating interdisciplinary research?
- In addressing the needs common to a broad spectrum of academic and professional graduate programs, is the Graduate College appropriately responsive to the differences among these programs?

What is the Graduate College's role in facilitating interdisciplinary research?

The subcommittee concluded that there are many players in interdisciplinary research at UIUC that intersect with graduate education. A number of institutes and centers throughout the campus draw graduate students in research collaborations and in financial support in the form of fellowships. Examples include the Beckman Graduate Fellows Program, which "offers University of Illinois graduate students at the M.A., M.S., or Ph.D. level the opportunity to pursue interdisciplinary research at the Institute," and the Center for Democracy in a Multiracial Society, which awards academic-year graduate fellowships. The Graduate College may have a significant albeit indirect role in interdisciplinary research carried out by graduate students, through fellowship awards and support from the college fellowship office.

Other areas of Graduate College support for interdisciplinary research involving graduate students include assistance (data, in kind support) provided to faculty preparing training grant proposals (e.g., Intergrative Graduate Education and Research Traineeship, or IGERT).

The Graduate College provides more formalized assistance to faculty engaged in the development of interdisciplinary programs involving graduate students. The college uses its Program Subcommittee of the Executive Committee to conduct a faculty review of all proposed graduate programs. The review process, shepherded by an Associate Dean and her staff, has been especially important in developing interdisciplinary programs.

According to the Graduate College Strategic Plan, the college has as a key goal to "*Sustain and Advance Graduate Programs to Meet Current and Future State, National and Global Needs*, and included as a metric is "Number [and]...Impact ... of Innovative

graduate programs, including Professional Science Masters (PSM), interdisciplinary, international and entrepreneurial programs." An excerpt from the March 31, 2006 Strategic Planning Document, regarding Interdisciplinary graduate degrees, reads as follows:

> Illinois has emerged as a powerful national leader in interdisciplinary research, and has developed and enhanced that strength through the establishment of the Beckman Institute, NCSA, and other interdisciplinary research centers. Research Assistants, working on projects organized through the interdisciplinary research interests of their faculty, are absolutely crucial to cutting edge research that crosses disciplinary boundaries. *We have been less successful, as a campus, in driving interdisciplinarity down into graduate education. We do not have a strong record of acquiring and administering interdisciplinary training grants. And we do not have effective enough ways to break down or transcend the disciplinary silos that shape much of the graduate degree structure* (emphasis added).
>
> We do, however, have strong models to work from as we develop a greater facility to provide genuinely interdisciplinary graduate education. The Neuroscience Ph.D. program, for instance, combines the resources of several departments in an autonomous degree structure administered independently of the departments it draws its faculty from. The Nutritional Sciences interdisciplinary graduate program works in much the same way. This model works for an area of interdisciplinary concern of sufficient breadth and stability to merit its own administrative apparatus. Another model is that of the M.S. in Bioinformatics. In this new program, the degree is housed in the Graduate College and overseen by a Bioinformatics Steering Committee made up of representatives from the constituent departments and staffed by the Graduate College. As of now, five different departments offer a concentration in the Bioinformatics M.S. program: Chemical and Biomolecular Engineering; Computer Science; Animal Sciences; Crop Sciences; and Library and Information Science. A third model, of great promise, is that of an interdisciplinary concentration, newly developed and implemented by the Graduate College. For instance, the Graduate College recently approved a doctoral concentration in Astrochemistry, available to students in both Chemistry and Astronomy, which roots a strong interdisciplinary emphasis in two existing degree programs.

The Graduate College role in addressing the needs of academic and professional programs

The subcommittee discussed the efforts by the Graduate College to balance traditional structures in graduate education, which emphasize research doctoral degrees, and professional education, often but not exclusively concentrated at the Master's level. The experience of professional education, the subcommittee concluded, is marked by (1) uniqueness of programs, (2) competition for top scholars matriculating in Master's programs, (3) the stigma that Master's programs are generally viewed as money makers, and (4) emerging trends increasing professional Master's programs (e.g., the Professional

Science Master's). There is a general feeling that the college has been supportive of professional programs in spite of a tendency in graduate education to lean toward the traditional structure of doctoral education.

