



EXCELLENCE,
INNOVATION,
AND ACCESS

A SELF-STUDY REPORT FOR REACCREDITATION

2009



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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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OVERVIEW

Since 1913, the University of Illinois at Urbana-Champaign, commonly referred to as “Illinois,” has been accredited by the Commission on Institutions of Higher Education (now HLC) of the North Central Association of Colleges and Schools. Every 10 years, a team representing the Commission visits the campus to review its accreditation status. In preparation for this visit, the campus plans and undertakes a self-study process to determine how well it meets the Commission’s criteria for accreditation and to clarify its plans for improving and enhancing its programs and operations.

The Commission recommends that the self-study process should focus on the whole institution, permit wide involvement, build naturally on existing self-evaluation, and identify clearly the institution’s strengths and the areas that need improvement. With these points in mind, the University of Illinois at Urbana-Champaign has chosen to structure its 2009 self-study on its strategic plan, first developed in 2007, with subsequent revisions. The reaccreditation process offers Illinois the opportunity to assess its progress vis-à-vis its strategic plan. The visit by the review team can provide an outside perspective that will help us recalibrate as we move forward.

The strategic plan was the result of a process that sought to take stock of the campus’ strengths and past accomplishments, and develop a shared vision for the future. The plan itself was the product of many thousands of hours of consideration by the Council of Deans, the Chancellor’s Cabinet, and the many faculty and staff that served on college- and department-level planning committees. The plan has shaped campus priorities in several ways, through day-to-day decisions on existing resources, through annual budget allocations and through priorities for pursuing funding from sources other than the state.

The first two sections of the report provide information on the University to allow review team members to understand its structure, governance, and the strategic plan. This introductory portion also responds to the concerns of the team that visited campus in 1999 and briefly describes changes that have taken place since then. The majority of this self-study (Sections 3-7) is organized around campus goals as described in the strategic plan. We have indicated in each part of the self-study the HLC criteria and components to which that part speaks.



Krannert Art Museum and Kinkead Pavilion holds the second largest general fine arts collection in the state of Illinois.

ACKNOWLEDGEMENTS

A project of this magnitude is the result of the work of many people. Thanks are due to the working team who created the process for the self-study and to the Section committees who gathered information, evaluated it, pursued additional evaluations, and authored Sections 3-7 of the report. Membership of these committees is included in the Appendix of this report. Many other members of the academic community reviewed the report for the Review Team Visit. The campus extends thanks to them for their invaluable contributions to this process.

A BRIEF PROFILE

Since its founding in 1867, the University of Illinois at Urbana-Champaign has earned a reputation as a world-class leader in research, teaching, and public engagement.

A talented and highly respected faculty is one of the University's most significant resources. Many faculty members are recognized for exceptional scholarship with memberships in such organizations as the American Academy of Arts and Sciences, the National Academy of Sciences, and the National Academy of Engineering.

Our faculty have been awarded Nobel Prizes, the Crafoord Prize, Pulitzer Prizes, and the Fields Medal. The success of our faculty is matched by that of our alumni: 11 are Nobel Laureates and another 18 have won Pulitzer Prizes.

Academic resources on campus are among the finest in the world. The University Library is among the largest public university collections in the world, housing 22 million items in the main library and in the more than 40 departmental libraries and units.

More than one million users worldwide access the online catalog each week. Students have access to thousands of computers in classrooms, residence halls, and campus libraries for use in classroom instruction, study, and research.

The Beckman Institute for Advanced Science and Technology is a model for interdisciplinary research, where almost 20 research groups from many University departments work within and across three broadly defined themes: biological intelligence, human-computer intelligent interaction, and molecular and electronic nanostructures. The University is also home to the National Center for Supercomputing Applications (NCSA), one of the original national supercomputing centers and a model for industry-university collaboration. In 2011, a new National Science Foundation-funded sustained petascale computing system, Blue Waters, will go online at NCSA. The goal is to open up new possibilities in science and engineering by providing computational capability that makes it possible for investigators to tackle much larger and more complex research challenges.

History of Accreditation

The University of Illinois at Urbana-Champaign has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1913. The campus' last comprehensive evaluation took place in 1999.

The 2009 Self-Study Process

Illinois established four goals that guided the self-study process.

- Secure reaccreditation.
- Integrate the HLC self-study process with the newly developed strategic plan.
- Raise awareness of the importance of ongoing planning and assessment to the success of the institution.
- Use the self-study process to identify the strengths of the University and opportunities for improvement.



One of the two largest edge-supported domes in the world, the 17,000-seat Assembly Hall provides a range of entertainment including Big Ten basketball games.

The University has a fundamental commitment to undergraduate education. More than 30,000 undergraduate students are enrolled in ten undergraduate divisions, which together offer some 4,000 courses in more than 150 fields of study. Undergraduate divisions include:

- AHS = College of Applied Health Sciences
- ACES = College of Agriculture, Consumer and Environmental Sciences
- BUS = College of Business
- MEDIA = College of Media
- ED = College of Education
- ENG = College of Engineering
- FAA = College of Fine and Applied Arts
- LAS = College of Liberal Arts and Sciences
- AVI = Institute of Aviation
- DGS = Division of General Studies

Undergraduate admission is highly selective. For fall 2008, the middle 50% of the entering freshman class had ACT scores between 26 and 31 and ranked between the 84th and 96th percentiles of their high school graduating classes. The University enrolls over 10,000 graduate and professional students in more than 100 disciplines. It is among the top 12 universities in number of earned doctorates awarded annually in the United States.

Also integral to the University's mission is a commitment to public engagement. Each year Illinois residents participate in scores of conferences, institutes, courses, and workshops presented statewide by University faculty and staff. Noncredit offerings

now reach more than one million people world-wide each year. Research and class projects take students and faculty off campus to share expertise and technical support with Illinois farmers, manufacturing firms, communities, schools, and businesses. In a typical year, student volunteers log more than 60,000 hours.

A major center for the arts in the Midwest, the campus attracts dozens of nationally and internationally renowned artists each year to the widely acclaimed Krannert Center for the Performing Arts. The University also supports two major museums: the Krannert Art Museum and Kinkead Pavilion; and the Spurlock Museum, a museum of world history and culture.

Other significant facilities include the multipurpose Assembly Hall (17,000 seats), Memorial Stadium (70,000 seats), and the newly-renovated Intramural-Physical Education Building, one of the largest recreational facilities of its kind on a university campus, with a recently finished satellite facility across campus. Allerton Park, the University's conference center about 25 miles from campus, includes 1,500 acres of beautiful scenery including formal gardens, unique sculptures, natural areas, hiking trails, and a century-old Georgian-style mansion, and was recently voted one of the "seven wonders of Illinois."

Located in east central Illinois in the twin cities of Urbana and Champaign (population 120,000), the University of Illinois at Urbana-Champaign is the state's flagship public university.

SIGNIFICANT DEVELOPMENTS SINCE THE 1999 VISIT

LEADERSHIP

While large organizations at times seem static, they nevertheless undergo continual change. Some of that change is a natural cycle of new leadership. In the last decade there have been several changes in University leadership:

- a new president, B. Joseph White
- a new chancellor, Nancy Cantor from 2001 to 2004
- another new chancellor, Richard Herman first as Interim Chancellor 2004-2005 and then as Chancellor in spring, 2005, to now
- a new provost, Linda Katehi, from 2006 to 2009
- interim Provost Robert Easter

With the exception of Chancellor Herman (who was Provost from 1998 to 2004) and Athletic Director Ron Guenther, all the senior administrative officers of the campus have been appointed since 1999.

A renewed focus on public engagement led to the creation of a position of Vice Chancellor for Public Engagement and Institutional Relations in 2002, which was later divided into two positions: Vice Chancellor for Public Engagement and Vice Chancellor for Institutional Advancement.

As a result of budget reductions in 2003, the position of Vice Chancellor for Administration and Human Resources was eliminated, with those duties assigned to the directors of the units that reported to that Vice Chancellor.

A campus committee initiated a review in 1999 of the roles and responsibilities of the

position of Vice Chancellor for Research and Dean of the Graduate College. As a consequence, that combined position was separated into two full-time leadership positions.

As might be expected of any 10-year period, there have been a number of other changes in leadership at the college and major administrative unit level as well. Since 1999, all the deans except one have been newly appointed along with:

- a new director of enrollment management
- a new director of international programs
- a new director of continuing education
- a new position of Chief Information Officer
- two new Vice Provosts

STRATEGIC PLANNING

Within his first year in office, President White initiated a strategic planning process, leading to the development of strategic plans for every department, college, and campus of the University. The University community worked at a rapid pace from March 2005 through June 2006 to develop strategic plans for the University as whole (Stage 1); for the three University campuses, the University Administration, the University of Illinois Alumni Association, and the University of Illinois Foundation (Stage 2); and for each school, college, and major administrative unit (Stage 3). The process developed by President White is shown in the Web site: www.uillinois.edu/president/strategicplan/index.cfm. The campus strategic plan is at strategicplan.illinois.edu. The first annual report of progress is at: strategicplan.illinois.edu/reports.html.

The five goals of the strategic plan that we are using as the scaffolding in this report are:

- Leadership for the 21st Century
- Academic Excellence
- Breakthrough Knowledge and Innovation
- Transformative Learning Environment
- Access to the Illinois Experience

RCM at Illinois

The Urbana campus adopted an RCM budget model beginning in FY99. It was assumed that the budget model would be implemented on a “hold harmless” basis, i.e., no funds would be taken from or assigned to a unit as a result of the implementation of the new budget system. Funds would simply be recast in terms of the RCM allocation rules. A “plug” number, positive or negative, would then be assigned to tie the unit’s budget to its non-RCM budget. Moving forward from that initial year, budgets would move up or down based on the level of measured activity of the unit.

EMPLOYEE RELATIONS

In 2004, after a few years of demonstrations, petitions, and litigation, the administration voluntarily recognized a new union of teaching and graduate assistants; research assistants are excluded from membership as a result of negotiations. An inaugural three-year contract was negotiated, with a subsequent renewal in 2007. Issues in the negotiations include wages, health care coverage, and student fees.

In early 2007, visiting academic professionals and the University agreed to contract terms for a new bargaining unit representing about 300 employees in that category. Academic professionals are defined in the University of Illinois Statutes, Article II, Section 5, as those employees whose positions have been designated by the President and Chancellor as meeting specialized administrative, professional, or technical needs. Visiting employees are hired to fill a temporary personnel need. They are generally hired on a one-year basis renewable up to a maximum of three years. A copy of the current contract is available at: www.ahr.illinois.edu/PDF%20Forms/vap.pdf.

BUDGET PROCESS

An institution’s budget is one embodiment of it values and one of the means by which an institution furthers its academic mission. It reflects the campus balance between central control and unit initiative. In an era of high costs and limited resources, the budget process is the mechanism for a campus to focus resources and make difficult decisions.

Illinois has an operating budget of more than \$1.4 billion. Half of that budget comes from grants and contracts, gifts, auxiliary operations, and sales and services. These activities are the result of individual or unit efforts and, as such, are not allocated by the campus. The remaining half of the budget comes from state appropriation, tuition revenue, and overhead on grants and contracts. These are the funds that are controlled by the campus budget allocation process. It is through the allocation of these funds that the campus directs resources to further our academic mission.

While Illinois has a long history of decentralized control of resources, the process by which those resources were allocated to units was a centralized incremental process. While the level of a unit’s budget might be somewhat related to the cost of course delivery, changes in the level of activity (number of majors and classes, for example) had little impact on the funding received. The budget was completely the result of historic decisions and, as such, it was difficult to fully rationalize the appropriateness of the allocation to any one unit.

In the late 1990s, the campus began a study of its budget practices. At this time, many institutions were exploring Responsibility Centered Management (RCM) budgeting practices. Universities using RCM budgeting assign all revenue to the academic units generating tuition and research funding. Administrative and supporting services (overhead) costs, such as campus administration, computing services and facilities are paid for through use-based assessments on the revenue-generating academic units. In principle, the administrative and support



Located 24 miles west of Champaign-Urbana, near Monticello, is the Allerton Park and Retreat Center, given to the University by Robert Allerton in 1946 and is designated a National Natural Landmark.

units will more clearly recognize academic units as customers and therefore provide better service. Academic units will collectively have some voice in the level of service provided by academic units.

REVIEW AND MODIFICATION OF THE RCM MODEL

In many ways, the budget model proved a success. Funding flowed with changing enrollment patterns. If a college had new majors or course offerings, they would receive funding in support of those activities. As undergraduate funds were assigned based on a two-year average, there was not a rush of new courses that damaged units losing students. The clear tie of a unit's finances to student majors and class attendees provided a major incentive to support the student's experience.

At the graduate level, units understood for the first time that there was a cost to waiving tuition; waivers in many programs decreased. The assignment of all growth in Indirect Cost Recovery (ICR) funding to colleges came at a time of rapid growth in federal funding. The millions of dollars of ICR that colleges received allowed units to meet the growth in start-up and other costs.

There was, however, a fair amount of dissatisfaction with certain aspects of the budget model. A major source of confusion was the means of assigning overhead costs. The assignment of these costs used a multi-stage procedure employing differential equations. Its lack of predictability was seen as more than offsetting its effectiveness at distributing costs. The model for distributing undergraduate tuition also lacked some predictability—colleges received a share of

allocated funds rather than a fixed dollar amount per student or IU. In some cases a college increased its student majors, but received less money since its share of total students declined. The distribution of General Revenue Funds (GRF) from the State of Illinois based on externally funded research, graduate enrollment, and faculty FTE was also unpopular. Not only was this allocation unpredictable, but there was no sense that it effectively provided an incentive for any particular behavior.

The Vice Chancellor for Research (VCR) brought forward concerns about the distribution of ICR funds under budget reform. While research compliance and support costs skyrocketed in the early years of the decade, all ICR growth was directed to colleges. It was increasingly difficult for the VCR to find the necessary resources to support the activities that were expected of that organization.

To address these and other concerns, a 2003 committee led by then Dean Avijit Ghosh, of the College of Business, explored possible adjustments to the budget model. They recommended that the formula assignment of overhead costs be discontinued, that the formula allocation of GRF funds be discontinued, and that the VCR receive 10% of all future growth of ICR. The committee's recommendations were implemented beginning in FY 2004.

Another way in which the budget model was seen as unresponsive was in the way that the faculty led Campus Budget Oversight Committee (CBOC) interacted with the full budget process. The CBOC would have budget hearings with each college and make

recommendations to the Provost. Separately, the Provost would have budget hearings. It was difficult to integrate the CBOC's recommendations with the Provost's budget review. Beginning in FY 2007, the CBOC process was modified. Rather than holding separate CBOC and Provost-led budget hearings, two to four members of the CBOC participate with the Provost in each of the college reviews.

New buildings completed during the past 10 years include:

- 2000 Irwin Indoor Practice facility (football)
- 2001 ACES Library, Information, and Alumni Center, Library
- 2002 William R. and Clarice V. Spurlock Museum
- 2003 Doris Kelley Christopher Family Research Center
- 2003 Institute for Genomic Biology
- 2004 Thomas M. Siebold Center for Computer Science
- 2004 Asian American Studies Building
- 2004 Library Oak Street Facility
- 2004 National Center for Supercomputing Applications Building
- 2004 North parking/retail facility
- 2005 Alice Campbell Alumni Center
- 2006 Campus Recreation Center East
- 2008 Business Instructional Facility
- 2008 Electrical and Computer Engineering Building
- 2008 ARC Campus Recreation Facility
- 2008 iHotel and Conference Center

A NEW REVIEW

Provost Katehi called for a series of dean-led reviews of our budgeting procedures. Three committees were formed to develop guidelines for the following areas: the allocation of tuition and GRF, the allocation of ICR funds, and the reallocation of funds. These groups worked through FY 2007, completing their reports in the spring. In FY 2008, working groups were formed to implement the recommendations of the tuition/GRF and ICR groups. While work is still under way, there are a number of recommendations that have been reviewed and accepted by the Council of Deans and other campus groups.

- Increase the dollars per IU from around \$60 to \$110 per lower division IU and \$170 per upper division IU.
- Assign a fixed dollar per major and IU to improve clarity and predictability of the allocation. To further enhance predictability, we will also eliminate the two-year averaging of enrollment and IUs. Although this change does add slightly to a college's financial risk from enrollment fluctuation, funds will now move more rapidly to new initiatives.
- Separate the budget review of special units contained within a college. For example, the campus radio stations are housed within the College of Media; the performing arts center and art museum are housed within the College of Fine and Applied Arts. These special units are clearly related to the colleges that house them, but they are not a central component of the college's instructional mission. Separating these units, in terms of budget review, helps clarify the resources available to the college for its core mission

and highlights the resource requirement of the special program.

- Develop some measures for the differential assignment of new overhead costs. While we will not return to a full attribution of overheads, there are certain cases, such as utilities, where it might be beneficial to assign incremental costs based on use.

The revised budget models were completed in April 2008. They will initially be used in parallel with current allocations procedures for a one-year period. Full implementation planning is under way.

FACILITIES AND INFRASTRUCTURE

New Construction

Major renovations include Memorial Stadium (2008), First Street residence halls (2008), and Lincoln Hall. The Lincoln Hall renovation was launched in fall 2008 in order to address the most pressing issues related to health and safety. The full renovation project will continue over approximately three years.

A community-oriented initiative, Campustown 2000, Inc. was a private, not-for-profit corporation facilitating the physical and economic redevelopment of the Campustown area—the business/retail area in the middle of the campus. The campus leadership had realized that the appearance of this small business district was important to the impression formed by visitors to the University and worked to convince the local business community and governments to improve the area. Campustown 2000 worked cooperatively with commercial and residential property owners, retailers, the cities of Champaign and Urbana, and



The Institute for Genomic Biology was established in 2003 to advance life science research and stimulate bio-economic development in the state of Illinois.

the students, faculty, and staff of the University of Illinois. The physical appearance of the business area was improved as was the infrastructure—e.g., streets, sidewalks, and utilities.

Research Park

A major addition to the campus has been the construction of the University of Illinois Research Park, south of the main campus. Development of the Research Park began in 2000, offering corporations:

- Allied status with the University, giving tenants in the Research Park special access to useful campus services
- Campus location, sitting less than a mile from campus with continuous free bus service
- Flexible lease or purchase Terms
- Library services, giving tenants remote access to the University of Illinois library system

The Research Park is home to over 50 companies, employing more than 1,000 people in high-technology careers. Currently, 200 University of Illinois student interns are working for these companies gaining valuable work experience while making real contributions. Designed to encourage research and development collaboration between industry and the University, the Research Park provides its tenants with access to faculty, student talent, and fee-based use of university laboratories and equipment.

In addition to a physical manifestation of a vigorous commitment to technology transfer, a comprehensive evaluation of the Technology Management Office was

completed. This plan called for streamlined procedures and additional staff to improve campus technology transfer responsibilities. Following a recommendation in the Technology Management Office Recovery Plan, the Research and Technology Management Office was separated into the Office of Technology Management (OTM) and the Office of Sponsored Programs and Research Administration (OSPRA). The Office of Technology Management now reports to the Vice President for Technology and Economic Development, a system-wide office.

The Office of Technology Management was reorganized, adding 10 new full time staff members and six part time staff, and developed and implemented a systematic process for technology analysis. Subsequently, the Portfolio Project within OTM (begun in 2002 to clear a backlog of reviews of technologies and employing University graduate students) organized, screened, and prioritized 732 technologies for their potential. Eventually, 150 of these technologies were selected for active management and 100 for targeted or Internet marketing.

Update of Business Systems

At the end of the 1990s it became clear that the University's aging business systems on its three campuses were so out of date that only replacement, not revision, would provide the functionality appropriate to an institution of this size and stature. Many of the University's business systems were outdated and unable to communicate or share data with each other. In addition, because the University had not kept pace with the way business is conducted outside its boundaries, the University would be unable to do business with banks, vendors, government

The Agricultural, Consumer and Environmental Sciences Library, Information and Alumni Center is a 52,000-square-foot facility with a unique octagonal shape, large atrium and numerous windows; the building is a luminous focal point of the south campus area.



contractors, and even other educational institutions in the future. Therefore, in 2000 the University (system level) began to search for a single software product suite to replace its more than 100 disparate systems. The new software that was put in place is an integrated product—the student, human resources, and financial software share common data and processes—thus the project was named UI-Integrate.

Systems and Computer Technology (SCT) was selected as the vendor to provide the new system. The University also hired Andersen Consulting to implement the system. The University was SCT's largest implementation at that time. Implementation occurred over four years and was completed in 2005. The transition to the new system was not always smooth or problem-free. Thousands of staff members spent thousands of hours in training to learn to operate the systems and to extract data. Efforts continue to customize parts of the system to fit Illinois' practices and policies.

At a final cost of almost \$200 million, the new integrated software system (now called Banner) has:

- Provided a more understandable and user-friendly environment with Windows and Web-based accessibility.
- Integrated the data from our many separate data systems into a single database, allowing us to purify the data, eliminate duplicate records, maintain a single source of directory information, and update information with immediate availability to authorized users.
- Provided self-service “Web for Students” and “Web for Faculty and Adviser” applications, making student records easier and more efficient to access.
- Allowed us to redefine and standardize our accounting system to better meet our data analysis and reporting needs.
- Streamlined our student, financial, and human resources business processes by taking advantage of new technology as it develops.

CONCERNS EXPRESSED BY 1999 REVIEW TEAM

In its 1999 report, the visiting team expressed concern in four categories: resources, management, diversity, and governance.

RESOURCES

In stating its concern over the disparities between the University's ambitions and its available resources the Review Team wrote:

“Through its strategic planning process, the University has identified a number of ambitious goals, many of which require significant new investments by the state in this outstanding

institution. The University administration also recognizes the necessity to broaden its financial base through fundraising and entrepreneurial enterprises. In this regard, the team identified the challenges listed below. In identifying these challenges, the team does not want to in any way diminish the ambitions of the University to pursue its strategic directions.”

“Maintaining the quality of the faculty and, ultimately the students, requires continued growth in income and endowment. If this does not materialize, faculty and prospective

faculty may seek more lucrative opportunities elsewhere. The team is particularly concerned about the decline in number of tenure-track faculty engaged in instruction, and in the increased reliance on non-tenure-track faculty for instruction.”

While there had been a decrease in the number of tenure-track faculty in the few years prior to 1999, Illinois has regained some of those positions, having a total of 2,000 FTE tenure track faculty on state funds and 2,042 FTE on all kinds of funds, representing a gain of about 200 positions since 1999. Tuition increases and modest increases in the size of the student population enabled and necessitated growth in the faculty.

“Significant growth of income and continued commitment is required to maintain momentum in renovation and maintenance in classrooms and teaching laboratories. Shortfalls will lead to an atmosphere less conducive to academic excellence.”

Starting in fall 2006, new students were assessed an Academic Facilities Maintenance fee of \$250 per semester. This fee was expected to generate \$7.4 million in the first year for the University, about half of which is from the Urbana campus. Of course, the annual amount of revenue will increase as each new class enrolls.

“It will be a significant challenge to obtain the fiscal resources required to maintain current levels of quality and to pursue ambitious new initiatives.”

A major capital campaign, Brilliant Futures, was announced in the summer of 2007 with a goal to raise \$2.25 billion, \$1.5 billion of that is the Urbana campus goal. As of June 30, 2009, gifts and pledges totaled \$1.18 billion for the Urbana campus.

In addition, there have been aggressive tuition increases annually. Although Illinois has a “truth in tuition” law, which requires that tuition is frozen for each student at the amount paid their first year, tuition is increased for each new cohort. Some colleges and departments have instituted tuition surcharges to cover the cost of instruction that goes beyond traditional classroom lecture format. Artist studios and accompanying equipment and technology, engineering and chemistry labs are a few examples of the kinds of facilities and instruction the surcharges support. Tuition for undergraduates has increased from \$3,308 per year in 1997-98 to \$7,708 per year in 2006-2007, a 133% increase. Further information on student costs is available in a report to the Board of Trustees: Background on Information Concerning Tuition and Financial Aid, FY 2008.

Of course, the level of State tax support is an important component of our fiscal viability. The same report referenced in the previous paragraph provides background and illustrates the history of state support over the last decade. Items of note include (numbers refer to the three-campus system):

- The University of Illinois has seen sharp fluctuations in State funding over the past 17 years.

- In FY 2002 the University had a mid-year rescission and redirection effectively reducing available state funds by \$34 million.
- The University experienced an additional \$40 million reduction in State tax support in FY 2003 and a \$58 million reduction in FY 2004, as well as mid-year rescissions in FY 2003 of \$29 million and \$12.3 million in FY 2004.
- Funding in FY 2007 increased by \$12.7 million which included \$10.1 million for compensation increases and \$2.4 million for additional legislative initiatives.

Inconsistent State support to the University makes long term fiscal planning difficult. The key variable in achieving moderate and predictable tuition increases is adequate and stable State tax support. The University is more dependent upon tuition revenue today than it was in FY 1997. A decade ago, State tax funds represented 74.6% of the University’s total appropriated funds budget, and tuition revenue (income fund) represented 23.5% of the total. In FY 2007 general tax support dropped to 56.7% and tuition support has risen to 43.1%.

The State spent approximately \$3,166 less per University of Illinois student in FY 2006 than it did in FY 1990 when accounting for the impact of inflation and for changes in the mix of students enrolled.

In a one-year comparison from FY 2006–FY 2007 Illinois ranked 26th in changes in tax appropriations for higher education among the 50 states. During a 10-year period Illinois ranks 39th in changes in tax support.

MANAGEMENT

“The challenges regarding management that the team has identified are all closely related to resource issues. For example, apparent lapses in planning listed below are related to the fact that resource streams to support the results of planning have not been identified. The first challenge is largely independent of resources, however.

There is a significant challenge in the management of the Library involving its organizational structure, facilities, internal and external communication, and inconsistent service orientation.”

University Library

Ten years ago, the University Library was on the edge of major transformations. Academic libraries faced increasingly acute economic pressures, primarily from the rising costs of scholarly journals; universities were unable to keep pace with funding these increases; and advocacy of new forms and methods of scholarly communication was emerging. The developing importance of the World Wide Web and the emergence of other information technologies promised to bring enormous changes to the ways in which scholarship was conducted and shared, to methods of teaching and learning, and to just about every aspect of academic life. In early 1998, a task force chaired by then Law School Dean Tom Mengler issued its report on the Future of the University Library. The task force’s recommendations led to:

- Development of a strategic planning process and strategic plans
- Recruitment of new University Librarian
- Establishment of Campus Library Policy Board (CLPB), its short-term successor

the Library Allocation Steering Committee (which affirmed budget methods and recommended improvements to their application), and its current successor Library Long-Range Advisory Committee

- Passage of at least three resolutions by the Faculty Senate about new models of scholarly communication

Several other of the committee’s recommendations have also been implemented, either by design or because the community of academic libraries has worked collaboratively to address a set of major issues. These changes include:

- A new administrative structure
- Collaborative purchasing and licensing of scholarly content
- Improved services, including introduction of digital reference services
- Development of new models of service, e.g., a biotechnology librarian with no departmental library
- Expanding traditional cataloging to encompass intellectual access mechanisms for electronic and other non-traditional materials
- New focus on preservation of the massive collections in which the Library had invested for decades
- Renewal of the Library faculty through retirements, recruitment, and retention efforts
- Continued investments in information technology application research
- Participation in major digitization programs (Open Content Alliance and Google)
- Investment in publications and public relations
- Increased focus on raising funds from private individuals and foundations (\$25

million goal met in previous campaign); the Library has met its \$30 million goal, which has been raised to \$50 million. Of that, \$36 million has been raised.

The University Library continues to bear economic pressures caused by the continuing rising costs of scholarly content, the University's inability to provide funding in pace with peers (a situation that now stretches for more than 20 years), users who expect browsing access to our tangible collections, and users who expect and demand service and access to content any time and anywhere. A tangible symbol of the decline in financial support is the recent drop in the Library's standing among research university libraries, from third to fourth, as ranked by the number of volumes held.

Campus Network

"It will be a challenge to create realistic plans for enhancement of networking on campus including instructional and library computing..."

The Campus Network Upgrade Project is a five-year \$20-million (from state and tuition funds) initiative to update all networking equipment and wiring on campus to current standards that will provide:

- Improved reliability
- More information, faster
- Increased security
- Growth to meet the changing needs of the campus community

The majority of the wiring for the campus network had not been upgraded since 1987, and computer usage and the demands on the campus network have increased exponentially since that time.

The project is comprised of upgrades to more than 260 buildings, including network equipment upgrades, installation of new data jacks, wiring, and other infrastructure, and construction or remodeling of Communications Equipment Rooms (CERs).

Some specific goals for completion by the end of the project (2010) include:

- Campus backbone operating at 10 Gigabits per second (Gbps)
- 1 Gbps connections to each campus building from the campus backbone network
- 100 Megabits per second (Mbps) connections to the desktop
- New conduit, raceway, and cable tray to allow for easy installation of new and improved cabling in future decades
- UIUCnet wireless in all "public space" in campus buildings (from cites.illinois.edu/projects/progressreport/index.html)

Graduate College

"It will be a challenge to create realistic plans for ... the new administrative structure for research and graduate education."

The separation of the administration of the Graduate College from the Vice Chancellor for Research has resulted in a stronger Graduate College with a higher national profile. The first person to assume the deanship full time, Richard Wheeler, became active on national panels, in professional organizations and in the discussion of graduate education nationally. The application process was improved (it is now online), a career services office was formed for graduate students, and the Dean was able to be involved in several national initiatives. More discussion of the changes in the Graduate College culture is in Section Four.

Interdisciplinary Research and Teaching

“It will be a challenge to facilitate interdisciplinary research and teaching within the framework of the existing budget system.”

In 2006-2007, committees appointed by Provost Katchi looked at the model used for ICR allocation and support for teaching and recommended several changes to remove roadblocks to interdisciplinary research and teaching. The guiding principles recommended are:

- Benefit the overall campus and enhance excellence of the institution by providing the strongest possible environment for research
- Promote success of departments and institutes, recognizing their interdependence and mutual contributions to the campus research operation
- Facilitate disciplinary and interdisciplinary research
- Minimize burden on researchers, heads, and dean/directors
- Provide resources to (a) advance and enable promising, innovative research activities (b) defray standard costs associated with research activities (c) support critical needs, including needs in emerging areas related to research endeavors, and (d) provide incentives for seeking external funding
- With exceptions for those agencies that mandate an indirect cost recovery rate below the standard level, maximize recovery of research-related costs to the greatest extent possible
- Be clear, transparent and easily understood by faculty, department heads, deans/directors, and budget personnel

- Improve the connection between revenue and instructional units to provide incentive for interdisciplinary teaching to allow cross-campus teaching

Interdisciplinary efforts across campus are further discussed in Section Five: Breakthrough Knowledge and Innovation.

DIVERSITY

“All major institutions of higher education face the challenge of creating and maintaining a diverse and inclusive university community. UIUC clearly recognizes this challenge and has put in place a number of programs, many of them exemplary, to address this issue. The team, however, calls attention to following major challenges in this area:

The controversy over Chief Illiniwek is divisive, pitting many faculty members and students against University administrators and the Board of Trustees. It has the potential to worsen over time to the detriment of a great university.

A related challenge is the need to continue emphasis on recruiting, and retaining African American, Latinola, Native American, Asian American, and senior women faculty and administration.”

Beginning in 1994, the campus Office of Equal Opportunity and Access has produced a report, the Faculty Status Report, to assist units in establishing and maintaining a workforce representative of the availability of women and minorities in relevant labor markets. The process requires an analysis of the present number of women and minorities within the University for areas in which they are considered to be underutilized

compared to the number of possible women and minority candidates in the recruitment area. The Urbana-Champaign campus implements actions to increase the participation of these underutilized groups. If the University also has improved its retention efforts, as these faculty move through the ranks, the senior levels will reflect greater diversity as well.

A campus-level program, Targets of Opportunity for Recruiting Members of Underrepresented Groups (provost.illinois.edu/communication/07/Comm07.pdf) (TOP) is designed to support the special recruitment of outstanding faculty members at the assistant professor level among groups that are underrepresented in specific units on campus. This program provides funding for the salary of candidates that are specifically recruited for positions, outside the regular search process.

The Diversity Committee Report to the Chancellor and Provost, 2006-07, establishes several “recommendations to assist Illinois during the course of the report’s five-year timetable in reaching the next level of excellence in education, scholarship, and public engagement by creating and sustaining an academic environment of diversity and inclusion, ultimately achieving national recognition as an exemplar of these values.”

The Committee suggests three administrative officers should hold primary responsibility for identifying, benchmarking, tracking, and rewarding progress toward achieving the vision: the newly hired Associate Vice Chancellor for Student Affairs/Director of Intercultural Relations, a newly proposed

Chief Diversity Officer, and a reinstated Vice Chancellor for Public Engagement. The Committee also recommends that Transform Illinois be adopted as a framework for the diversity plans for all campus units.

GOVERNANCE

“The governance of a great university such as UIUC is shared among the Trustees, the administration, the faculty, the students, and the staff. The team notes with alarm the fact while many are talking, few are listening. In the team’s judgment:

The controversy over The Chief has divided the University community. It interferes with the educational climate and with the institution’s stated goal of creating an inclusive community.

A process is not in place to engage the appropriate constituencies to bring about a resolution of the Chief controversy.”

In April of 2000, the Board hired Judge Louis Garippo to moderate an “intake session” during the course of two days. In that time, anyone who wanted to speak to this issue was allowed to do so. At the end of the two days, Judge Garippo issued a report to the Board that summarized the controversy to that date and included comments from the intake session and from e-mail messages and other correspondence. That report is available at www.uillinois.edu/trustees/dialogue/report_files/toc.html.

In a report issued after a 2004 focused visit on the issues surrounding the Chief, the NCA visiting team found that issues of governance, leadership and educational effectiveness still existed. No action had been

Twelve goals to help transform Illinois into a preeminent leader among universities in the area of campus diversity and inclusion:

- Goal 1: Establish Welcoming Environment**
- Goal 2: Increase Cultural Competence**
- Goal 3: Develop Quality Facilities**
- Goal 4: Increase Representation of Diverse Students**
- Goal 5: Increase Representation of Diverse Employees**
- Goal 6: Increase Representation of American Indians**
- Goal 7: Rethink Underrepresentation**
- Goal 8: Increase Capacity for Diversity Related Scholarship**
- Goal 9: Strengthen Diversity Related Studies**
- Goal 10: Enhance Campus-Community Initiatives**
- Goal 11: Increase Funding Independence**
- Goal 12: Centralize and Establish Effective Communication**

taken to resolve the controversy since the 1999-2000 accreditation visit. The 2004 visit was followed by a resolution by the Board of Trustees to create a consensus conclusion.

The 2004 evaluation team noted that:
“If the Chief issue is resolved in political or what appear to be political terms or out of expedience and failure to confront the underlying message of this symbol, the issue will not die and things will simply get worse. Moreover, the institutional problems revealed by, or growing out of, the symbol controversy will have been exacerbated. The real issue here is a troubling failure of enlightened leadership and shared governance by the board of a major world-class research university.”

In July and September of 2005, the Board issued eight guidelines as a framework for reaching a consensus conclusion to the controversy. (These guidelines and taken to resolve the controversy since the 1999-2000 accreditation visit.) The 2004 visit was followed by a resolution by the Board of Trustees to create a consensus conclusion. Other relevant documents are on the Web site: www.uillinois.edu/chief

In August 2005, the National Collegiate Athletic Association (NCAA) issued guidelines on the use of Native American mascots at championship events. “The presidents and chancellors who serve on the NCAA Executive Committee have adopted a new policy to prohibit NCAA colleges and universities from displaying hostile and abusive racial/ethnic/national origin mascots, nicknames or imagery at any of the 88 NCAA championships.” Eighteen col-

leges or universities, including Illinois, were on a list of institutions to which the new guidelines applied.

Illinois subsequently appealed the NCAA ruling in October 2005 and again in January of 2006. In May of 2006, Chair of the Board, Lawrence Eppley said: “The NCAA declared its decision was final and proclaimed that the rule and sanctions were effective immediately. The University fought the new NCAA policy for over nine months. As a result of its first appeal the University won back the right to use the names ‘Illini’ and ‘Fighting Illini’ for all its athletic teams. The subsequent appeals challenged the NCAA policy on grounds of institutional autonomy and self-determination in regard to University traditions.”

The NCAA did not exempt Illinois from following its guidelines regarding mascots considered hostile or abusive. As a consequence, in May 2006 the highly-ranked men’s tennis team was prohibited from hosting post-season matches, which are NCAA championship events. The women’s soccer team was unable to host first and second round matches in the fall of 2006, when they reached the “sweet sixteen” level in NCAA tournament action.

In January of 2007, upon being re-elected Chair of the Board, Mr. Eppley stated: “It is ... time to finish the work of our consensus process and bring to a conclusion the matter of Chief Illiniwek, so that the University can be removed from the list of NCAA policy violators, move our institution forward and allow our student athletes to compete at the highest levels and free of sanctions.”

On February 16, 2007, Chair Eppley announced that the performances by the Chief would be discontinued after the last home basketball game. The NCAA then issued a statement that lifted the sanctions from Illinois. At the March 13, 2007 meeting of the Board, a resolution was passed that confirmed the University would discontinue the use of the Chief or Native American imagery in conjunction with its athletic teams.

A chronology of events along with links to various reports and documents are at www.uiillinois.edu/chief

SUCCESSFUL SHARED GOVERNANCE

There are several layers of governance on the Urbana campus and the examples below highlight the way in which these governing bodies and administrative units have worked together to successfully resolve issues related to the academic mission of the campus.

Issues of tenure-home for faculty associated with units outside traditional department structures

Area studies programs on the Urbana campus have a long history. Programs such as cinema studies and religious studies have been recognized on campus but were not submitted for Faculty Senate review because these units were not formally identified as departments. As the campus began to create new programs, however, the Faculty Senate raised concerns in late 2005 about faculty rights and tenure review for faculty in these units. In an effort to protect faculty rights and maintain a sound tenure policy, the Faculty Senate and campus administration worked to outline a clear path for the

creation of such units and to establish a threshold for Senate review. Our current guidelines allow these units to be created without Faculty Senate review if the faculty appointments are less than 50%. If the proposed unit houses 50% or greater faculty appointments, they must be reviewed by the Faculty Senate. Since these discussions in 2006-2007, the campus has fully reviewed and approved the creation of two new academic departments: African American Studies and Religion.

Academy on Capitalism and Limited Government Fund

In 2007, the University of Illinois Foundation entered into an agreement with the Academy on Capitalism and Limited Government to support faculty projects aligned with the organization's mission. Due to the potentially controversial nature of the organization's mission and the implied relationship between academic offerings and faculty projects, the Faculty Senate looked to clarify the nature of the relationship between the Academy and the University. The campus administration was receptive to these concerns and actively worked to identify the intended roles of each entity. In direct response to the Faculty Senate's request, a faculty advisory committee was established to work with the Chancellor to review projects potentially funded through the Academy and to ensure that the standards of academic work coincided with the University mission and campus interests. As a result of discussions among faculty and administrators, the agreement with the Academy was ultimately dissolved. The Academy on Capitalism and Limited Government now exists as a non-profit off-campus entity.



CONCLUSION

This recap of the last decade was meant to provide a context for the Review Team to begin their observations and assessment of Illinois. Reflected in the past is an atmosphere of access—to ideas, to possibilities, to knowledge, to people—that supports the land-grant principles upon which the University was founded. As a university included among the nation’s elite, Illinois also shares a fundamental commitment to excellence in teaching, research, and public service with its peers.

The self-study process has led us to discoveries of strengths and challenges for the present and the future. The completion of the self-study has renewed Illinois’ commitment to excellence and access and to enhancement of its capacity to improve the lives of those it touches.



SUPPORTING OUR MISSION

2

"Here, my friends, on the prairies of Illinois and of the Middle West, we can see a long way in all directions. We look to east, to west, to north and south. Our commerce, our ideas, come and go in all directions. Here there are no barriers, no defenses, to ideas or the spirit, no rigid patterns of thought, and no iron conformity. We want only the faith and conviction that triumph in fair and free contest."