An example of the commitment of the Graduate College to bolstering professional education is its leadership in launching the Professional Science Master's (PSM) degree program. The Graduate College has been very successful in receiving the support of the Sloan Foundation in establishing its PSM initiative and is in the process of hiring a director. PSM degree programs will also provide the University with yet a different approach to develop interdisciplinary programs.

According to the March, 2006 Strategic planning report of the Graduate College,

> There is a large demand in industry and government for master's level education in the sciences. Professional Science Master's programs are often more tightly focused than the conventional master's degree on an area that will provide readily applicable training in an area of need. They can provide an attractive alternative for a gifted science student who does not wish to pursue the Ph.D. but would like to pursue a career in a science-related field. There is now an extensive dispersion of such students into other fields. PSM programs that avoid the mismatch between conventional graduate training and non-academic job requirements can provide such students with an efficient entry into a science or technology related career.

Regarding the relationship between the Graduate College and advanced degree programs outside of the purview of the college, Laurie Reynolds submitted notes regarding the College of Law, s illustrative of the relationship between the Graduate College and a post baccalaureate professional studies program. It is excerpted as follows:

Regarding the Juris Doctorate, the only contact with the Graduate College involves the approval of joint degree programs. The College of Law typically negotiates directly with graduate programs to develop these programs and submits the final project for review by the Program Subcommittee of the Graduate College at the end of the process.

Regarding other graduate programs:

> "Primary involvement with Graduate College has to do with International Admissions. Having to justify admission for students with low undergraduate GPAs and two masters is the most time-consuming part of that process. Ultimately, the students are always admitted, but the delay sometimes has an impact on the admitted student's ability to negotiate the mountain of post-9/11 paperwork in time to appear for the first day of class."

> "The one area where we contemplate growth in graduate study is in our J.S.D. (equivalent of a doctorate) degree. We anticipate that the students will be primarily, if not exclusively, international. If the internal hurdles are overcome, this possibility presents a greater potential relationship with the Graduate College,

because Law will then have students who are more similar to the traditional graduate student."

"The Graduate College generally provides no services to our students, nor are our students eligible for financial aid (presumably Graduate College fellowships). The one (hugely important) exception is the processing of visas and I-20s. Law is a satisfied customer in that regard."

"One sticking point has been the application fee for LL.M. students. The Graduate College takes the fee, which means that the law school is limited in its ability to respond to some market pressures in the fight for good LL.M. students. Many of our peers waive the application fee as part of a recruiting process, and we are unable to do that."

"General recommendation is that the new dean of the Grad College will be encouraged to explore the relationship with the Law School. Only with more information sharing can we assess whether a stronger relationship with the Graduate College would be advantageous to Law."

In summary, there are two important implications to be drawn for the upcoming dean search. Interdisciplinary research is considered to be very important to the University of Illinois and the Graduate College places a high premium on finding ways to support the development of interdisciplinary research and program development. The distinction between students' involvement in interdisciplinary research, and the kinds of support that the college can give to research activity, and the development of program initiatives should be clearly understood, as the latter represents an important tradition at the university and a clearly stated area of continued growth.

It is also important for the university to attract a graduate dean who recognizes the importance of balance between traditional structures in graduate education, with emphasis given to doctoral programs, and support for and continued development of professional Master's programs. Regarding the latter, it is especially important for the dean to recognize the strengths and international prominence of many of the university's Master's degree programs.

SUBCOMMITEE D. What student services are appropriate for the Graduate College to provide? How effectively do the component offices of the Graduate College contribute to graduate education at Illinois?

Subcommittee members
Dale Brashers, Department of Speech Communications, dbrasher@uiuc.edu
Greg Lambeth, Counseling Center, lambeth@uiuc.edu
Steve Leigh, Department of Anthropology, sleigh@uiuc.edu
Carol Livingston, Division of Management Information, livngstn@uiuc.edu
Keith Marshall, Office of the Provost, keithmar@uiuc.edu

Helen Neville, Educational Psychology, African American Studies and Research Program, hneville@uiuc.edu (subcommittee chair)
Gail Rooney, The Career Center, grooney@uiuc.edu

Subcommittee notes.