Adlai E. Stevenson, welcoming address to the 1952 Democratic National Convention

OVERVIEW

The work that takes place and the ideas that are generated at Illinois are formed and nurtured in this context of expansiveness and creativity. An atmosphere of access—to ideas, to possibilities, to knowledge, to people—is fostered by a sense of openness as well. Founded in 1867, Illinois’ mission of teaching, research and public service and economic development are congruent with the land-grant principles of creating, providing access to and disseminating knowledge to meet the needs of the people of Illinois that form its foundation. “Fair and free contest” implies an impartial judgment, taking all aspects of an idea or activity into account. Peer review and shared governance are the manifestations of this concept in higher education. Public land-grant universities were created to broaden access to higher education, to knowledge, to research for the public good, and to a curriculum that benefits a wide range of social and economic classes. There are certain principles that must be valued to preserve that broader access—fairness, openness, merit-based decision-making, and shared governance, as well as a common understanding of our mission.

STRATEGIC PLANNING (1A, 1B, 1C, 2D)

Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Component 1c: Understanding of and support for the mission pervade the organization.

Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

The recent (2005-2007) effort to create a strategic plan with articulated values, commitments and a vision for the future involved groups of faculty in making assessments about the adequacy of many facets of the institution and the direction it will follow in fulfilling its mission. This endeavor brought many perspectives to the table, resulting in a fuller, more critical, picture of the University’s past, present and future.

In addition, through this process, the citizens of Illinois may have the conviction that their support of the University is earned and the

faith that we will continue to deserve that support for the common good.

The Strategic Plan elaborates on the traditional mission statement of a land-grant university. The expression of our vision to be the pre-eminent public research university indicates a goal of achieving excellence in all of our endeavors. Through a statement of commitment and values in the plan, Illinois has expressed its pledge to adhere to its founding principles and to use them to inform its decision-making process (from the Strategic Plan):



More than 150 affiliated centers and institutes perform research for government agencies, industry and campus units.

OUR COMMITMENT

- We embrace and advance our land-grant mission by serving the state and the nation through education, research, outreach, and economic development.
 - We pursue excellence through the diversity of our students, faculty, and staff.
 - We foster innovative teaching, research and engagement, demanding and rewarding break-through knowledge creation and learning from our faculty and students.
 - Our educational programs promote innovation, cultivate justice, enhance social mobility, and improve the quality of life by responding to local, national, and global societal needs.
 - We are one campus dedicated to comprehensive excellence in the service of Illinois and the nation.
 - We maximize our impact by carefully stewarding and enhancing the resources entrusted to the institution.
- That educates and creates the next generation of researchers who are both deeply grounded in a discipline, yet comfortable communicating across disciplines
 - That re-invents the land-grant tradition for 21st century America
 - That effectively puts our learning and research into the service of a just and prosperous society
 - That builds partnerships with local constituencies that strengthen the community as a living and learning environment
 - That extends beyond the boundaries of the campus and Illinois

Resource practices:

- That ensure sound stewardship and maximum impact
- That develop our entrepreneurial capacity to secure new sources of revenue
- That provide the infrastructure necessary to enable and support our educational, research, and engagement programs

VALUES THAT DRIVE OUR GOALS

An educational environment:

- That prepares our exceptional students to be innovators, entrepreneurs, creators, educators and leaders who will transform the world and conquer the challenges of the 21st century
- That is dynamic and values and embraces diversity
- That enables the successful recruitment and retention of world-class faculty

A research environment:

- That enables foundational, breakthrough research
- That promotes health, justice, and prosperity locally and globally

It is clear that these values and commitment build upon the University's mission. It is also clear that as strategic planning took place on campus, those values and commitments helped guide the thinking behind the plans developed at department and college levels. The strategic planning documents are available at strategicplan.illinois.edu

SUPPORTING THE MISSION (1C, 2D)

Component 1c: Understanding of and support for the mission pervade the organization.

Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

The University’s mission is clearly stated in the following places and is available to internal and external audiences:

- An overview of campus placed on the campus Web site: illinois.edu/about/about.html
- A Web page linked from the University of Illinois system homepage: uillinois.edu
- The strategic plan Web site: strategicplan.illinois.edu

The General Rules of the University, one of its seminal documents, assigns respon-

sibility for articulating, designing, and evaluating the mission to the University administration.

The University’s mission—Teaching, Research and Public Service and Economic Development—is reflected, in part, through “Learning and Labor,” a phrase inscribed in its official seal. “Learning” represents both the creation of new knowledge and transferring it to the next generation, and “Labor” represents our partnership with the people of Illinois to improve their lives through the application of that knowledge.

GOVERNANCE (1D)

Component 1D: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

ADMINISTRATIVE STRUCTURE

The Urbana-Champaign campus is the oldest and largest of the three campuses of the University of Illinois. It is integrated with the other campuses of the University by a university-wide organization and intercampus cooperation, but it carries out its academic functions with a high degree of delegated authority. As the flagship university, it is referred to most commonly as “Illinois.”

The organization and operation of the University of Illinois are described in the Statutes

and the General Rules Concerning University Organization and Procedures. The Statutes set forth the educational policy, organization, and governance of the University system. The General Rules are subordinate to the Statutes and provide details of administrative organization and the powers, duties, and responsibilities of University officers. Both provide the framework necessary to carry out our mission successfully.

Figure 1 shows the University of Illinois organization; Figure 2 shows the Urbana-Champaign campus organization.

FIGURE 1

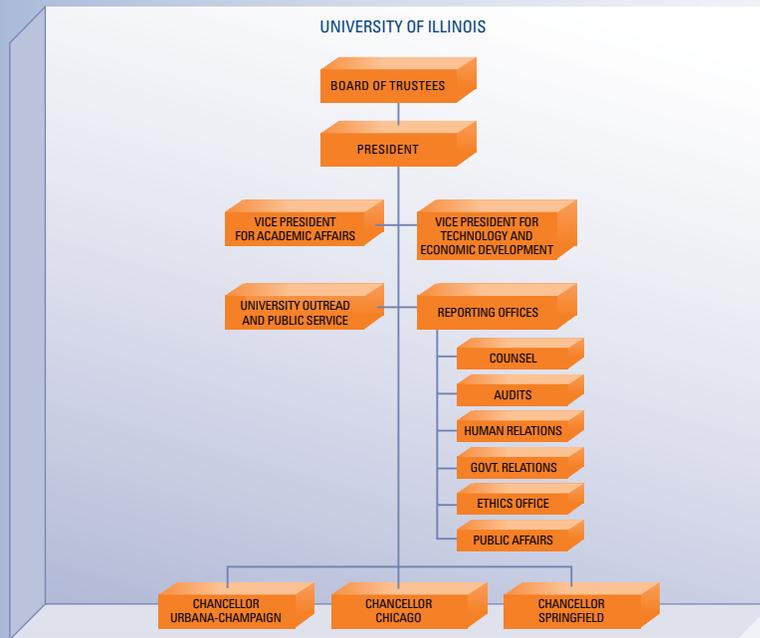
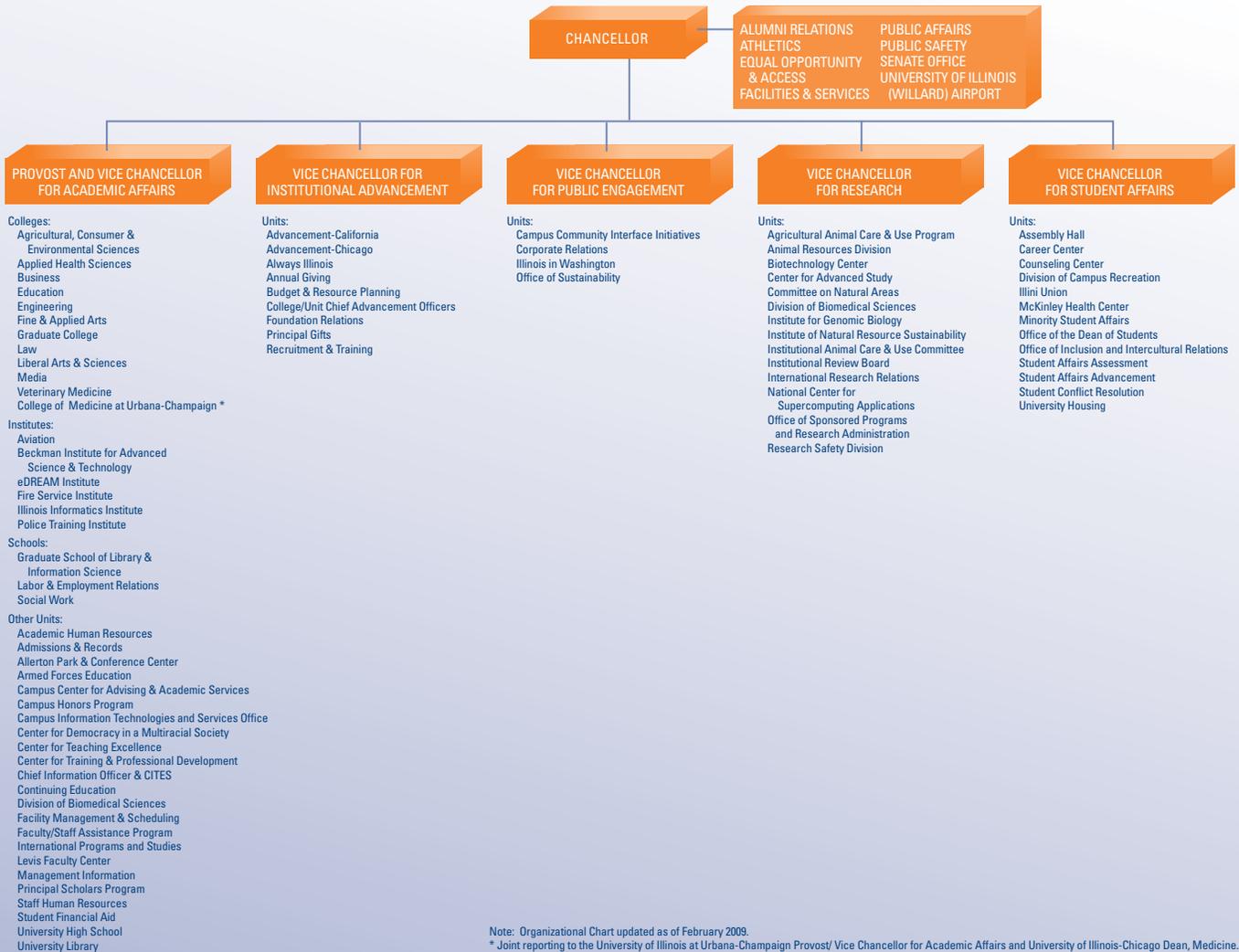


FIGURE 2

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN CAMPUS



Board of Trustees

University Statutes declare that: “The Board of Trustees formulates university policies but leaves the execution of those policies to its administrative agents, acting under its general supervision. It is the responsibility of the board to secure the needed revenues for the University and to determine the ways in which university funds shall be applied.”

The University of Illinois Board of Trustees consists of 13 members, 11 have official votes. Nine are appointed by the Governor for terms of six years, and three student trustees (one from each campus) are elected by referenda on their campuses for one-year terms. One of these student trustees is appointed by the Governor to have an official vote. The Governor serves as an ex officio member.

President

The Statutes define the role of President:

“The president is the chief officer of the University and a member of the faculty of each college, school, institute, division, and academic unit therein. The president shall be elected by the Board of Trustees, and the president’s term of office shall be at the pleasure of the board. The president shall attend the meetings of the board and participate in its deliberations; may act with freedom within the lines of general policy approved by the board; shall prepare the annual budgets for presentation to the board; and shall recommend to the board suitable persons for positions in the University, including appointments to appropriate administrative positions, other than academic, which are not provided for in the Statutes. In case of exigencies, it is within the proper jurisdiction

of the president to make appointments so that the work of the University shall not be interrupted, but such appointments shall be subject to confirmation by the board. The president is responsible for the enforcement of the rules and regulations of the University; shall make such recommendations to the board and to the senates as the president may deem desirable for the proper conduct and development of the University; and shall issue diplomas conferring degrees, but only on the recommendation of the appropriate senate and by authority of the Board of Trustees. The president may designate the administrative officer(s) who shall exercise the functions of the president during the absence of the president from duty, which designation(s) shall be subject to change by the Board of Trustees.”

Campus Officers

The following section briefly describes the roles and responsibilities of key campus officers.

The chancellor, under the direction of the president, serves as the chief executive officer of the campus. There are five vice chancellors to whom the chancellor has assigned various responsibilities: the provost and vice chancellor for academic affairs, the vice chancellor for research, the vice chancellor for institutional advancement, the vice chancellor for student affairs, the vice chancellor for public engagement.

Like the chancellor, the vice chancellors delegate responsibilities to those serving directly below them in the chain of authority, that is, the deans and directors of academic and administrative units.

Deans

The dean is the chief executive officer of the college and is the agent of the college faculty for the execution of college educational policy. The college executive committee acts in an advisory capacity to the dean and transacts business delegated to it by the faculty.

All deans are part of the Council of Deans, which meets biweekly with the Provost.

Faculty Governance

The department is the primary unit of education and administration within the University, and is organized either with a head or with a chair. At the Illinois, the headship form of governance predominates, although a handful of departments use the chair form of governance.

The campus has a strong tradition of shared governance; faculty participation in this process takes several forms. The faculty is represented by an elected academic senate, which is defined by the Statutes as the legislative body of the campus. The Senate consists of 200 faculty members and 50 students who, by statute, are responsible for campus educational policy matters. The Constitution, Bylaws, Standing Rules of the Senate and other documents provide more information on the Senate and its committees (see the Senate Web site: senate.illinois.edu/gov_docs.asp).

A recent Senate Review Commission identified a limited number of specific action items that could improve Senate operations and raise the visibility of the Senate and its activities across campus. The Commission conducted two online surveys, one directed

toward faculty generally, who may or may not have served on the Senate, to assess how they view the Senate role, functions, and importance; the other survey was directed toward former officers and committee chairs of the Senate, who presumably have a closer familiarity with Senate operations.

Both surveys yielded valuable information. In general, the surveys indicated that those not closely affiliated with the Senate do not have a clear sense of its purposes, and frequently do not regard it as a very effective or important institution; those committed to and involved with the Senate have a very different view of the institution, but they are concerned with maintaining its future relevance to campus shared governance and with bringing aboard new members who will assume leadership roles in the future. At that time several key leadership roles in the Senate were held by retiring or emeritus faculty. The Commission made several substantive recommendations to increase the effectiveness of the Senate, not the least important of which is to recognize service in the Senate so that faculty continue to serve and participate in the governance of the institution.

In addition, the Senate sponsored a seminar on shared governance to inform the faculty of how that concept is put in practice at Illinois and to generate interest in participation among those who have not yet served in official capacities.

Other manifestations of faculty participation in the governance of the campus include: service on a large number of committees at departmental, college, and campus levels that have oversight responsibility or are

advisory in nature; appointment to administrative positions from associate department head to chancellor.

Student Governance

Students are also active participants in campus governance. Fifty students serve as senators in the Urbana-Champaign Senate. In spring 2004, students voted to reorganize student government by combining the Illinois Student Government with the Student Senate Caucus. The newly formed government became the Illinois Student Senate, with 50 elected members. In addition, the president was no longer selected in the general election but from among the elected student senators. Each student senator is also a member of the Urbana-Champaign Senate.

One of the responsibilities of the student government is to organize student referenda. Students voted to approve new fees to support cleaner energy (2003), sustainability (2007), cultural programming (2004, 2008), and study abroad scholarships (2008).

Students also serve with faculty and staff on numerous committees at department, college, and campus levels and have a representative on the Board of Trustees.



PROMOTION AND TENURE (1C, 2D)

Component 1c: Understanding of and support for the mission pervade the organization.

Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

A university's capacity, reputation, and mission are embodied in its faculty. While each faculty member may not serve each of the components of the mission equally, the faculty as a whole carries out the mission each day, in classrooms, laboratories, studios and communities. The value that the University places on these activities is expressed in the guidelines used to make promotion and tenure decisions. Describing the promotion and tenure decisions as the "most important made by the University, for they determine the quality of the faculty for decades to come," the campus promotion and tenure guidelines (provost.illinois.edu/communication/09/Comm09.pdf) indicate "that a recommendation for tenure should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research, teaching, and service, and has

demonstrated a high likelihood of sustaining contributions to the field and to the department." Grounding the assessment of candidates for promotion or tenure in the activities associated with our mission is an indication of its importance and widespread acceptance. In addition, faculty are made deeply aware of the University's mission as they prepare their dossiers for the promotion and tenure process.

Provost Katehi appointed a committee to look at the promotion and tenure process as a whole, with particular focus on interdisciplinary work, translational research and public engagement. The campus guidelines for the P&T process will be changed as a result of this evaluation and will be effective in the 2009-2010 academic year. Section Five of this report discusses other reforms as well.

FINANCIAL RESOURCES AND BUDGETING (1C, 2D)

Component 1c: Understanding of and support for the mission pervade the organization.

Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

To enable the implementation and success of the campus strategic plan, the campus budget process was reformed, requiring all campus units reporting to the Provost to

show in their annual budget report what they are accomplishing to forward the goals of the Strategic Plan. A Budget Advisory Group created a new model to guide the budget process.

The Budget Advisory Group conducted its work through three subcommittees: (a) state and tuition revenue allocation, (b) indirect cost recovery distribution, and (c) general resource allocation principles. The new budget model aims to improve clarity and transparency in processes of garnering and allocating resources, provide incentives for innovation, efficiency and effectiveness, and connect the budget process with strategic plan implementation.

To guide resource allocation over the five years starting in 2007, the following principles were used:

- Invest in programs and initiatives with the will, energy and vision to transform the institution
- Evaluate proposed investments in terms of potential for enhancing excellence throughout the institution

- Remove barriers to creativity and create stronger incentives for efficiency and productivity
- Infuse a culture, throughout the institution, where critical analysis and monitoring of progress toward goals informs resource allocation decisions
- Engage our faculty and leaders in investment and resource allocation decisions
- Enable resource allocation decisions at every level of the institution (campus, college, department)
- Create opportunities for new investments by concluding or reducing activities that are no longer instrumental
- Share financial responsibility for new activities as a tool for promoting efficiency and shared commitment to excellence

Further description of the budget process is provided in Section One.

CAPITAL PLANNING PROCESS (2D)

Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

A new capital project planning process was recently established for the campus. This process applies to all project requests with an expected project budget greater than \$500,000. The primary objective is to improve the project initiation phase by providing clear scope and program definition that will enable a project to move through the planning and approval process in the most expeditious manner possible. The

Facilities and Services Planning Division provides support to unit executive officers in effectively launching their project ideas prior to submitting projects for evaluation and approval by the Chancellor's Capital Review Committee (CCRC). Several forms which are to be used in this process are available on the Provost's Web site: provost.illinois.edu.



The campus includes more than 270 buildings on more than 1,400 acres, with nearly 3,000 faculty members serving almost 31,000 undergraduates and 11,000 graduate and professional students.

As of July 2008, \$1 billion has been raised as gifts or pledges as part of the Brilliant Futures Campaign.

The growth in the University's endowment is critical to its ability to fund on-going activities. The interest from endowment accounts is distributed to each unit every quarter. The interest rate used is determined through discussions between the President, the Chancellor, and the President of the University of Illinois Foundation. The goal of establishing an interest rate is to minimize fluctuations in the amounts that units receive as investment returns increase and decrease, allowing for better planning for the use of the funds in the present and the future.

UNIVERSITY DEVELOPMENT AND ENDOWMENT (2B)

Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

UNIVERSITY OF ILLINOIS FOUNDATION

The University of Illinois Foundation was established as a 501(c)(3) non-profit corporation to receive philanthropic support for the University. The Foundation provides centralized and highly effective services in direct mail, gift processing, prospect research, and planned giving. In essence, these services provide support to the University, extending the capabilities of each college-level development effort.

OFFICE FOR INSTITUTIONAL ADVANCEMENT

The Vice Chancellor for Institutional Advancement oversees approximately 122 advancement staff throughout the University. Each college and other major unit has a senior advancement officer that has a dual reporting line to the dean or director and to the vice chancellor. There are currently 21 such positions on this campus. This structure has greatly improved communication between the academic units and the development arm of the University. Annually, each college or major unit must create a development plan and review it with the vice chancellor and Chancellor so that priorities are in line with those of the campus. The office provides professional development to the advancement staff and extends a host of central services to enhance their effectiveness.

BRILLIANT FUTURES CAMPAIGN

With the recognition that we have to find new sources of financial support that will enable us to press forward on the national and global challenges that universities—especially public universities—are uniquely equipped to tackle, in 2007 we embarked on the public phase of the most ambitious fundraising campaign in our history. Seeking to raise \$1.5 billion in private giving, the University developed the following objectives:

- \$175 million for undergraduate scholarships
- \$135 million for graduate student fellowships
- \$300 million for endowed chairs and professorships
- \$525 million for program support and research
- \$365 million for campus environment (facilities, equipment, library materials, works of art, etc.)

The priorities for funding tie into the five goals of the strategic plan that we are using as the scaffolding in this report:

- Leadership for the 21st Century
- Academic Excellence
- Breakthrough Knowledge and Innovation
- Transformative Learning Environment
- Access to the Illinois Experience

MARKETING AND COMMUNICATION (1C)

Component 1c: Understanding of and support for the mission pervade the organization.

The Office of Public Affairs is the campus-level strategic communications and marketing unit. Its role is to provide leadership in communicating the excellence of Illinois to key audiences throughout the state of Illinois, the nation, and the world. Those communications inform constituents of research breakthroughs, public engagement activities, and the many ways in which our students are taught. The office uses a variety of media to communicate and targets many different audiences so that the University is accountable to those who support it.

In the recent past, the office has placed an emphasis on providing services to colleges and departments to help them in preparing

materials for public distribution. Starting in 2007, the campus promulgated a policy that required adherence to a set of graphic standards for print, electronic, and spoken communications. Units were asked to

- Phase out the use of unit logos
- Use the campus logos
- Refer to themselves with text
- Continue to use a comprehensive visual identity that incorporates the campus logos

An overview of the campus branding strategy and rationale, with links to detailed guidelines, is at illinois.edu/goto/overview.

To further strengthen the “Illinois” brand, the University’s domain name was changed from www.uiuc.edu to www.illinois.edu, with a concomitant change in e-mail addresses to @illinois.edu from @uiuc.edu. This change reflects the flagship status of the Urbana campus.

ALUMNI RELATIONS, PROGRAMS, AND EVENTS (5B)

Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Although the Alumni Association is an independent entity, there are close ties to the University to coordinate the messages that alumni receive. An associate chancellor who is part of the Chancellor’s staff also serves as a vice president of the Alumni Association to ensure cooperation and coordination between the two organizations. In addition, many colleges and departments have staff whose responsibilities include alumni relations and programming. They are part of a network of advancement staff on campus, to improve communication among those

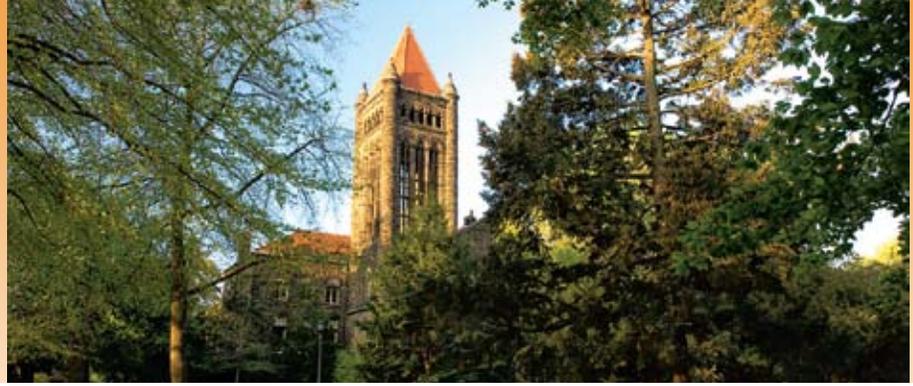
who are in contact with alumni, leading to a more coherent image of the University and consistent messages about its mission.

The mission of the University of Illinois Alumni Association is to foster a spirit of loyalty and fraternity among the graduates and former students of the University of Illinois, and to effect united action in promoting the welfare of the University. It does so through providing a variety of outreach programs, communications and technologies, mobilizing alumni involve-

ment, leading alumni relations efforts, and facilitating the integration of students and alumni into a supportive culture of lifelong loyalty to the institution.

For example, the Association publishes periodicals and other print and electronic communications for alumni that help promote the University’s mission, goals, priorities, and messages. The Association coordinates a variety of programs, services, and events that encourage alumni participation, education, advocacy, and philanthropy.

Built in 1897, Altgeld Hall is one of the oldest buildings on campus.



INTEGRITY AND ETHICS (1E)

Component 1e: The organization upholds and protects its integrity.

STATE-MANDATED ETHICS TRAINING

Although there are many structures in place (described below) to assure that Illinois operates legally and responsibly, the integrity of the institution is dependent upon the character of its leadership and its employees, and their commitment to honesty and fairness. An annual Web-based ethics training session undergirds that commitment with knowledge. An activity mandated by the State, the annual ethics training requires every employee to take a test based on the knowledge acquired in that training. The University is required to achieve 100% participation, with the possibility of penalties applied by the State for non-participation.

ETHICS OFFICER

The University Ethics Officer is charged with overseeing this process, as well as others. The responsibilities of this office (which serves the three campuses of the University of Illinois) are stated clearly on the Ethics Office Web site.

To help meet University goals and state and federal requirements, the University Ethics Office is designed to reduce unethical or illegal behavior of University employees, while improving:

- Employee decision making
- Employee commitment
- The University work environment
- Reputation and image

OFFICE OF UNIVERSITY AUDITS

The Office of University Audits provides another check on the integrity of employees' actions. The Office of University Audits also shines a bright light on compliance with procedures and policies in various University offices to ensure the appropriate use of University resources. The general scope of audit coverage is University-wide and no function, activity, or unit of the University or a related organization is exempt from audit and review. Internal auditors conduct audits of specific units when asked to do so, either by the unit or someone in its reporting line. They also conduct audits each year on randomly selected units to determine whether the University's risk management, internal control, and governance processes are adequate and functioning in the best interests of the University. The Office Web site provides extensive information on the operation of this office as well as tools to be used by University administrators in the management of their units.

POLICIES AND PRACTICES

One way fairness (actual and perceived) is maintained is through clear policies and consistent practice, applied in as open a context as possible. Making decisions based on what is best for the University is a guiding principle that senior campus officials have stressed for many years. It is a touchstone that deans, department heads and other administrators can use to judge the effectiveness of their decisions.

Starting with the University's Statutes and General Rules that provide the root principles of legality, responsibility and honesty for all operations, there is a large collection of documents that provide guidance to ensure the proper stewardship of the resources and reputation of the University. These documents are available on the University's Web site. Appendix 2 lists the major documents. Highlighted below are a few examples of the principles that guide the University's actions.

Transparency of Actions

The axiom that "sunshine is the best disinfectant" is borne out by the University's adherence to the Illinois Open Meetings Act and the Illinois Freedom of Information Act (FOIA). The Board of Trustees is subject to the Open Meetings Act and accordingly, provides notice of meetings, their agendas and minutes. In addition, the public may attend the bi-monthly meetings of the Board and ask to speak to the Board as well. Since the FOIA was implemented in Illinois, the University has responded to more than 2,300 requests for documents, averaging close to 200 requests per year in recent years.

Institutional Control of Athletics

The Office of University Audits provides advice and evaluation to the Division of Intercollegiate Athletics (DIA) in the campus' efforts to comply with NCAA rules and regulations. Infractions involving Division I sports often garner a lot of public attention. Fortunately, and not due to sheer good luck, Illinois' athletic program has not committed a major infraction in the last 16 years, under the leadership of Director of Athletics Ron Guenther. Director Guenther has

established a robust compliance program, with sufficient staff to educate, inform, and track the actions of coaches and athletes. In addition, a committee appointed by the Chancellor oversees this function, receiving regular reports from the University Auditor, discussing any weakness in procedures with the appropriate staff within DIA, and providing follow-up review to ensure that problems are corrected. The document "The Basis for Institutional Control" sets the premise that institutional control of the athletic program is shared by everyone within the University and provides DIA with appropriate responsibility and authority in this area.

The Illinois Athletic Program recently underwent a review by the NCAA Division I Committee on Athletics Certification Analysis. The committee wrote that:

- The athletics department is conducted in a most professional manner and should serve as a role model for other NCAA Division intercollegiate athletic programs
- There is a high level of faculty engagement in the conduct of [Illinois'] intercollegiate athletics program
- There is a solid academic-based culture for student athlete success.

SELF-STUDY RESULTS: STRENGTHS AND CHALLENGES

STRENGTHS

The Strategic Plan has provided a vehicle through which to express our values and the ways in which we carry out our mission.

The campus is organized in a way to allow most decisions to be made closest to the point at which they will be carried out, with the main unit of organization the academic department, allowing faculty to share governance with the higher administrative levels.

Our fundraising capacity has expanded to assist in augmenting other sources of funding and has been successful in previous campaigns.

Policies and procedures are in place to protect the reputation and integrity of the institution and guide all decisions and actions.

A new culture of planning and assessment is taking hold in order to ensure optimal distribution of resources.

CHALLENGES

The development of a stronger identity for the Urbana campus as “Illinois” is a prerequisite to achieving our goal of pre-eminence.

We must do a better job of including statements of our mission and our strategic plan in a wider array of communications to students, faculty, and staff.

The support from the state is unpredictable from year to year, and over the last decade has shrunk. The lack of stable funding and lack of a capital plan threatens our infrastructure of buildings and facilities and our ability to recruit and retain top faculty and students.



LEADERSHIP FOR THE 21ST CENTURY

STRATEGIC PLAN: GOAL I **LEADERSHIP FOR THE 21ST CENTURY**

Educating leaders is accomplished by providing excellent programs and experiences both within and beyond of the classroom. For this reason, the campus is committed to enhancing all students' intercultural, research, creative, and experiential learning opportunities to foster the fullest possible intellectual development. The broad aim is to prepare citizens who can and will lead efforts to address our world's most pressing challenges in the 21st century. The success of these programs will build on a great Illinois tradition of promoting innovative leadership.

INITIATIVES

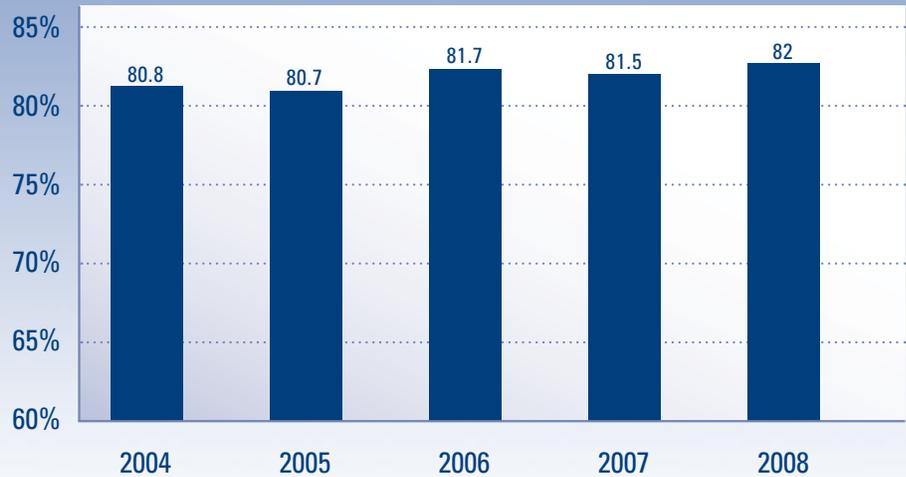
- Promote intercultural scholarship and learning.
- Increase student engagement with faculty in research or creative activity, especially at the undergraduate level.
- Strengthen honors programs that draw and serve our most capable students.
- Expand participation in study-abroad experiences and internships that involve international placements.
- Increase the capacity for effective communication across cultural and linguistic boundaries.
- Provide internship, practicum, and other experiential learning opportunities.

PROGRESS INDICATORS

- Graduation rate
- Retention rate
- % of students with a global experience
- % of undergraduates with a research experience
- % of students with an internship or practicum experience
- Student placement percentage

FIGURE 3

SIX-YEAR GRADUATION RATE



OVERVIEW

Illinois has increased attention to the relationship between students' curricular and co-curricular experiences, because we recognize that undergraduate and graduate education entails much more than the completion of academic requirements for a degree. The education of our students should promote not only their intellectual development, through academic courses, but also their personal and social development, through student organizations, residential life, and community service. From the research on how college affects students and the National Survey of Student Engagement, we know that the most powerful educational experiences are those that connect learning in and outside the classroom. In recognition of this truth, our co-curricular experiences aim to prepare students for civic and professional leadership in the 21st century, leadership grounded in completion world-class undergraduate and graduate programs of study.

Leadership for the 21st century is the first goal of the strategic plan of the University. As is evident on the previous page, the plan includes six specific initiatives to develop the leadership skills that students will need in this century.

UNDERGRADUATE STUDENT EXPERIENCE

INTRODUCTION

This section describes the experiences of undergraduate students outside their academic programs. The experiences start at recruitment and admissions, and they continue in freshman orientation and academic advising. These experiences include:

- Co-curricular activities through student organizations, cultural groups, and athletics
- Experiential learning through internships and community engagement
- Academic enrichment through honors programs, study abroad, and undergraduate research

We place special emphasis on programs for freshmen. We personalize the large university through individual contacts with more senior students, faculty, and staff in a variety of programs. When they arrive on campus, many students must live and work with students of different races, ethnicities, religions, and nationalities for the first time. In addition, as freshmen continue their journeys to adulthood, they receive advice and support from older students such as trained resident advisors in dormitories. As students learn to take responsibility for themselves as adults, they learn to take responsibility for each other as members of a diverse community of learners.

ADMISSIONS AND RECRUITMENT (1B)

Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

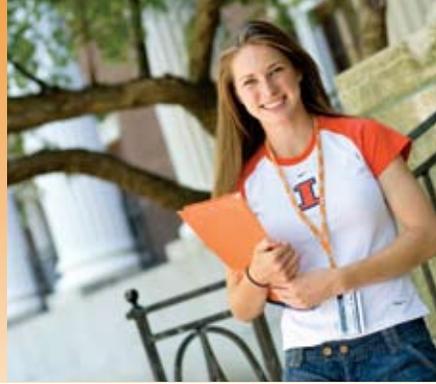
A summary of the changes and enhancements in our admissions and recruitment practices that have occurred in the last decade is included in Section Seven: Access to the Illinois Experience.

FIGURE 4 Historical Recruitment Trends

	1999	2004	2005	2006	2007	2008
Female Students						
Number	3,139	3,559	3,520	3,528	3,301	3,396
Percent	48.4	49.2	46.4	49.2	47.5	46.5
Male Students						
Number	3,341	3,662	4,051	3,639	3,647	3,903
Percent	51.6	50.6	53.4	50.7	52.5	53.5
Chicago Metro						
Number	3,836	4,330	4,498	4,393	4,471	4,300
Percent	59.2	59.7	59.3	61.2	64.3	58.9
Champaign County						
Number	243	241	264	238	210	179
Percent	3.8	3.3	3.5	3.3	3.0	2.5
President's Awards						
	383	431	575	622	576	666
EOP Students						
		202	296	374	315	369

FIGURE 5 Geographic Distribution

All Illinois	5,969 (81.8% of total)
Chicago Area Counties	4,300 (58.9%)
Champaign County	179 (2.5%)
Downstate Counties (Excluding Champaign)	1,547 (21.2%)
Non-Illinois	1,273 (17.4%)



PROGRAMS FOR NEW STUDENTS

Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Component 3c: The organization creates effective learning environments.

The Ad Hoc Orientation Review Committee met during the 2002-2003 Academic Year to investigate orientation needs for incoming undergraduate students and recommend changes to the Illinois Orientation Program. The Committee was guided by Council for the Advancement of Standards in Higher Education (CAS) principles on best practices in orientation programs.

The Committee recommended a major reorganization of the Orientation Program. The new program has four parts.

- A Spring Information Session offered from February-May.
- A one-day Summer Registration program offered from mid-July through the week prior to Fall Orientation.
- A Fall Orientation held prior to the start of the fall semester, which would require new students to arrive on campus one day earlier than present.
- A “University 101” series of new student orientation classes offered during the fall semester.

These programs are described in greater detail in Section Six: Transformative Learning Environment.

ACADEMIC ADVISING (3C)

Component 3c: The organization creates effective learning environments.

Since the last NCA accreditation visit, the colleges, divisions, and institutes that teach undergraduate students have increased their emphasis on advising and academic support services. From a survey of new and current services, four themes emerge:

- Replacement of peer or graduate student advisors by professional academic advisors
- Inclusion of advising and academic sup-

port in classroom settings, particularly for freshmen

- Electronic support of advising services
- Strengthening of programs for underrepresented minorities and at-risk students

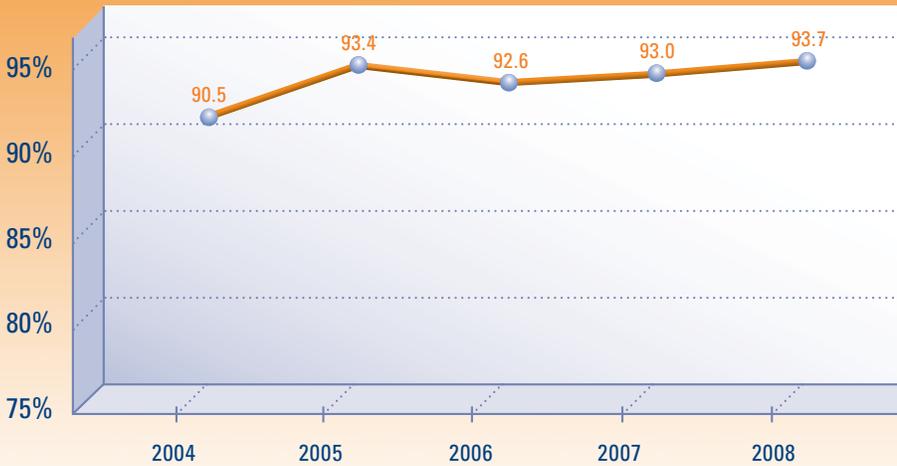
The success of these programs is probably best seen in the retention figures for the University in a 5-year period.

FIGURE 6 Visitors to Campus

	2005-06	2006-07	2007-08
High School Visits	255	286	398
College Fairs	259	248	249
Off-campus Receptions	16	20	25
On-campus Visit Programs	39	40	43
Groups Visiting Campus	95	70	89
Total Visitors	32,797	34,843	33,988

FIGURE 7

RETENTION RATE



Professional Academic Advising

Most colleges have replaced part-time academic advisors by full-time professional academic advisors. In the College of Business, there are now five full-time advisors, in addition to three departmental advisors. In the College of Engineering, all departments have full-time academic advisors. The greatest changes have occurred in the College of Liberal Arts and Sciences (LAS), both within the departments, where 85% of all LAS majors are now served by full-time professional advisors and in the provision of advising services to students who have yet to declare a major.

In the late 1990s, campus resources were directed to LAS to assist in the reconfiguring of the unit serving undeclared undergraduates. From 1999 to 2006, the LAS General Curriculum Center grew to reach over 25% of all Illinois freshmen and 20% of the sophomores. Intentional hiring practices resulted in the shift from a part-time graduate student advising corps to a full-time academic professional staff working under an assistant dean in LAS. At the General Curriculum Center, professional staffing was also expanded to levels allowing for a 300-to-1 (“best practices”) ratio of advisees to full-time advisors. Student direct advising contacts increased to approximately 5,000 per semester, with an additional 1,200 student-advisor meetings during the summer registration period for pre-freshmen.

In 2006, the General Curriculum Center won the Outstanding Institutional Advising Program Award from the National Academic Advising Association (NACADA).