The Graduate College (GC) provides a range of services and activities to departments offering graduate degrees. These services are directly related to the stated strategic goals of the GC. In the two sections that follow, the strategic goals and then the mission/statutes are presented in which the GC services and activities corresponding to each are provided. We end with 5 recommendations we would like considered in the Dean's search process (whether in advertising for the position or during the interview process).

STRATEGIC GOALS

A. **Lead** and **Evaluate** Graduate Program Efforts to Attract, Enroll, Mentor, Graduate, and Place Talented and Diverse Graduate Student Body
   - Career Services (e.g., workshop & events, interview preparation, career/job resources)
   - Educational Equity Programs (e.g., Summer Research Opportunities Program, Summer Pre-doctoral Institute)
   - Fellowship Office (e.g., Illinois Distinguished Fellowship, Graduate College Fellowship for Underrepresented Students, Dissertation Fellowship, Block grants provided to departments)
   - Thesis Office

The Graduate College thus provides financial support (e.g., fellowships, conference and dissertation travel grants), career development (e.g., skills workshops for resume or vita preparation, job search strategies), degree completion support (e.g., e.g., thesis review), and facilitative services to departments (e.g., application and admissions processing, director of graduate study training, mentoring workshops); these services assist in the recruitment, retention, and graduation of talented and diverse graduate students.

B. **Sustain** and **Advance** Graduate Programs to Meet Current and Future State, National and Global Needs
   - Professional Science Master's Program

C. **Increase** and **Diversify** Funding to Support Graduate Education
   - Seek state and private funds to support graduate fellowships

D. **Draw upon** our Rich Tradition of Excellence to **Shape** the Agenda on Graduate Education at Illinois and Beyond
   - Graduate School leadership (Dean Wheeler) played a critical national role in graduate education through activities such as chairing the Ph.D.

Completion Project and his involvement in Council of Graduate Schools
- Director of Graduate Study training

E. **Enhance** the Graduate Experience through Strategic Collaborations within our Campus and Community

F. **Foster** a Graduate College Environment that is Student-Centered, Program-Responsive, Workplace-Friendly and Diverse

MISSION AND RELEVANT STATUTES

The University of Illinois Statutes lay the foundation for the mission of the Graduate College in Article V, section 1:

Section 1. The Campus Graduate College

On a campus with a Graduate College, the Graduate College shall have jurisdiction over all programs leading to graduate degrees as determined by senate action and approved by the Board of Trustees. It is the responsibility of the Graduate College to develop and safeguard standards of graduate work and to promote and assist in the advancement of research in all fields.

The College's own mission statement echoes and expands this charge, as written in the Graduate College Strategic Plan (March 31, 2006):

Mission

The Graduate College provides campus-wide leadership for the advancement of graduate education; promotes excellence, integrity, and equity in all graduate programs; and serves the scholarly and professional needs of prospective and current graduate students from recruitment and admission through graduation. We work with graduate faculty and staff to establish academic policies and programs designed to assure quality and support student progress.

We can identify specific services provided by the Graduate College that support each of the mission's component parts as follows:

Advancement of graduate education
- Advocating for graduate students and graduate programs in all campus, university, and national venues
- Approval of courses and curricula

- Provide leadership for development of new programs, especially interdisciplinary programs
- Publication of "Best Practices"
- Seeking state and private funds to support graduate fellowships

Promotion of excellence, integrity, equity in all graduate programs
- Lecture series
- Graduate Program Director professional development
- Summer Research Opportunity Program
- Summer Predoctoral Institute
- Underrepresented student programs
- Coordinate responses to external surveys

Serve scholarly & professional needs of prospective and current graduate students
- Career advising
- Professional development workshops
- Conference travel grants
- Attendance at Graduate School Fairs
- Graduate student newsletters

Assure quality
- Manage graduate admissions
- Fellowship office: establish standards for fellowships, set criteria for fellows
- Set minimum standards for admissions
- Approve doctoral committees
- Thesis office: sets standards for publication
- Degree audit
- Provide data to departments

Support student progress
- Monitor standing and satisfactory progress
- Advising of students
- Dissertation completion workshops/grants
- Grievance handling

In addition to the oversight of graduate programs, the University Statutes also charges the Graduate College in Article V, section 2 to take leadership on interdisciplinary programs:

Section 2. Special Units of the Graduate College

a. On the recommendation of the Campus Research Board, the executive committee and the dean of the Graduate College with approval by the president

and the chancellor, the Board of Trustees may create special units of the Graduate College for the purpose of carrying on or promoting research in areas which are broader than the responsibility of any one department. ...