The LAS strategic plan (2005–2006) called for campus investment in a new facility for the General Curriculum Center, reflecting the campus-wide reach of many of the center’s academic support functions. These objectives were realized in academic year 2007–08 when the Provost relocated the center administratively, moving it from LAS to the Provost’s purview. The new unit, the Division of General Studies (DGS), is centrally located in the Campus Center for Advising and Academic Services. It serves all students exploring majors and “students in transition.”

Advising and Academic Support in Courses

For many years, the College of Engineering has required freshmen to take ENG 100, an orientation to the college, with sections led by trained upper-class students. Recently Engineering has created ENG 199 M, which matches freshmen with upper-class mentors, who develop professional skills. Mentoring pairs meet weekly in a structured study session where tutors are available.

In fall 2005, the College of Education, began teaching EDUC 101, a required course for all freshmen in the College of

Education, which is now taught by the first-year academic advisor. Beginning in the fall of 2009, freshmen in the College of Business will be required to take a BUS 101 course that will serve as the introduction for professional education.

Students in the College of Media also will be required to take a similar 101 course taught by their academic advisors. MDIA 100 was piloted with all incoming freshmen and transfer students in fall 2008, and it is scheduled to be made permanent in fall 2009.

The College of Agricultural, Consumer and Environmental Sciences (ACES) is attempting to create an advising and academic support model that coordinates classroom and non-classroom activities devoted to the “whole” development of the student, emphasizing internships, study abroad, and other pertinent extracurricular experiences. ACES is promoting programs for under-represented groups and aims to promote high quality advising in each department in ACES.

The College of LAS is moving toward a mandatory, one-credit “first-year experience” beginning fall 2009, which will offer all entering students the choice of curricular emphasis in Global Studies, LAS Learning Communities, or a new, free-standing Illinois Experience class.



Electronic Support for Advising Services

Since 1999, students, advisors, faculty, and staff have much greater access to information. For example, in 2004, students could access a real time analysis of their progress toward graduation through an online version of their degree audit report (DARS). At about the same time, the University installed a comprehensive data management system, Banner, that gave advisors and faculty greater access to student academic histories. These new systems also facilitated routine actions

such as sorting and sending group emails. Several colleges (including Engineering and Business) have instituted online systems for scheduling academic appointments. Since 2005, Engineering has used a software tool called Advisortrac to coordinate advising functions across the departments with the college's Office of Academic Programs. Both the College of LAS and the Division of General Studies use advising note and tracking software developed in-house at the General Curriculum Center; this software has the added benefit of integration with Banner data.

ACADEMIC SUPPORT SERVICES (3D)

Component 3d: The organization's learning resources support student learning and effective teaching.

Below are selected examples of programs that are evidence of our commitment to provide an effective learning and teaching environment.

Programs for Underrepresented Minorities and At-Risk Students

- The Office of Minority Student Affairs has administered an Upward Bound program at Illinois since 1966, one of the oldest in the country. OMSA monitors the academic progress of selected freshmen. It provides students with mentoring, encouragement, support, and information that help to acclimate minority students to the University and help them persist through graduation. Serving 1,100 students per year, the OMSA Graduate Counselors program collaborates with the academic colleges by making a large campus feel smaller, friendlier, and more manageable

to freshmen minority students through individual attention and assistance.

In addition, several Colleges have developed programs addressing the needs of underrepresented and at-risk students:

- The College of Liberal Arts and Sciences (LAS) hosts several programs for the recruitment, retention, and graduation of historically underrepresented students. These include the Access and Achievement Program, which serves over a thousand Educational Opportunity and Presidents Award Program students in declared LAS majors, plus the smaller Transition Program, which serves a campus-wide audience and includes a summer bridge component for 50 entering students each year. Both programs aim to enhance academic skills, and both provide intensive

academic and career counseling, personal support, and enrichment activities. After two years, Transition Program students in good academic standing with appropriate pre-requisites are guaranteed entry into the college and curriculum of their choice.

- In summer 2007, Engineering started the Illinois Connections in Engineering (ICE) bridge program. This six-week program brought to campus a diverse group of forty students classified as at-risk because of standardized test scores and background. The students received an orientation to the campus and the college, as well as remedial instruction in fundamental areas. Overall, this group outperformed the engineering freshmen class. The Women in Engineering Program (WIE) also offers a Freshmen Orientation Program for approximately 100 students.
- In 2002, the College of ACES created the Young Scholars Program (YSP) which identifies minority and at-risk students and provides academic tools needed for improving retention. The program begins in the summer prior to college, when students take at least two courses (mathematics, chemistry, and writing) at a local community college. Students' tuition is paid by YSP, and their performance is closely monitored. During the academic year, YSP organizes individual advising, group advising, leadership, and skill development sessions. The YSP experience provides career enhancing opportunities, through trips, internships, and leadership activities. YSP improved the retention of minority and at-risk students.

- The College of Applied Health Sciences created the Academic Enrichment and Outreach Program (AEOP) 2006. The program provides on-going advising and academic support and services for first-year students from underrepresented groups, first-generation college students, and students with disabilities. This program has already improved student grade point averages and retention rates. The AEOP was endowed in 2008 and has changed its name to the Mannie L. Jackson Illinois Enrichment and Leadership Program.

Selected Other Academic Support Services

- The Writers Workshop, a part of the Center for Writing Studies in LAS, was founded in 1990. The Writers Workshop offers free writing consultations to all university students, faculty, and staff. In fall 2007, the Workshop had 2,334 visits and 60% of those were by undergraduate students. For student convenience, the main location in the Undergraduate Library is supplemented by three satellite locations. The Workshop has begun online consultations as a pilot project.
- Since 1951, the Division of Disability Resources and Educational Services (DRES) has served students with physical and psychological disabilities, including mobility, vision and hearing impairments, learning disabilities, and attention-deficit hyperactivity disorder. In FY 2007, DRES served 1,029 students, an increase of 8% over FY 2006. DRES also screens and tests students suspected of having undiagnosed

disabilities. For disabled students, DRES provides many academic support services, including orientations for new students, learning strategies consultation, and academic coaching. DRES coordinates academic adjustments, such as modifying or moving classes or laboratories to accommodate access, production of content in accessible formats (electronic, large print, auditory), and testing under non-standard conditions. In addition, DRES provides nonacademic services such as adapted sports and recreational programming, and accessible campus bus transportation. More information about DRES is included in Section Seven: Access to the Illinois Experience.

INTERNATIONAL PROGRAMS (3C)

Component 3c: The organization creates effective learning environments.

Over the past 10 years, the University has emerged as a leader in study abroad for undergraduate students. The campus has witnessed tremendous growth not only in the total number of students studying abroad, but also in the variety of programs and destinations, and in the diversity of disciplines. This expansion has been accompanied by successful efforts to harness the high degree of decentralization in study abroad operations on campus.

Enrollment and Disciplinary Diversity in Study Abroad Programs

Undergraduate enrollment in study abroad programs has grown from 1,259 in Academic Year 2002 to 1,841 in Academic Year 2007, a 50% increase. The commensurate undergraduate participation rate increased from approximately 17% in AY 2000 to 27% in AY 2007. According to Open Doors, the annual survey of international education in the United States published by the Institute for International Education (IIE), the University ranked seventh in the country by total number of study abroad students in 2006–2007.

Illinois has achieved remarkable disciplinary diversity among its study abroad students. Of the 1,988 students studying abroad in AY 2006, 494 were in science and engineering disciplines (compared with 15.1% nationally), 253 in Agriculture, while 425 were in Business. When compared to the number of students receiving undergraduate degrees in Agriculture and Business, the study abroad participation rate is 50%, making Illinois a

leader in the country.

Breadth of International Programs

The growth of study abroad participation at Illinois has been supported by broadening the portfolio of available options. Recognizing that one size does not fit all when it comes to study abroad, and that curricular constraints affect both the length and the nature of appropriate learning abroad experiences, the University offers a range of programs.

- The College of Liberal Arts and Sciences offers numerous faculty-led courses abroad during winter break and summer. Among them are two-week courses, reserved for freshmen as part of the First-Year Enrichment Program.
- The International Business Immersion Program (IBIP) represents collaboration between the College of Business; the College of Agricultural, Consumer and Environmental Sciences; and the Title VI Center for International Business Education and Research (CIBER). IBIP combines a four credit, one-semester course with an intensive, two-week themed research-based immersion experience in Europe, Asia, or Latin America. IBIP gives student participants immediately applicable real-world skills. IBIP is open to all majors with participants selected by committee.
- The University currently has approximately 50 active student exchange agreements, each providing for semester- or year-long academic experiences at foreign partner universities.

- The Study Abroad Office, in conjunction with the Department of Hispanic Languages and Cultures, offers a semester- or year-long Spanish Studies program in Granada, combining language and culture instruction with host family accommodations.

Financial Aid

The availability of scholarships to support study abroad is essential for a public university. Illinois has established new sources of funding for study abroad. While the growth and total amount of funding is difficult to quantify, two recent developments highlight the emphasis on financial support for students. First, a full-time position of Director of Development for International Initiatives was added to the Office of the Associate Provost for International Affairs. This position works campus-wide to facilitate development in support of the international dimension of the University, with Study Abroad scholarships among the top priorities. A number of major gifts to support such scholarship endowments have already been secured. Second, in a reflection of students' commitment to and interest in international education experiences, the student body voted for a new fee of \$5 per semester for merit- and need-based scholarships for study abroad. The new fee will generate about \$300,000 per year, significantly augmenting financial support for students learning abroad.

REVIEW AND ASSESSMENT OF STUDY ABROAD

Study Abroad Indicators of Quality

One indicator of the quality of study abroad advising and pre-departure support is the attrition rate, i.e. the percentage of students who originally applied for but ultimately did not attend a study abroad program, either by withdrawing or by being denied acceptance. Between AY 2002 and AY 2006, the study abroad attrition rate steadily fell from 26% to 13% for students applying through the central study abroad office. During the same period, the total number of denials—including due to cancelled programs—fell from 52 to 35.

Student Satisfaction with Study Abroad Programs

Data from student feedback forms collected after students' return from their programs point to significantly higher satisfaction with faculty-led programs than with third-party and exchange programs. For example, when students were asked "How satisfied in terms of intellectual growth and demands were you with the classes you took," on a scale from 1 (not very satisfied) to 6 (very satisfied), the average response was 5.4 on faculty-led programs, and 4.8 on other programs. Even more pronounced is the difference in students' responses to the question "Compared to UIUC classes, how challenging were the classes you took:" 4.3 on faculty-led programs, vs. 3.4 on other programs.

Review of Campus Study Abroad Structure

Beginning in 2007, a comprehensive review of campus-wide study abroad policies, procedures, and structures has been taking place. The review is already resulting in recommendations to strengthen coordination among campus units, more clearly define areas of responsibility between central and college-based offices, enhance health and safety training for students and faculty, and remove obstacles for student participation in study abroad. These recommendations will be implemented over the course of 2008 and 2009.



HONORS PROGRAMS AND AWARDS (3C)

Component 3c: The organization creates effective learning environments.

Honors programs provide special opportunities for undergraduates of the highest caliber to enrich their Illinois experience. Each year the Campus Honors Program (CHP) enrolls 125 new students, called Chancellor's Scholars. The Campus Honors Program offers intensive variants of general education courses; interdisciplinary seminars for juniors and seniors; a faculty mentoring program, intercultural study tours abroad, a broad range of co-curricular events, the facilities of the Honors House, and an Honors Student Council.

Also offered as an honors program, the James Scholar Program resides within each disciplinary college. Undergraduates are admitted (approximately 1,000) to the college's James Scholar Program, which offers an extensive range of enhanced opportunities. Coming together as Illinois Honors, these honors programs remain firmly academic at their core, yet look to the future in blending the knowledge of the classroom with the cultural understanding and leadership required for tomorrow.

Besides taking specifically designated honors courses, students shape alternative honors opportunities by attaching honors projects to regular courses, through Honors Credit Learning Agreements (HCLA). Honors Agreements typically include research and inquiry-based projects, but the number of outreach and service projects is increasing. Undergraduate research and honors theses are encouraged across all majors. Civic commitment and leadership experiences have become part of maintaining honors

program membership. Internships, field experiences for professional development, and study abroad options may now meet honors requirements in preparing students for becoming world citizens.

Each College supports the James Scholar Program to encourage community and achievement among high achieving undergraduates. The Campus Ad Hoc Committee on Honors Programs is currently developing plans to assure that all James Scholars in all colleges will participate in first-year honors courses or co-curricular experiences provided or designated by the college. Criteria for continuation in good standing after the first year are determined by each college. For example, a program offered as an additional honors option in the College of Business was founded in 2003. It admits only 40 students each year in a rigorous review of academic performance and demonstrated potential for leadership. The program offers special seminars; opportunities for intensive dialogue with Business faculty and distinguished visitors, and options for research and international travel. Students are selected for the COB Honors Program before the beginning of their freshman year.

DEVELOPMENTS IN UNDERGRADUATE HONORS PROGRAMS: THE "ILLINOIS HONORS" SYSTEM

"Illinois Honors" was constituted in 2006 as a cooperative system of college-level and

campus-level honors operations. Among honors systems at top-ranked American public universities, Illinois Honors is a step in a new direction. Instead of a separate “honors college” (a structure that has often proved organizationally and financially problematic, over the past 10 years, at larger campuses), Illinois features an array of affiliated honors options, offering students a special measure of flexibility in joining and completing curricular and co-curricular programs leading to graduation with distinction.

Illinois Honors is designed to offer interactions with distinguished faculty, experimental classes, co-curricular activities, and membership in student-faculty communities that cross borders between scholastic and social life.

The System is a cooperative effort among programs at the University and both the

campus and department level. In addition to the campus honors already described, students can also join departmental programs at the end of the third semester of academic work. In most colleges, good standing in a departmental honors program fulfills most or all of the criteria for continued listing as a James Scholar.

Awards

All honors programs have worked to increase merit scholarships and to enhance recognition at graduation. In 2007-08, the campus Office of Prestigious Scholarships was established to support students in competitions for national and international awards such as the Truman, Goldwater, Gates, Marshall, and Rhodes awards. Regardless of whether a student wins a prestigious scholarship, the application process prepares students for graduate and professional studies.

WORK AND LIFE EXPERIENCES (3C, 4A)

Component 3c: The organization creates effective learning environments.

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Civic and Service Learning

The University’s legacy of civic engagement and service learning originates in our founding land-grant mission and continues to the present—and it ranges in scale from the local to the international.

These civic and service learning activities occur in courses and curricula that are regularly and rigorously evaluated at the department, college, and university levels. They complement the trend in federal extramural grants that link research with

education and outreach. The University has many departmental outreach offices and programs that facilitate independent studies and extracurricular service projects, along with hundreds of student volunteer organizations. These activities contribute to the overarching public service commitment in the University strategic plan. In 2006-07, a Chancellor’s Task Force on Civic Commitment for the 21st Century compiled an informal 25-foot map of existing civic engagement activities on campus. This large number and variety of civic and

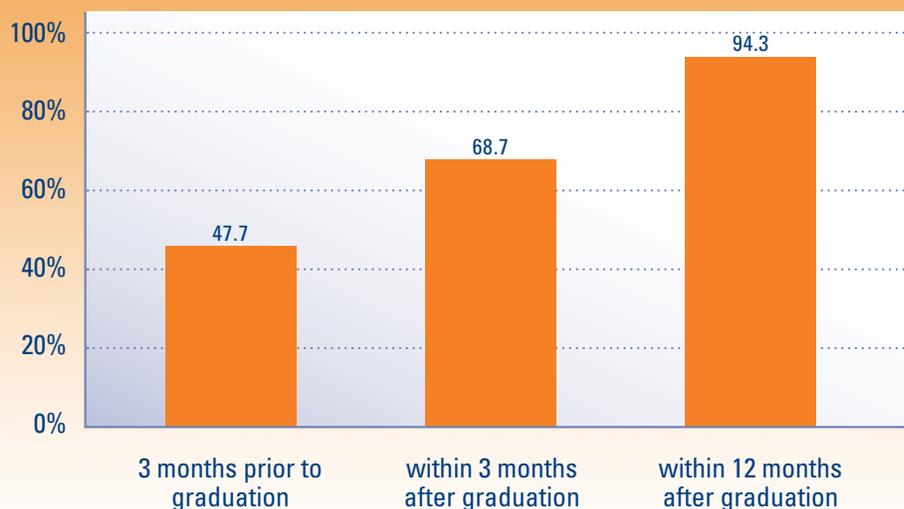
Special Features of the Illinois Honors System:

- Compatibility among departmental and college programs
- Admission over a range of undergraduate years
- Inter-college transfer of James Scholar status

In the years between 1999 and 2008, Illinois has had the following significant recognitions:

- 5 Churchill Finalists or Recipients
- 16 Goldwater Finalists or Recipients
- 51 Fulbright Alternates or Finalists
- 10 Gates Cambridge Finalists or Recipients
- 5 Luce Finalists of Recipients
- 1 Marshall Recipient
- 6 NSEP Undergraduates
- 1 Rhodes Finalist
- 2 Jack Kent Cooke Scholarship Recipients
- 3 Truman Fellowship Finalists or Recipients
- 50 NSF Graduate Fellowships

FIGURE 8 2008 UNDERGRADUATE STUDENT PLACEMENT PERCENTAGE



service learning activities helped the task force identify priorities to be addressed and initial steps toward those ends. More discussion of the work of the task force is in Section Seven.

Preparation for Careers

Over the last 10 years, the number of students served by The Career Center on campus has increased significantly. From 1997-1998 to 2006-2007, the number of students using the Center increased from 5,507 to 11,415; the number of drop-in advising contacts for career consultation, health professions advising, and résumé reviews increased from 532 to 3,702; and the number of participants at recruitment activities across the campus increased from 9,273 to 32,775. Reasons for these increases can be attributed to outreach to first-year students, the addition of staff members who can provide résumé services, and new workshops and career fairs.

The Center engages students in early career preparation and planning. As part of University 101, the Center developed Exploring Pathways in Career Success (EPICS), an interactive, Web-based educational program for first-year students. More than 6,000 students have used EPICS since its launch in August 2005. A fall 2006 survey showed that students were satisfied with and learning from the modules within EPICS.

In 2007, EPICS was recognized nationally with an excellence award in the category of Educational Programming – Colleges by the National Association of Colleges and Employers. In addition, staff members from the Center conduct weekly programs at the Weston Hall living-learning community (a career exploration emphasis). From 2001 to 2007, members of the Center's Outreach Team (trained undergraduates) offered an average of 131 presentations that attracted an average of 2,143 students per year.

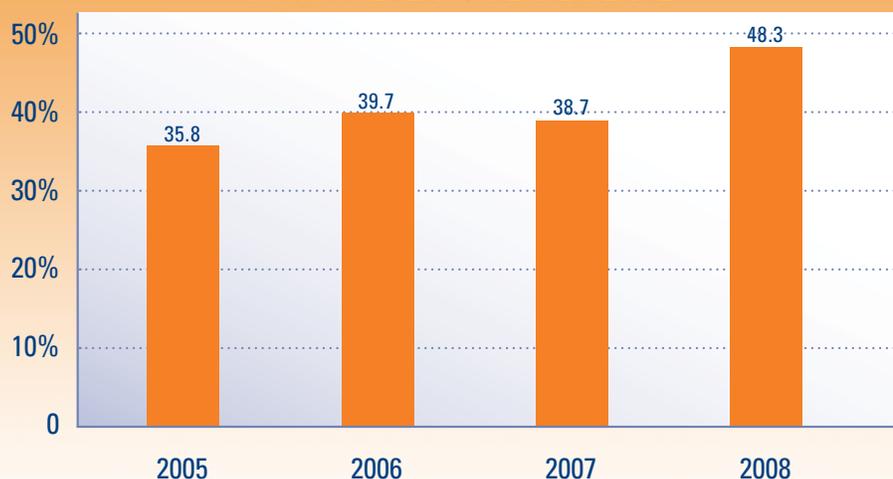
The Center has developed learning outcomes for its consulting sessions, and it regularly surveys students' satisfaction and learning outcomes for all of its activities. Several Colleges, including Business and Engineering, also have their own Career Centers, which coordinate their advising with the Center.

According to the Senior Survey, three months prior to graduation, nearly half of our students have been placed either in a job or have firm plans to attend a graduate program. Nearly all students are placed within 12 months of graduation from Illinois.

Undergraduate Research

The importance of undergraduate student research as a learning experience for students, as well as a valuable part of the effort of discovery that drives a research university, has been increasingly recognized over the

FIGURE 9 PERCENTAGE OF UNDERGRADUATE STUDENTS WITH A RESEARCH EXPERIENCE



past several years. Research outside the classroom gives students opportunities to apply critical thinking skills creatively and to work directly with outstanding faculty.

In the most recent annual Senior Survey, nearly 50 percent of our graduating seniors report that they had been involved in a research, scholarly, or creative activity mentored by a faculty member. Many graduating seniors reported being encouraged by their research opportunities to pursue admission to graduate school. To increase student participation and to create a culture of undergraduate research on campus, the University has named the enhancement of faculty-mentored undergraduate research, scholarly, and creative experiences as a strategic priority. In fall 2007, Provost Katehi charged a working group to begin this effort by: taking inventory of all undergraduate involvement in research, scholarly, and creative activity that is mentored by tenure-system faculty, postdoctoral fellows, and advanced graduate (i.e., Ph.D. and MFA) students; and organizing a symposium showcasing faculty-mentored undergraduate research, scholarly, and creative activity on the Illinois campus.

Other campus initiatives include an initiative in the campus Center for Teaching Excellence on best practices in mentoring undergraduate research led by two Distinguished Teacher/Scholars and participation

in a Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Higher Education Institutional Leadership Project on “Undergraduate Research and the Scholarship of Teaching and Learning.”

Since 1990, the Office of Minority Student Affairs has administered the Ronald E. McNair Scholars Program. The program supports the scholarly activities of undergraduate minority and low-income students throughout the academic year and summer. During the summer, students participate in an intensive eight-week research experience and in weekly workshops. During the 2004-05 year, 61% of the McNair graduating students had enrolled in graduate school, compared with 25-30% nationally. During the past two academic years, the Illinois McNair Program has served 48 African American and Latino/a students.

University Housing promotes undergraduate research through living-learning communities. Intersections, one of these communities, instituted a paid research internship program in fall 2007. The program pairs interested residents with faculty conducting research in an area of common interest. In addition, Intersections is conducting a four year research project into the efficacy of living-learning communities at the University; this project has involved both undergraduate and graduate students.



Since its construction in 1941, the Illini Union has played a significant role in the University's social, cultural and educational environment.

As of fall 2006, Illinois is the only Big Ten institution with a campus-wide stand-alone physical leadership center, and one of only two peer institutions that provide leadership development opportunities to all students on campus without requiring an application.

STUDENT LEADERSHIP DEVELOPMENT (3C, 3D)

Component 3c: The organization creates effective learning environments.

Component 3d: The organization's learning resources support student learning and effective teaching.

Prior to 1999, only one campus-wide student leadership development program was available at Illinois, LeaderShape, serving only 60 students per year. The creation of the Illinois Leadership Center occurred in 2002 after a campus-wide committee of faculty, staff, students, and alumni developed the Illinois Leadership Philosophy and a corresponding skills-based Illinois Leadership Model.

Four leadership programs (called "i-programs") were created, corresponding to the four groups of skills in the Illinois Leadership Model; a fifth program was added later to explicitly incorporate ethics into the overall framework of programs. An initial gift from an Illinois alumnus allowed the first leadership programs to be developed and offered at no cost to students. Later, funding from additional private and corporate sponsors enabled the Leadership Center to continue providing the leadership programs to all students at no cost. Currently the Center sponsors fifteen offerings of the five leadership programs per year, serving 1,200 students.

The Center offers a Leadership Certificate program. In this self-directed program, certificate students assemble a portfolio that documents their growth in all eleven skills and attributes of the Illinois Leadership Model. For the portfolio, students write critical reflections about their leadership skill development through both classroom and non-classroom experiences over two to four semesters. These reflections equip students with the language to describe their leadership growth, and the portfolio provides a resource for interviews for jobs and graduate programs. Certificate students also interact regularly with a leadership coach, who is typically a faculty or staff member, administrator, or alumnus/a. Enrollment in the Leadership Certificate program has grown from 70 students in 2004 to 332 students in 2008. Evaluations from participants consistently rate the programs as effective or highly effective in achieving the programs' goals.

STUDENT LIFE (3C, 3D)

Component 3c: The organization creates effective learning environments.

Component 3d: The organization's learning resources support student learning and effective teaching.

Student Organizations and Cultural Programming

The Illini Union houses and advises nearly 1,150 Registered Student Organizations

(RSOs) and co-sponsors many cultural events. The Illini Union Recreation Room programs, leagues, and facilities hosted 137 events that attracted over 36,000 students



The new Activities and Recreation Center (ARC) is a 340,000 square foot facility, one of the country's largest on-campus recreation center.

last year. Illinites, the Union Board's late night programming initiative, which began in 2003, typically attracts an average of 900 students per event.

Additionally, cultural centers offer special programs, such as graduation receptions, literary publications, and Mom's Day activities, often in collaboration with other academic administrative and student affairs units, and the centers provide space for RSO meetings. These centers are described in detail in Section Six: Transformative Learning Environment.

Fraternities and Sororities

The University has one of the largest Greek systems among American universities. Over the past 10 years, the fraternity and sorority community has grown by 19%, and the membership in fall 2007 was 6,694 students. Since 1998, 14 new chapters have been established, six have re-opened, and seven have closed. In 2003, a fourth governing council was formed to serve 17 culturally-based fraternity and sorority chapters. Over the last 10 years, five auxiliary student organizations have been formed:

- Greek Allies: A student Ally group founded to work with chapters to better prepare them for issues that may arise in their chapter and in their life regarding sexual orientation.
- Greek WRITES (Women's Rights' Initiative through Educating Sororities): A student organization for sorority women regarding sexual assault education and violence prevention.
- Fraternity Peer Rape Education Program (FPREP): A for-credit course through Women's Studies taught by staff of the

Office for Women's Programs. This two-semester course seeks to train fraternity men as rape prevention peer educators.

- Order of Omega: Academic honorary for fraternity and sorority members.
- Greek Community Service: Community service organization for members of all fraternity and sorority chapters.

In the Office of the Dean of Students, Fraternity and Sorority Affairs staff members support fraternities and sororities. They provide risk management education through a self-governing alcohol education program and conduct a variety of leadership development programs in which over 8,000 students have participated during the past 10 years.

Counseling Center Programs

Recent high profile cases of violence and suicides on campuses have made institutions of higher education look at their suicide prevention efforts. At Illinois, the number of reported suicidal thoughts, threats, gestures, and attempts on the campus has increased dramatically, a national trend found across university campuses. Our rates remain below the rates of other Big Ten universities. The University's Suicide Prevention Program has drawn considerable national attention as a model program.

The Counseling Center, the Office of the Dean of Students, and the College of Education co-sponsor the Program on Intergroup Relations (PIR), which facilitates intergroup dialogue among students from different social and cultural backgrounds. PIR provides an educational experience that promotes the exploration of group identities and open discussion of social justice issues, such as

From fall 2000 through fall 2007, the grade point average of members of fraternities and sororities has been higher than the overall undergraduate grade point average in every semester except one.

discrimination based on class, gender, race, religion, sexual orientation, and disability.

The Counseling Center, McKinley Health Center, and the Department of Theatre, collaborated in 1995 to form the Inner Voices Social Issues Theatre Program. Inner Voices was developed to use the vehicle of live performance by students followed by peer-facilitated discussion with the audience to engage students to cultivate critical thinking about health and social issues, provide, promote and model choices which contribute to healthy life practices and the well-being of all students, and stimulate dialogue around these issues.

There are 22 undergraduate University residence halls that accommodate 8,550 students, including seven Living-Learning Communities.



INTERCOLLEGIATE ATHLETICS ACADEMIC SUPPORT (3C)

Component 3c: The organization creates effective learning environments.

As a member of the National Collegiate Athletic Association (NCAA), the Division of Intercollegiate Athletics (DIA) participates in many activities that promote student-athlete development.

The student-athletes at Illinois have access to the Irwin Academic Services Center, which recently completed a \$4.5 million renovation and an 11,000 square foot expansion. The center now has over 75 desktop computers, 15 individual tutor rooms, additional study space, and a presentation room that accommodates team meetings and workshops.

The DIA is active in the NCAA CHAMPS Life Skills Program. The program aims to help student-athletes be as successful as possible academically, athletically, and in their careers. The program has five commitment areas: academic excellence, athletic excellence, personal development, career development, and service. These areas are the foundation of the student-athlete's commitment to participate in athletics at

Illinois. The goal of the program is for each student-athlete to complete a degree with the preparation to be successful after graduation. According to the most recent graduation rate report [2008], 90% of student-athletes who exhaust their eligibility while at Illinois graduate with degrees.

In fall 2007, the DIA implemented a new leadership program for student-athletes, the Illini Leadership Academy. First, freshmen student-athletes are introduced to leadership opportunities through CHAMPS 101. Next, student-athletes who exemplify leadership traits are selected by their coaches to be Emerging Leaders. These student-athletes are primarily sophomores and juniors, and they participate in additional workshops. Finally, student-athletes who complete the Emerging Leaders level are eligible to become Veteran Leaders. These student-athletes are typically team captains and have demonstrated their leadership qualities to their coaches and teammates.

LIVING-LEARNING COMMUNITIES (3C)

Component 3c: The organization creates effective learning environments.

Collaboration between the Office of the Provost and University Housing established the campus's living-learning communities (LLC), which connect the academic and personal growth of students. Because these courses are usually taught in classrooms in the residence halls, students can interact with faculty in a personal atmosphere. Some

communities have begun new components such as a travel abroad subsidy and undergraduate research internships to enhance student engagement.

Living-Learning Communities are discussed in greater detail in Section Six: Transformative Learning Environment.

GRADUATE STUDENT EXPERIENCE

FINANCIAL AID

Our ability to recruit the best graduate students to Illinois depends on departmental, college, and campus financial aid programs. Some examples: (Graduate College Annual Report 2007.pdf)

- The Graduate College administers approximately 1,400 fellowship appointments awarded by federal agencies, academic departments, the Graduate College, and other resources. It also administers competitions and awards for externally funded programs.
- The Graduate College uses its annual fellowship budget of \$3.7 million to provide fellowship and grant support to graduate students across campus. This budget includes two important recruitment fellowships, the Illinois Distinguished Fellowship and the Graduate College Fellowship for Underrepresented Students, both of which provide multi-year support for master's and doctoral students. For the 2006-2007 academic year, 40 Illinois Distinguished Fellowships and 76 Graduate College Fellowships for Underrepresented Students were awarded.
- The SURGE program in the College of Engineering provides a comprehensive package of stipends, services, and activities to recruit students from underrepresented groups into engineering doctoral programs and support them for a maximum of five years. Students are nominated by their departments; if funded, they typically receive full fellowships for the first year of graduate study. For the next four years, the department agrees to provide the student with an assistantship, which is supplemented by a partial fellowship

from SURGE. The fellowship funds come from campus and corporate sources. Since SURGE began in 1991, 54 SURGE fellows have completed the Ph.D. degree, and 64 have left after completing the M.S. degree.

- A discussion of other efforts to recruit underrepresented students is included in Section Seven: Access to the Illinois Experience.

The vast majority of graduate students at Illinois receive some form of financial aid, most of it in the form of assistantships. Assistantship appointments between 25% and 67% provide waivers of either the full tuition or the base-rate tuition, depending on the graduate program of enrollment, and a waiver of selected fees, including the health service fee. In addition, assistants with waivers receive dental and vision insurance at no charge and partial payment of the graduate student health insurance fee. Although stipend levels vary greatly from one program to another, the minimum stipend for the 2007-2008 academic year is \$13,002 for a half-time (50%), nine-month assistantship.

The GEO is affiliated with the American Federation of Teachers (AFL-CIO). The contract with the GEO specifies minimum stipends, maximum hours, and working conditions. The current contract is at www.ahr.illinois.edu/Grads/index.htm

Since 2002, the Graduate Employees' Organization (GEO) has been recognized as the exclusive bargaining unit for all graduate assistants and most teaching assistants.

Some graduate programs maintain rolling admissions over the course of the year, and a few admit for summer (in the School of Social Work) or even spring (in some programs in Education and in Engineering). In most graduate programs, however, new students begin in August. Departments send advising and registration information to new students over the summer, generally through e-mail but also via print mailings.

ADMISSIONS

Since the last accreditation visit, the graduate admissions process has changed significantly:

- *Application.* In 2005, the Graduate College adopted ApplyYourself, an online application system for graduate application and admissions processing. ApplyYourself was chosen for its ease of use and for its versatility as a departmental admissions tool—it enables graduate programs to track applicants, export their materials, refer applicants for admission, and communicate with them via targeted e-mail messages and mailings.
- *Processing.* In 2005, following a review of the graduate admission process, the Office of Admissions and Records was reorganized, and the Graduate and Professional Admission and Records Unit (GPASU) was moved administratively and physically to the Graduate College.
- *International student admissions.* After reviewing international student admission requirements with respect to grade and undergraduate degree equivalents, GPASU has changed the minimum admissions requirements to bring Illinois in line with peer institutions and with national standards.

ORIENTATION OF NEW GRADUATE STUDENTS (3C)

Component 3c: The organization creates effective learning environments.

Typically, students apply in the fall and winter for graduate admission the following fall, and admissions decisions are issued in the spring. Students who have been awarded teaching assistantships must attend either a departmental orientation or the campus orientation for teaching assistants prior to the start of the semester. In addition, international teaching assistants attend a two-day campus-wide orientation session sponsored by the Center for Teaching Excellence.

To answer common questions of new graduate students, the Graduate College maintains a Web resource “Guide to Graduate Life”

(grad.illinois.edu/quickguide.htm). In addition, early in each fall semester, the Graduate College and University Housing sponsor an informational fair to familiarize new graduate students with numerous campus and community resources, including Campus Recreation, the Child Care Resource Service, Krannert Center for the Performing Arts, the C-U Mass Transit District, and the Counseling Center. The information fair has grown from a small reception with a few students in 1999 to a large half-day affair that attracts hundreds of students.

PREPARATION FOR CAREERS (3C, 4A)

Component 3c: The organization creates effective learning environments.

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Because the campus' Career Center is designed primarily for undergraduates, graduate students seek career assistance through other campus offices. The College of Business and the School of Labor and Employment Relations have career services offices that help graduate students in their professional programs find internships and employment. The Engineering Career Services Office serves both undergraduate and graduate students.

Established in 2003, the Graduate College Career Services Office (GCCSO) provides services directly to all current graduate students. Whereas 10 years ago, the Graduate College offered occasional workshops on isolated topics such as preparing a thesis for deposit, the GCCSO now offers workshops on applying for fellowships, writing dissertations, searching for academic jobs, searching for nonacademic jobs, writing CVs and cover letters, writing resumes and cover letters, interviewing, networking, and negotiating job offers. In addition, the GCCSO advises students individually. In 2007, the

GCCSO offered 53 free workshops, events, and class presentations, with a total of 3,272 attendees, a 17 percent increase over 2006. The GCCSO had 510 individual contacts (office, telephone, e-mail) with graduate students and alumni, a 9 percent increase over 2006, to assist with career questions, resumes and CVs, job searches, and offer negotiation. The GCCSO provides links to career-related resources on its Web site, and it broadcasts a biweekly electronic newsletter for graduate students with reminders about Graduate College events, Web links to articles and resources, and announcements of fellowship programs.

Some graduate programs require graduate students to serve as teaching assistants. The campus's Center for Teaching Excellence offers several non-transcribed certificates. The Graduate Teacher Certificate (GTC) documents a student's preparation for teaching through participation in workshops, and assessments of teaching through classroom observations and student feedback. Each year 70 to 85 students earn the GTC.

SELF-STUDY RESULTS: STRENGTHS AND CHALLENGES

STRENGTHS

To educate students for leadership in the new century, we are pursuing six initiatives. We are promoting intercultural learning and communication skills by recruiting a diverse student body, by advising and sup-

porting diverse student communities, and by encouraging international experiences. We are promoting intellectual skills beyond the classroom through stronger honors programs, increased opportunities in leadership education, and expanded options in under-

graduate research. To track our progress on these initiatives, we are monitoring indicators such as the retention and graduation rates of students, and the percentages of students who have international, research, and internship experiences.

We have seen increases in our retention and graduation rates as well as students with research and study abroad experience.

- Since 2000, the percentage of undergraduates studying abroad has increased from approximately 17% to approximately 27%. The participation rates of students in science, engineering, business, and agriculture disciplines are unusually high.

We provide a large number and variety of co-curricular opportunities for students to develop leadership skills.

- In particular, students may participate in programs sponsored by the Illinois Leadership Center, and they may participate as members and officers of nearly 1,150 student organizations such as
 - National and ethnic groups
 - Artistic and cultural groups, recreational and athletic groups
 - Religious and service groups
 - Fraternities and sororities
 - Student chapters of professional organizations

We target advising and academic support to freshmen and minority students as well as students throughout their undergraduate careers who are identified as “at-risk.”

We promote intercultural learning through numerous diversity programs, such as the

Program on Intergroup Relations and the Intersections living-learning community, and through study abroad.

We provide intellectually enriching experiences such as honors programs and undergraduate research opportunities.

- Both enable students to interact closely with faculty members who are themselves leaders in scholarship, research, and the professions.

CHALLENGES, IMPROVEMENTS, AND FUTURE PLANS

While we are proud of our strengths, we recognize several salient challenges. We have identified several challenges for which we seek ways to improve our programs and thereby improve the experiences of our students.

- **Assessment:** Except for the Illinois Leadership programs, most student life programs have not built in mechanisms for formal assessment. As we continue the ongoing informal assessments of our programs, we have begun to assess carefully the quality of these programs.
- **Co-curricular Opportunities:** We endeavor to ensure fair and open access to the co-curricular opportunities described in this chapter. Unfortunately, students who are employed for many hours per week and students who are enrolled in academic curricula with strict requirements are unable to take full advantage of these opportunities.
- **Undergraduate Research:** Currently about 40% of graduating seniors report that they have participated in independent research projects. An additional 10% say that they wanted to conduct research, but were

unable to do so. We plan to strengthen the culture of undergraduate research, so that all students who want to engage in a research project can do so. In addition, we hope to better assess undergraduate research projects, including the quality of supervision by faculty and the educational outcomes for students.

- **Honors Programs:** Although our honors undergraduate students win recognitions and scholarships, we have not articulated the essence of honors at Illinois. Our honors programs provide a variety of opportunities for talented students, but these opportunities are not well integrated with students’ academic programs. Efforts to assess the honors programs and to expand access for greater numbers of students are underway.
- The Graduate College seeks to increase the number of external fellowships, to improve the accuracy of graduate program management data (e.g., graduate admissions), to institutionalize best practices in graduate programs in departments (e.g., annual reviews of academic progress), to support graduate student organizations, and to improve the balance between work and life for graduate students.
- Resources for many services that support student learning are unevenly distributed across academic colleges, leaving some colleges unable to provide as wide array of co-curricular experiences as others.
- We continue to work on improving access to study abroad programs, which have become increasingly expensive for students and families.
- The graduation gap between underrepresented students and the overall student population remains. Several diversity and student retention initiatives are aimed at addressing this gap.



ACADEMIC EXCELLENCE

4

STRATEGIC PLAN: GOAL II ACADEMIC EXCELLENCE

Our capacity to recruit and retain exceptional and diverse faculty is crucial to our academic excellence, as are educational programs that attract excellent, ambitious, and diverse students. Vital to all of these efforts is the need to ensure the optimal use of financial and other resources to derive the maximum impact.

INITIATIVES

- Recruit and retain exceptional faculty.
- Increase the diversity of faculty, academic professionals, administrators, and staff.
- Strengthen recruitment of high achieving students, particularly students of underrepresented populations.
- Position the academy to meet 21st century opportunities.
- Develop undergraduate and graduate interdisciplinary academic programs that link to emerging areas of scholarship.
- Increase opportunities for cross-disciplinary doctoral education.
- Develop professional master's programs in areas of pressing need.
- Maximize our impact by stewarding and enhancing our resources.