Historically, the Graduate College has been an incubator for interdisciplinary research and graduate programs; the Departments of Computer Science and Atmospheric Science were created in the Graduate College, as were the School of Social Work, the Institute of Government and Public Affairs, the Institute for Communications Research, the Center for Advanced Study, and the Program in Nutritional Sciences. Looking ahead to the future, we expect the Graduate College to continue to provide leadership in the area of interdisciplinary programs, especially those that lead to graduate degrees. In particular, the recent development of the Bioinformatics masters program and the planned implementation of the Professional Masters of Science programs would not have been possible without Dean Wheeler's sponsorship.

RECOMMENDATIONS

An analysis of the services provided suggests the Graduate College has well-established activities in place to address the majority of the strategic goals. There are a couple of the strategic goals in which very few services are provided. Outlined below are 5 recommendations, primarily designed to attend to the concerns raised from our analysis.

Recommendation 1. Investigate Ways to Increase Fundraising
Three of our benchmark competitors have either a development office (UNC) or officer (Berkeley and Michigan). To further enhance the services provided, especially the offering of competitive multi-year scholarships, it is critical to increase our funding base. Clearly, the establishment of development activity within the Graduate College would assist in this process. Thus, it is important to consider the feasibility of establishing either a development office in or officer committed to the Graduate School, such an activity is consistent with the goal of "increase(ing) and diversify(ing) funding to support graduate education."

Recommendation 2. Explore Mechanism for Systematic, Coordinated Evaluation of Services
Although the Graduate College is engaged in systematic reviews of its course offerings and degree programs (see subcommittee E report) and it collects a wealth of data about the effectiveness of the services provided (some indirect assessments and other more direct assessments), there is no methodical review and mapping of these data onto the strategic goals. At this point, it is difficult to provide evaluative statements about the quality of services the Graduate College provides and the extent to which these services are effective. Currently, the Graduate College has access to data from the block grants, NRC, consumer/student satisfaction surveys, exit surveys, survey of earned doctorates, and findings from the Ph.D. completion project. Of particular importance is an analysis of what these data collectively tell us about the effectiveness of the graduate college services in achieving its mission and addressing the strategic goals. In addition to creating

a mechanism for systematic review, it also seems prudent to complete a review of the mission statement and statutes to explore the need for potential revisions.

Recommendation 3. Consider the Possibility of a Graduate Student Center
The overall mission of the Graduate College is to promote quality graduate education and to provide graduate students with the experiences necessary to develop and excel in their scholarly and professional pursuits. In general, the Graduate College's broad range of services and activities address this global mission. At the same time, understanding the need to create and nurture community among graduate students as critical elements in success, as evident in the goal of "foster(ing) a Graduate College environment that is student-centered, program-responsive, workplace-friendly and diverse." At least two of our comparative benchmark peers have established Graduate Student Centers to address these very issues. UCLA's Graduate Student Resource Center is an initiative of the Graduate Students Association and is conceptualized as a "one-stop resource, referral and information center for graduate students." Services include drop-in counseling, resource library, workshops, meeting and study space, etc. The Graduate College at UNC-Chapel Hill is operated by the Graduate College and intended to provide space to promote research synergy, professional development, and a stronger sense of community. Questions to consider at Illinois are: Is the creation of a graduate student center desirable and feasible? Would a graduate student center significantly enhance the mission of the Graduate College?

Recommendation 4. Support Coordination of Complementary Services
There are a number of services provided by the Graduate College that complement other services provided on campus (e.g., career services). It would be helpful to support the continued coordination of the services provided, something akin to the working relationship between the Counseling Center and the Graduate College. Another area in which coordination is essential is in the setting and implementation of policies. For example, issues related to student insurance over the summer have been raised and there was little coordination/leadership in the Graduate College to provide units with concrete strategies to implement the university policy.