PROGRESS INDICATORS

- # of national academy members or other nationally recognized honorary memberships
- # of faculty in leadership positions or with fellowship status in societies
- % of underrepresented faculty and staff
- Student quality (e.g., HS rank, ACT score and graduate student indicators)
- Student to faculty ratio
- State expenditures per instructional unit (IU)



The University is home to 24 Nobel Prize faculty and alumni winners including John Bardeen; many noted scholars and others recognized with memberships in prominent national and international societies, academics and foundations

OVERVIEW

The University of Illinois is committed to attracting and retaining excellent faculty, as well as providing outstanding academic programs. Illinois is ranked 10th among public universities and is ranked 40th nationally among all universities, based on the 2008 *U.S. News and World Report* survey. In addition, according to that survey, the University has 37 programs ranked in the top five and 97 in the top 20, an increase from 73 in 2002. The University's number of top-ranked undergraduate programs rivals those of our peers, the University of Michigan and Berkeley, both in number and in quality. Our exceptional faculty and staff, and highest caliber academic programs are supported by a range of academic and support services designed to promote excellence and continuous improvement in teaching in order to optimize student learning. Evidence of excellence and creativity in each of these key areas – faculty and staff; graduate, professional and undergraduate programs; and teaching and learning – are addressed in this chapter of the self-study.

FACULTY, ACADEMIC PROFESSIONALS, AND STAFF (1B, 3B, 4B, 4D)

- Component 1b:** The organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Component 3b:** The organization values and supports effective teaching.
- Component 4b:** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- Component 4d:** The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

INTRODUCTION

The core of academic excellence at the University is a world-renowned faculty, roughly 2,000 tenure-track faculty members who are leaders in disciplines representing the comprehensive excellence of the institution. In 2007, Illinois faculty were recognized with more than 225 major national and international awards and prizes, including fellows in the National Academies (Engineering, Arts and Sciences, Association for the Advancement of Arts and Sciences), Guggenheim Fellows, MacArthur Fel-

lows, and the like. Several campus leaders, including Chancellor Richard Herman and Provost Linda Katehi, are members of National Academies as well. The Illinois faculty has included 13 Nobel Prize recipients and now has more than 315 endowed chairs and professorships (in April of 1998, we had a total of 105). We currently have four (4) endowed coaching positions and one endowed deanship. Our faculty and alumni include a Crafoord Prize recipient and 19 Pulitzer Prize recipients.

These leaders include distinguished faculty such as Professor Charles Slichter, 2007 winner of the National Medal of Science, recognized for his work in establishing nuclear magnetic resonance; Professor Tony Leggett, Nobel Prize recipient recognized for pioneering contributions to the theory of superconductors and superfluids; Swanlund Chair Gene Robinson, a public intellectual whose scholarly work in neurobiology is as prominent and impressive as his widely published insights on evolution and mechanisms of social behavior; Gutsell Professor Virginia Dominguez, an anthropologist internationally recognized for new ways of thinking about culture and identity; Swanlund Chair Leon Dash, author and journalist whose series “Rosa Lee’s Story,”

on a family trapped in the urban underclass was recognized with the Pulitzer Prize; Swanlund Chair Richard Powers, winner of the 2006 National Book Award for the *Echo Makers*; and newly appointed Aiken Chair Donna Cox, an innovator in digital arts and visualization of complex scientific phenomena (see provost.illinois.edu/about/chairs.html for summary of campus-level endowed chairs and professorships). At Illinois, teams of exceptional scholars and scientists address the most pressing issues of our time, from the development of alternative energy sources, to the design of self-healing synthetic materials, to behavioral interventions that promote wellness and prevent disease. The intellectual and societal contributions of the Illinois faculty community are truly remarkable.

SUPPORTING FACULTY AND ACADEMIC EXCELLENCE: HUMAN RESOURCES (2B, 4A)

Component 2b: The organization’s resource base supports its Educational programs and its plans for maintaining and strengthening their quality in the future.

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The Illinois faculty community is supported by the extraordinary expertise of about 4,000 academic professionals and roughly 4,500 staff members. These dedicated academic professional and staff members support the scholarship, instruction, engagement and outreach, and economic development missions of the institution.

In the 10 years since the last review, the position of Vice Chancellor for Administration and Human Resources was eliminated, with responsibilities being redistributed to other administrative staff. Subsequently, the responsibility for all human resource (HR)

management functions on the campus has moved to the Provost’s Office. In 2005, the Associate Provost for Human Resources position was created. This position has oversight for four major HR offices:

- Academic Human Resources (AHR) provides human resource services for faculty, academic professionals, and graduate employees.
- Faculty-Staff Assistance Program (FSAP) provides personal, professional, and confidential assistance to all faculty, staff, retirees, and members of their households.

FIGURE 10 Employee Head Count (April 2008)

Academic	
Faculty	2,096
Non-tenurable Academics	1,407
Academic Professionals	4,000
Total Academic	7,503
Civil Service	4,700
Graduate	5,860
TOTAL	18,063

Both AHR and SHR also work closely with the campus Office of Equal Opportunity and Access (OEOA). In FY 2008-2009, the employee head count indicated that a total of 18,151 employees work on the Urbana campus, distributed across the above categories.

- Staff Human Resources (SHR) provides human resource services for civil service employees.
- Center for Training and Business Professionals is a resource for business training and performance enhancement for employees of all levels.

Several initiatives have been developed to improve the workplace environment, and ensure that faculty, academic professional, and staff members optimally serve the mission of academic excellence throughout the institution:

Performance Reviews

A strong emphasis has been put on performance reviews, in part a result of surveys of employee groups who expressed the opinion that well-managed performance evaluations contributed to a positive work environment. Annual reviews are required for civil service and academic professional staff as well as faculty. These reviews are meant to provide an opportunity to discuss priorities of the unit and the individual and to develop shared goals for the next year.

Professional Development

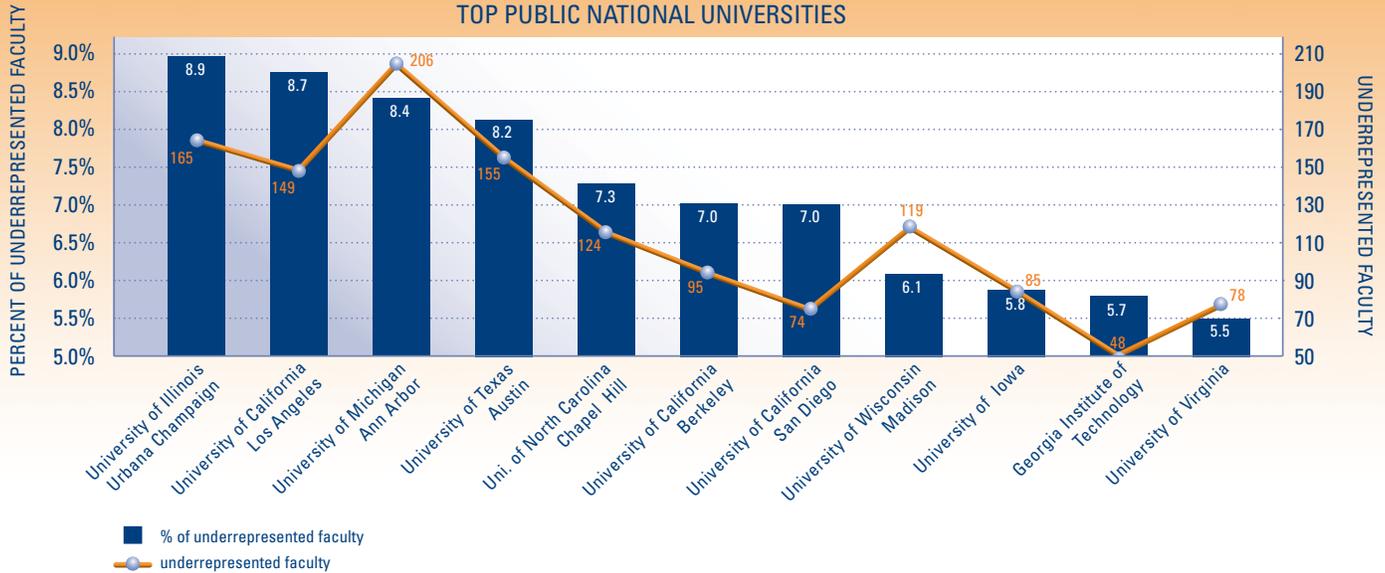
Another area of emphasis has been the development of resources and innovative programs to promote continuous improvement, effective performance, professional development, and originality in our faculty,

academic professionals, and staff members. These activities are instrumental in maintaining and advancing excellence in the academic mission of the institution. Highlights include:

- The Center for Teaching Excellence (CTE) provides an array of workshops, training sessions, etc., to improve effectiveness of teaching across the campus.
- Campus Information Technologies and Educational Services (CITES) is the campus' leading provider of technology training opportunities.
- Center for Training and Business Professionals leads campus efforts in professional development for academic professionals and staff. Academic Human Resources and Staff Human Resources maintain an array of ongoing professional development efforts to ensure that academic professionals and staff members provide the highest level of support for the academic mission of the institution. (www.pso.uiuc.edu/Labor/PPP_Description.html)
- The Faculty and Staff Technology Training Team (FAST3) was formed in 1996 as a consortium of University units dedicated to providing state-of-the-art training on computers, software, and related technology for the faculty and staff at the Urbana campus supporting Families And Life Beyond The Workplace.

FIGURE 11

FALL 2007 FULL-TIME TENURE AND TENURE-TRACK FACULTY
TOP PUBLIC NATIONAL UNIVERSITIES



Supporting quality of life for employees and families is vital to promoting excellence, and recruiting and retaining the highest caliber of leaders at the University of Illinois. In recent years a number of actions have been taken to enhance quality of life for employees. For example, in 2001, the Provost’s Advisory Group on Work/Life Issues was charged to examine and make recommendations about campus and University policies and procedures that support the family life of employees. That committee led efforts to expand high quality child care options on campus, expanding the Child Development Laboratory (CDL) to include 96 new openings for full time child care, including care for infants and toddlers in a new facility (opened in 2003). In 2007, the campus partnered with private developers and child care operators to facilitate an additional child care option in a facility adjacent to the campus at the Research Park. Also in support of quality of life for employees, the University of Illinois expanded health benefits to same-sex partners in 2003.

Key Human Resource Issues

During the development of the campus strategic plan, HR units decided their primary goal is to “establish the University of Illinois Urbana-Champaign as a recognized employer of choice among public research institutions.” The issues to be addressed in implementing this goal include:

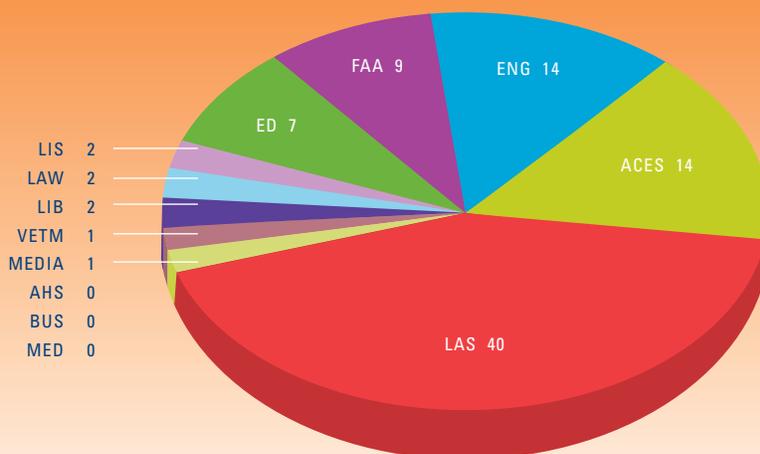
- Recruitment and retention of the best employees, across all employee groups
- Increasing diversity among all employee groups
- Providing excellent service to the campus in light of the continuation of the long-term decline in state funding for higher education
- Optimizing efficiency in administrative, clerical, and support staff activities
- Reaping the maximum benefit from substantial investment of time and resources into implementation of new information systems
- Meshing the need for the best employees with requirements set by state regulations and civil service rules
- Working with an increasingly unionized workforce
- Responding to special situations (e.g., pandemic flu, campus violence, etc.)

As illustrated in the figures, above, the Illinois faculty is the most diverse among Big 10 peers, and the most diverse relative to top ranked public universities. Despite these achievements, expanding the diversity of our faculty and academic professional staff remains a critical goal for the institution.

The campus has nearly doubled the percentage of faculty from underrepresented groups (African American, Latina/o, and Native American) in the past decade. Growth in diversity among assistant professors is particularly noteworthy; 15% of assistant professors are African American, Latina/o, or Native American.

FIGURE 12

FACULTY EXCELLENCE 2000-08



PROCESSES AND PROGRAMS THAT SUPPORT EXCELLENCE AND DIVERSITY (1B, 2B)

- Component 1b:** In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Component 2b:** The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Faculty Excellence Program

The purpose of the Faculty Excellence program is to recruit very high profile faculty scholars who will transform the institution, both within their units and across the campus. The Faculty Excellence program provides financial assistance from the campus to enable units to recruit highly accomplished scholars who have the potential to truly advance the institution. As faculty excellence candidates are considered, they are evaluated by the Faculty Excellence Review Committee, using the following criteria:

- Ability to contribute toward transformation and positive change
- Ability to advance strategic initiatives, at the campus and/or unit levels
- Established excellence in research and scholarship
- Capacity to enhance interdisciplinary scholarship or research

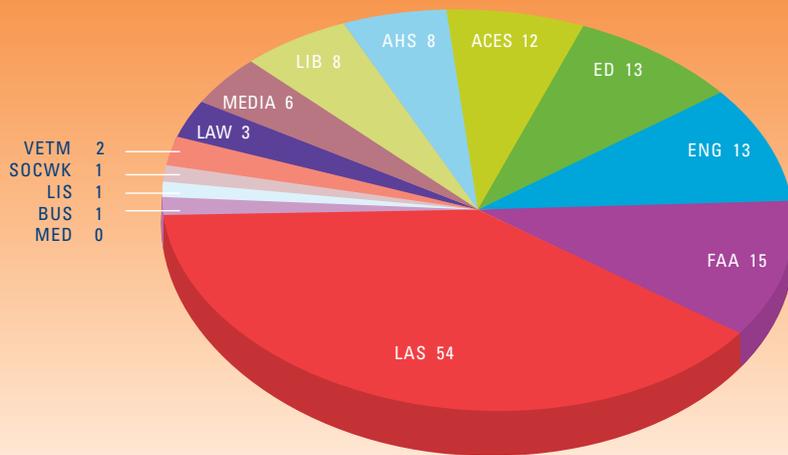
Since the program’s inception in 2000, nearly 100 exceptional faculty leaders have been recruited to the University of Illinois through the Faculty Excellence program.

Targets of Opportunity Program

The Targets of Opportunity Program (TOP) is designed to support the special recruitment of outstanding faculty members among groups that are underrepresented in specific units on campus. The University has a strong interest in promoting the recruitment and retention of a diverse student body, which is of course facilitated by having a faculty of scholars from diverse backgrounds. A faculty with diverse backgrounds also assists the University in strengthening its relationship and service to the people of Illinois. The TOP provides partial or total funding to enable the recruitment of underrepresented faculty scholars, based on race/ethnicity (defined as African American,

FIGURE 13

TARGET OF OPPORTUNITY 1999-2008



Latina/o, Native American at the University of Illinois), disability, and/or gender in key fields. In 2007, the TOP recruitment and hiring mechanism was extended to include high level academic professionals. The data presented in Figure 14 illustrate the longer range impact of the TOP mechanism, with the percentage of faculty from underrepresented racial/ethnic groups nearly doubling over the past decade at Illinois, and more recent surges in the presence of women on the faculty in science, technology, engineering and math fields. Of the 140 faculty members from diverse backgrounds recruited over the past decade, more than 100 continue to serve on the faculty, suggesting a very positive level of retention in this cohort. The extension of the program to academic professional staff is still too new to evaluate.

Dual Career Program

The Dual Career hiring program allows a waiver of typical search processes when seeking to employ partners of faculty and key leaders within the institution, and creates a model of shared funding that promotes the likelihood of achieving initial employment for the partner. The Champaign-Urbana labor market, compared with those where many peer universities are located, has fewer employment opportunities for partners, thus

placing Illinois at a competitive disadvantage in the recruitment and retention of faculty and academic leaders.

Office of Equal Opportunity and Access

The Office of Equal Opportunity and Access (OEOA) reports directly to the Chancellor and ensures appropriate and fair consideration across the institution in hiring practices, and provides support to promote an institutional environment that is free from discrimination on the basis of race, gender, or disability. In order to foster an understanding of affirmative action efforts and compliance with applicable civil rights laws, OEOA staff provides training to deans, directors, department heads, and other administrators. Over the past year, the OEOA has led a campus-wide effort to enhance climate and institutional environment through the Inclusive Illinois: One campus, many voices initiative (see inclusiveillinois.illinois.edu).

FIGURE 14 Summary of TOP Hiring

	Total Hired (1999-2008)	Total Still on Campus
Asian American	3	3
African American	66	49
Latina/o	51	37
Native American	5	3
Women in Science and Engineering	9	7
International	6	5
TOTAL	140	103 (74%)

EVALUATION AND REFORM EFFORTS TO PROMOTE AND ENSURE EXCELLENCE (SELECTED EXAMPLES) (2C)

Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Academic excellence at Illinois is enhanced by a culture of continuous evaluation and institutional improvement. Over the past two years, a number of core elements of University operations have been evaluated, opportunities for improvement have been identified, and critical improvements have been implemented. Selected examples are briefly highlighted, below:

Promotion and Tenure Reform

During the past three years, an extensive effort to evaluate campus promotion and tenure practices has been undertaken by a team of Illinois scholars and leaders. The goal of this effort has been to ensure high quality in our practices, and to promote full and fair evaluation of (a) emerging interdisciplinary and translational scholarship, (b) engagement activities, (c) and teaching effectiveness. A committee met intensively in 2006-2007 and 2007-2008 to recommend changes in our practices. A series of meetings across campus occurred in spring 2008 to discuss proposed changes in policy and process, with full implementation anticipated by 2009-2010. See provost.illinois.edu/committees/promotion_adhoc.html

Academic Professional Task Force

A task force to study the work environment and career pathways for the essential academic professional work force was undertaken during the 2007-2008 year. A series of recommendations ensuring a healthy

and positive future for these staff members was developed, including promoting professional development, mentoring, and communication about advancement opportunities. Steering and implementation teams have been charged with developing and implementing these recommendations over the course of the next three-to-five years. Academic professionals are fundamental to the excellence of the institution, serving roles that range from academic advising to lab scientists; ensuring success, retention and well-being for this group is critical to the institution. See provost.illinois.edu/committees/APtaskforce.html

Multiyear Contracts

A policy to implement multiyear contracts for non-tenure track scholars and teachers (lecturers, instructors, research, and clinical professors) was approved and used for the first time in fall 2008. This policy will promote retention of an important group of academic personnel across campus. See provost.illinois.edu/communication/17/Comm17.pdf

Council on Gender Equity

The Provost and Chancellor initiated a Council on Gender Equity in 2007-08 to promote equity, enhance resources and services, and raise the campus dialogue on issues related to the advancement of women in higher education. The Council has provided seed funding to support creative efforts to

enhance equity across the campus and has hosted several high profile scholars as visitors to the campus for the Provost's Gender Equity Lecture Series. See provost.illinois.edu/committees/gender.html

Retention Committee

A standing committee has been convened to track trends in retention, monitor emerging issues, gather data from faculty through surveys and interviews, and recommend policy and practice enhancements to promote community building and retention of scholars across campus. The committee has recently conducted focus groups with department heads and faculty, as well as conducted interviews with college deans, to learn what more the University can do to retain excellent faculty and to aid in early detection of any potential negative trends.

Retaining our talented faculty and academic professional staff is a critical issue for the campus, and considerable effort is directed to this each year. Proactively, every effort is made to meet the work needs of faculty, build community and promote the type of positive work environment that strengthens loyalty and demonstrates joint commitment. In cases where individuals bring forward competitive outside offers, the institution strives to match or exceed those offers in pressing cases. Each year, resources are dedicated to retention; more important, however, are the resources used to enhance quality of work life for faculty in order to limit likelihood of seeking external offers. The Vice Chancellor for Research holds funds to provide in those cases where extraordinary expenditures are required to retain a valued faculty member. Normally these expenditures are directly related to

the faculty member's research program. Examples of such expenditures include laboratory remodeling, research equipment, and research assistant support. In the last 10 years about \$3.1 million has been spent in this effort to retain 89 faculty.

Program Review

In academic year 2007-2008, Provost Katehi charged a small team to design a new approach to systematic program review that would provide programs and the campus with meaningful information about quality, productivity, and strategic direction for our academic units. A working team, chaired by Vice Provost and Graduate Dean Richard Wheeler, developed a new program review process that includes external evaluation and can be embedded into institutional operations over time. In 2008-2009, pilots of the proposed methodology took place on campus, specifically all departments in the College of Education implemented program review, as did the Departments of Economics and Chemical and Biomolecular Engineering in Liberal Arts and Sciences. The design team continued their work in 2008-2009 to guide and evaluate the proposed methodology, which was reviewed for effectiveness in summer 2009, modified as needed, and may be implemented on a larger scale in 2009-2010.



REWARDS AND SALARIES (2B, 3B, 4A, 4B)

- Component 2b:** The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- Component 3b:** The organization values and supports effective teaching.
- Component 4a:** The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- Component 4b:** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Illinois recognizes that academic excellence is maintained and advanced throughout the institution when incentives and rewards align with quality and performance. Thus, the institution has an impressive and expanding array of programs to recognize achievement in teaching, research and scholarship, and engagement.

Teaching

In the area of instruction, the University recognizes approximately 20-25 high performing faculty members, mentors, advisors, instructors, and teaching assistants annually. Winners of over 150 University, college, and departmental awards for excellence in teaching are recognized each year at the campus' **Celebration of Teaching Excellence** banquet. Campus-level awards ranging from \$2,000 to \$5,000, including both one-time stipends and salary increases, accompany this public recognition of high achievement in instruction. Departments and colleges also honor exceptional teaching. Teaching excellence is also recognized each semester through publication of the *List of Teachers Ranked as Excellent by Their Students* in the student newspaper. Approximately 1,700 faculty and TAs re-

ceiving high ratings on the **Instructor and Course Evaluation System** are included on the list each semester.

Further descriptions of Illinois' awards for excellence in teaching can be found at the following Web addresses:

Excellence in Advising Undergraduate Students

provost.illinois.edu/programs/awards/campus/advisingundergraduates.html

Excellence in Graduate and Professional Teaching

provost.illinois.edu/programs/awards/campus/grad.html

Excellence in Guiding Undergraduate Research

provost.illinois.edu/programs/awards/campus/guidingundergradresearch.html

Excellence in Graduate Student Mentoring

provost.illinois.edu/programs/awards/campus/mentor.html

Excellence in Off-Campus Teaching

provost.illinois.edu/programs/awards/campus/offcampus.html

Excellence in Undergraduate Teaching

provost.illinois.edu/programs/awards/campus/excellentundergrad.html

Innovation in Undergraduate Instruction Using Educational Technologies

provost.illinois.edu/programs/awards/campus/innovation.html

Research, Scholarship, and Creative Activity

This chapter began with descriptions of the achievements of campus leaders in academic excellence. Illinois' distinguished faculty includes nearly 220 faculty members who have been honored and rewarded with a named chair or professorship at the college level. Illinois has also four programs for endowed chairs and professorships at the campus level, including the Edward William Gutzsell and Jane Marr Gutzsell Endowed Professorship (15 faculty members), Michael Aiken Endowed Chair (1 faculty member), the Ikenberry Endowed Chair (1 faculty member) and the Swanlund Endowed Chair (18 faculty members). Each year, a campus-wide celebration of major awards and prizes is hosted by the Chancellor and Provost to publically recognize our high-achieving faculty.

Salary Comparisons

An annual study is conducted to track the compensation of Illinois faculty relative to AAU peers. Maintaining and advancing faculty salaries is instrumental in recruitment and retention of the highest caliber of scholar-leaders and has thus been a significant

institutional focus. Results of the annual study show complex and mixed results. On the positive side, the number of departments whose salaries are \$500 or lower than peers decreased at each rank over the last year.

At each rank, more than half of Illinois departments have faculty salaries that exceed those of their selected peers. However, the campus-wide deficit increased, reversing the decline seen in recent years (\$8.2 million in FY04, \$7.5 million in FY05, \$7.0 million in FY06, \$8.6 million in FY07). Salary deficits vary by department and college. Some units appear to be very competitive, with mean salaries at all ranks well above the mean of their peers. Other units show serious deficits at all ranks. It is critical to maintain focus on competitive compensation levels to ensure continued excellence in Illinois' faculty.

Competitive salaries make up one important key to recruiting and retaining individual faculty at every level. In a peer group of twenty-one major research universities for 2006, Illinois ranks seventeenth in average salaries for all ranks, trailing the leader by \$31,300. The University goal of rising to the 67th percentile, in 2006 dollars, would cost about \$18,000 per faculty member, or 19% of our salary base. Success in achieving that goal will involve an aggressive effort to secure increased resources from the state, a continued escalation of tuition, significant growth in the University endowment, increased numbers of out-of-state students, and, very probably, a reduction in the total number of faculty.

A significant component in the compensation picture is the **widening gap** between public universities and those elite private universities that embrace a powerful research mission.

Declining state support for public universities, which have been slow to recognize the need to develop a deeply based culture of giving among their alumni, combined with unprecedented levels of wealth in the nation's elite, richly endowed private institutions, threatens to skew a crucial balance that has long been a hallmark of American higher education. The solution is very unlikely to come from a restoration of state support to the levels of the past. It is more likely to derive from the very careful, strategic distribution, including reallocation, of the resources available to us through state funds and tuition, increasingly aggressive efforts to attract research dollars from federal and corporate sources, and increased success in our ability to emulate development strategies that have successfully grown the endowments of large private universities.

Start-up costs for new appointments have grown enormously over the past decade. The funding required for cutting edge science and engineering projects, shifts in the funding policies and practices of federal research-support agencies, intense competition for the best faculty researchers at every level, high renovation costs for laboratories in older buildings, high construction costs for new facilities, increased maintenance costs generated by growing facilities—all these factors have made it increasingly expensive to make new faculty appointments. In order to better manage start-up costs, the University has developed, or is developing, arrangements to monitor carefully the hiring plans of the colleges, processes that ensure that start-up funding is used effectively and expediently to achieve its stated purpose, a more rational and comprehensible distribution of ICR funds, and clearer delineation of what offices are responsible for providing start-up funding.

The best way to avoid excessive start-up funding is to retain the creative, high-profile faculty who are already here. Competitive salaries are one factor in successful retention, but there are many others. For instance, small research accounts for faculty in the humanities and the interpretive social sciences were awarded in spring 2009. An aggressive fee-driven plan to address deferred maintenance needs is in place to improve working conditions and instructional facilities for faculty in older buildings. Executive officers are increasingly alert to the mobility of high profile faculty, and often seek to develop pre-emptive arrangements to encourage such faculty to stay before an offer from another institution must be countered. It is very important to elevate levels of support and perceived empowerment sufficiently to make our faculty believe that this is the place where they belong.

Nonetheless, Illinois faculty are often sought after by other institutions that either have higher salary levels than we do or are willing to create an extraordinary salary level to attract star faculty members who will significantly raise their level of faculty productivity and visibility. About eighty Illinois faculty will receive firm offers from other universities in a given year; the University will make counter-offers to about half of them; and about two thirds of those receiving counter offers will decide to stay. The costs of **retention** in these instances are very high, often exceeding the start-up costs for new faculty. Ordinarily, a salary increase is only the beginning of a retention package that could include extensive renovation, expensive equipment, and additional lab personnel.

More than 5,000 undergraduate courses are offered to students in more than 150 programs of study.



UNDERGRADUATE EDUCATION (3B, 3C, 4B, 4C)

Component 3b: The organization values and supports effective teaching.

Component 3c: The organization creates effective learning environments.

Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Our undergraduate students rank as among the best in public universities in the nation. For the incoming class in fall 2009 the average ACT was 28 and the average high school percentile rank was 86. Both ACT and HSPR were at the highest levels in our history. As previously noted, our undergraduate scholarship recipients since 1999 include Truman Scholars, Marshall Scholars, Churchill Scholars, Luce Scholars, National Security Education Program (NSEP) Boren Undergraduate Scholars, and Fulbright Scholars. Our freshmen retention rate in 2007-2008 was 93% for the total cohort, 88.3% for underrepresented students, and 94% for female students. Illinois students achieved a six-year graduation rate of 82% in 2007, compared to 76.4% in 2000-2001, with an average of 8.5 terms (semesters) to the degree.

Undergraduate education remains a focus of continual commitment and renewal in the University, with *US News* ranking Illinois as the 10th public and 40th national university (based on ranking of undergraduate and graduate programs). Statistics point to a vibrant and healthy set of undergraduate programs. The University has 120 undergraduate majors across seven colleges, including world-renowned programs in Accountancy,

Computer Science, and Engineering. New majors since the last accreditation represent important contemporary directions in scholarship and society. Unique combined bachelor's and master's degree (e.g., five-year) programs in Urban Planning, Accountancy, and Mechanical Engineering further strengthen the undergraduate offerings.

Compiled annually by Shanghai Jiao Tong University the Annual Rankings of World Universities (ARWU) ranks the top 500 universities in the world. One of the more visible international higher educational rankings programs, the ARWU evaluates universities based on educational outcomes for students, quality of faculty and overall research output. In the 2008 ARWU, Illinois was ranked 26th.

There are great differences among units regarding the cost to generate to generate an instruction unit. It is difficult to determine the "appropriate" amount to spend per IU as the cost of delivering instruction in different disciplines varies. The level of difference across colleges does indicate the relative cost of a discipline and provides some insight into the unit's teaching productivity.

FIGURE 15

AVERAGE ACT COMPOSITE SCORE

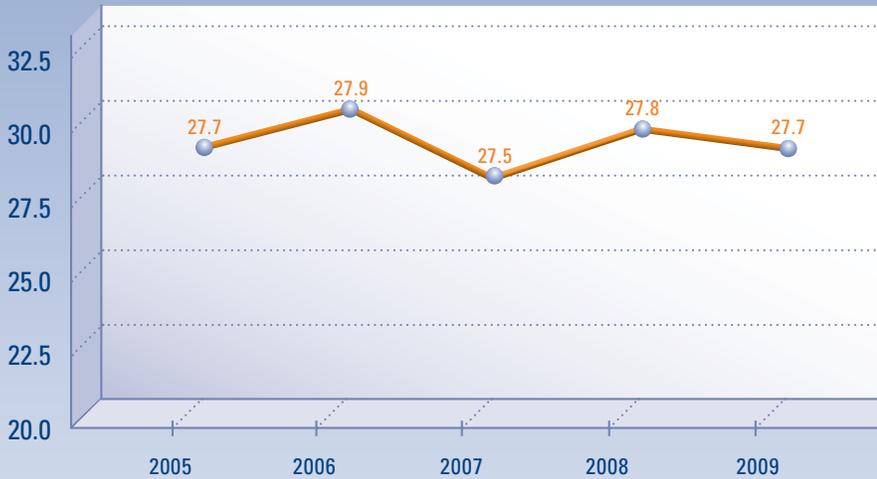
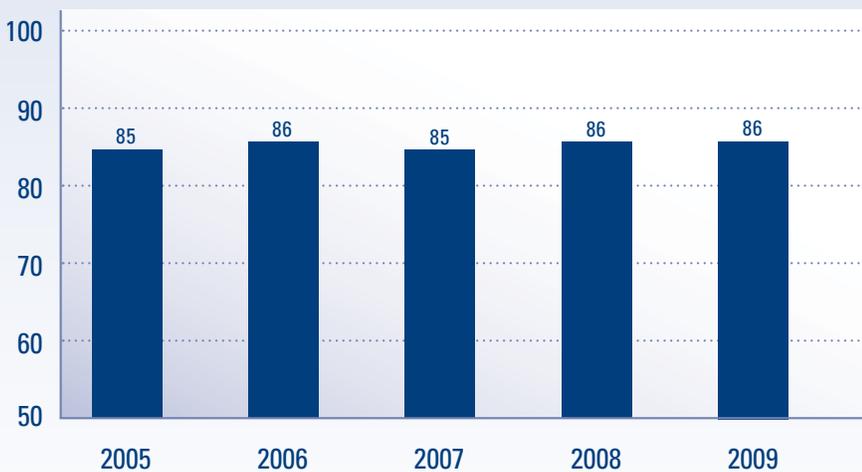


FIGURE 16

AVERAGE HIGH SCHOOL RANK



To enrich the undergraduate educational experience, increase student competitiveness in the marketplace, and address student demand, the University also offers 70 undergraduate minors, 13 of which are interdisciplinary. In addition, the University is developing path breaking interdisciplinary undergraduate majors, designed to meet student interest and addressing pressing societal demands (e.g., new interdisciplinary programs in health and informatics).

Providing our students access to our world-class faculty is critical to achieving academic excellence. One of the metrics that indicates this is the student-to-faculty ratio.

RECENT DEVELOPMENTS IN UNDERGRADUATE PROGRAMS

Throughout the past 10 years, the campus has taken additional measures to improve the evaluation of undergraduate instruction, provide innovation and enhancement of undergraduate teaching, and reconfigure undergraduate major programs in response to the expansion of disciplinary knowledge bases and changes in student demand. In the last year, other critical changes in undergraduate curriculum have been implemented. For example, African American Studies was approved as a department and the major has also been approved. Religion became a department as well. The College of Liberal Arts and Sciences is working to create a department of Native American Studies (NAS) with a fully developed undergraduate major program; NAS is now a program-level unit.

FIGURE 17 STATE EXPENDITURES / INSTRUCTIONAL UNIT

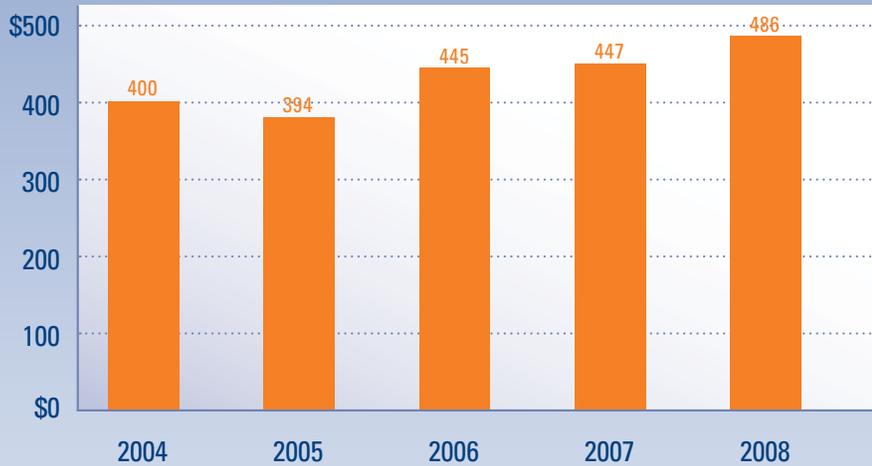
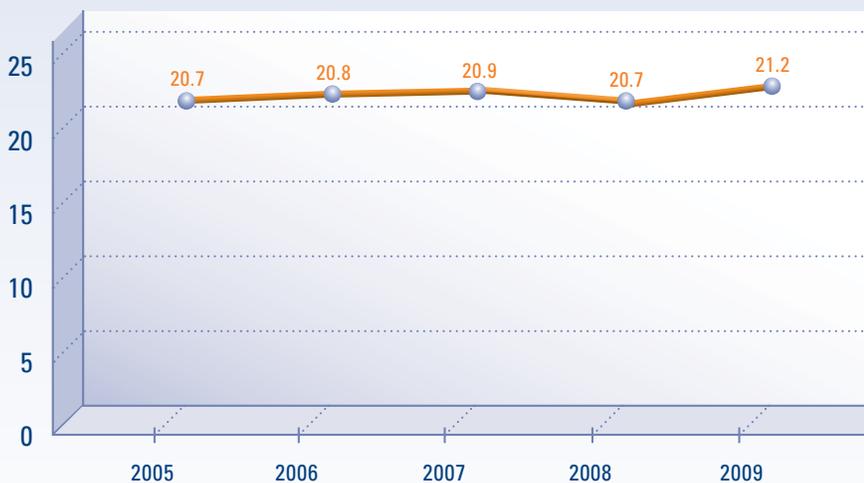


FIGURE 18 STUDENT TO FACULTY RATIO



GENERAL EDUCATION

General education currently involves campus-level requirements in *Composition I*, *Advanced Composition*, *Quantitative Reasoning I*, *Quantitative Reasoning II*, *Cultural Studies*, *Humanities and the Arts*, *Natural Sciences and Technology*, *Social and Behavioral Sciences*. More information on General Education requirements is available on the Web site: provost.illinois.edu/programs/gened/index.html

General education courses are reviewed and approved at three levels—by departments, colleges, and the campus General Education Board. Every course subsequently is renewed at five-year intervals—requests are made to departments to provide information about how the course is currently taught, and how general education requirements and standards are being met.

The campus recognizes the importance of continuing assessment of how well it is carrying out our teaching mission. For example, with support from the Spencer and Teagle Foundations, Illinois is participating in a multi-institutional effort to systematically improve undergraduate education in the areas of composition and critical thinking. The nature and purpose of the project, conducted through two research studies, is to evaluate students' composition skills before and after participating in varied curricular approaches designed to improve composition skills. In brief, we seek to understand the effectiveness and influence of varied curricular options for meeting advanced composition General Education requirements on our campus.



The Discovery program courses help freshmen transition to the intellectual life of the campus.

Revising General Education

In 2007-2008, the Provost charged the General Education committee with contemplating possible revision of the General Education requirements. In her charge to the committee, she noted,

“This year, I would like the Board to engage in a broad philosophical discussion about the philosophy and goals of the General Education curriculum. The current guidelines were drafted eighteen years ago, and the world has undergone profound change since then. It is time to assess whether General Education on this campus continues to effectively prepare our students for the challenges they will face as professionals and citizens.

Specifically, I am interested in the Board’s guidance on the following:

- *What should students know? What skills and sensibilities will be essential for the leaders of the next generation?*
- *Do the current General Education guidelines align with the campus strategic plan?”*

During the 2007-2008 year, the General Education Board began the work of revising General Education requirements through extended discussions of both content and delivery of courses. Five faculty members who are leaders of this effort attended an American Association of Colleges and Universities workshop on general education, spending five days intensively working on general education reform. For the 2008-09 academic year, the Provost has charged the General Education Board with continuing reform efforts, with a specific focus on clearly articulating the core goals of our general education program, which

will then inform assessment of student learning through general education. The continued work of the Board will undoubtedly result in additional modifications of General Education at Illinois. Our goal is to clarify the vital contribution of General Education in instilling skills and values fundamental to an Illinois education, and to ensure that ongoing assessment is in place to evaluate effectiveness. Assessment of General Education outcomes is covered later in this chapter.