Recommendation 5. Promote Graduate College Services and Activities
One general need is continued promotion of the Graduate College services. In the SWOT analysis conducted by the Graduate College, it was noted that there is a "perception by many on campus that the Graduate College is merely a site for bureaucratic processing and oversight." This critical concern needs to be addressed so that the services are marketed to and consumed by appropriate constituencies (e.g., students, faculty, and departments) across campus.

Review of Services Committee
The Graduate College provides services directly to graduate students and to departments offering graduate degrees. Services for students are wide-ranging, including financial support (e.g., fellowships, conference and dissertation travel grants), career development (e.g., skills workshops for resume or vita preparation and for interviewing), and degree completion support (e.g., the Thesis Office). Services to departments include

application and admission processing, director of graduate study training, mentoring workshops, and fellowship processing.

The Graduate College has many successful services that align closely with their strategic plan. For example, The Office of Educational Equity administers the Summer Research Opportunities Program (SROP), the Summer Pre-doctoral Institute (SPI), visits to campuses to recruit students from underrepresented groups for graduate study at Illinois, and visitation days to bring prospective graduate students from underrepresented groups to campus. The Fellowship Office enhances the recruitment and retention of graduate students through the Illinois Distinguished Fellowship, the Graduate College Fellowship for Underrepresented Students, the Dissertation Completion Fellowship, and Block Grants (which are awarded directly to departments). The Career Services Office offers many workshops and individual sessions that support the transition of students to both academic and nonacademic careers.

Other areas are under development and need sustained attention. The Graduate College has recently developed the Professional Science Master's Program. Similar initiatives should encourage development of "interdisciplinary, international, and entrepreneurial programs" ("Graduate College Strategic Plan," 2007). These efforts can help the Graduate College build additional collaborations across campus. In addition, the strategic plan includes the goal of increasing and diversifying funding to support graduate education at Illinois. We believe that several Graduate College services (especially fellowship funding) could be enhanced with the addition of a development office. Three of the five universities that were used to benchmark the Graduate College in the strategic plan (i.e., University of California at Berkley, University of Michigan, and University of North Carolina at Chapel Hill) have development offices and/or communication specialists to work on fundraising issues. Finally, the review services offered by the Graduate College for the recent NRC study have been extended to develop a valuable service to departments that will soon be available to enhance their efforts toward ongoing review and assessment of their graduate programs.

One general need is continued promotion of Graduate College services. In the SWOT analysis conducted by the Graduate College, they noted that there is a "perception by many on campus that the Graduate College is merely a site for bureaucratic processing and oversight." That issue needs to be addressed so that services are marketed to and consumed by appropriate constituencies (e.g., students, faculty, and departments) across campus.

Another important component of the strategic plan that will directly engage the new Dean of the Graduate College is the goal to "draw upon our rich tradition of excellence to shape the agenda on graduate education at Illinois and beyond." The national visibility of Dean Wheeler, especially through his work with the National Research Council and the Council of Graduate Schools, has raised the stature of graduate education on this campus.

SUBCOMMITTEE E. How well does the Graduate College perform its review of new or revised graduate programs? How can the Graduate College most effectively contribute to program reviews to insure excellence in our graduate programs?

Subcommittee members:

Dale Brashers, Department of Speech Communication, dbrasher@uiuc.edu
Karen Carney, Liberal Arts and Sciences, kmcarney@uiuc.edu
Elizabeth Jeffrey, Department of Food Science and Human Nutrition, ejeffery@uiuc.edu
Keith Marshall, Office of the Provost, keithmar@uiuc.edu
Sharee Wax, Graduate College, sdwax@uiuc.edu
William Welburn, Graduate College, Welburn@uiuc.edu

Committee notes.
At Illinois, the Graduate College plays a central role in the approval of all new and
revised graduate programs and courses; in addition, the Graduate College staff
participates in regular and ad hoc reviews of graduate programs across the campus. This
is in keeping with Article V., Section 1 of the University *Statutes:*

> On a campus with a Graduate College, the Graduate College shall have
> jurisdiction over all programs leading to graduate degrees as determined by senate
> action and approved by the Board of Trustees. It is the responsibility of the
> Graduate College to develop and safeguard standards of graduate work and to
> promote and assist in the advancement of research in all fields.