DISCOVERY PROGRAM

The Discovery program was initiated in 1994 to provide first-year students with opportunities to learn through small, interactive seminar courses of 19 or fewer students, taught by tenure-track faculty; annually, there are approximately 120 Discovery course sections. Discovery sections are offered in many formats and disciplines, but all have in common the goal of helping freshman transition to the intellectual life of the campus. Enrollment in all sections is limited to no more than 19 students. The interactive, faculty-taught courses are available for first-year students only. An annual, campus-level evaluation of the Discovery Program has been conducted, revealing an overwhelmingly positive response to the program, in terms of students’ perceptions of learning and value, and faculty members’ evaluation of the quality of the teaching experience. In general, the Discovery Program is very popular, but available seats in courses do not permit every first-year student to participate. One example of Discovery Courses offered across campus is:

FAA 199 – Art Creativity Diversity

In fall 2008, Fine and Applied Arts offered a new Discovery Course, supported by the Mellon Foundation initiative on “Cultural Understanding and the Creative Process,” that invited students from all areas of the University to engage in conversations about diversity, the arts, and the creative process. The course is structured around a series of artistic experiences at the Krannert Center for the Performing Arts and the Krannert Art Museum, ranging from new-media installations and experimental dance performances to classical music and opera. Students attend performances and exhibitions, meet and interact with artists and performers, and examine the important issues and values associated with diversity and the creative process in the context of our lives and experiences. Each of four sections of the course is taught by faculty teams, with one faculty member from the College of Fine and Applied Arts and the other from a non-arts discipline.

UNDERREPRESENTED STUDENTS

We have achieved only modest improvement in the percent of underrepresented students among our undergraduates, from 12.5% in 1997-1998 to 13.9% in 2007-2008. However, graduation rates for underrepresented students have steadily increased by roughly 20% over the past two decades, from about 47% in the early-1980s to the current level of approximately 66%. Numerous programs across the campus continue to provide assistance to encourage enrollment and retention of underrepresented students. A small set of sample programs are highlighted here; further examples are highlighted in Section Three: Leadership for the 21st Century.

The Transition Program

Established in 1986, the Transition Program is a campus-sponsored academic support program designed to provide assistance to a group of 100 students admitted to Illinois who have the potential to succeed. Placement into the Transition Program is based on many factors including: the strength of an applicant's high school background, the degree of difficulty of courses selected, the record of academic achievement, and special or unique accomplishments both in and out of the classroom.

These students are admitted to the University through the Educational Opportunities Program and placed into the Transition Program where they will receive developmental academic support for two years. After students have successfully completed four semesters in the Transition Program, they have an admission space reserved in the college and/or curriculum of their choice if they are in good academic standing ("C" average and better) and have completed the

required core courses for admission to that college and/or curriculum.

The Transition Program is divided into two major components: the Summer Bridge component and an Academic Year component. Both components provide the students with:

- Intensive academic and career counseling
- Extensive academic and personal support services plus opportunities to enroll in support-based sections of existing courses
- Comprehensive developmental skills enhancement and enrichment activities

The Merit Program

The University of Illinois has implemented Merit Programs in several areas where difficulties with "gateway" courses appear to deter students from their academic goals. Merit Programs, special one-hour sections that accompany regular course sections and involve intensive group instruction and practice, have been developed in mathematics, biology, and chemistry, with significant success. For example, the Merit Program in Chemistry is designed to attract and retain underrepresented minority students in programs leading to a degree in the Chemical Sciences. Student retention rates in Chemical Sciences, over a period of eight years, for students who have participated in merit sections are significantly higher than for non-participating students, specifically:

- Overall retention: 51% for Merit 38% for Non-Merit
- African American retention: 46% for Merit 23% for Non-Merit
- Hispanic American retention: 36% for Merit 23% for Non-Merit

GRADUATE AND PROFESSIONAL PROGRAMS (3C, 4A, 4B, 4C)

Component 3c: The organization creates effective learning environments.

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Education of graduate and professional students is central to the mission of a public, land grant, Research I university, as these students are integrated within all aspects of the University. Graduate and professional students:

- Work very closely with faculty in research and other professional endeavors
- Mentor undergraduate students in teaching and research
- Are involved in outreach activities
- Serve in University governance

Illinois provides high quality, comprehensive training spanning the humanities, arts, social sciences, biological sciences, physical sciences, engineering, and other program areas.

The Graduate College at Illinois provides leadership for the advancement of graduate education and has oversight responsibilities for about 10,000 students. The Graduate College works closely with individual graduate students and faculty, graduate program

administrative staff, academic colleges, and campus administrative units to address a range of issues critical to graduate education at Illinois.

In the fall 2007, a Graduate College Review Committee was appointed by the Provost to evaluate the structure, scope, and activities of the Graduate College since 2000, when the College emerged as an independent academic unit. The committee identified strengths and weaknesses of the College and provided specific recommendations for program improvement. The committee highlighted the Graduate College's reputation for being an innovator in best practices, as exemplified by activities in association with the Council of Graduate Schools and the Sloan Foundation. The Graduate College garnered external funds to support development and evaluation of best practices, including funds to support the **Ph.D. Completion Project** and the development of a **Professional Science Master's degree**.

Mission of the Graduate College

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.

(March 31, 2006)

More than 10,000 graduate and professional students are working toward their degrees. The University is among the top 10 U.S. universities in the number of earned doctorates awarded annually.



OVERVIEW OF GRADUATE PROGRAMS

FIGURE 19 Comparison of Graduate Enrollment Statistics 1998 TO 2008		
	1998-1999	2007-2008
Total enrolled graduate students	8,794	10,261
Off campus graduate students	884	831
On campus graduate students	7,910	9,430
Female (% Total)	3,315 (42%)	4,366 (46%)
Underrepresented (% Total)	570 (7.2%)	729 (7.7%)
International (% Total)	2,694 (34.1%)	3,784 (37%)

Graduate Student Enrollment and Demographics

On-campus graduate enrollment at Illinois has grown about 14% since 1999, with a relatively stable number of students since 2003. The proportion of female and international graduate students has grown 3-4%, to 46% and 37% of total, respectively. Despite the increased enrollment, the mean time to degree has remained relatively constant (M.S.—1.75 year; Ph.D.—6.2 year) and the percentage of students receiving financial support (>95%) in the form of graduate, teaching or research assistantships or fellowships and tuition waivers (80-85%) has remained constant.

Underrepresented Students

Since 1998, the number of underrepresented graduate students increased from 570 to 729, an increase of 159 students (36%) enrolled in the University's graduate programs. However, underrepresented students—

students from Native American, African American, and Hispanic populations—represent less than 8% of the total graduate student population and this percentage has grown less than 1% in the past decade. The Graduate College has identified recruiting and retaining high quality underrepresented students as a priority and has established programs (Summer Research Opportunities Program [SROP], Summer Predoctoral Institute [SPI]) and targeted fellowships. The Educational Equity Program has longstanding outreach programs, and since 2000 has developed the SPI. The SROP is a cooperative program administered by the Committee on Institutional Cooperation, a consortium of the Big 10 universities and the University of Chicago. Its goal is to increase the number of underrepresented students who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors. Of the 8,924 participants in the

program since 1986, Illinois has hosted 15%. The *SPI* is an eight-week summer orientation for incoming graduate students from underrepresented minorities. Opportunities to network with other students who have similar interests and academic goals, as well as scholarship activities that support career development are provided. In addition, participants work with their research advisor, who assists them in becoming socialized into the departmental culture and acquaints them with program expectations.

Off-Campus Students

Graduate enrollment in off-campus programs has increased during the past 10 years. Illinois has developed and implemented online graduate degrees and certificate programs to continue to address areas of critical need. These initiatives are discussed in Section Seven: Access to the Illinois Experience.

RANKINGS AND OTHER INDICATORS OF EXCELLENCE

Applicants

Since 1998, the number of applications has increased, but the overall selectivity has remained relatively constant. Overall, 28.5% of applicants are admitted by the Graduate College; however, the percentages are higher for underrepresented and female students and lower for international students. The overall yield has increased from 60% to 66% since 1998 and is similar among all groups of applicants.

FIGURE 20 Graduate Applicants

	1998-1999	2007-2008
Total applications	16,398	17,911
Selectivity (% accepted)	28.9%	28.5%
Female	31.7%	31.5%
Underrepresented	39.8%	42.4%
International	15.8%	16.6%
Yield (% enrolled)	60.7%	66.9%
Female	58.4%	68.6%
Underrepresented	66.5%	66%
International	73.4%	70.9%

FIGURE 21 Disciplinary Rankings

	Total Top 5			Total Top 10			Total Top 20		
	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total
2008	9	24	33	15	50	65	20	69	89
2002	9	21	30	18	44	62	21	52	73
Total Programs with Top 5, 10, and 20 Rankings between 2002 and 2008									

Program Rankings

As we have noted, in 2008, *U.S. News* ranked Illinois as the 10th public and 40th national university (based on ranking of undergraduate and graduate programs). In addition, according to this survey, the University has 33 programs ranked in the top five and 89 in the top 20, an increase from 73 in 2002.

GRADUATE PROGRAMS OF STUDY (4A, 4B)

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Illinois offers over 300 master's and doctoral programs which are administered through academic departments, schools, and institutes. Graduate programs offer a range of curricular possibilities, including options, tracks, concentrations, specializations, minors, and cognate fields. A student in a degree program may accumulate more than one option, track, concentration, specialization, minor, or cognate field. Fourteen new graduate degree programs have been established since the last accreditation review ranging from architecture to taxation, which address pressing societal needs. In addition, the Graduate College has developed a new Professional Science Master's degree program, which will be described in greater detail later.

Increased Opportunities for Cross-Disciplinary Graduate Education

A strategic goal of the University of Illinois is to increase opportunities for cross-disciplinary graduate education. Illinois has emerged as a national leader in interdisciplinary research and graduate training through the establishment of the Beckman Institute, National Center for Supercomputing Application (NCSA), the Institute for Genomic Biology (IGB), and other interdisciplinary research centers. Research Assistants and Fellows, working on projects organized through the interdisciplinary research interests of their faculty, are absolutely

crucial to cutting edge research that crosses disciplinary boundaries. Four successful models have been established at Illinois to promote interdisciplinary graduate training and education:

Interdisciplinary Graduate Programs have been established for areas of sufficient breadth and stability that merit their own administrative apparatus. These programs draw faculty from many departments and combine the resources of several colleges and departments in an autonomous degree structure administered independently of the departments. Two examples are the **Neuroscience Ph.D. Program** and the **Nutritional Sciences Interdisciplinary Graduate Program**.

Graduate Minors provide a means to promote cross-disciplinary training. Minors are a coherent set of at least 12 graduate hours of courses defined by one or more units outside the student's enrolling department.

Graduate Concentrations provide another model to promote cross-disciplinary training. Graduate concentrations are a coherent program of study requiring considerable depth of knowledge. A concentration represents a major part of the graduate program (24-32 hours) and may refer to a subfield within a discipline or to an interdepartmental and/or interdisciplinary area of knowledge.

The Professional Science Master's (PSM) Program is an innovative graduate program launched in fall 2008 to allow students to pursue advanced training in science or mathematics while simultaneously developing the workplace skills demanded by employers. PSM programs consist of approximately 18 months of academic training in a scientific discipline combined with a professional component that includes business training and internships. A grant from the Alfred P.

Sloan Foundation funded the development of the three pilot programs (Agricultural Production, Bioenergy, and Food Science and Human Nutrition) through collaboration between the academic units and industry. In place for fall 2009 are three inaugural Professional Science Master's degree programs that have been developed at Illinois in the College of ACES. Offerings are expected to grow to 8-10 programs within three years across multiple Colleges.

CONTINUOUS REVIEW AND PROGRAM EVALUATION (2C, 4C)

Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Review of On-Campus Graduate Programs

As noted, a new system of meaningful program review is under way at Illinois. In addition to this new model, many graduate programs implement voluntary review and self-analysis, and the Graduate College often participates in several ways in such review processes. At times, Graduate College deans are asked to meet with members of discipline-specific 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. Participation in this project has led to the development of the "**Program Profiles**," a Web-based tool in the final stages of development that provides, for example, application, admissions, enrollment, time to degree, and degree completion data to units on an on-going basis. These Program Profiles 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.

Review of Off-Campus and Online Graduate Programs

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. 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.



As the only source for the Doctor of Veterinary Medicine in the state of Illinois, and one of only 28 DVM programs in the nation, this professional program is a vital contributor to the state's needs in serving clients that range from owners of companion animals to major agricultural industry.

OVERVIEW OF PROFESSIONAL PROGRAMS (4A, 4B, 4C)

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning

Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

In addition to comprehensive and excellent graduate programs, Illinois has a range of successful professional programs. Four programs are only briefly highlighted here: Medical Scholars Program, MBA and EMBA, Law, Veterinary Medicine.

A unique aspect of the professional programs at Illinois is their cross-disciplinary integration with the graduate programs through programs such as the **Medical Scholars Program (MSP)** and others. An outstanding feature of the College of Medicine at Urbana is the Medical Scholars Program (MSP), an MD/PhD program committed to preparing a diverse group of academic Physician-Scholars to confront the multi-dimensional problems and issues that face medicine. The MSP is one of the largest and most diverse MD/PhD programs in the U.S., with about 150 MD/JD and MD/PhD students pursuing graduate study in over 30 academic disciplines, including Engineering, Anthropology, Community Health, History, Law, Business Administration, Nutritional Sciences, Animal Sciences, Pathobiology, Communications Research, Human and Community Development, Philosophy, Speech and Hearing, as well as the traditional biomedical sciences, primarily in the School of Molecular and Cellular Biology and the Neuroscience Program.

Professional programs in the College of Business provide access to an Illinois education through the Executive MBA program based in Chicago and the MS programs in Finance and Tax.

The College of Law, ranked 25th by *U.S. News and World Report*, has embarked on creating an innovative cross-campus undergraduate minor in Law and Society, to create opportunities for undergraduate students in majors across the campus to gain knowledge and experience about legal scholarship and career opportunities. Finally, Law maintains several clinics that both serve the local community and enrich the academic preparation of their students.

The College of Veterinary Medicine is highly selective, with approximately 800 applicants for 120 positions each year. Of the program's graduates who actively seek employment, nearly 90% secure a position upon graduation. As the only source for the Doctor of Veterinary Medicine in the state of Illinois, and one of only 28 DVM programs in the nation, this professional program is a vital contributor to the state's needs in serving clients that range from owners of companion animals to major agricultural industry.

ASSESSMENT OF LEARNING (2C, 3A, 4C)

Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Assessment of student learning outcomes is accomplished at both the campus and unit levels using a variety of methods and measures. Assessment at the unit level gives widespread ownership of assessment to faculty allowing them to determine the strategies most applicable to their educational objectives and missions. Campus-level assessment is effectively used to measure overall student learning and activity and to assess outcomes in University programs such as General Education, Honors, and Discovery. Following is a brief description of our assessment activities.

ASSESSMENT AT THE UNIT LEVEL

In 1997 all academic units were required to develop plans to assess student achievement in their undergraduate and graduate programs. In the Unit Assessment Plans all academic programs identified (a) the process followed to develop the plan, (b) desired student outcomes, (c) measures and methods for assessing student achievement of the outcomes, and (d) plans to use the assessment results for program improvement. In 1998 Unit Assessment Plans were submitted to the Provost and posted on the campus' assessment Web site.

In 2000 the Provost required all units to report their assessment activities and any changes/improvements made in the units based upon their assessment results. Following submission of the 2000 progress reports, units were encouraged to continue implementing their assessment plans. Unfortunately, it was not until 2007 when the next follow-up was conducted. It became apparent that without a recurring process for requiring assessment updates, such as a program review program, formal student assessment activities get lost in administration changeovers, budgetary concerns, and competing priorities.

To re-emphasize the importance of continuing assessment efforts, the Provost asked all academic units in summer 2007, to once again identify an assessment coordinator, report on their use of recent assessment results, and to revise their Unit Assessment Plans for future implementation. A series of assessment workshops were offered for coordinators by the Center for Teaching Excellence. Units submitted their updates and revised plans in spring 2008.

In fall 2008 a campus-wide Outcomes Assessment Advisory Committee consisting

of representatives from various schools and colleges reviewed all Unit Assessment Plans and offered suggestions for improvement to each of the units. A descriptive summary of what units were doing and planning to do was presented at a workshop for unit assessment coordinators.

All plans were made available to the campus on the Outcomes Assessment Web page at: cte.illinois.edu/outcomes/outcome.html

2008 Unit Assessment Plans

As reported in their 2008 Unit Assessment Plans (See 2008 Campus Student Outcomes Assessment Report) it was encouraging to see how many units continued to assess student outcomes from 2001 to 2008 without a formal process for reporting results to the administration. Figure 22 identifies the most common unit changes/improvements resulting from outcomes assessments in recent years. As presented in the 2008 Campus Student Outcomes Assessment Report the most commonly used methods for collecting assessment data were direct assessments in courses (papers, projects, or test items matched to unit outcomes), surveys (student, alumni, employees), capstone course projects, employment records, and course evaluations.

FIGURE 22 Most Common Unit Changes/Improvements Resulting From Outcomes Assessment Results

Unit Improvement	Number of Units
Revised/redesigned curriculum	28
Added new course(s)	25
Revised course(s)	17
Changes requirements	17
Improved outcomes assessments	14
Developed/revised program	14
Improved monitoring of student progress	10
Modified qualifying exam procedures	8
Developed new concentration or minor	7
Increased/improved student recruitment	7
Provided or improved student research opportunities	7
Provided more student/faculty interaction	7
Added new faculty	7

EXAMPLES OF ASSESSMENTS

Department of Industrial and Enterprise Systems Engineering

Similar to other engineering departments, the Department of Industrial and Enterprise Systems Engineering uses direct measures of student learning to assess desired program outcomes. Curriculum mapping first identifies courses addressing each of the program outcomes. Exam items assessing the outcomes are embedded in course exams or class assignments. Instructors record student achievement and report back to the college any changes they make to increase the level of student learning. All data (courses, outcomes, embedded items, instructor actions) are stored in a custom-developed database and reviewed by the college’s Continuous Improvement Committee (ACI). The ACI

committee has the responsibility to review the course outcome data, as well as the recommendations/actions of the instructor. This closes the loop to make sure that appropriate actions are made to maintain the high quality of the educational experience in each required course in the program.

The Department of History

In assessing their graduate programs the History Department brought previous graduate students back to campus to discuss the effect of their training on their current careers and engaged departmental forums on the success and needs of the graduate program. These discussions generated a number of areas where the program could be strengthened, especially (1) first-year cohort-building and introduction to his-



torical scholarship and (2) an improved set of milestone checks on student progress through program requirements in order to lessen time-to-degree by clearly mapping expectations and achievements.

The Department of Dance

The Department of Dance used several mechanisms for assessment such as the sophomore review, post-production evaluations of concerts, mid-term evaluation meetings, and exit surveys. Assessments resulted in revising casting procedures for departmental productions, using guest choreographers, hiring a physical therapist to evaluate majors yearly, revising the curricular sequencing of courses, plus revising the Student Handbook.

The Department of Special Education

All undergraduates in the Department of Special Education are required to complete an electronic portfolio which includes a multimedia teaching philosophy, integrated reflections that address the major standard areas required to be a special education teacher, and results of assessments and or assignments they have completed in order to meet multiple indicators within the standards. A formal e-portfolio presentation attended by the advisor and e-portfolio coordinator occurs prior to the student's graduation. Written and verbal feedback from cooperating professionals and university supervisors provide data regarding each student's dispositions, attitudes, knowledge, and skills.

Resulting from the portfolios, the department has identified standards and indicators that have not been adequately addressed in the program and subsequently made several course and program changes.

The School of Social Work

The School of Social Work has engaged in a number of assessment activities in recent years. Several of these assessments include a bi-annual survey of recent graduates, focus groups with current students, and analyses of ICES student ratings. Results of these assessments (shared with all faculty and reviewed by both the MSW Program Committee and each Specialization Committee), have led to the development of new courses and the creation of Problem Based Learning case scenarios for each specialization. These cases are given as a class assignment toward the end of students' internships and are graded by the instructor. Instructors then provide a sample of these to the Specialization committees who in turn discuss their findings with the MSW Program Committee. The School is gearing up to address new outcomes assessment requirements of their accrediting agency, which will include additional direct assessments of nationally recognized competencies.

Department of Business Administration

The Department of Business Administration is using several case write-ups to assess student learning objectives in their capstone course (BAdm 449). The criteria used to grade the case write-ups match the language of the learning objectives.

Maintaining and Strengthening a "Culture of Assessment"

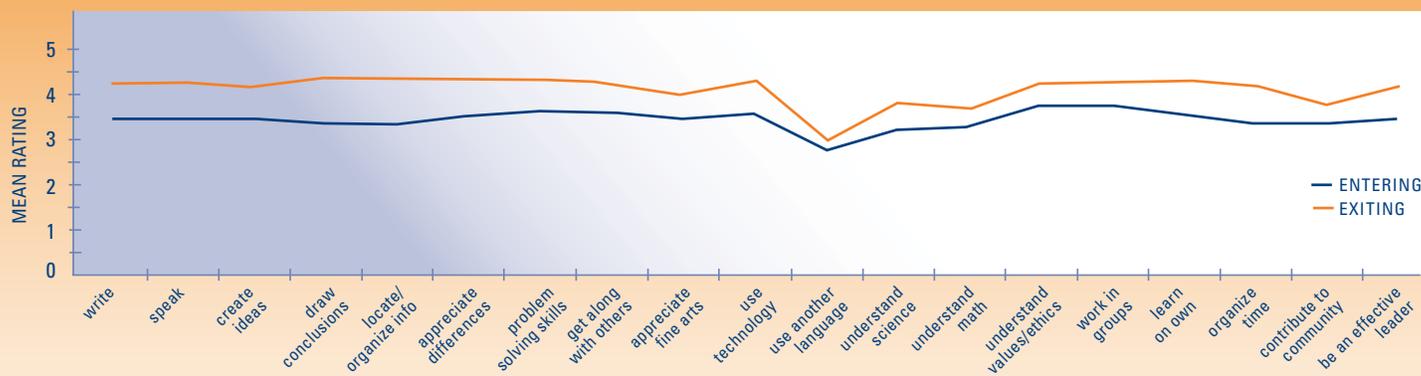
Unlike with previous assessment efforts, there now exists a new campus-wide Program Review process previously described. To ensure continuous monitoring of assessment activities, all units will be required to include a revised assessment plan and summary of results in their response to the



Critical Thinking and Problem Solving

Students will demonstrate the ability to analyze an unstructured problem, formulate solutions, identify strengths and weaknesses of those solutions, and make an appropriate recommendation. Results of the cases are collected by the college assessment coordinator and shared with the faculty and curriculum committees.

FIGURE 23 STUDENTS' RATINGS OF THEIR ENTERING AND EXITING COMPETENCY LEVELS IN GENERAL EDUCATION OUTCOMES



Program Review. Updated assessment plans will continue to be shared with the campus on the assessment Web page. Periodically, units will be asked to share their assessment results at campus assessment workshops to both disseminate efforts as well as reinforce their importance. Additionally, the campus-wide advisory committee will continue to monitor assessment activities and offer advice to the units as well as maintain and update the assessment Web page.

ASSESSMENT AT THE CAMPUS-LEVEL GENERAL EDUCATION OUTCOMES

General Education Board Activities

We make several efforts to assess general education outcomes, beginning with the work of the campus General Education Board. The Board oversees the campus General Education requirements, including course review and approval, policy evaluation, and implementation. Currently, the Board is developing a new structure for General Education requirements and criteria for courses taken to fulfill them. Included in the restructuring is the creation of a set of General Education Outcomes. Once developed, these outcomes will be mapped against present and future General Education courses to determine where and how particular learning occurs.

One effort to assess student achievement of General Education outcomes is for units to **embed the assessment in their Unit Assessment Plans**. The campus will monitor the results of these assessments as units report assessment activities in their periodic program reviews. For example, a similar mapping of General Education Outcomes asked in a question on the annual Senior Survey across Unit Assessment Plans reveals how many General Education outcomes are currently being assessed by the units.

Standardized Tests and Measures

Other efforts to assess achievement of General Education Outcomes involve the administration of several standardized instruments. In 2008 the University agreed to participate in the Public Universities and Colleges Voluntary System of Accountability for Undergraduate Education (VSA). To meet their testing requirements, we are administering ETS' *Measure of Academic Proficiency and Progress (MAPP)* examination to a sample of freshmen and seniors to assess student progress. The testing began spring 2009.

We also participate in the *National Study of Student Engagement (NSSE)*. The study assesses the extent to which 5,000 first-year students and seniors engage in a variety of

educationally effective activities. Illinois also participates in a consortium of AAU schools to develop questions unique to large research universities. Results from the study are shared with the academic leadership team and used to identify areas where Illinois varies from our peer institutions. The press release and report can be found at: nsse.iub.edu/NSSE_2008_Results.

The Illinois Leadership Center assesses the leadership qualities of a sample of 3,000 undergraduates every three years by participating in the *Multi-Institutional Study of Leadership (MSL)*. The study is designed to contribute to the understanding of college student leadership development—with special attention to the role of higher education in fostering leadership capacities.

Locally Developed Instruments

The *Senior Survey* administered to graduating seniors includes a section asking students to rate their entering and exiting competency levels in 22 areas of general education outcomes. Results (See 2008 Senior Survey Report) demonstrate considerable gains in nearly all of the areas (See graph). Also included on the survey is an open-ended question asking seniors to describe what or how they gained from their general education courses. Results shared with the General Education Board have been much more positive than negative, revealing more satisfaction with and gains reported from taking general education courses than anticipated. More details about student responses are included in the 2008 Senior Survey Report at cte.illinois.edu/outcomes/seniorsurv.html

General Education Course Survey

In spring 2008 we began asking students in several large general education classes to complete a *General Education Course Survey* asking them about the value and impact of taking these types of courses. Preliminary results are consistent with comments made on the Senior Survey. In general, students are pleased with some of the courses and not so pleased with others. More than half of the respondents believed the General Education Courses were helping them become “well-rounded,” including students in the sciences as well as the arts. In response to the same 22 areas of general outcomes included on the Senior Survey, the students thought their general education courses helped them most with “learning on their own,” “organizing their time better,” “understanding and appreciating cultural and ethnic differences,” “drawing conclusions after weighing evidence, facts, and ideas,” and “getting along with people whose attitudes and opinions are different from mine.”

General Education Special Assessment Projects

Teagle-Spencer Grants

Our instructional efforts “to strengthen students’ abilities to develop and communicate ideas effectively and responsibly” can be found across the General Education curriculum. The majority of these efforts are concentrated in two places: the teaching and learning that occurs in first-year composition courses administered predominantly in three LAS departments: English, Communication, and Linguistics, and in advanced composition courses taught in academic

departments across the disciplines. While we have consistently asked students to self-assess their achievement in these courses we have little empirical data to evaluate whether students’ perceptions of their improved skills are supported by objective measures – until now. Recent funding of a three-year grant co-provided by the Teagle and Spencer Foundations is allowing us to evaluate the learning outcomes of different types of advanced composition courses for the purpose of regularizing iterative improvement of upper-level writing instruction.

Mellon Foundation Project

In 2006, Illinois agreed to collaborate with the *Mellon Foundation* on a project to analyze factors that affect student success. A database of extensive, term-by-term information on the incoming class of 1999 was compiled with data on academic progress, major, degree completion, financial aid, transfer classes, study abroad participation, honors program participation, academic support program participation, and housing choice. The database provided insights into some of the factors that affect student persistence and graduation rates. We used the same database for a study of how students decide to leave the campus (in collaboration with Prof. Deborah Prentice of Princeton University) and persistence of women in STEM disciplines (with Prof. Gregory Kienzl of the College of Education).

Upper-level Curriculum Project

The Provost's Office is facilitating development of several interdisciplinary majors that will draw broadly on intellectual foundations formed in general education course work. Because students in each major cohort will complete many general education courses together, we will have the opportunity to assess how general education learning outcomes articulate with success in upper-level, major-directed course work. The first of these new interdisciplinary degrees was approved in spring 2009, focusing on health. The initial cohort of students will be admitted to the health interdisciplinary major in fall 2009, and a study of this cohort is planned.

Student Affairs

The **Office of Evaluation and Assessment of Programs** in Student Affairs was created in 1999. Its mission is to build the capacity of Student Affairs practitioners to conceptualize and carry out credible evaluation activities that enable them to strengthen their programs and services in accordance with the values of learning, development and engagement in transforming the lives of students. Multiple workshops and individualized evaluation technical assistance have been offered annually to student affairs professional staff at the programmatic and activity-based levels on relevant evaluation and assessment topics.

During the 2001 school year, Campus Recreation, Housing, and the Illini Union engaged in a concept mapping research project and identified student leadership skills and learning outcomes as a result of employing undergraduate students in

their operations. The identified leadership skills and learning outcomes are used to recruit students and to enrich their employment experiences. Another example is the development of the College Union Board Volunteer Benefits Inventory (CUBVBI) which is currently being used to document and report the extent to which volunteer experiences on the Illini Union Board are helping students to acquire new skills which include: fiscal management skills, teamwork skills, interpersonal skills, self-management, conflict resolution skills, and organizational management skills.

In addition, major evaluation and research efforts to identify leadership and learning outcomes associated with Living and Learning Communities and with student employment experiences in Housing, Campus Recreation, and the Illini Union have been conducted.

SUPPORTING EXCELLENCE IN TEACHING AND LEARNING

While we have always valued and supported excellence in teaching, the past 10 years have seen a significant amount of growth in the support of campus teaching. Much of the expansion has resulted from an increased commitment on the part of our instructors to improve teaching and to understand student learning. We have seen our instructors think more carefully about their role as teachers and become more knowledgeable in pedagogy. The role of teacher has moved beyond the need to "cover the content" to a more purposeful reflection of what excellence in teaching means. This change has resulted in

a learning-centered environment with open dialogue about teaching, development of innovative strategies, and creative assessment tools. It has also brought about an expansion of support that continues with the traditional activities while adding more "reflective" services. Along the way the campus has also increased its use of teaching evaluations in promotion and tenure decisions, annual salary allocations, and efforts to recognize and reward excellence in teaching. Following is a description of some of the major support activities addressing these changes to the learning environment.

SUPPORT FOR EFFECTIVE TEACHING AND STUDENT LEARNING (3B, 3D)

Component 3b: The organization values and supports effective teaching.

Component 3d: The organization's learning resources support student learning and effective teaching.

Teaching support is provided by several campus units, including programs, courses, and consultation provided by the Center for Teaching Excellence, the University Library, The Center for Writing Studies, Campus Information Technologies and Educational Services (CITES), and Center for Training and Professional Development.

College Teaching Academies for Faculty

The colleges have instituted teaching academies to provide programs in which faculty in similar disciplines may learn from each other and participate in workshops, pre-semester retreats, and learning communities. For example, the **Academy of Excellence in Engineering Education (AE³)** offers a peer observation program for new faculty, conducts curriculum and course improvement initiatives, and offers college-level workshops. The Teaching and Learning Advancement Network (TALN) networks the leaders of the teaching academies.

Teaching Advancement Board

The **Teaching Advancement Board (TAB)**, consisting of distinguished faculty members recognized for their teaching, encourages excellence and innovation in teaching. TAB programs bring visibility and improvement to teaching, including funding for three types of Teaching Advancement Grants:

- **Provost Initiative for Teaching Advancement (PITA) Grants** provides resources for innovative, instructional programs that are aligned with the Campus Strategic Plan. To date, all academic units have submitted a successful proposal for funding. Examples of projects include faculty mentoring, peer evaluation, and course redesign.
- **Travel Grants for Individuals** to attend teaching-related workshops or conferences, and
- **Workshop Grants** made to academic units.

In addition, TAB's *University Distinguished Teacher/Scholar Program* also provides funding to outstanding faculty to work on campus-wide projects related to teaching.

Other Instructional Grants

The **Academy for Entrepreneurial Leadership** offers programs, services, resources, and funding opportunities to instructors to enhance entrepreneurial thinking across a wide array of disciplines. The Office of the Vice Chancellor for Public Engagement provides support for public engagement instructional activities. Additionally, several colleges offer their own instructional improvement grants for their faculty including the College of ACES' *Teaching Enhancement Grants*, the College of Engineering's *Grants for Advancement of Teaching in Engineering (GATE)*, and the *LAS Teaching Fellowships*.

Instructional support services provided by the center for teaching excellence

- Campus-wide workshops, learning communities, and reading groups involving over 500 instructors/year.
- One-on-one consultations and class observations available for all campus instructors and TAs.
- Annual Faculty Retreat. First instituted in 1995, over 260 faculty and teaching staff register annually, with approximately 1/3 of them being new attendees.
- Since 1986, CTE's Graduate Academy for College Teaching provides pre-semester training to approximately 900-950 TAs and international TAs (ITA) each year.
- All ITAs attend special sessions on U.S. culture and language that enhance their communication skills in the classroom.
- Rater training, administration and record keeping of SPEAK (Speaking Proficiency English Assessment Kit). All non-native English speaking graduate students who are candidates for classroom teaching assistantships (~700 each year) must provide evidence of spoken English language proficiency.
- Microteaching sessions. As part of the Academy training, practice teaching sessions are videotaped and personal feedback provided to over 700 TAs each year.
- Examination Scoring Services. Provides instructors exam results and analysis within four to six hours. Around 2700 exams consisting of over 360,000 answer sheets are processed yearly. This is an increase of approximately 50% from what was processed 10 years ago.



Teaching Certificate Programs

The Center for Teaching Excellence offers teaching certificate programs for **faculty and TAs** which acknowledge participation in professional development activities. Three certificates are offered specifically for TAs—*Certificate in Foundations of Teaching*, the *Graduate Teacher Certificate*, and the *Advanced Graduate Teacher Certificate*. Approximately 70-85 TAs receive certificates per year. In addition, all instructors and TAs can pursue the following certificates—the *Teacher Scholar Certificate* for the exploration of pedagogy from a discipline-based perspective, the *Certificate in Technology-Enhanced Teaching* for use of educational technologies, and the *Citizen Scholar Certificate* for exploration in the scholarship of engagement (e.g., service-learning pedagogy and civic engagement).

Graduate Courses and Workshops on College Teaching

The University offers a number of graduate courses on college teaching (e.g., PSYCH 570, IB 496, AGED 520, ENGL 593, EOL 585, ATMOS 563, C&I 570). In addition to courses, CTEN—the College Teaching Effectiveness Network (a graduate student organization) and the Graduate College sponsor seminars and workshops to graduate students who are currently teaching college-level classes and/or preparing for an academic career.

Scholarship of Teaching and Learning (SoTL)

The **Scholarship of Teaching and Learning (SoTL)** bridges the act of teaching and research, with explicit focus on enhancing

student learning. The campus supports several SoTL activities, including participation in the:

Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Illinois was a member in the Research University Consortium for the Scholarship of Teaching and Learning (RUCASTL) from 2003–2006. In 2007, it was selected as a leadership institution for the three-year CASTL initiative on undergraduate research.

The **Illinois SoTL Community** meets on a regular basis through the school year where faculty and graduate students meet to investigate ways to enhance and assess effective teaching and learning. Participants share their work in the annual faculty retreat, presentations at professional meetings, and publications in scholarly journals.

Evaluation of Teaching

All revisions to the campus promotion and tenure guidelines made in the past 10 years have strengthened the importance of teaching in the evaluation process. Today, all promotion and tenure recommendations must include a thorough evaluation of the candidate's teaching (See provost.illinois.edu/communication/09/index.html). Required evidence includes descriptive information about one's teaching, an instructional self-review, a peer review of course materials, and a summary of student ratings results. The candidate must include a personal statement of teaching philosophy, methods, strengths, problems, goals, and other material that may provide an enhanced context for interpreting other evaluative information. Units are

FIGURE 24 Ratings Results Over Time

ICES Items on a 5-point scale	1996-97	2007-08
1. Rate the instructor's overall teaching effectiveness.	4.12	4.23
2. Rate the overall quality of this course.	3.98	4.09
3. How much have you learned in this course?		new item

strongly encouraged to augment the required elements with peer observation, information from other students and alumni, and measures of student learning.

The **Instructor and Course Evaluation System (ICES)** is a Web-based student rating system used across campus to evaluate teaching effectiveness. Approximately 14,000 course sections use ICES each year. The results are used for course improvement, annual salary increases, promotion and tenure decisions, and teaching awards. To provide information for course registration, students have access to some ICES results through the “List of Teachers Ranked as Excellent by Their Students” and the Illinois Student

Senate Web site. ICES results indicate student opinion of teaching and course quality has increased over time (See box).

The Center for Teaching Excellence also supports the use of Informal Early Feedback (IEF) by faculty and teaching assistants across campus. CTE staff consult with instructors in the collection of student feedback early in a semester for course improvement. CTE also conducts class interviews per requests from instructors seeking suggestions for improvement. Additionally, many of the teaching academies offer support on the use of peer observation for teaching improvement.

INFORMATION TECHNOLOGY SUPPORTING TEACHING AND LEARNING (2B, 3C, 3D)

Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Component 3c: The organization creates effective learning environments.

Component 3d: The organization's learning resources support student learning and effective teaching.

The past 10 years have seen significant growth of the IT infrastructure supporting teaching and learning. The University maintains 77 computer classrooms (with student computers) and 301 IT-enabled classrooms (instructor computer only) campus-wide, more than double the capacity a decade ago. Wireless Internet is available in an additional 219 classrooms.

We have also seen widespread adoption of course management systems (CMSs), including the campus supported system, Illinois Compass, as well as open source systems such as LON-CAPA and Moodle. With the exception of LON-CAPA, the main value of these systems revolves around management of course workflow. For example, an analysis of 73 courses hosted in Moodle for the fall 2007 semester showed that instructors use Moodle primarily to organize and distribute files and Internet links, and as a mechanism for collecting student work. A handful of courses used the system to facilitate collaboration among students or to discuss topics in depth and a few of the courses examined showed evidence of a "blended learning" approach where student learning is more self-directed.

FUTURE OF INFORMATION TECHNOLOGY

We have the IT infrastructure, software, and tools in place to facilitate course management and blended/distance-learning course formats with significant active learning components. We plan to expand campus efforts to utilize technology in blended learning formats, and hope to engage the College of Liberal Arts and Sciences in an effort to improve quality and consistency of undergraduate general education offerings through increased use of technology in delivery over the next two years.

In order to realize the potential of our technology investments and to connect our IT infrastructure to large-scale improvements in teaching and learning, we now need to focus on improving our instructional support of the use of technology. This includes:

- Improved professional development offerings for instructors
- Integrated pedagogical/technical support for course design/redesign
- Better assistance with development of course materials, especially with multimedia production

- Better support for measurement and evaluation so we can identify the strengths and weaknesses of our learning environments and gauge the success of our innovations

IT@Illinois

IT@Illinois is a new initiative through which the campus will re-examine how it uses information and communication technologies to support campus functions and will redesign the way these resources are connected to research, teaching, and outreach.

Building on prior work of the Provost's Resource Use Advisory Committee, IT@Illinois aims to shift effort and investment toward higher-level functions while optimizing pro-

ductivity and reducing expense. Planning is underway for a variety of campus workshops to assure a transparent and inclusive process in which many ideas can be gathered very rapidly. The goal is to produce a new concept for how to structure IT resources, with the expectation that development of appropriate implementation plans will follow.

Future technologies will bring improved modeling and simulation environments and improved access to network resources through the use of mobile devices. The competitive challenge of university teaching in the 21st century is to speed the transition to engaging and satisfying learning environments that emphasize skill development over the transmission of information.

SELF-STUDY RESULTS: STRENGTHS AND CHALLENGES

Strengths

Illinois is successful in recruiting and retaining a diverse and preeminent faculty, academic professional and staff team. The University provides professional development and ongoing learning opportunities to ensure that the institution's working environment remains creative, effective, and highly productive.

- Our faculty members express high levels of overall satisfaction with professional experience, particularly relative to the level of satisfaction at peer institutions.
 - For example, in 2006, the Collaborative on Academic Careers in Higher Education (COACHE) surveyed almost 7,000 junior faculty members—those who have not yet received tenure—across the nation and found that

Illinois was one of the most effective in creating an environment that fosters productivity, community, and success for its professors.

- In several categories, untenured faculty members ranked among the most satisfied in the country; respondents reported high levels of satisfaction with the quality of the institution, support from their colleagues, opportunities for collaboration, and fit within the goals of the institution.
- Illinois effectively manages very comprehensive curricula and adapted programs to meet current needs and address societal issues.
 - Programs reflect a large number of academic majors and minors many of which are top ranked.

- Discovery courses designed to engage first-year students in close contact with the campus' preeminent faculty have existed for a number of years.
- Results of efforts to enhance and expand undergraduate offerings are very positive, with a high freshman retention rate and a rising six-year graduation rate.
- The University's efforts to reflect on and improve undergraduate programs include a current careful review of general education, addressing the general education training and development for faculty and teaching assistants.
- Many graduate and professional programs are among the most highly ranked in the nation.
 - Results of the Academic Excellence committee review confirm the growth of high quality, high demand programs, including new and innovative programs to meet increasingly complex societal needs.
 - Despite an already comprehensive and rigorous graduate education at Illinois, enhanced efforts have been made to integrate professional and graduate programs, develop academic minors that enable graduates to excel in academia and the workplace, and engage in fundraising for endowed fellowships.
- As evidenced by increases in ACT scores and high school rankings, the quality of our entering undergraduate students continues to improve.

Recognized Challenges and Efforts to Address Them

The University is examining policies related to interdisciplinary programs, promotion and tenure, technology distribution, and outcomes assessment in an effort to improve many of the practices associated with these policies.

- Illinois has been a national leader in the development and delivery of interdisciplinary educational programs. These programs attract strong students and provide innovative educational experiences.
 - Yet, interdisciplinary programs present challenges to the traditional, department-centered accounting systems that prevail across campus.
 - Questions that challenge interdisciplinary initiatives, especially on a campus with a modified form of responsibility-centered management budgeting include where to count the students, where to send the tuition or overhead reimbursements, and how to count the teaching loads
 - The Bioinformatics program is one creative solution that allows students to be counted in a home department while retaining a clear link to the interdisciplinary program.
- The campus tracks departmental teaching loads (credit hours and courses taught) based on the department paying the instructor, not the department offering a course, reducing the concern about a faculty member paid by one department yet teaching a course in another department.
 - And, as a result of discussions during this self-study, we are developing a new

accounting system where master's and doctoral thesis students can be counted in the department of their faculty advisor, not in the department housing the student's program.

- This will lower some barriers for students enrolled in one department who wish to study with a faculty member in another department; however, other barriers still remain and more work in this area is clearly needed.
- Despite successes with faculty and staff recruitment, retention and professional development, the University has placed considerable emphasis on reviewing and improving critical processes associated with personnel.
 - Committees are appointed routinely to review such core areas as faculty tenure and promotion, academic professional mentoring and communication, gender equity, and retention.
 - The work of these committees has revealed areas of needed improvement that the institution is intent on pursuing, including reforming such critical processes as tenure and promotion to better reflect translational research, engagement, and teaching quality.
- With respect to teaching and learning, the University offers unusual breadth and depth in teaching support programs across campus, displaying a tremendous increase in the number of technology-enhanced classrooms and public spaces on campus, including ubiquitous access to wireless technology. Even so, there is a need for greater attention to maintaining, replacing, and supporting Instructional Technology (IT) classrooms and infrastructure on campus in a way that is consistent and equitable.
 - The institution has struggled with finding a clearly defined technology and teaching vision for the campus.
 - Moreover, more technology enhanced classroom environments are needed, along with policy and infrastructure that supports the sharing of technology content, resources, and applications across the campus.
 - Although we now have a robust IT infrastructure in support of teaching, some units are struggling to maintain and update facilities, given that many IT-rich instructional spaces were established using one-time funds.
 - Growing partnerships between the colleges leading to increased savings in equipment, software and other costs through bulk orders are helping somewhat but a more comprehensive plan for support of these IT facilities in the long term is needed.
- Efforts to enhance undergraduate education to optimal levels have been difficult due to available resources. As is common at any large research university, problems develop with regard to undergraduate access to tenured and tenure-track faculty, and access to the full range of rich educational experiences that we hope students will have. Students can swell the ranks of undergraduate programs more quickly than lines can be deployed to those academic departments.

- In our committee's review of undergraduate programs we have noted situations in which, in our view, our very talented students have great variability in the extent to which they avail themselves of the full range of educational opportunities at the institution.
- We continue to work to improve our student-faculty ratio and offer more courses that provide sustained student-faculty interaction.
- In conjunction with the colleges, the Office of the Provost is aware of these challenges and is assertively expanding fundraising efforts, from private, corporate and foundation sources, to enrich undergraduate education.
- Finally, after a period of inattention by some units on campus, assessment of student outcomes is back on track with all units having identified student outcomes and implementing plans for their assessment.
- General education outcomes are being assessed through several methods including both direct and indirect measures.
- A continuing challenge is to help units use student outcomes assessment in their regular routine of curriculum evaluation and revision, etc. For some units, this is not a concern as they have already seen the value and use of assessments in their planning and evaluation activities.
- The campus is addressing the challenge of maintaining assessment activities by requiring the reporting of assessment results in the newly created program review process.
- The campus will continue to promote assessment through the sharing of results, providing consultation support through the Center for Teaching Excellence, and by funding targeted assessment grants.



BREAKTHROUGH KNOWLEDGE AND INNOVATION

5

STRATEGIC PLAN: GOAL III ***BREAKTHROUGH KNOWLEDGE AND INNOVATION***

Creating knowledge and innovative uses of existing knowledge are essential to the research mission of the institution. The campus must enable discoveries to occur in new and different ways.

INITIATIVES

- Initiate and facilitate interdisciplinary programs, including the following:
 - Illinois Informatics Initiative
 - Integrated Sciences for Health Initiative
 - Illinois Sustainable Energy and the Environment Initiative
 - Humanities and the Arts Initiative
- Strengthen and diversify the research portfolio by proactively pursuing alternate funding sources, including an expansion of corporate support.
- Increase the Illinois presence in Washington DC, Singapore, China and India.
- Strengthen our rich ties to Chicago.
- Partner with local constituencies to make the Champaign-Urbana area a vibrant environment that can serve as standard for other communities.

PROGRESS INDICATORS

- Total sponsored research expenditures by source
- Sponsored research expenditures per faculty FTE
- Total revenue from licenses/patents
- Total number of start-ups
- Impact on societal needs (illustrated by examples)

OVERVIEW

The pursuit of breakthrough knowledge and innovation is fundamental to our purpose as a comprehensive research university. It pervades our history, it defines our present, and it shapes our future. The years since our last accreditation report have been rich with recognitions of the pioneering research and creative endeavor that has made Illinois a leader among universities. In the beginning years of this century, Tony Leggett (Physics) was awarded the Nobel Prize in Physics, Paul Lauterbur (Chemistry) was awarded the Nobel Prize in Medicine, Carl Woese (Microbiology) won the Crafoord Prize, Nick Holonyak, Jr. (Electrical and Computer Engineering) added the National Medal of Technology to the National Medal of Science he had been awarded earlier, Daniel Sullivan (Theater) won a Tony Award for Best Director, Todd Martinez (Chemistry) became the fifth MacArthur Fellow on our faculty, Richard Powers' (English) ninth novel, *The Echo Maker*, won the National Book Award, Jane Block (Library) was awarded the Officer de l'Ordre de Leopold for her work in Belgium art history, and Professor Emeritus Charles Schlichter won the National Medal of Science. Our future depends on our capacity to provide an institutional environment in which such individual creativity can thrive.

Illinois's record of innovative leadership extends across facilities and activities basic to ensuring excellence in our key missions of research, teaching, and engagement. Long recognized as the national leader in rehabilitation and accessibility, Illinois continues to pioneer programs that open up the learning resources of the University to students with physical, cognitive, and psychiatric disabilities. For example, Illinois is now providing innovative leadership in developing programs that prepare students with disabilities for college, screen and test students with undiagnosed or emergent disabilities, and provide counseling and coaching. Under way is a project that will develop and implement disability metrics for Illinois higher education that will refine our understanding of how to provide services across the wide range of disabilities students bring to campus. Illinois is setting the standard for best practices to make the Internet accessible to students with disabilities, for strategies that make education accessible to students with the most severe disabilities, and for the adoption of physically active lifestyles by youth with physical disabilities through the development and provision of scholastic adapted sports programming.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

As a major public research university with a full complement of Liberal Arts and Sciences units and professional colleges, Illinois is geared to produce breakthrough knowledge and innovation. Its past is rich with discoveries that have shaped the worlds we all inhabit, from the first sound motion picture to the ubiquitous plasma displays of

FIGURE 25 TOTAL SPONSORED RESEARCH EXPENDITURES & PER FACULTY FTE



today, from the discovery of a third basic form of life that rewrote the history of evolution, to the theory of superconductivity, to the first system to combine graphics and touch-sensitive screens to provide effective online instruction, or to the first fully functional web browser. The spirit that has

produced the remarkable achievements of our past is built into the operation of the University and the vision that guides it, and it will carry a distinguished history of breakthrough knowledge and innovation into the future.

FACULTY AND STUDENT RESEARCH (4A)

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Student Research

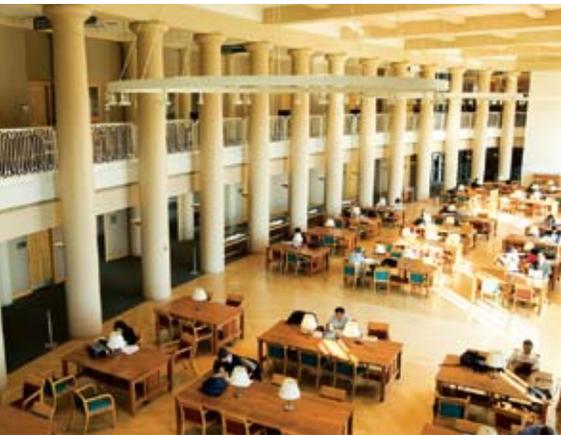
Illinois has over one hundred doctoral programs and awards on average about 650 doctorates per year. Each student receiving a doctorate has completed a significant independent research project as a major part of their preparation to pursue research-centered careers. Nearly 3,000 graduate student research assistants play vital roles annually in forwarding the cutting-edge research of the faculty even as they pursue their own research projects, which are frequently component parts of larger research projects. The strengths of our research overall, the quality of our departments and graduate programs, are keyed to the excellence of our graduate students. A high priority in our current development campaign is to increase the number of graduate fellowships that enable us to compete for the very best potential graduate students against the world-wide competition that defines modern doctoral education.

Graduate Education and Research

Research and graduate education, particularly in doctoral programs, are entirely intertwined at Illinois. Graduate students are essential to moving forward the research conducted at Illinois and use their experience as graduate researchers to launch careers as researchers in the academy and private sector.

Faculty Research

The research and creative activities of Illinois faculty have been recognized in the past few years with two Nobel Prizes, the Crafoord Award, the MacArthur “Genius” Award, the National Book Award, and many appointments to the National Academy of Science, the National Academy of Engineering, and the American Academy of Arts and Sciences. Faculty from engineering, the physical sciences, the biological sciences, agriculture, the social sciences, the humanities and the arts are leaders in their fields nationally and internationally. Tenure track positions all across the campus are filled by appoint-



Grainger Engineering Library is just one of the many libraries across campus. The Main University of Illinois Library is the largest public university collection in the world. Its compilation of more than 10 million volumes is remarkable for its size, diversity and quality.

ments that show exceptional promise for accomplished careers as researchers and artists, are measured by rigorous standards of research productivity for tenure decisions, and are expected to have gained recognition as national leaders before being promoted to professor. Other faculty are recruited with tenure and advanced rank to meet

particular needs in prominent research areas. Nothing is more basic to the University's understanding of itself and its vision of the future than research productivity and its equivalent in the arts. The following examples are a representative sample of the research achievements of Illinois faculty over the past several years.

RESOURCES AND SUPPORT (4A)

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

CENTERS AND INSTITUTES

Illinois has continually developed centers and institutes that encourage pioneering cross-disciplinary research. Some of these units report to the Provost and serve the entire campus; others are organized at the college level, although they, too, frequently facilitate research that crosses department and college lines.

Campus Research Centers

Beckman Institute for Advanced Science and Technology

Facilitating Interdisciplinary Research, a 2005 publication of the National Research Council, singles out the Beckman Institute as a model of a "radically new, campus-based research institute" to promote successful research that crosses disciplinary lines. The Institute, a 300,000-square-foot facility, began operations in early 1989. Many special features novel for academic settings and intended to foster interactions were incorporated into its design.

All faculty in the Institute have departments and maintain departmental teaching

and service obligations. About 130 faculty are affiliated with the Institute, with some 400-450 graduate students, 200-300 undergraduate students, and 70-80 post-doctoral fellows. A staff of 60-70 provides technical and administrative support.

Research Programs and Evaluation: The Institute is organized along themes that cross-cut and build on University strengths in the physical sciences, engineering, and the cognitive and social sciences. Each of the major research themes is evaluated every few years with the help of external experts.

National Center for Supercomputing Applications

Since 1986, when it became one of the original NSF Supercomputer Centers, the National Center for Supercomputing Applications (NCSA) has contributed significantly to the birth and growth of the worldwide cyberinfrastructure for science and engineering, operating some of the world's most powerful supercomputers and developing the software needed to efficiently use these systems (for example,

NCSA Telnet and, in 1993, NCSA Mosaic™, the first readily available graphical Web browser). Today the Center is recognized as an international leader in deploying robust high-performance computing resources and in working with research communities to develop new computing and software technologies. With IBM, and funding from NSF, NCSA is currently building Blue Waters, the world's largest academic petascale computing system.

The Institute for Genomic Biology

The most recently developed of the campus centers for interdisciplinary research at Illinois, was established in 2003 to advance life science research and stimulate bio-economic development in the state of Illinois. Construction of the \$75 million, 186,000 square foot state-of-the-art IGB facility began in April 2004. The building was officially dedicated in March 2007. The facility will ultimately house up to 400 researchers in three broad Program Areas: Systems Biology, Cellular and Metabolic Engineering, and Genome Technology.

College-Based Research Centers (selected)

Materials Science Lab

Housed in the College of Engineering, the Frederick Seitz Materials Research Laboratory (MRL) fosters interdisciplinary research at the forefront of materials science. The MRL brings together world-class faculty and students in condensed matter physics, materials chemistry, and materials science in a highly collaborative research environment. The MRL is home to several large-scale, multi-investigator research programs.

NSF Center for Directed Assembly of Nanostructures (with RPI & LANL)

These research activities are primarily supported by the Department of Energy/Office of Basic Energy Sciences Materials Sciences and Engineering Division (DOE/BES DMS), the National Science Foundation (NSF), the University of Illinois, other Federal agencies, and industry.

The Coordinated Science Lab (CSL)

The University of Illinois' Coordinated Science Laboratory is a premier, multidisciplinary research laboratory that focuses on information technology at the crossroads of computing, control and communications. With a rich history of nearly 60 years of innovation, CSL has developed and deployed new technologies that have achieved international scientific recognition and transformed society. CSL's innovation over the past 50+ years has resulted in numerous technologies that transformed society.

Agricultural Experiment Station

Housed in the College of Agricultural, Consumer, and Environmental Sciences (ACES), the Illinois Agricultural Experiment Station (IAES) and the Office of Research facilitate cutting edge research programs and projects, which strive to make the College globally preeminent and locally relevant. Initiatives include research in the areas of bioenergy, biotechnology, integrated landscapes, environmental sustainability, food and agricultural systems, global climate change, family resiliency, public policy and much more. The IAES is devoted to mission-oriented outcomes focused primarily on the development of a sound and competitive agriculture industry, both in terms of research and practical translation of knowledge to solve specific problems for

IAES stakeholders. IAES research benefits the nation by applying relevant science to the unique conditions of the State of Illinois, including the soil, climate, ecosystems, and agricultural communities.

INTERNAL FUNDING PROGRAMS

Illinois has several mechanisms to support research with internal funding. Some of this funding is provided as seed money, designated to help bring projects with considerable promise to the level in which they can be highly successful with proposed external funding. Others are designed to provide support keyed to bring important projects to completion. Others support conference or research travel.

Research Board

Administered by the Office of the Vice Chancellor for Research, the Research Board provides support for individual or group research projects. This support is intended to:

- Help promising new faculty initiate their research on this campus
- Provide seed money for research in new directions
- Provide support for preliminary studies to improve the potential for attracting external research support
- Provide modest resources for important research in fields for which external support is either quite limited or unavailable
- Provide matching funds sometimes required by external sponsors

The Board expects to augment the resources available from campus units and external sponsors. It also serves as a vehicle for institutional support in fields such as the humanities where such research support is otherwise quite limited.

FIGURE 26 REVENUE FROM LICENSES AND PATENTS (MILLIONS)



The Critical Initiatives in Research and Scholarship (CIRS)

CIRS was established to stimulate continued innovation and outstanding scholarship at Illinois. The preceding Critical Research Initiatives (CRI) Program has been expanded as part of the University's Strategic Plan to help catalyze and engage all disciplines in pursuing large-scale problems of broad scope. During the last 10 years, the CRI Program has been an outstanding catalyst for discovery and has resulted in several high-profile programs for the campus. The CIRS Program seeks to support radical innovation in research and scholarship by supporting interaction between and among disciplines that are not traditionally affiliated.

The CIRS Program provides support for broad multidisciplinary research projects that will position the campus to become a national or international leader in emerging areas of research or scholarship. A key review criterion is that projects have the potential for transformative impact on the University. In addition, projects should leverage existing campus strengths and distinguish Illinois from peer institutions.

Humanities Released Time Program

In addition to its regular program of support for various kinds of research expenses, the Research Board offers support for released time to humanities faculty to conduct specific research projects for which their own concentrated effort is the resource most urgently needed. With this support

the recipient is released from a portion of his or her teaching duties for an appropriate period, usually one semester, and is replaced by a teaching assistant or other qualified instructor to be arranged with the departmental executive officer.

Requests for released time should reflect a response to some special opportunity that would be significantly enhanced by uninterrupted effort. Preference will be given untenured faculty. Humanities Released Time should be used for efforts which have reached a level of maturity and there exists a "crucial moment in the life of the project" such that released time will make a significant difference. Requests may be particularly appropriate for faculty in their final year before tenure decision when they are completing scholarly work on which their tenure decision will be based.

Scholars' Travel Program

This Research Board program is designed to provide travel support to faculty members in specifically targeted areas to present original papers at scholarly meetings. Like other Research Board programs, it is grounded in an awareness that faculty in many areas of the campus do not have ready access to external funding to support research activities. This program provides funding for scholars in the humanities, arts, and interpretive social sciences to present their research at national and international conferences.

FIGURE 27

NUMBER OF START-UP COMPANIES



Great Lakes Consortium for Petascale Computation

The Great Lakes Consortium for Petascale Computation (GLCPC) is a collaboration among colleges, universities, national research laboratories, and other educational institutions. The consortium facilitates the widespread and effective use of petascale computing, through the development of new computing software, applications, and technologies. A comprehensive educational and workforce development program ensures that advances made by consortium members are passed on to the next generation of researchers and applied to frontier research questions in science, technology, engineering, and the social sciences.

Center for Advanced Study (CAS)

In addition to the intellectual life sustained by a select group of faculty elected to membership, the Center for Advanced Study sponsors two released time programs for faculty research: untenured assistant professors who are selected as Fellows and tenured faculty selected as Associates. In addition to the benefit of a semester released from teaching, the Fellows and Associates join the members to form the intellectual core of the Center for Advanced Study community. Fellows also participate in a yearly roundtable discussion of research interests. Fellows are invited to participate in CAS events, and are given opportunities to present their work to the CAS community.

Illinois Program for Research in the Humanities (IPRH)

The IPRH was established in 1997 to promote interdisciplinary study in the humanities, arts, and social sciences. The IPRH grants fellowships to Illinois faculty and graduate students, who work in yearlong symposia on thematic topics such as “Cities,” “The South,” “Violence,” and the theme for 2009-10, “Representation.” The program coordinates and hosts an annual conference coordinated with the annual theme and featuring presentations by the IPRH Fellows and an invited keynote speaker. The IPRH also provides financial support to faculty and graduate student reading groups, coordinates numerous lectures and panel discussions, sponsors exhibitions by campus and visiting artists in its lecture hall, and hosts a yearlong film series coordinated with the annual theme. The IPRH offers a free yearlong humanities course, the Odyssey Project, for members of the Champaign-Urbana community who live at or near the poverty level. This course, taught by faculty, is supported by Illinois and a grant from the Illinois Humanities Council. In addition to its own programming, the IPRH shares its resources with other University departments and programs, serving as a major co-sponsor of lectures, programs, and conferences on campus throughout the year and coordinating its activities with other units wherever possible. From applications submitted by Illinois faculty members, IPRH annually selects Faculty Fellows to pursue research

in a broadly defined thematic area. The IPRH is especially interested in fostering interdisciplinary work, and encourages the submission of joint applications from faculty members in different disciplines.

OFFICE OF THE VICE PRESIDENT FOR TECHNOLOGY & ECONOMIC DEVELOPMENT

Office of the Vice President for Technology and Economic Development (OVPTED) oversees and facilitates the transfer and commercialization of University-based technologies and intellectual properties. The OVPTED seeks to support the growth and development of Illinois’ high-technology economy while strengthening the University’s education and research programs. The goal of the University is to provide every opportunity for faculty, staff, and students to realize the commercial potential of their research results. This is accomplished through a seamless system of support services that guide a technology or innovation from initial disclosure to patent protection, marketing, licensing and, if appropriate, new company start-up.

The University’s Office of Technology Management (OTM)

OTM was established in 1995 and reports to the Vice President for Technology and Economic Development. The Office is guided by the University’s Intellectual Property Policy as detailed in the General Rules Concerning University Organization and Procedure.

The University OTM is guided by the following general objectives:

- To optimize the environment and incentives for research and for the creation of new knowledge at the University
- To ensure that the educational mission of the University is not compromised
- To bring technology into practical use for the public benefit as quickly and effectively as possible
- To protect the interest of the people of Illinois through a reasonable consideration for the University's investment in its intellectual property

The Office of Technology Management's mission is to encourage innovation, enhance research, and facilitate economic development through the transfer of intellectual property.

In its primary area of responsibility, the OTM provides in-house technology protection and commercialization services to transfer IP created on the Urbana-Champaign campus into practical use to benefit the public as quickly and effectively as possible.

Summaries of technology commercialization units that report to the OVPTED are shown below:

- Office of Technology Management (OTM)
- Research Park
- Illinois Ventures
- EnterpriseWorks Incubator

Key milestones and benchmarks are reported by each of these units to the Board of Trustees on a quarterly basis.

Research Park

Research Park is a 200-acre master-planned development designed as an ideal site for corporate R&D groups collaborating with Illinois researchers and students. Located minutes from central campus, Research Park has over 60 companies occupying 430,000 square feet and employing over 1,200 people, 200 of which are students. Research Park provides an environment where technology-based businesses can work with the research faculty and students at the University to take advantage of opportunities for collaborative research and easy access to University labs, equipment, and services. Research Park's "live, work, and play" master plan design includes a new four-diamond 120-room "i-Hotel," Houlihan's Restaurant, 38,000-square-foot state-of-the-art conference center, daycare facility (infant through four years old), outdoor entertainment amphitheater, with near-future plans for retail shops.

Illinois Ventures

Illinois Ventures, LLC (IV) was created to catalyze the creation and accelerate the early development of technology-based companies, with a particular emphasis on those deriving from research conducted at the University and other regional research institutions. IV has offices in downtown Chicago and one located on each of the Champaign/Urbana and Chicago campuses of the University of Illinois. IV's staff brings to bear extensive experience in industry, start-up, and private equity investing. IV deploys funding from public sources and also acts as the General Partner of the Illinois Emerging Technology Fund—a \$30 million early-stage, technology-focused venture capital fund.

EnterpriseWorks Incubator

EnterpriseWorks (EW) is a 43,000-square-foot start-up business incubator in the Research Park at Illinois. Since opening in 2003, EW has become the launching pad for over 60 startup companies. EW provides an ideal environment for starting a high-growth technology venture with 24 full wet-chemistry labs, furnished office space, an extensive array of shared equipment, server co-location facilities, and conference rooms with complete presentation facilities and high-speed Internet access. EW has the capacity to house between 30-40 companies (and approximately 250 employees) and maintains near 100% occupancy at all times.

Benchmark reports produced for the Board of Trustees can be found at vpted.uillinois.edu/Reports/index.cfm

ETHICS AND INTEGRITY (4D)

Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

In addition to the policies and procedures described in Section Two, there are several mechanisms to ensure ethical behavior in relation to the research that is conducted

on campus. A comprehensive Web site at research.illinois.edu/ethics provides guidance to researchers at Illinois.

ENTREPRENEURSHIP AND INNOVATION (4A)

Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The Institutional Entre/Intrapreneurship @ Illinois Initiative
The Institutional Entre/Intrapreneurship @ Illinois Initiative seeks to facilitate a culture of entre/intrapreneurship at Illinois that supports academic excellence, innovation, and creativity by encouraging calculated risk-taking, offering programmatic support, and providing appropriate incentives and rewards. The goal is to help Illinois be recognized as the premier public university where innovation and creativity are appreciated, supported and rewarded and where members of the institution are empowered to undertake innovative internal and external partnerships that enhance our excellence and value to society.

Academy for Entrepreneurial Leadership

The Academy for Entrepreneurial Leadership offers entrepreneurship programs, services, and resources to faculty, students, and community members on the Illinois campus. The Academy's mission is to encourage entrepre-

neurial awareness and initiatives across all disciplines of the University by sponsoring events for faculty, student entrepreneurs, and staff throughout the year, including workshops, public discussions, business plan competitions, symposia, professional FastTrac courses, and lectures.

Illinois Business Consulting (IBC)

Illinois Business Consulting (IBC) is a student consulting organization. Each year, approximately 200 students perform 40-50 projects for Fortune 500, mid-sized, new venture, and non-profit clients. The organization enables students to apply their classroom learning to real business issues.

Office for Technical Consulting Resources (OTCR)

OTCR is a student-run consulting group at Illinois. The mission is two-fold: (a) strive to make businesses more efficient and productive by tackling difficult problems for the business; and (b) give students a chance to apply their knowledge to real business

problems. The four main service lines are business strategy, market research, process evaluation, and technology integration. Since OTCR's founding in 2000, student consultants have worked with local start-ups, Fortune 100 firms, and University departments.

Technology Entrepreneur Center

The Technology Entrepreneur Center (TEC) was created in 1999 to enhance the existing engineering curriculum, produce publishable research, and engage the University's vast pool of faculty, students, and alumni supportive of entrepreneurship. TEC courses and co-curricular activities expose students to the complex concepts inherent in the simultaneous processes of technology innovation and market adoption. The TEC also offers on-site and online certificate programs for education and professional development, as well as hosts outreach activities for students and alumni, such as the Illini-TEC forums, in several major cities. Although part of the College of Engineering, the Center is interdisciplinary, having

affiliated faculty members from several departments and colleges.

Student Start-ups

Student start-ups are encouraged and supported at the University. Each year, students from any college can submit business plans in a competition to select five student start-up teams. The five winning teams receive \$25,000 in seed capital from Illinois Ventures to allow them to work for 10 weeks over the summer to advance their product idea to a proof-of-concept or prototype stage. The student teams are provided free space and business services and support at the EnterpriseWorks incubator located in the Research Park. At the end of the 10-week period, these student teams present their plans and prototypes to a panel of venture capitalists that critically review their business plans. These professional investors may even choose to fund one or more of these teams, facilitating the transition for some of these graduating students to full-time entrepreneurs in pursuit of their dreams to start up their own companies.

UNIVERSITY RESEARCH RELATIONSHIPS (5A)

Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Strengthening Ties To Chicago

Illinois is extensively engaged in the Chicago area, across its research, teaching, and engagement missions. Activities often are conducted which blend discovery and outreach to best meet the needs of constituents and faculty scholars. Two examples are described briefly here.

The Paseo Boricua Community Informatics program is a collaborative research, action and learning initiative with the Puerto Rican Cultural Center (PRCC) in Chicago's Paseo Boricua, an inner-city neighborhood overcoming poverty, racism, violence, AIDS/HIV, etc. The Graduate School of Library and Information Science is the lead unit of campus for this decade old relationship.

The PRCC has attracted international attention for its innovative, multi-generational community-based efforts. Faculty and students across disciplines work with hundreds of youth and community leaders to create learning activities and digital media. Assessment occurs through needs and evaluation studies, student reflections, course evaluations, symposium attendee feedback, and community meetings and workshops.

The Children and Family Research Center (CFRC) is an effective partnership between the Illinois Department of Children and Family Services (DCFS) and the University of Illinois School of Social Work. Over the life of the partnership the Center's role in the development and evaluation of innovative service demonstrations has earned CFRC national distinction as well as saving millions in federal dollars by facilitating the movement of thousands of foster children into permanent homes through adoption and private guardianship. The Center has facilitated the transfer of technological innovation from the University by assisting DCFS in converting stacks of paper policy and procedure manuals into easily searchable, computerized Web pages. In collaboration with members of Congress, the Center spearheaded a bipartisan effort to revamp the federal collection and reporting of child-welfare data (AFCARS) to improve agency performance and public accountability. The CFRC also worked closely with Illinois Congressmen to have PL 110-351 enacted into law, allowing thousands of children to leave foster care quickly and safely for permanent homes.

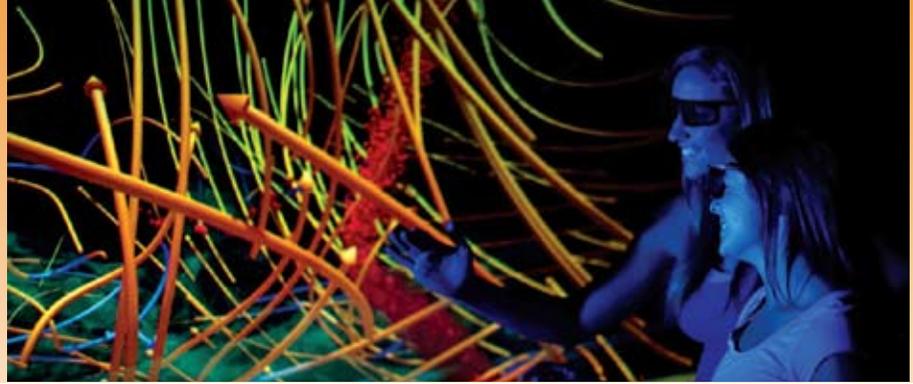
ACTIVE ENGAGEMENT IN LOCAL AND DOWNSTATE COMMUNITIES

The Achievement-Improving Mathematics and Science (AIMS) project is a collaboration of the University's College of Education and several local school districts. This externally-funded math-science partnership provides research opportunities for faculty and students. Through this effort, we now have collaborations with the elementary and middle schools that send students to our partner high school.

The East St. Louis Action Research Project (ESLARP) is a more than 20 year partnership of East St. Louis neighborhood organizations and several units within the University. ESLARP's mission is to provide cooperative collaboration with community partners to build capacity and revitalize communities. ESLARP works with community partners through service learning courses and research as well as service-based outreach weekends. Numerous graduate student action research projects and faculty research and publications have resulted from this effort.

The Illinois Rural HealthNet is a multi-institutional, \$21 million project funded by the FCC Rural Health Care Pilot Program to build a high-speed, fiber optic network connecting 88 isolated rural Illinois hospitals with one gbps of broadband by 2010. Illinois Rural HealthNet will provide a "highway" to greatly increase the University's ability to provide health education and resources to rural communities.

Illinois is a significant collaborator in the National Great Rivers Research and Education Center, in conjunction with Lewis and Clark Community College and numerous other regional entities. It was developed under a unique partnership to explore important questions about the rivers, the environment, and the impact on the communities as well as to provide education. The new Confluence Field Station, strategically located at the confluence of three great rivers (the Mississippi, the Missouri, and the Illinois) is under construction, with completion scheduled for 2009. It will attract researchers and scientists worldwide and focus international attention on this region as an important center of ground-breaking research.



RESPONDING TO THE FUTURE (4B, 4C, 5C)

Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

ILLINOIS INFORMATICS INITIATIVE (I³)

The mission of I³ is to “invent the information environments of the future and educate those who would build and use them.” I³ was established in 2007 at Illinois to foster multi-disciplinary collaboration, support joint academic appointments, offer courses and academic programs, and sponsor research and technology development in informatics and its applications. In 2006, the Campus Strategic Plan charged I³ to focus on emerging applications areas in the natural sciences, the humanities, the social sciences, and the arts, and on decision support in areas such as business processes and disaster response. I³ will extend the synergy between humans and computers and will provide opportunities for cross-disciplinary interaction both on our campus and around the world. I³ will create new degree and certificate programs that will accelerate the integration of IT into all curricula on campus and will produce the next generation of leaders in the IT revolution.

INTEGRATED SCIENCES FOR HEALTH INITIATIVE

Illinois has invested significantly over the past several years in faculty with considerable strengths in biomedical science and

psychological aspects of health and wellness. We have not, however, had in place an infrastructure developed to maximize the cumulative research and teaching power of this group. We created a Division of Biomedical Sciences that will help us tap effectively resources dispersed across the campus and unify those resources to provide a single, coherent biomedical interface with external constituencies. Many researchers engaged in biomedical research on our campus will benefit from this new division, which will consolidate resources on campus and link our research much more effectively to external partners.

The Division of Biomedical Sciences will provide a single portal for internal and external communications and the vision and infrastructure to translate Illinois’ strengths in basic sciences and engineering into innovative solutions to issues impacting human health and our communities. Essential to this mission is the establishment of an integrated and efficient infrastructure that will enable human-centric research, capture new research opportunities and expand international visibility of our translational research. This will be achieved through robust affiliations with internal departments

and units and external partners such as the University of Illinois at Chicago and Carle Foundation Hospital.

Like the Division, the Health and Wellness Initiative also unifies diverse campus resources and partners with the external community. It brings the expertise in the social and behavioral sciences found in colleges such as Applied Health Sciences, Education, Engineering, Social Work, and Liberal Arts and Sciences to bear on national public health priorities regarding vulnerable populations (e.g. those with disabilities, the elderly, at-risk children, minority populations, and returning war veterans). These researchers work collaboratively with colleagues from diverse disciplines and with community partners to develop national models for promoting health, well-being, and full participation to the greatest extent possible. Special attention is given to health and wellness issues facing those living in non-urban and rural communities.

ILLINOIS SUSTAINABLE ENERGY AND THE ENVIRONMENT INITIATIVE

Through the Illinois Sustainable Energy and the Environment Initiative, other leading universities, corporations and private enterprises, and government in the state, will develop new technologies, models, and practices that will shape national policy, promote responsible stewardship of resources, and build the Sustainable Energy and the Environment Initiative. In this initiative, we will both pursue the discoveries of basic science and seek to understand the social aspects of life in a complex society, focusing on key areas such as power generation and networks, transportation and portable energy, water supply and use, and landscapes and urban architecture. Illinois will trans-

form the campus into a learning laboratory for demonstration of sustainable technologies while we develop curricula to prepare students with skills required to tackle the challenges of a sustainable society. We will position the State of Illinois as a recognized leader in research, education, and practices to promote sustainable utilization of energy, water, and land.

To this end, Illinois has established an Office of Sustainability. The Office of Sustainability at Illinois is charged with providing leadership to campus units to enhance communication and coordination across campus and with external constituents in implementing the campus' strategic plan for sustainability. The Office will work with colleges and campus units to develop and promote opportunities for faculty and students to engage in efforts that address the critical environmental, societal, and economic issues of sustainability now and into the future.

Institute of Natural Resource Sustainability (INRS)

The mission of the Institute of Natural Resource Sustainability is to provide objective integrated scientific research and service, in cooperation with other academic and research units at Illinois and elsewhere, which allow citizens and decision-makers to make choices that assure sustainable economic development and enduring environmental quality for the people, businesses, and governments of Illinois. The Institute consists of four research divisions, collectively and traditionally known as the State Scientific Surveys employing over 600 employees and has an annual budget exceeding \$50 million. All of the Divisions of INRS provide split-appointment or adjunct professors,



who teach Illinois courses, employ and guide Graduate Research Assistants, and provide employment opportunities for undergraduates. The four divisions of the Institute are:

Illinois Sustainable Technology Center (ISTC)

ISTC is a change agency that performs research, spreads awareness, and facilitates implementation regarding practices, technology, and systems that improve sustainability.

Illinois State Geological Survey (ISGS)

The ISGS is the premier State Geological Survey among 50 similar institutions nationwide. It employs over 200 scientists, engineers, and technical support staff who conduct basic and applied research in earth science, create geologic maps, conduct major research programs in clean coal technology, carbon sequestration and energy/natural resource development, and provide advice and solutions to decision makers on a variety of environmental issues, mainly in Illinois.

Illinois Natural History Survey (INHS)

Since 1858, INHS has been the guardian and recorder of the biological resources of Illinois—the State’s biological memory. Over the years, its mission has remained fairly constant: to investigate the diversity, life histories, and ecology of the plants and animals of the state, to publish research results so that those resources can be managed wisely, and to provide information to the public in order to foster an understanding and appreciation of our natural heritage.

Illinois State Water Survey (ISWS)

With over 200 scientists, engineers, and technical support staff, the ISWS is a national leader in atmospheric and water resource research. The Water Survey has long been known for its work on climate extremes, assessing the impacts of climate change, and agricultural meteorology.

HUMANITIES AND THE ARTS INITIATIVE

No university of global stature can afford to neglect the modes of understanding that the humanities and the arts bring to contemporary life. Research in the arts and humanities leads to new knowledge about such topics as human communities, forms of thought, beliefs, the emotions, the mind, and modes of expression. Work in these areas produces new methods of critical reflections, new modes and media of expression, and new objects of study. The goal is to strengthen Illinois’s place as an international leader in the learning and creativity distinctive to the humanities and arts and to their contributions to the personal, familial, local, national, and global worlds we inhabit.

Specific initiatives within the broader effort to strengthen further the robust intellectual life in the arts and the humanities at Illinois include:

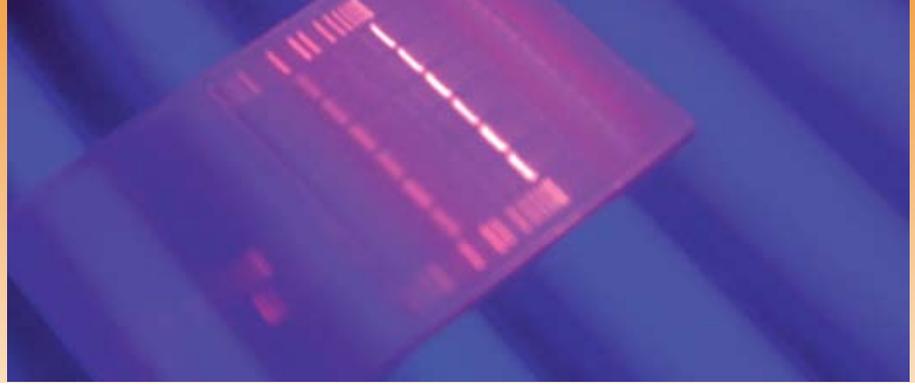
- New Paths Toward Civic Engagement
- Rethinking Disciplinarity
- Technology and New Media
- Center for Historical Interpretation

Illinois Initiates and Facilitates Interdisciplinary Programs

Illinois faculty's deep engagement with interdisciplinary research – reflected in the missions of all our research centers and in an extensive range of research projects that bring together faculty from disparate disciplines across the campus – shapes graduate education extensively at Illinois, and is beginning to show up as well in the development of interdisciplinary undergraduate majors. Interdisciplinary programs exist in many areas of study on our campus, including Neuroscience, Nutritional Sciences, Ecology, Evolution and Conservation Biology, Systems and Entrepreneurial Engineering, and Bioinformatics.

The Ph.D. in Neuroscience, an example of a formalized interdisciplinary degree program, currently has over 70 faculty affiliates, from 11 departments in five colleges, with a shared interest in the brain, but with an extremely broad range of perspectives. Neuroscience has traditionally strong representation from faculty in Psychology and Molecular and Cell Biology, but has expanded its reach to Nutritional Sciences, Veterinary Biosciences, Economics, the College of Medicine, and Electrical and Computer Engineering. The program has recently had an influx of faculty from Speech and Hearing Science, and is working to expand interactions with faculty in Engineering. The breadth of interests and expertise, and the collegial and collaborative environment at Illinois, offers abundant opportunities for students to learn and integrate diverse approaches into their own research.