The Graduate College carries out these duties chiefly through its Executive Committee,
which is the Graduate College's primary policy-making body. According to Article V.
Section 1.d. of the Graduate College *Bylaws*, "the duties of the Executive Committee
shall include those prescribed by the *Statutes* and shall include advising the Dean on
proposals for new and revised graduate degree programs." The Executive Committee
consists of eight graduate faculty members elected by the graduate faculty, six graduate
faculty members appointed by the chancellor on the recommendation of the dean and
current members, and two graduate student observers. The Program Subcommittee of the
Executive Committee provides preliminary review of program proposals prior to full
Executive Committee review and approval. The Program Subcommittee is made up of six
voting members, five faculty members who are also members of the Executive
Committee, and one graduate student.

Graduate Courses

Courses serve as the building blocks of graduate degree programs, and as such are given
careful review. In the Graduate College, all new and revised graduate courses are
reviewed by a Graduate College dean to ensure that they meet the following criteria:

A. Course content should be intellectually challenging to graduate students.
B. Course subject matter should have a strong emphasis on the literature of the
   discipline(s) and/or should draw actively from the latest relevant research and
   scholarly activity.
C. A course for graduate credit should usually build on knowledge previously gained
   or, unusually, on equivalent experience. Admission criteria should be carefully
   specified as to background required (e.g., prior study, courses completed, level of

creative accomplishment). The prerequisites will also be evaluated as to appropriateness to the content and rigor of each course.

D. A graduate course must bear a logical relationship to the total offerings of a department or to other courses in an area of specialization within the discipline.

E. Course content should not needlessly duplicate or overlap substantially that of other courses in the department or in other departments. Advice of other departments will be sought when that seems desirable. Other factors will be considered, such as level of the course, background of the students, and the emphasis of the course in evaluating duplication and overlap of course content.

F. The graduate credit offered should be appropriate to the nature of the course and to the extent of work required of graduate students.

Review and approval of all appropriate committees is required before a course is proposed for review by the Graduate College approval; at a minimum, this requires approval by the department head and the college courses and curriculum committee. If the college committee verifies that a course meets the six Graduate College criteria listed above, the course is approved administratively by an assistant or associate dean at the Graduate College. Courses that have not gone through a two-tiered approval process are reviewed by the Program Subcommittee of the Graduate College Executive Committee.

Graduate Programs

The Graduate College is centrally involved in the review and approval of all proposed new and revised graduate degree programs. This review is one mechanism for fulfilling the statutory functions of the Graduate College to "develop and safeguard standards of graduate work." As a discipline evolves, a new area may be developed that is in effect a new graduate program under an existing degree, requiring revision of the existing program and Graduate College review and approval of such revisions. Criteria by which proposals for graduate programs are judged by Graduate College committees and the review procedures are described in detail in *Criteria and Procedures for the Graduate College Review of Proposals for New and Revised Graduate Degree Programs and Options under Existing Degrees*.

The sequence for review and approval of all proposals for new and revised master's and doctoral majors, options, concentrations, tracks, specializations, and minors is as follows:

1. The Department
   Courses and Curricula Committee or other committee
   Executive Officer
2. The School (if applicable)
   Courses and Curricula Committee or other committee
   Director of School
3. The Disciplinary College[1]

---

[1] Interdisciplinary programs must have the approval of all cooperating departments, schools, and colleges.

        Courses and Curricula Committee or other committee
        Dean or designee
4. The Graduate College
        Program Subcommittee of the Executive Committee
        Full Executive Committee
        Dean

The work of the Program Subcommittee is supported by an associate dean of the Graduate College; typically, the subcommittee meets every two weeks throughout the academic year to review proposals as they are received. Subcommittee members discuss the merits of each proposal and identify proposed changes or questions which are relayed back to the proposal's sponsor through the associate dean. Occasionally, sponsors may be asked to attend meetings of the subcommittee to respond more fully to any questions that are raised.