Recognizing the value of interdisciplinary programs to innovative research and education, the Graduate College at Illinois has functioned as both an 'incubator' and 'central hub' for new interdisciplinary programs. The 'incubator' strategy was used with our interdisciplinary bioinformatics program by providing administrative support, apart from any one academic unit, thereby allowing the program time and space to mature before moving to a suitable permanent unit. The Graduate College's role as a 'central hub' for an interdisciplinary program is demonstrated through the new Professional Science Master's (PSM) program. The PSM graduate concentration includes science and business in a variety of majors, designed to enhance the economic competitiveness of our nation. The leadership of the PSM program was provided by the Graduate College, which transfers tuition revenue back to the disciplinary units and allows for an ongoing collaborative relationship. Finally, the Graduate College offers many joint graduate degree programs (in which the student receives some course efficiency during the completion of two related degrees), graduate minors and graduate concentrations that allow students to tailor their graduate program as closely as possible to their area of interest.



SELF-STUDY RESULTS: STRENGTHS AND CHALLENGES

STRENGTHS

The strengths of the campus in producing breakthrough knowledge and innovation are selectively represented in the accounts above of Research, Scholarship, and Creative Activities.

- Illinois, proud of its traditions of exceptional strength in Engineering and the physical sciences, and of its status as an internationally renowned pioneer in technological innovation, features strong educational, research, and engagement programs across the breadth of its academic enterprise.
- Although we have seen a decrease in grant funding, our faculty and researchers have found new and innovative ways to procure funding.
- Illinois has seen a recent increase in the number of proposals submitted for research funding, especially targeted at federal stimulus funds.

The capacity to conduct breakthrough interdisciplinary research at Illinois is facilitated by the existence of high-functioning institutes and research centers across the campus.

- Three exemplary instances: the Coordinated Science Laboratory has been home to revolutionary technological breakthroughs for more than a half century; the Beckman Institute is widely regarded a national model for facilitating interdisciplinary research; more recently, the Institute for Genomic Biology has extended comparable interdisciplinary research power to the biological sciences.

- In each case, however, a key funding issue is the virtually unavoidable conflicting interests between these cross-disciplinary units and the departments and colleges that supply the faculty. A particularly thorny issue for years has been Institutional Cost Recovery (ICR) distribution on research grants for faculty whose academic home is in one or more department and whose research is conducted in one of the centers or institutes. For the past two years, a high-level committee has explored the difficult issue of ICR distribution. The plan that has emerged from that committee is under final review. When fully implemented, it will specify processes designed both to support the extensive overhead costs of cross-disciplinary research facilities and to return a larger share of ICR to the home units of the faculty engaged in this research.

RECOGNIZING CHALLENGES AND OUR EFFORTS TO ADDRESS THEM

Illinois must also face serious challenges if it is to sustain and grow its capacity to produce breakthrough knowledge and innovation. Many of these challenges it shares with other public research universities.

- The stagnation of state-funding for higher education, the pressures on and around rising tuition costs, growing costs of keeping pace in world-class research, rapidly rising utility costs, and the expense of maintaining a large and mostly old campus—all these funding issues threaten our capacity to:

- provide the space and other resources essential to breakthrough research
- effectively organize our research and compliance activities in an increasingly regulated research arena
- renew our academic structures to meet new demands for interdisciplinary research and education while sustaining traditional strengths

Many talented faculty spend entire productive careers at the University. Nonetheless, Illinois must compete for its best faculty against the major U.S. research universities and of the world, as well as, in many fields, national research laboratories and industry.

- Competitive issues range from the powerful impact of globalization manifest in the development of increasingly large-scale, cutting-edge research enterprises in Europe and Asia to our ability to provide good schools, recreational opportunities, and a stimulating living environment in east central Illinois.
- But the sustainability of a high-yield breakthrough-knowledge-and-innovation environment is reliant on more than the structures, systems, practices, and policies of the University.

The challenge in recruiting productive faculty to Illinois, and providing an environment that holds them here, also means recruiting faculty to the Champaign-Urbana area in the expectation that these new faculty will find here a satisfying place for themselves, their partners, and their families, to live and work and grow up.

- In a comprehensive research university, many units will have access to federal, corporate, and foundation funding agencies to cover the costs of research.
- Many units, however, are engaged in forms of research fundamental to their disciplinary bases but without resources for support in those research funding agencies. This is particularly true of faculty in the humanities and the arts, whose scholarly productivity is an important key to the University's excellence.
- Even though there are significant campus resources to support scholarship in these areas, faculty in the humanities and arts often feel that there are insufficient resources under their control to support their work.
- To address this issue, the Provost has developed a long-range program called the Illinois Mandate, in which every new faculty appointment to the University will be accompanied with research equivalent to 1% of the starting salary of that appointment.
- In order to address the problem more immediately, the Provost has provided, beginning fall 2008, discretionary funds for individually controlled research accounts of \$1,000 to faculty in the humanities and the arts.

At Illinois, there are world-class research faculty working in new, state-of-the-art research facilities. The Institute for Genomic Biology is our newest large research facility, for one example, and the Beckman Institute, for another, have been well managed to stay responsive to the research needs of its faculty.

- But there are also many world-class research faculty working in buildings designed for the state-of-the-art research of a half-century to a century ago. Many of our magnificent old buildings are in poor, and in some instances, deplorable condition as well as being outdated for modern research needs.
- The costs of renovating space in our aging buildings to accommodate current needs are very high. Renovations covered by deferred maintenance improve the general status of these buildings, but usually do not reach to the level of specialized improvement needed to create state-of-the-art laboratory space.
- In response to this situation, departments and colleges and the campus have developed several plans for shared financing of laboratory space, and cross unit loans, to enable the renovation of outdated research facilities. This work needs to continue, getting out ahead, whenever possible, of renovations made necessary as components of counter offers.

Among the greatest threats to research productivity at Illinois is the rising cost of utilities. Big research requires ample facilities and uses considerable amounts of energy. At Illinois, inefficiencies in the basic heating and cooling infrastructure for campus buildings create a special vulnerability in times of rapidly increasing utilities costs. The cost of research rises with increases in expenditures on utilities.

- To meet this threat, the campus has developed a comprehensive strategy for bringing down utilities costs. New buildings are built as “green” as possible. Many

old buildings are on a schedule for retrofitted heating and cooling design. Major buildings are now carefully monitored for energy use.

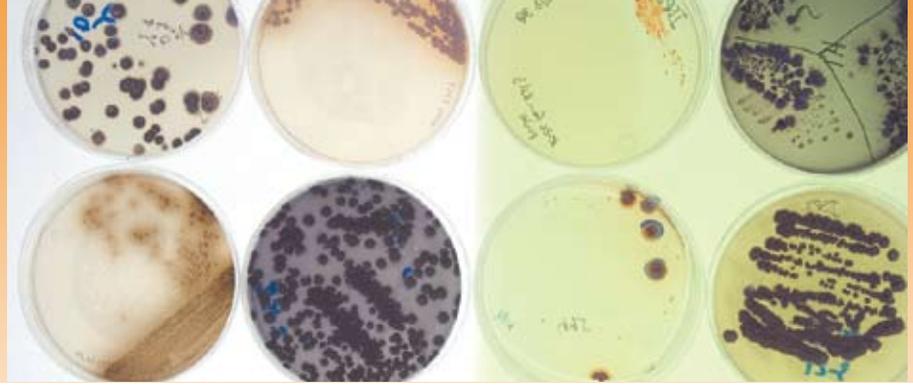
- Colleges are now being provided with accounts of their energy costs, and are encouraged to reduce them, with the prospect of being billed for energy usage should they not.

Breakthrough research and innovation are expensive. Over the years, support from federal and state funding agencies has been crucial to our research enterprise, and that support must continue to provide the backbone of our research competitiveness.

- State support for research, however, has declined dramatically in recent years.
- For example, C-FAR (Illinois Council on Food and Agricultural Research) funding, a key supporter of agricultural research at Illinois, has declined dramatically, and the elimination of state matching funds for research facilities has greatly diminished the capacity of the Office of the Vice Chancellor for Research to support research projects on campus.
- Aggressive, strategic efforts are in place, however, to protect Research Board funding and funding for Critical Research Initiatives program.

At the national level, after several years of dramatic increases, funding available through the National Institutes of Health has leveled off or perhaps declined.

- Our greatest research funding resource is the National Science Foundation, and available NSF funding continues to



Smith Memorial Hall, listed in the National Register of Historic Places, houses studios and practice rooms for students as well as a 900-seat recital hall.

increase modestly, though, apart from the Blue Waters project, Illinois success' with NSF has slightly declined over the past few years.

- The creation of the Division of Biomedical Sciences is one instance of how collaborative research activities will improve our funding picture, bringing into focus the collective strengths of substantial but dispersed research activities in this area.
- Our Strategic Plan identifies other areas of concentrated research power, in bioenergy, for example, or in nanotechnology.
 - The Strategic Plan also calls for more aggressive efforts to pursue corporate research funding where that is available.
 - It is crucial that we retain and develop our capacity for NSF funded projects, but an important goal is to build a more diversified research portfolio.

Nearly all academic research, but especially experimental research that involves animals or human subjects, has been regulated with increasing intensity over the past several years. The importance of regulatory processes for ensuring humane and safe research practices is undeniable.

- As compliance obligations become increasingly complex and pervasive, however, they may be perceived to be inhibitors to ambitious, creative research. The University has a special obligation to ensure both that we meet all formally mandated research compliance standards and that our faculty are able to work in a research environment that encourages and facilitates creative research design and practice.

- Many individual units also have units geared to provide compliance guidance, like IGB Safety and Compliance.
- Our Institutional Research Board (IRB) and our Institutional Animal Care and Use Committee (IACUC) have campus-wide responsibilities for ensuring compliance and providing clarity that enables productive management of research projects covered by them. A campus challenge is to make the review processes more efficient and less time consuming, while providing quicker responses.
- One challenge faced by Illinois is balancing the research interests, goals, and programs of faculty and researchers with the necessity to protect subjects, both human and animal, from unnecessarily invasive or detrimental practices.



TRANSFORMATIVE LEARNING ENVIRONMENT

6

STRATEGIC PLAN: GOAL IV **TRANSFORMATIVE LEARNING** **ENVIRONMENT**

A vibrant university fosters a vibrant, dynamic learning environment. Essential to this environment are world-class facilities, a culture of conservation and sustainability, the development of living-learning communities that augment the traditional classroom, and a culture that embraces diversity across the campus.

INITIATIVES

- Repair, reprogram and maintain campus facilities at a level consistent with a world-class academic enterprise.
- Increase energy conservation.
- Build and enhance living-learning communities.
- Invest in educational technology.
- Embrace the diversity of students, faculty, academic professionals, administrators, and staff to strengthen the learning environment.
- Enhance public good facilities.

PROGRESS INDICATORS

- Level of deferred maintenance (FCI)
- Energy consumption
- Percentage of sections under 20 students
- State expenditures per student

FIGURE 28

% OF SECTIONS WITH UNDER 20 STUDENTS



The amount of state and tuition dollars expended on each student continues to rise, although it is difficult to determine the optimal level of spending per student across disciplines.

OVERVIEW

“Transformative Learning Environment” illustrates the campus’ efforts to foster a vibrant and dynamic learning environment. Within this chapter, we will describe and assess our physical and cultural assets and their role in enhancing the experiences of everyone on this campus.

PHYSICAL ASSETS

FACILITIES (2B, 3C, 3D)

- Component 2b:** The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- Component 3c:** The organization creates effective learning environments.
- Component 3d:** The organization’s learning resources support student learning and effective teaching.

CLASSROOM SPACE (3C)

Facility Management and Scheduling (FMS) in the Office of the Registrar (OR) provides essential central campus functions in the following areas: Illinois Course Catalog and Class Schedule publication, management and scheduling of approximately 400 general pool classrooms, campus event management (including final examinations), classroom inventory and planning, course database management, and the management of Foellinger Auditorium, Lincoln Hall Theater and Gregory Hall Theater (112). See fms.illinois.edu.

Different types of classrooms exist across campus:

General Pool Classroom—Classrooms across campus that are scheduled by FMS.

Allocated Classroom—Approximately 250 of the general pool classrooms below 70

seat capacity are allocated to departments for priority scheduling during the initial scheduling period. Allocations are based on prior year use and projected enrollment demands.

Departmental Classroom—Rooms scheduled and maintained by a specific department/unit. These include conference rooms, labs, some auditoriums, etc. FMS does not schedule this space although it is part of the class inventory in the student information system and events scheduling system.

As previously noted, the past 10 years have seen significant growth of the IT infrastructure supporting teaching and learning. The University maintains 77 computer classrooms (with student computers) and 301 IT-enabled classrooms (instructor computer only) campus-wide, more than double the capacity a decade ago. Wireless Internet is available in an additional 219 classrooms.

FIGURE 29 STATE & TUITION EXPENDITURES PER STUDENT



Smaller class sizes also can improve the education environment for both students and faculty. A widely used metric is the percentage of sections under 20 students.

Currently 38.7% of our sections for undergraduate students have fewer than 20 students, a slight improvement in the past five years.

HOUSING (3C)

Component 3c: The organization creates effective learning environments.

In the past 10 years the Division of Housing has made several enhancements to the environment in which students reside. As a part of the campus, student housing provides another environment in which learning can take place. As a result of a combination of formal and informal surveying of student residents, the following actions have been taken to enhance the educational component of University Housing:

- **Beckwith Residence Hall:** A study was completed in the current Beckwith Hall where students with physical disabilities live. As a result of the study and a desire to more fully integrate these students into the University community, a new residence hall that is part of the Ikenberry Commons will include new space for the Beckwith community and program.
- **Living-Learning Communities:** Several Living-Learning Communities (LLCs) were added to the inventory in University Housing. The partnership with the Provost's Office provided support for these new communities and encouraged faculty to teach and become involved in

these communities. More information about the LLCs can be found later in this chapter.

- **Renovation/Construction of Housing Facilities:** A comprehensive study completed by external experts led to a master plan for renovations and new construction in University Housing. This study has formed the guide for the work that has begun in University Housing facilities.
- **Multicultural Health Center:** Recognizing the need for health care for the family members of graduate students who live at the family student housing complex, a former director of McKinley Health Center formed a group of staff to develop a solution: the multicultural health center at Orchard Downs. Partnerships with campus departments and community agencies enabled a community-based health center to be developed.
- **Online Services:** In order to use the technology now available, virtually all services for residents and customers are online. Online services include contracts and leases, reassignment processes, work orders, menus, nutritional information, and package notification.

- **Recycling Program:** For well over a decade, University Housing has had an aggressive program to recycle all forms of material that would otherwise go into the landfill. All facilities recycle paper, plastic, metal, and cans. Dining services gives its used waste to be recycled into a biodegradable fuel. At the end of each semester, items discarded by residents are recycled or provided to local non-profit organizations for reuse.

Building on the momentum of the past 10 years, Housing is continuing to focus its efforts on further enhancing its residence hall facilities, ensuring wise use of financial resources to keep the costs of housing and dining at a manageable level for students, reviewing all facilities to institute energy conservation and sustainability practices, seeking Leadership in Energy and Environmental Design (LEED) certification for all major projects, and developing a well-conceived plan for assessment and evaluation of Housing to meet occupancy goals as the campus' freshman class size varies.

More than 440,000 square feet of indoor space is dedicated to recreation facilities.



CAMPUS RECREATION (3C) Renovation and Construction of Recreational Facilities

In 2000, Campus Recreation at the University of Illinois commissioned a comprehensive study to evaluate recreational/fitness/wellness needs within its student body. Among the areas that needed to be addressed were:

- Increased opportunities for women.
- Programming areas that related to a large constituency of non-competitive students.

- A need to increase offerings to a diverse group of students, including international and disabled students, and the need for facilities on campus which induced or developed greater social interaction between and within student organizations.
- With a total of 440,000 square feet of indoor space in the renovated CRCE facility and ARC facility, initiatives exceeding the aforementioned listing have also been realized in the following areas:
 - Increase in gender equity with hires representing the greater campus community.
 - Opening of the Wellness Center provides a more holistic environment for students, faculty, and staff.

PUBLIC GOOD FACILITIES (3D, 5B)

Component 3d: The organization's learning resources support student learning and effective teaching.

Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Illinois has many public goods, which enable both the University and the local community to benefit. These assets include the University Library, the Krannert Center for the Performing Arts, and a variety of museums and collections, which enrich the environment at Illinois.

University Library

By any measure, the University Library is one of the world's great libraries. Its nearly eleven million volumes comprise rich and deep holdings ranging across the humanities, sciences, and social sciences. The collections are the fourth largest held by North American research university libraries; before 2005, they ranked third.

The Library's faculty and staff are equally distinguished. Working collaboratively with other faculty and staff throughout the campus, they design and deliver traditional and cutting-edge services, including easy-search (a robust federated search functionality), metadata harvesting (e.g., Illinois Harvest), and electronic reference services. Library faculty garner significant grant funding (more than \$5 million in three years) primarily to develop new technology applications (e.g., digital preservation, metadata harvesting), often in collaboration with other partners on campus. They also provide an array of services to Illinois citizens through engagement with academic and public libraries throughout the state. The Library also has

a variety of borrowing programs that allow members of the community outside of the University system to utilize its collections and facilities.

The University's inability to keep Library funding levels on par with peers (a condition that began in the 1980s), the Library's inadequate management structures and lack of planning processes, a severe shortage of space in which to house collections, the absence of a program to preserve collections in all formats, and the rapidity of emerging new demands and expectations for library services voiced by faculty and students, had the Library near the verge of crisis – despite its magnificent collections and sterling faculty and staff.

Today, the Library's management structure has been reconfigured, strategic planning processes are well established, and a major new initiative to create new models of service is underway. Other critical initiatives include:

- Development of University-financed new high density storage facilities
- Implementation of a new preservation program
- Participation in major book digitization programs
- Adoption of learning management systems such as Moodle at the Graduate School of Library and Information Sciences and Compass at CITES
- Renewal of Library faculty, as retiring faculty are replaced, and partnering with faculty across units to enhance the teaching and learning process

- Continued fund-raising activities that are meeting dollar goals
- Development of collaborative relationships across campus to help with the implementation of the Illinois Informatics Institute and key cross-campus proposals
- Development of IDEALS (Illinois Digital Environment for Access to Learning and Scholarship), the campus' institutional repository for published and unpublished research and scholarship by faculty and students

Although the Library has addressed the pressing issues of a decade ago, it faces new challenges:

- The rapid emergence of Web 2.0, with its social networking and illusion of providing instant access to all sources
- Acceleration of the costs of scholarly material
- Emergence of digital content as a major tool for research and learning
- Development of new structural access methodologies and technologies (e.g., metadata, new searching technologies, front-ends to traditional catalogs)
- Tensions between the use of library as physical and virtual presence
- Declining use of department- or discipline-based libraries
- Emergence of new skill sets required by Library personnel and difficulties in recruiting and retaining Library faculty
- Continued inability to provide resources on a par with peers

The models that served the Library well in the 20th century are giving way to new approaches to delivering services and building 'collections.'

Krannert Center for the Performing Arts

Since its opening in 1969, the Krannert Center for the Performing Arts' core visionary structure is its deep connectivity with the educational environment of the School of Music, the Department of Theatre, and the Department of Dance. Krannert Center provides:

- A rich arts-related physical environment (theatres, production shops, classrooms, equipment, technical infrastructure, etc.), providing a living "laboratory" for performing arts students
- Additional instructional capacity with 13 staff members serving as assistant professors in the Department of Theatre who teach in the Division of Design, Technology and Management
- Over 30 graduate assistantships
- Significant financial and managerial support in various areas of the academic program
- Over 50 masters classes, workshops, classes, open rehearsals, lectures, and discussions annually through its professional presenting series

The Center continues to provide a forum in which the University community, the local community, and national/international performers interact. Recent successes include:

- A 55% increase in philanthropic giving—evidence of a broad appreciation of the Center's programs
- An increase in the number of events that focus on diverse cultures (300 annually, up from 50, 10 years ago)



The Japan House and its gardens provide an academic, cultural and natural setting for promoting an understanding of Japanese culture and of Asia as a whole.

- Free concerts for the community at the University's Research Park
- A proactive program to decrease energy costs, resulting in a \$400,000 savings in 2007

Key challenges that remain to be addressed include:

- Addressing deferred maintenance issues and storage and office space facility needs
- Determining the appropriate amount of University subsidy to invest in the Center

Krannert Art Museum

Krannert Art Museum and Kinkead Pavilion (KAM), a unit of the College of Fine and Applied Arts, is the second largest fine art museum in Illinois. KAM is accredited by the American Association of Museums. It has a professional staff and a rich and varied permanent collection of over 9,000 works of art ranging from the fourth millennium BCE to the present, valued at over \$500 million, representing an extensive array of media. KAM offers exhibitions, programming, and events that are all free and open to the public. Marketing targets local, regional, and national audiences. Attendance of 140,361 in calendar year 2007 drew both on community involvement and student participation in KAM programs. A new Director of Education has evaluated the Museum's educational programs and as a result is implementing changes that are aimed at increasing attendance by University students, encouraging faculty across the campus to include the Museum as a part of their courses, and developing programs to collaborate with ethnic student groups.

Japan House

Through visiting artists, cultural courses and seminars, and community outreach programs, Japan House provides an academic, cultural, and natural setting for promoting an appreciation of Japanese art and culture and related Asian cultural concepts. Japan House initiatives successfully build bridges between cultures and prepare students for leadership in a global environment. Japan House hosts a variety of workshops, ceremonies and meetings and has had over 30,000 visitors since opening in 1998.

Spurlock Museum

In 2002, the Spurlock Museum, a public museum dedicated to the study of world cultures, opened in a splendid new building on campus. The Museum has a collection of nearly 45,000 artifacts, focusing on cultures of five continents. It houses five permanent galleries with exhibits on North and South America, Classical Mediterranean Culture, East Asia and Oceania, Africa and Southwest Asia, and Europe. It also presents temporary exhibits of interest in the Campbell Gallery.

The Spurlock Museum runs an extensive educational program, hosting large numbers of field trips from school districts across East Central Illinois. It also sends educators to schools that cannot afford field trips to the museum. On most Wednesdays during the academic year, the Zahn Learning Center hosts "Around-the-World Wednesdays" a program for preschoolers and home-schooled students to explore the cultures of the world. The museum Web site also makes information about the collections

available worldwide. The Knight Auditorium of the Spurlock Museum is used for public programs sponsored by the museum, but also hosts public lectures organized by other University units.

The artifacts housed in the Spurlock Museum are available for research by scholars worldwide. Currently, a joint team of scholars from Illinois and the University of Southern California is preparing the museum's collection of ancient Mesopotamian cylinder seals for publication, an Illinois professor is doing extensive research on the artifacts from Papua New Guinea, and a scholar from Tel Aviv University is studying nearly one hundred unpublished Neo-Babylonian clay tablets.

Conducting Forums for Dialogue and Debate of Societal Issues

[The Center on Democracy in a Multiracial Society](#)

The Center on Democracy in a Multiracial Society (CDMS) is a unique interdisciplinary research and service institute organized around a commitment to the practice of democracy, equality, and social justice within the changing multiracial society of the United States. It includes a network of Illinois-affiliated scholars with an expertise in and sensitivity to the persistent and significant role of race in many aspects of life in the United States. The Center's three core principles are to:

- Learn how to fully realize the benefits of diversity, negotiate conflicts, and form coalitions with individuals and groups of various racial and ethnic backgrounds.
- Empower members of the University community to live in racially diverse communities, maintain friendships with people of different backgrounds and function more effectively in an increasingly diverse workplace by teaching and learning about racial diversity in formal classroom activities and informal interactions on campus.
- Prepare students for civic engagement and participation in a democratic society.

Office for Inclusion and Intercultural Relations (OIIR)

[OIIR's Mission](#)

The Office of Inclusion and Intercultural Relations (OIIR) seeks to improve campus climate by providing transformative learning experiences to the Illinois community that result in an appreciation for diversity and cross cultural engagement. OIIR contributes to the academic mission of the University by providing students educational opportunities about the various dimensions of diversity and intersections of identities.

Chancellor's Series on Critical Contemporary Issues

As part of our One Campus effort, the Inclusive Illinois campaign increases awareness of rights and responsibilities across campus. Illinois extended support and encouragement for the many enlightening and elevating events and activities developed by academic and cultural units, and registered student organizations—events that help us gain a deeper and more meaningful understanding of each other. Updated information on these activities and events is available at www.inclusiveillinois.edu. Additionally, Illinois features the Chancellor's Series on Critical Contemporary Issues which includes lectures and forums to help further explore the issue of difference—its historical roots and its lingering consequences.

CONDITION OF FACILITIES (3D)

Component 3d: The organization's learning resources support student learning and effective teaching.

The campus footprint continues to grow. The University has 11,562,838 net assignable square feet, up from 8,921,190 in 1998, a 22.8% increase. During this same period budgets and staffing within Facilities & Services, charged with maintaining this physical space, have decreased. Even with these challenges, services continue to be provided to clients, and there are initiatives in place to improve the condition of the campus.

The campus appearance, which was good, has degraded significantly following a budget reallocation in FY 2002–2003. A disproportionate number of the administrative reductions were assessed against the grounds maintenance budget. After five years of funding at 50% of historical levels, the Provost provided one time funding in FY 2008 to improve the appearance of the grounds. Permanent increases within the grounds budget may be included in future budgets.

Building conditions have continued to deteriorate over the last 10 years as part of a decades-long trend of underfunding maintenance, repair, and capital improvement. The campus facility condition assessment indicates the FY 2009 deferred maintenance backlog was approximately \$599 million. At the end of FY 2009 completed projects reduced this deferred maintenance backlog by \$42 million. An annual assessment revision for inflation and plant degradation is expected in the first quarter of FY 2010. As building condition and performance

approach crisis proportions, several actions have been taken in an attempt to halt, if not reverse, the continued deterioration of our largest asset category:

- Until daily maintenance funding reaches a level to match deterioration rate the building deterioration will continue. That figure is estimated to be 1% of current replacement value. The plan to achieve this funding level was abandoned with the reductions dictated by the budget reallocation of 2002-2003. Since that time additional funding has been provided at the rate of \$1 million per year. Given that the identified shortfall in FY 2002 was \$10 million per year it will be a long time before equilibrium is achieved.
- Two Certificates of Participation issues and the addition of a student fee have been created to address the mounting deferred maintenance backlog.
- Capital renewal, which is that component of facilities asset management intended to ensure upgrades are made to meet program changes or new building codes, has been neglected and today remains without a funding source.
- In spite of reduced state support, the campus has maintained focus on deferred maintenance and has been creative in addressing the problem. A one-time “jump start” provided \$60 million, which was applied to deferred maintenance projects. Additionally, a student fee was approved by the Board of Trustees, which is now generating \$16 million per year for deferred maintenance projects.

FIGURE 30

ILLINOIS ENERGY UTILIZATION INDEX



ENERGY CONSERVATION AND SUSTAINABILITY (2A)

Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The campus has and continues to make improvements in sustainability. It is anticipated that within the next 10 years significant reductions in the campus carbon footprint will be achieved.

The consumption of energy is a key driver of our utilities costs. As a campus, our energy usage, as defined as BTUs per gross square foot per year, has consistently increased. With an institution-wide focus on thoughtful energy practices, we are beginning to see a decline in the usage. The campus will provide energy usage statements in the near future, which will provide an increased visibility to each unit’s energy consumption practices.

The campus’ energy consumption has steadily increased over the past 10 years. As a result, the campus has taken several steps to address energy consumption and move toward sustainable practices, specifically:

- Installed steam metering in major buildings (late 1990s)
- Replaced or upgraded extensive steam metering (2007)
- Instituted billing for actual utility usage within Housing and Auxiliaries (late 1990s)
- Installed campus-wide central chilled water loop (2001–2005)
- Increased the electrical generating capacity at the Abbott Power Plant (owned by the University)

- Implemented a shadow billing system that summarizes energy usage and costs by college/unit
- Opened the campus’ first LEED certified building (Business Instructional Facility)

These actions enabled the campus to provide more visibility of its energy consumption and costs, down to the college and unit level, to encourage more efficient energy use practices. This not only conserves resources but also serves as a model of behavior for our students to follow.

The campus has set a goal of reducing its energy utilization index by 20% over the next 10 years. Initiatives identified to attain this goal, include:

- Create an incentive structure for colleges and departments to reduce energy use
- Upgrade lighting to more efficient types in all major buildings
- Employ Energy Service Contracts (ESCOs) as broadly as possible in campus buildings to reduce energy consumption
- Implement a sustained information/awareness campaign to assure faculty, staff, students, and visitors understand campus energy use and costs
- Design and construct new facilities over \$5 million to LEED Silver standards or better

term goal. Many classrooms are maintained by individual departments and colleges, in configurations that differ significantly from the configurations available in the general assignment classrooms. Solving the support and coordination problems associated with this situation is a longer-term goal.

Illinois has invested heavily in technologies to support the use of the Internet in teaching and learning. CITES operates Blackboard Vista as a central learning management system, and several other units (Graduate

School of Library and Information Sciences, College of Liberal Arts and Sciences, College of Education, Academic Outreach in Continuing Education) offer other choices such as Moodle. Illinois' greatest challenge in this area is balancing stable, scalable support with innovation and experimentation. The campus E-learning Committee is looking at successful e-learning practices across campus and assessing and examining opportunities for adapting these learning modes for other campus units.

DIVERSITY AND CAMPUS CLIMATE (1B, 2B, 3C)

Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Component 3c: The organization creates effective learning environments.

DIVERSITY STRATEGIC PLAN

The diversity of the campus has increased significantly over the past 10 years. The number of underrepresented minority students has increased 5.6%, faculty diversity 91.3%, academic professionals 42.9%, and civil service staff 6.0%.

Since 1990, the Senior Survey has asked graduating seniors about their views regarding the existence of racism on campus and in the classroom as well as the appropriateness of University actions to deal with any problems. Student satisfaction has progressively increased over time, with greater change reported by Caucasian and Asian-American students. African-American and Latino students have increased their ratings over time regarding the existence of

racism, but decreased their ratings slightly on the University's actions to appropriately address problems of racism.

Since the establishment of the Diversity Initiatives Committee in November 2000, Illinois has implemented a number of important policies and programs designed to promote diversity on campus (more information is available in Section Four). Illinois has formalized a broad range of activities intended to create an inclusive environment related to race, ethnicity, gender, gender identity, sexuality, disability, economic class, religion, and country of origin. Among the achievements are:

- The establishment of units to promote diversity and justice scholarship (e.g., the

creation of the Center on Democracy in a Multiracial Society and the Native American House and American Indian Studies)

- The increased resources and support of the Office of Minority Student Affairs Academic Services Center (e.g., new and improved facility, increased graduate counselor support)
- The allocation of additional resources and the creation of new units to promote the understanding of the experiences and contributions of historically marginalized groups (e.g., opening of the Asian American Cultural Center, creation of the Intersections Living Learning Community)
- The institution of policies increasing equal access to health related services (e.g., institutionalization of health benefits to unmarried same-sex domestic partners of Illinois employees, provision of oral contraceptives at no cost to campus employees)
- The allocation of resources to increase access to education and representation of students from the lowest income levels (e.g., Illinois Promise)
- The public education about critical historical events that have shaped diversity both locally (e.g., Project 500 Commemoration—in 1968, 565 newly admitted African American and Latino students entered the student body in the first extensive effort to diversify the student body) and nationally (e.g., year-long *Brown v. Board of Education* Jubilee Commemoration through various events on campus).

The following programs, described in greater detail in Section Four, are consistent with Illinois' long-standing efforts to promote access to education, job opportunities, and professional development on campus and beyond, including:

- The Target of Opportunity Program, aimed at recruiting underrepresented faculty to Illinois
- Mentoring programs (e.g., Ronald E. McNair Scholars Program, Summer Pre-doctoral Institute, Summer Research Opportunities Program)
- Undergraduate and graduate fellowships for students from underrepresented groups

Many individual colleges and units have implemented innovative activities supporting the mission of recruiting, retaining, and graduating students from underrepresented groups. More recently, after decades of activism among students and community members and sanctions by the National Collegiate Athletic Association against Illinois' Division of Intercollegiate Athletics for the use of Native American imagery, the Illinois Board of Trustees voted to ban the Chief Illiniwek name, regalia, and imagery. Illinois' commitment to diversity is further demonstrated in the March 2007 Campus Strategic Plan, in which a number of the strategic initiatives incorporate issues consistent with the vision of Transforming Illinois. For example, Illinois has prioritized increasing the diversity of faculty, academic professionals, administrators, staff, and undergraduate and graduate students.

In 2007, the Diversity Initiatives Committee created a strategic diversity plan. Adopting the parameters outlined by the inaugural Diversity Initiatives Committee, the Committee agreed that diversity encompasses multiple sites of engagement including disability, gender, gender identity, sexuality, U.S. racial and ethnic minorities, and poor and working class individuals. In addition, taking into consideration the scope of the

Committee, a set of recommendations are organized around four thrusts:

- **Improve Education and Workplace Environment Thrust**, intended to create an environment of respect in which all members of the campus community can thrive personally, professionally, and intellectually
- **Increase Representation Thrust**, designed to increase representation of students, faculty, academic professionals and staff from underrepresented groups in terms of recruitment, retention, graduation/promotion, decision-making committees/councils, and upper administration, and proportional sharing of resources, awards, endowed chairs and recognition on campus
- **Enhance Scholarship Thrust**, intended to enhance diversity scholarship, particularly in terms of innovative, interdisciplinary research on critical societal needs related to diversity issues
- **Expand Community and Public Engagement Thrust**, designed to promote diversity in terms of education, arts, culture, community outreach, and economic development

The senior administration has agreed upon the priorities within each of these thrusts and developed a position statement on diversity for the campus.

The campus continues to develop and implement programs and structures to assist with continuing to instill a culture in which diversity can flourish and be embraced. Other recent developments include the following:

RECRUITMENT PRACTICES

- All employee groups are now covered under the campus Affirmative Action Plan, and the Office of Equal Opportunity and Access (OEOA) and Staff Human Resources (SHR), in particular, work closely to increase the representation of minorities in employment.
- OEOA completed a revision to its search procedures manual that governs searches for faculty and academic professional positions, to include many changes aimed at ensuring that recruiting units reach a diverse audience.
- The Center for Training and Professional Development offered a series of courses on human resource topics; while all of the sessions deal with creating a positive workplace, two sessions in particular addressed diversity issues: “Recruitment, Selection, and Hiring” and “Just Be Fair: A Practical Approach to Diversity in the Workplace.”

RETENTION INITIATIVES

- “Project 2012—Transforming Illinois—Re-envisioning Diversity and Inclusion”—our campus-wide diversity initiative—includes a major training initiative by OEOA that will address diversity awareness, sexual harassment prevention, and disability awareness.
- Launch of “Inclusive Illinois”—a new initiative by OEOA to promote and foster an inclusive and diverse campus community; goal is to heighten awareness and engagement about issues of identity and the importance of examining and respecting differences based on race, ethnicity, gender, sexual orientation and gender identity, age, physical ability, and religion.
- Formation, by the Office of the Provost and the Office of the Chancellor, of several



We believe some of the impact of our student programs is reflected in our graduating senior responses to the annual Senior Survey. Student responses to the statement, “You felt welcome at the University,” have steadily increased to 4.3 on a five-point satisfaction scale (1=low to 5=high).

permanent or ad hoc committees that address different diversity issues, including: Committee on Diversity, the Council on Gender Equity, and the Provost’s Committee on Retention.

- Initiation of a Task Force on Academic Professionals (AP) to review various human resource issues related to AP employees.
- Issuance, from the Office of the Provost, a policy for addressing discrimination and harassment at Illinois (Campus Administrative Manual Section IX/B – 3, issued February 25, 2000, revised August 5, 2005).

NEW STUDENT PROGRAMS

During the past decade New Student Programs (NSP) have evolved from being primarily a two-day orientation program for freshmen students to much more. In addition to educating freshmen students to the many resources available to them on campus the program hires large numbers of undergraduates to serve as I-Guides. These I-Guides participate in weekly leadership training sessions focusing on teambuilding, institutional and college knowledge, and facilitation skills, which they in turn use during the orientation sessions and is one of many transformative learning experiences that Student Affairs units provide to students.

- New technology has allowed the development of the IStart Web site that facilitates registration and payment for the now one-day orientation program.
- “First Year Impact” which began with approximately 1,000 students has evolved into University 101 courses offered by all of the colleges which consist of weekly

sessions facilitated by professional staff members, faculty, and/or upperclassmen which provide career exploration, academic integrity information, alcohol and drug education, cultural awareness, college/major expectations, and exposure to University resources. Of the about 6,000-7,000 freshmen admitted annually only 2,500 freshmen are not enrolled in a University 101 course. As the needs of the students evolve NSP will also evolve.

Other innovative components implemented during the past decade include:

- Welcome Week that includes staff and resources from a wide array of Student Affairs units. The main component is convocation.
- I-Celebrate Taste of Nevada that exposes students to the resources available to them through the cultural centers.
- Quad Day where Registered Student Organizations recruit new members.
- Campus Recreation Block Party that introduces students to recreational facilities on campus.
- Illinois Sights and Sounds an audio/visual presentation about the Illinois Experience.
- Placement testing in the Testing Center
- Mandatory safety video and quiz
- ACE-It mandatory alcohol education program
- CARE, a mandatory sexual assault and education program
- 100 Strong Program for new African American students
- META, Peer Mentoring program for Latino/a students

- Asian American Mentoring Program for undergraduate students
- Increased focus on the transfer student experience with the help of a new Lumina grant, The Transfer Experience and Advising Mentor (TEAM) Project

LGBT RESOURCES

The Office of Lesbian, Gay, Bisexual and Transgender (LGBT) Concerns (now Resources) was created in 1993 with a 50 percent FTE professional staff member who reported to the Chancellor. As early as 1987, a task force on LGBT issues reporting to the Chancellor had recommended the creation of an office with full-time professional staff to address the needs of and advocate for LGBT members of the campus community. Interim Chancellor Herman provided funding for a full-time director and a full-time nine-month assistant director in 2005. About the time the co-directorships were created, the Office began reporting to the Office of the Dean of Students instead of the Chancellor as a more appropriate and beneficial reporting line.

With two full-time staff replacing two 25 percent staff in 2005, additional programming funding, and funding for remodeling the space, the numbers of students served has increased, up 25% this past year with over 1,900 people coming through the door. The Office now has a resource room that provides a welcoming space for students to explore their identities and pursue the coming-out process.

According to the LGBT Campus Climate Survey, our students feel fairly safe on campus, but incidents in residence halls and elsewhere make clear that additional work remains to have everyone understand that all people deserve the same level of respect. This undertaking requires continued work on campus policy and behaviors, as well as work at the state and national levels. The impending designation change from Office to Cultural Center will provide additional credibility on campus.

CULTURAL/ETHNIC PROGRAMS AND CENTERS (2A, 3C)

Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Component 3c: The organization creates effective learning environments.

Illinois has a long tradition of supporting multiple cultures through its centers and other programming. Over the past 10 years each of our centers has continued to expand. They continue to provide awareness of their respective cultures to the University community and support retention of students and faculty. The centers are at different stages of maturity and each faces its own

challenges. Common themes are their need for enhanced facilities to allow them to further their mission, and the need to continue to integrate their work with relevant units across campus.

A description and assessment of each of the major cultural centers follows.



Asian American Cultural Center

The Asian American Cultural Center did not exist until 2005. Prior to that time there was an Assistant Dean of Students for Asian Pacific American Affairs (half-time) and a graduate assistant dedicated to programming and support for this student population. An Asian American programming fund was also available to student organizations. The primary activities included advising Asian American student organizations and hosting several annual programs in conjunction with student organizations.