If the proposed changes are extensive, the Graduate College will return the proposal to the department. After extensive revision, the proposal should then go through the normal approval process in the department, school, and disciplinary college. If the changes are minor, the associate dean will communicate directly with the sponsor, although the consent of the department head and college dean must be obtained.

The program approval process has generally worked quite well. Although there have been complaints that the program review process takes too long, it has been streamlined a great deal in the past seven years (for example, several area subcommittees have been collapsed into a single program subcommittee that reviews all graduate programs regardless of area). The Program Subcommittee plays an important function in ensuring the quality of graduate programs as they are developed and revised, and that should be preserved.

Program Reviews

While a system of mandated graduate program review does not exist at Illinois, there is a strong tradition of voluntary program review. (See GP.04.02 "Unit Review" for a more complete discussion of program review at Illinois.) This is one way in which the Graduate College at Illinois differs from several of its peers; the Graduate Division at Berkeley and the Graduate School at Wisconsin, for instance, both conduct regular reviews of all graduate programs under their purview. While there are certainly arguments to be made for mandated reviews of graduate programs, it is clear that to institute such a system at Illinois would require a major shift of institutional culture and resources.

Off-campus and online graduate program review

At Illinois, all off-campus graduate programs are reviewed by the Committee on Extended Education and External Degrees (CEEED). CEEED is responsible for ensuring the quality of all graduate degree programs offered to students off campus, including

programs delivered through electronic distance learning technologies, and does so in part by reviewing off-campus degree programs on a three- to five-year cycle. The membership of CEEED consists of the Dean of the Graduate College, a representative from the Provost's office, the head of Academic Outreach, and graduate faculty (including one member of the Executive Committee). Program reviews of off-campus programs are conducted during the academic year; typically, survey instruments are administered in the fall, administrative interviews and data analysis occur in the spring, and discussion and recommendations concluding by May, if at all possible.

Online graduate programs have also been part of the CEEED review process, and this has generally worked well. However, there have to date been relatively few of these programs. With the advent of Global Campus, the campus will need to pay careful attention to the review mechanism for new online graduate programs that may be developed.

On-campus graduate program review

With respect to those on-campus graduate programs that initiate some type of voluntary review, the Graduate College may participate in several different ways. Sometimes Graduate College deans are asked to meet with members of accreditation teams or external review committees to provide input on a unit's graduate program or programs. More often, the Graduate College is asked to provide data to units who request it for their own use or for external reporting purposes.

The importance of the Graduate College's role as a provider of institutional data on graduate programs has grown a great deal in the past seven years. In 2006, the Graduate College was asked to provide institutional leadership for data collection and reporting for the 3rd National Research Council (NRC) Assessment of Research Doctorate Programs. This was a huge effort for the Graduate College, who worked very hard to provide data centrally whenever possible so as to minimize the burden on graduate programs and the departmental faculty coordinators. In building the data infrastructure for the NRC Assessment, the Graduate College also tried to envision ways that the data could be updated and used by units on a more frequent basis than the decade (or longer) between NRC Assessments.

This has led to the development of the "Program Profiles," a web-based tool still in the development stages. The Graduate College has obtained grant funding for this effort from the Council of Graduate Schools. Like the Campus Profile, the Program Profiles would have common indicators that would enable users to make comparisons across graduate programs at Illinois. The intent is for Program Profiles to provide the following types of data:

- Application and admission trends
- New enrollment trends
- Enrollment trends
- Degrees awarded

- Time to degree (elapsed and enrolled)
- Completion rates
- Patterns of attrition
- Sources, mechanisms, and levels of financial support (assistantships and fellowships)
- Faculty FTE and head counts
- Comparisons/rankings among peer institutions

Program Profiles will also provide drill-down capability allowing users to view more detail by race/ethnicity, gender, citizenship, and year of first enrollment. The drill-down capability would also allow users to view more years of data.

Such a tool would enable graduate faculty and campus and college administrators to make useful comparisons across graduate programs on the campus, and would provide current and prospective graduate students with data on how graduate programs compare to like programs. Facilitating evaluation—as opposed to being the evaluator—is more in keeping with the Graduate College's role as a support to graduate programs and students.