In the past 10 years, the Center has built more programs around Asian American identity and awareness. The Asian American Cultural Center (AACC) opened in 2005; a new building of 6,800 square feet was constructed, connected physically to the Asian American Studies Program. There are now four full-time staff, a Graduate Assistant and several undergraduate student interns. Asian American programming funds are still available to student organizations, but AACC now also has programming and operational funds. The Center now advises more than 30 Asian American student organizations and hosts two programs per week on average through the academic year. AACC has created Asian American affinity groups for alumni, faculty/staff, graduate students, and Champaign-Urbana community groups. In the past year, the AACC had 16,000 visits.

Bruce D. Nesbitt African American Cultural Center

Established 40 years ago, the Bruce D. Nesbitt African American Cultural Center is the oldest and most experienced cultural house at Illinois with regard to serving the

needs of African American students and informing the larger campus of African American issues and concerns. The program was housed in the Office of Minority Student Affairs and charged with addressing retention issues of African American students through co-curricular experiences such as culturally specific workshops in student leadership development, the performing arts, and communications, all designed with a two-fold purpose:

- to enhance the personal and organizational growth and development of African American students
- to promote understanding about issues relating to the African American experience through a series of workshops, lectures, and leadership activities

The Center's primary mission was and remains the recruitment and retention of African American students and serving as a conduit for interaction regarding African American related issues to the larger campus. The Center also provides meeting space and organizational support to over 25 registered student organizations.

La Casa Cultural Latina

La Casa has been instrumental in serving the growing needs of Latina/o students on campus while serving as a conduit between the University and the local, regional, and state Latina/o population. In the past 10 years, the Latina/o student population at Illinois has increased, but at a slower rate than the Latina/o population in the state of Illinois and across the nation. In fall 1998 Latina/o students comprised 4.7% (1,712) of the total University population; in fall 2007 it comprised 6.07% (2,497)—an increase

of 30% in 10 years. By contrast, between 1990 and 2003 the Latina/o population in Illinois almost doubled from 7.4% to approximately 14%.

In 2003, a report the Chancellor's Committee on Latina/o Issues made the following recommendations for La Casa: expansion of programming, expansion of outreach to campus and community, offering of credit courses in the performing arts, increasing ties to academic units and resources, expansion of advisory role, and providing adequate staff.

In the past 10 years La Casa programming has expanded to include a greater focus on the critical issue of retention of Latina/o students. In 2006 the 6-year graduation rate for Latina/o students was 67.1%, compared to 84.7% for white students, and 81.7% for the total student population. To address this graduate rate gap, La Casa's Peer Mentoring Program for first-year Latina/o students has evolved over the past five years into META, a co-curricular retention program for all undergraduate Latina/o students.

OFFICE OF WOMEN'S PROGRAMS

The Office of Women's Programs (OWP) focuses on the issues of interpersonal violence and providing a comprehensive response to the needs of students affected by sexual assault, dating/domestic violence, stalking, harassment, and abuse. National research indicates that as many as 1 in 6 undergraduate women are victims of such actions. These issues create an aftermath of emotional trauma that seriously disrupts the student's ability to maintain her academic functioning.

Recently OWP has teamed with academic units, including Engineering and Gender and Women's Studies, to elevate women's sense of leadership, career building, and valuing of balance between family and work. OWP addresses student retention through involvement in offering courses and advising students in Gender & Women's Studies; academic advocacy on behalf of individual students affected by interpersonal violence; maintaining a safe campus through various campus wide programs; collaborating with the Women in Math, Science and Engineering (WIMSE) and Women In Engineering (WIE) programs; and, scholarships for non-traditional women students who are returning to school following an educational interruption.

OWP has not had any increases in staff, resources or space in the past 10 years despite increases in demand on services and programs and events. To continue to meet student needs, adequate safe and private space and staffing will be required.

Women's Resources Center

The mission of the Women's Resources Center at the University of Illinois is to improve the academic, cultural, recreational and social environment and to increase opportunities for women in the campus community to achieve their goals through outreach, education, advocacy, support and research. Its goals are to:

- Empower women
- Build leadership skills
- Challenge sexism, racism, heterosexism, and all forms of social oppression



- Achieve greater gender equity and cultural diversity
- Create a stronger sense of community
- Honor individual women's achievements
- Explore and celebrate women's cultural contributions
- Increase campus safety
- Enhance resources on/by/about women and women's issues

LIVING-LEARNING COMMUNITIES

The living-learning communities at Illinois provide programming that support student engagement in their academic and personal growth with the goal of increasing student retention by making a large public university more welcoming. With classrooms in the residence halls, students in living-learning communities have a unique opportunity to get to know faculty in a more personal atmosphere and have preferential enrollment opportunities in classes that relate to the theme of their living-learning community.



This strong collaboration with academic affairs is facilitated by the academic directors and program coordinators in these communities. In addition, students may participate in programming that provides individual growth in areas such as leadership development, political involvement, and community service. Since 1998, 15,165 students have participated in one of these communities that have grown from three in 1998 to seven in 2007. Similarly, the growth in students has been from 1,235 to 1,735 during this period. Interests both of academic units and students will fuel additional communities in the next decade.

- **Allen Unit One** provides a small-college environment with an intellectually and personally challenging atmosphere in a strong community setting. Established in 1971, Unit One has approximately 650 residents whose majors, general interests, and academic abilities reflect those of the University's undergraduate population.
- **Global Crossroads** challenges and motivates students, whose interests, experiences, and aspirations have a strong international component, such as international majors/minors, international internships, study abroad or international work or service. Established in 2000 and houses 110 residents.
- **Health Professions** brings together students pursuing careers in medicine, nursing, physical or occupational therapy, and related professions. Established in 2007, this community fosters exploration in working with traditionally underserved populations (urban, disadvantaged, rural, elderly, and international) and houses 110 students.

- **Intersections** provides a living experience where students can find deeper ways to talk about race and culture, more fully understand different life experiences and points of view, and learn to live in a diverse community. Established in 2004, whether majoring in business, biology, sociology, or architecture, being able to engage with others of diverse backgrounds is an asset that does not begin and end in the classroom, and it houses 120 students.
- **Leadership Experience through Academic Development and Service (LEADS) Garner** is based on the Illinois philosophy of leadership that focuses on self-development, communication skills, project and program effectiveness, and group dynamics. The program was established in 2000 and helps 140 students identify, develop, and practice their leadership skills.
- **Weston Exploration** brings together classroom and living experiences for students to discover areas of interest and abilities and how they relate to academic majors and careers. It was established in 1997 and has a capacity to accommodate 475 students.
- **Women in Math, Science & Engineering (WIMSE)** provides a supportive environment for undergraduate female students in mathematics, science, or engineering majors established in 1996; and has grown to 135 residents.

CAMPUS SAFETY AND SECURITY (2A)

Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

A campus with over 41,000 residential students, 14,000 faculty and staff, all working and learning in several hundred buildings, provides a significant challenge to maintaining safety and security in an open environment. The Division of Public Safety (DPS) has responsibility for overseeing emergency preparedness, special event planning security, traffic safety, alcohol awareness, and related community outreach activities, all in coordination with the local, state, and national agencies.

The Division of Public Safety continues to proactively work with campus units, state and local entities, and national safety organizations to ensure that the University is a safe environment for transformative learning to occur. Some recent initiatives include:

- Emergency Planning and Preparedness (driven by events such as the terrorist attacks on September 11, 2001 and the April 1999 Columbine High School shootings)
- Collaboration with several national entities to develop an assessment instrument to recognize threats and specific vulnerabilities within any campus' infrastructure—resulting in Emergency Operations Plans for the campus and all academic units
- Development, in cooperation with Louisiana State University, of a training titled “Campus Public Safety Response to Weapons of Mass Destruction Incidents” that has been provided to thousands of college campus first responders throughout the United States
- Creation of the Office of Campus Emergency Planning within DPS to help create emergency operations plans and identify threats and vulnerabilities which may exist on campus
- Creation of a “strategy and tactics group” to proactively prevent potential threats and quickly neutralize actual threats
- Revision of the Campus Emergency Operational manual for the campus and assisted in the development of emergency operations plans for 65 campus units
- Appointment of a “Special Event Committee” to review upcoming campus events on a weekly basis resulted in effective management of key events including VIP visits and the campus' response to the 2005 Final Four and Championship Basketball game
- Opening of the Alcohol and Other Drug Office, started as a referral program in 1999 to provide a mechanism to refer students to an appropriate resource
- Selection of seven police officers (in 1999) to be trained to be cultural diversity/resource officers within DPS and focused hiring efforts to maintain a diverse police force for the campus
- In cooperation with city governments, improved traffic flow and safety measures for pedestrians on and around campus
- Established an emergency text-messaging system to alert students, faculty, and staff of events requiring immediate attention
- Campus home page set to display emergency notifications when appropriate



SELF-STUDY RESULTS: STRENGTHS AND CHALLENGES

STRENGTHS

Over the last decade, Illinois has become proactive in meeting the changes in the external environment. Creative ideas, often implemented by dedicated professionals with limited resources, have resulted in the set of programs and initiatives described in this section. These initiatives provide an environment inside and outside the classroom that supports and advances transformative learning.

- The breadth and depth of learning environments can satisfy the most inquisitive intellects from living and learning communities to cultural houses to the latest technology infrastructure.
- Campus efforts have been directed at the training and recruitment of faculty and staff as well as consistently increasing the numbers of underrepresented minority students on campus.
- Environmental concerns of efficiency and sustainability have been incorporated in the planning and renovation of campus facilities.
- The campus has made a concerted effort to provide safe and welcoming environments to students from underrepresented groups.
- The University's public good facilities continue to be some of the best in the nation providing access to research, information content, arts, and entertainment for the campus, local, and surrounding communities.

CHALLENGES

Illinois is not without its challenges. Its aging physical infrastructure requires more resources than are available. In areas where funding is more robust, such as the Department of Intercollegiate Athletics, facilities can be considered nothing less than world-class. In areas with less support, such as the core of campus, progress in repair and restoration cannot keep pace with needs. Although funding is limited, some improvements will continue to be made.

- Constrained monetary resources limit our ability to provide all services that an increasingly diverse student population might demand.
- Support for the growing variety of communication and information technologies that faculty, staff, and students bring to campus needs continuous attention to ensure sufficient assistance. Financial limits again prevent us from providing optimal support around the clock.
- Deferred maintenance of the physical environment threatens our ability to achieve our goal of becoming pre-eminent.
- Rising utility costs combined with the campus' energy consumption remain as significant challenges.
- Despite these challenges, Illinois provides its students a first rate environment for transformative living and learning.



ACCESS TO THE ILLINOIS EXPERIENCE

7

STRATEGIC PLAN: GOAL V **ACCESS TO THE ILLINOIS** **EXPERIENCE**

We seek to improve access to the Illinois experience by increasing the diversity of the student population, by:

- Providing additional merit and need based aid
- Increasing the use of online learning capabilities
- Enhancing our engagement activities

INITIATIVES

- Increase merit and need based aid necessary to recruit and retain the most promising students.
- Increase the diversity of the student population.
- Increase and excel in distance learning.

PROGRESS INDICATORS

- Total financial aid
- % of student receiving financial aid
- % of underrepresented students
- # of distance learning IUs
- % of faculty involved in engagement



Brilliant Futures

“One hundred and forty years ago, our beloved University was founded on a revolutionary idea advanced by President Abraham Lincoln. He believed that higher education should not be reserved for the children of the rich and powerful; that given an opportunity, ordinary men and women could make extraordinary contributions to society through their knowledge, creativity, and commitment. This is the Illinois legacy.”

— From the University of Illinois Brilliant Futures Web site

OVERVIEW

As Illinois’ land-grant university, we are charged with disseminating knowledge by teaching, by reaching out to the citizens of the state, and by providing access to an excellent, affordable education to the sons and daughters of Illinois. These activities inform and enrich each other: cutting edge research makes its way to the classroom; classroom discussions bring contemporary problems to light; engagement with our citizenry benefits both sides of the transaction. In this section, we will address the issues of student access and of public engagement.

STUDENT ACCESS (1B, 2A, 2B)

- Component 1b:** In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Component 2a:** The organization realistically prepares for a future shaped by multiple societal and economic trends.
- Component 2b:** The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

In Illinois’ Strategic Plan, the goal, Access to the Illinois Experience, focuses on making enrollment more possible for the most promising students by increasing financial aid resources and on increasing the diversity of the student population. As one of the campus goals, providing greater access is also a priority in our current fundraising campaign, Brilliant Futures.

INCREASING STUDENT FINANCIAL AID

Over the last 10 years, increasing attention has been given to affordability and student financial aid issues in light of the shift in the public higher education funding model in the State of Illinois from low tuition/high aid to high tuition/high aid. Historically, Illinois students benefited from low tuition coupled with adequate federal financial aid programs and generous state financial aid programs. Over the past decade, federal

and state financial aid program funding has become stagnant and not kept pace with increased educational costs, forcing the University to look at institutional resources to provide increased student financial aid to address the growing affordability gap. This exercise has been challenging as there has been little or no increase in annual state allocations over this same time period. In addition, there has been increased competition in the recruitment of students, especially for high-achievers and students from under-represented populations. We are concerned about staying affordable for the sons and daughters of Illinois and continue to look for ways to increase student financial aid funds and to target the use of those funds to be of maximum benefit in meeting our enrollment goals. Some of the policies and programs to address student financial aid concerns are described below.

In 2008, when voting to increase tuition for the entering class of fall 2008, the Board of Trustees (BOT) expressed their reluctance to increase tuition by about 9%, but saw no alternative to doing so in the face of shrinking allocations from the State. A *Chicago Tribune* article subsequently noted that the annual cost to attend Illinois would be \$20,000 (includes tuition and fees and room and board), a figure noted on an *NBC Nightly News* broadcast on March 28, 2008, as the lead-in to a story on college affordability. The following chart shows the progress of tuition rates over the 10 year period 1997-1998 to 2008-2009.

Historical information can put the decisions by the Board of Trustees in context:

- Undergraduate general tuition rates approximated the rate of inflation between 1997-1998 and 2000-2001.
- On January 18, 2001, the Board of Trustees passed a \$1,000 tuition differential for Illinois. The differential became part of the base tuition in AY 2005. In addition to AY 2004 general tuition increases, non-resident students entering after May 2003 experienced an additional \$2,000 increase in tuition.
- Beginning with the fall 2004 term, tuition for Illinois resident undergraduate degree-seeking students is guaranteed for a period of at least four consecutive years after a student’s initial enrollment in a degree program. University guidelines for this statutory program are listed at vpaa.uillinois.edu/policies/Guaranteed-Tuition-Policy.pdf. Fees provide for partial operating support and for debt service payments for various student auxiliary service entities, exclusive of housing.

FIGURE 31 Annual Tuition 1997-2009

Annual General Tuition Rates For Full-Time Illinois Resident Students				
Year	Undergraduates		Graduates	
	Rate	% Increase	Rate	% Increase
1997-98	\$3,308		\$3,770	
1998-99	3,408	3.0%	3,884	3.0%
1999-00	3,546	4.0%	4,040	4.0%
2000-01	3,724	5.0%	4,242	5.0%
2001-02	4,410	18.4%	4,954	16.8%
2002-03	5,302	20.2%	5,900	19.1%
2003-04	5,568	5.0%	6,196	5.0%
2004-05	6,460	16.0%	6,692	8.0%
2005-06	7,042	9.0%	7,160	7.0%
2006-07	7,708	9.5%	7,826	9.3%
2007-08	8,440	9.5%	8,374	7.0%
2008-09	9,242	9.5%	8,960	7.0%
Total Increase 1997-98 through 2008-09	5,934	179.40%	5,190	137.7%
Average Annual Increase	\$495	15.0%	\$433	11.5%



- In 2006-2007 a new Academic Facilities Maintenance Fund Assessment (AFMFA) was approved to address the deferred maintenance backlog in academic facilities.
- In 2007-2008 a new Library/Information Technology fee was approved to aid in the transition toward electronic media and digitalization, increase library hours, improve information technology services, strengthen opportunities for research technology and assistance, and enhance access to both electronic and print material collections.

Residence hall rates tend to change each year to meet inflationary cost increases in goods and services and to support some measure of program development.

The Office of Student Financial Aid must play a major role in supporting student access to the University. In 2007-2008, \$607,904,931 in financial aid was provided to 34,716 students, 77% of the student population.

COSTS

As stated earlier, public higher education in the State of Illinois has moved from a low tuition/high aid model to a high tuition/high aid model. Currently, we are still trying to attain the high aid portion of that model. As state support has declined, the costs have been passed on to students in the form of higher tuition and fees, as shown above. Many students in higher-cost programs are also charged differential tuition in addition to the base rate charge. In some curricula, this additional tuition supports higher costs that are the result of the need for specialized equipment and facilities.

Because of the tuition-guarantee law mentioned above, Illinois “front-loads” tuition increases for each cohort to accommodate projected increases in costs over the ensuing four years. At times, this leads to a distorted view of our tuition increases, e.g., in reporting increases for first-year students from one year to the next in national surveys, Illinois will show perhaps a double-digit increase, while other universities’ tuition increases are much lower.

AFFORDABILITY

Since FY 2000, total financial aid disbursed to undergraduate students has increased from \$141.6 million to \$267.2 million, an increase of 88.7%. More than \$62 million of that increase is from student loans and \$32.4 million is from increased institutional funding for grants, scholarships, and waivers. The amount of student borrowing and the amount of average loan indebtedness of our graduating seniors are indicators that are being watched closely. For 2007-2008, 50% of the graduating senior class had borrowed to finance their undergraduate education and the average loan indebtedness of those borrowers was \$17,938.

Illinois generally defines low-income as families with an income of \$40,000 or less. This is roughly the same criteria used to determine eligibility for Federal Pell Grants. This population continues to receive support from Federal Pell Grants and the State of Illinois Merit Award Program, although the percentage of costs covered by these two programs continues to decline.

Illinois has several institutional initiatives to ensure that low-income students are financially supported. Over \$11.3 million



is taken from the Tuition Income Fund to provide additional financial aid for these students. In 2005-2006, the Illinois Promise program was established to provide a financial aid package of grant and work-study awards to our neediest students, those at or below the federal poverty level, to cover their costs for tuition, fees, room, board, books, and supplies.

ILLINOIS PROMISE

The Illinois Promise program is privately funded and has supported 698 students since its inception. Students who meet the program's criteria are promised the financial aid necessary to cover the estimated cost of all tuition, fees, books, and room and board.

- Approximately 650 Illinois Promise students were enrolled on campus in AY 2008-2009
- 100% live in Illinois, representing 39 counties
- 72% applied to universities other than Illinois, and, of those, 97% were accepted
- 79% of Illinois Promise Students are first generation college students

Recent survey results revealed two out of every three Illinois Promise students on campus are interested in participating in programmatic activities such as networking events, personal development opportunities, and peer or intergenerational programs.

SCHOLARSHIPS

Illinois has identified additional scholarship funds as a major need. In order to continue a tradition of excellence and access, we need to put forth assertive efforts to increase our portfolio of undergraduate scholarships.

We are embarking on a major scholarship fundraising effort, through which each dollar raised for endowed scholarships will be matched with institutional funds. This program is intended to expand the impact of the effort, provide incentives to donors, and raise awareness of the availability of scholarships at Illinois quickly. The primary objectives of this scholarship matching plan will be to:

- Expand access for students with the greatest financial need
- Ensure affordability for students from middle-income families
- Promote our ability to compete for students with the highest levels of achievement

The campus has approximately 1,800 scholarship funds at this time, but most are held and controlled by the colleges and departments, making it more difficult to address the campus' strategic enrollment goals of increasing the number of students from the top 10 percent of the high school class to 75%, increasing the percent of students of color to 18%, and decreasing the freshmen class size to 6,500 students. Most of our scholarships are awarded on an annual basis with the majority of the funds going to juniors and seniors, while some of our competitors are using their scholarship funds as recruitment tools and making four year scholarship offers to prospective students. Purdue has begun to provide a \$10,000 per year renewable award to students from the State of Illinois who have a 29 or higher ACT score and 3.75 or higher high school GPA while Indiana has a similar program that provides an \$8,000 per year renewable award to students from the State of Illinois who have a 28 or higher ACT score and 3.8 or higher high school GPA. The decentraliza-

Illinois Promise

"I will be among the first in my entire generation to graduate from college, even among my extended family. This is something my family looks to for both strength and encouragement. The impact I-Promise makes reverberates all the way through my family and back to me personally."

—Lhea Randle, Senior, Political Science



tion of scholarship funds diminishes Illinois' ability to develop competitive scholarship packages in order to recruit top students and to compete with these initiatives. It is planned that new scholarship funds raised in the campaign can be controlled centrally and awarded to fund three primary areas: achievement (merit scholarships), afford-

ability (need-based scholarships) and access (Illinois Promise and other access programs). It is expected that by keeping these funds centrally, we will be able to more efficiently distribute financial aid resources to address recruitment needs and improve yields in target populations.

OFFICE OF STUDENT FINANCIAL AID (1D)

Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

In October 2005, the Office of Student Financial Aid's place in the University's organizational structure was changed from being part of the Vice Chancellor for Student Affairs portfolio to reporting to the Office of the Provost. At that time, the Office of Student Financial Aid, Undergraduate Admissions, and Registrar's Office were combined into an Enrollment Management Unit reporting to an Associate Provost. This structural change was made in order to increase communication and coordination among the three offices in order to improve the recruitment and retention of students and has resulted in a more streamlined

and collaborative approach in addressing enrollment management and processing issues. Special attention has been given to improving information provided to students and families. A communications office has been established, using a shared-service concept, which is responsible for developing publications, brochures and other consumer and marketing information. The office has also re-designed the Web sites used by the three offices, which have resulted in the Web sites having a consistent look, feel, and navigation as well as more consistent information and messages to users.

INCREASING DIVERSITY OF THE STUDENT POPULATION (1D, 2A)

Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

ADMISSIONS

As the twentieth century closed, Illinois was, like many public universities, functioning as an “admitting” university – i.e., we primarily relied on our reputation to attract students and admitted the best of those who chose to apply. In recent years, however, the University has undergone a major transformation to becoming a “recruiting” university that actively markets itself to the best students in Illinois, the nation and the world. This transformation reflects a need to respond to increased competition for students, particularly in the Chicago market, but is primarily driven by the University’s desire, as outlined by the Strategic Plan, to become among the pre-eminent public universities in the country.

The undergraduate admissions enterprise has undergone a major transformation to align staff and resources with the goals outlined in the Strategic Plan. To achieve this transformation, we have:

- Created an enrollment management unit and hired an Associate Provost for Enrollment Management
- Hired an Assistant Provost for Recruiting and Retention of underrepresented minorities
- Aligned the Office of Student Financial Aid with the Office of Undergraduate Admissions to allow for greater collaboration

- Created the Office of Communications for Enrollment Management to coordinate marketing, publications and communications
- Decoupled graduate and undergraduate admissions offices to allow them to respond to the needs of the very different populations they serve
- Aggressively pursued new communications technologies such as flash-based e-cards, blogs, video blogs, chats, text messaging, etc. to communicate with potential applicants
- Reorganized the staff and resources of the Office of Undergraduate Admissions to ensure they are tightly aligned with the goals outlined in the Strategic Plan
- Dramatically increased the number of recruiting activities including, but not limited to: increasing the number of high school visits and the number of high schools visited; increasing the number of communications with potential students and their parents; creating programs and communications to connect with students as early as 10th grade; creating programs and communications to reach out to the parents of potential applicants; increasing recruiting efforts in key states around the nation and internationally.

The efforts to become a recruiting university have borne fruit. In recent years we



have seen a steady increase in the number of applications received, often setting new records each year; steady increases in the mean ACT and high school rank of the freshman class; dramatic increases in the number of international applications and enrollments; and steady increases in the number of underrepresented students in the freshman class, with record numbers in 2006.

It is especially important to recognize here the positive achievements of the Enrollment Management team, and to distinguish them from practices that have become the focus of an Admissions Review Commission appointed by Illinois Governor Pat Quinn.

On May 29, the *Chicago Tribune* ran the first of an ongoing series of stories on “Clout Goes to College.” The series is based on a *Tribune* finding that “some students with subpar academic records are being admitted [to Illinois] after interference from state lawmakers and university trustees,” a conclusion arrived at after reviewing admissions-related documents released by the University in response to a FOIA request.

The seven-member Admissions Review Commission, chaired by retired U. S. Court of Appeals Judge Abner J. Mikva, began holding public meetings on June 16. The web-site for the commission, <http://admissionsreview.illinois.gov>, describes its goal as follows: “Comprised of seven public-minded Illinois citizens with stellar reputations and diverse professional experiences, the Commission will review claims that certain applicants to the University of Illinois received special treatment based on political

FIGURE 32

NEW FRESHMEN APPLICATIONS, ADMISSIONS, ENROLLMENTS FALL TERMS 1997 - 2007

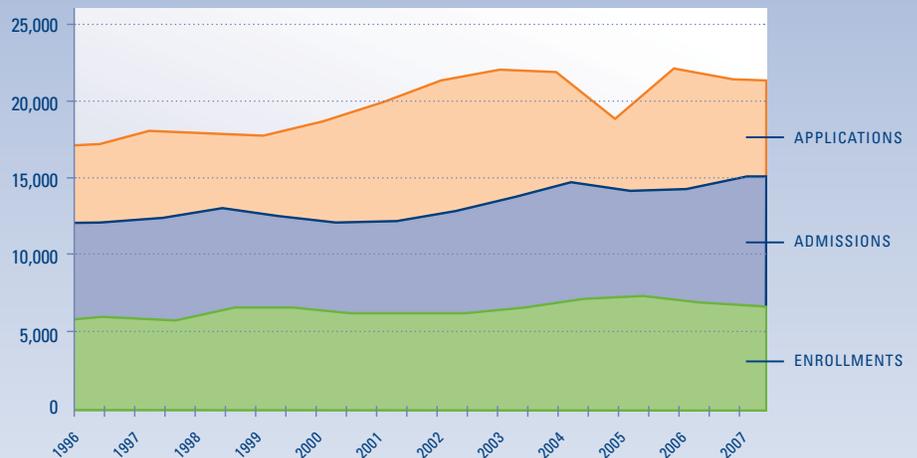


FIGURE 33

UNDERGRADUATE UNDERREPRESENTED STUDENT ENROLLMENTS AND PERCENTAGE OF CLASS

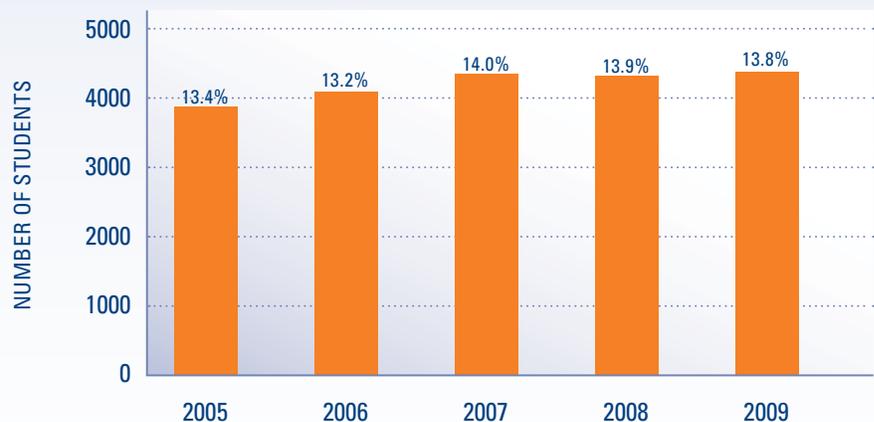


FIGURE 34

MEAN ACT SCORES - NEW FRESHMEN ENROLLED 1997 - 2007

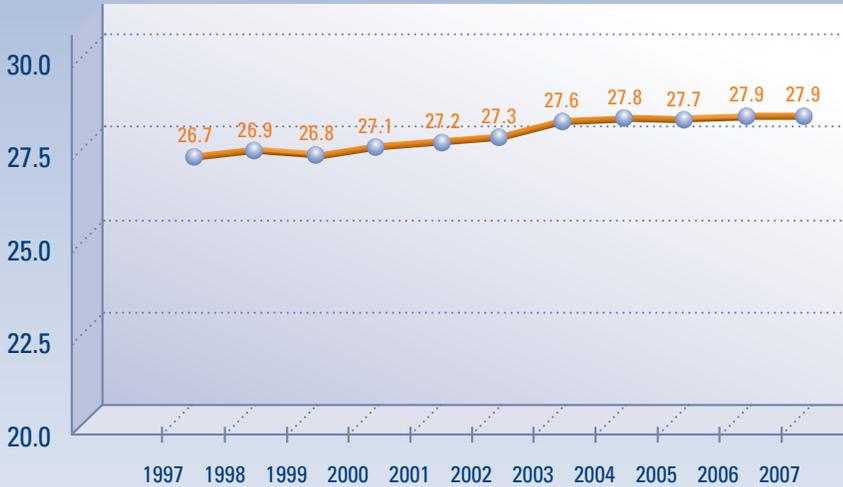


FIGURE 35

NUMBER OF INTERNATIONAL FRESHMAN ENROLLED 1996 - 2007



connections and recommend reforms to improve the fairness and transparency of the admissions process.” The Commission expects to “submit a written report outlining its examination and recommendations by August 8, 2009.”

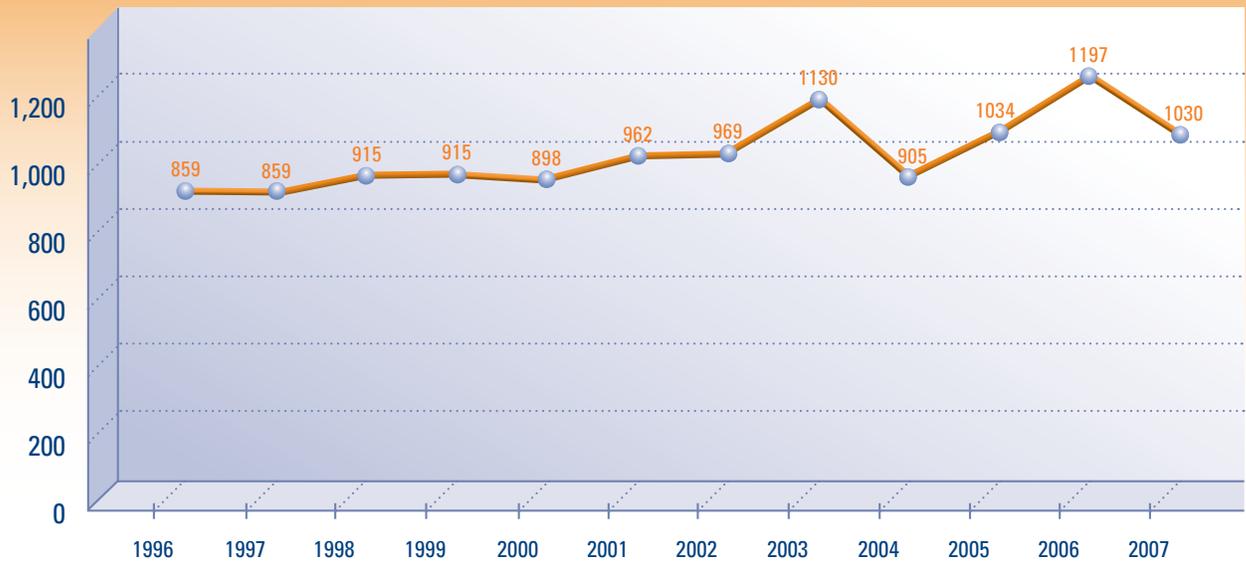
The report of the Admissions Review Commission will be available to the HLC accreditation team during the campus visit, as will reports of actions taken by the University to address issues raised in the report. Arrangements can be made for the team to review any other documents deemed necessary to understand our admissions practices. We will also arrange the campus visit to include meetings that ensure the ability of the HLC team to attain a full understanding of how very important issues of admissions have been, and will be, addressed by the University.

Illinois has consistently the most diverse student body of any public university in the Big Ten. At the last accreditation in 1999, 828 Asian-American, 506 African-American, 399 Latino/a, and 10 Native American first-time freshmen enrolled at Illinois as of the 10th day of class. In the fall of 2008 1,030 Asian-American, 525 African-American, 503 Latino/a, and 20 Native American first-time freshmen enrolled as of the 10th day of class. The increase in the number of Asian-American and Latino/a students is encouraging, but the African-American numbers have not seen the same type of increase.

For many years, the Graduate College has recruited students from historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs). (As of this writing, the campus is also work-

FIGURE 36

NUMBER OF UNDERREPRESENTED MINORITY FRESHMEN ENROLLED 1996 - 2007



ing on making targeted connections to American Indian students through selected tribal colleges.) Here are some examples of the way the Graduate College works with other campus units to diversify the pool of graduate student applicants:

- The Graduate College Educational Equity Office sends faculty, students, and staff to colleges and universities in the Midwest, California, and the Southwest, and to HBCUs and HSIs in the South, Southwest, Puerto Rico, and the U.S. Virgin Islands. In 2006, the Graduate College visited 30 institutions and had 285 separate contacts with potential graduate students.
- The Graduate College participates in the FreeApp and Project 1000 programs, which enable eligible prospective graduate students to apply to Illinois free of charge.
- The Graduate College Campus Visit program provides funds to departmental graduate degree programs for travel, meals, and lodging expenses of underrepresented students who have been invited to visit the campus.
- The Summer Research Opportunity Program (SROP) is an intensive eight-week program for highly talented underrepresented undergraduate students who are considering the pursuit of a doctorate and a faculty career.

- The Summer Pre-doctoral Institute provides an introduction to graduate education and research for underrepresented students who have been accepted into doctoral programs.

Illinois believes that by increasing the diversity of the student body, students will have more opportunity to interact with students from different backgrounds and therefore be exposed to different ideas, perspectives, and opinions, resulting in a stronger and more vibrant education. As a result, Illinois graduates will be better prepared to work and live in an increasingly diverse society. Other programs designed to attract underrepresented students to Illinois include:

PRESIDENT'S AWARD PROGRAM

The President's Award Program (PAP) is a scholarship program that provides an annual stipend of \$1,000 with up to an additional \$3,000 in grant aid depending on the financial situation of the admitted freshman student. This program, which began in 1984, has continued to be the main means by which underrepresented students of color (African-American, Latino/a, and Native American) are recruited to Illinois.

Since the fall of 2005, Illinois Promise students have also been given the PAP award. Although African-American and Latino/a students make up the majority of students

who have been given the PAP award, students of other ethnicities have also been given the award if they are from a underrepresented county in Illinois or are in the Illinois Promise Program. For the entering freshman class for the fall of 2008, 1,273 students were given the PAP award.

CAMPUS MERIT AWARD

In the last decade, many students informed the undergraduate admissions office that they were attending other universities and colleges because of more generous financial aid and scholarship packages. To counteract this trend, the Campus Merit Award (CMA) was created in the fall of 2005 to complement the President's Award Program. The CMA program is the high-end award for the President's Award Program.

The CMA awards \$2,000 for the freshman year and \$1,000 for the sophomore year in addition to the monies of the PAP award. For the first two years, admitted students were eligible for the award if they had a 27 composite ACT score or higher. For fall 2008 admitted students were eligible for the award if they were in the top 10% of their graduating class. The CMA was awarded after individual review of the student's application. For fall 2008, 592 students were awarded the CMA.

PRINCIPAL'S SCHOLARS PROGRAM (5C)

Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The Principal's Scholars Program (PSP) began as a cooperative effort among the University, schools, students, and parents. PSP acts as a college preparatory program (the largest single-institution program in the country), working with students from the sixth grade through high school. It now operates in 77 elementary/middle and high schools statewide and serves over 3,000 underrepresented students, their parents and teachers; over 10,000 students have participated in the program since its inception. The graduation rate from high school for these students is 99%, with 89% college-bound.

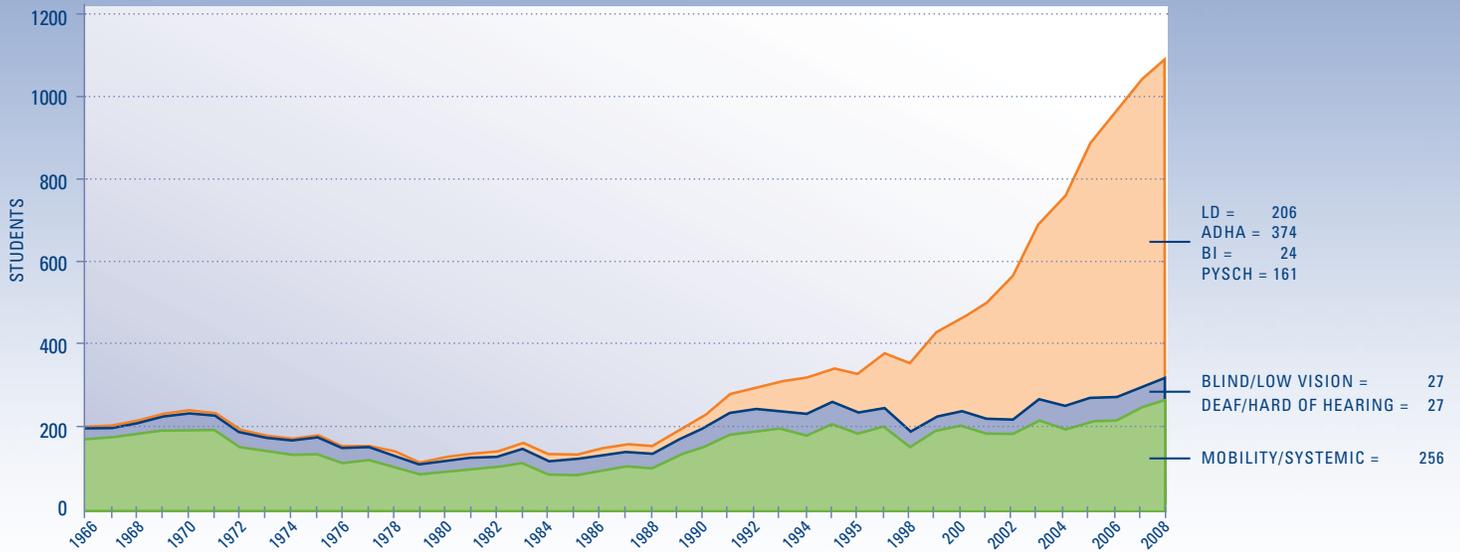
Various Recruiting Efforts

- The Office of Admissions has provided free bus transportation to campus for students from the city of Chicago.
- Current Illinois students along with professional admissions staff maintain Web logs (blogs) to answer questions about student life. blog.admissions.illinois.edu
- Beginning in the fall of 2006, each high school or high school district was assigned to a specific admissions counselor and the counselor's individual contact information was listed online.
- Each spring, Illinois students call admitted African-American, Latino/a, and Native American students to encourage them to accept the offer of admission.
- In August of 2007, Illinois was awarded a three-year grant by Lumina Foundation to help provide more access to transfer students as they seek to transfer to Illinois.
- The Chicago Satellite Office (CSO) of the Office of Admissions serves prospective students in the Chicago metropolitan area. The mission of the office is to attract minority students and students from disadvantaged backgrounds, to Illinois in particular, and higher education in general.
- The 1999 review team showed concern for our ability to recruit Native American students because of the controversy surrounding our athletic symbol, Chief Illiniwek. As noted earlier, that symbol is no longer used by the University. It will take some time to judge whether the absence of Native American imagery in relation to sports has a positive impact on the enrollment of Native American students.



FIGURE 37

STUDENTS REGISTERED WITH DRES WITH COGNITIVE, SENSORY, AND MOBILITY/SYSTEMIC DISABILITIES (1966-2008)



DIVISION OF DISABILITY RESOURCES AND EDUCATIONAL SERVICES (5C)

Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.



In this, its 60th year of operation, the Division of Disability Resources (DRES) continues to be counted among the nation’s very best in serving the needs of college students with disabilities, and it has done so while facing rapidly escalating growth in the demand for disability services. From FY 2002 to FY 2007, the Division experienced an 85 percent increase in the number of registered students with disabilities who qualified for and received support services. Most of this increase in registered students is attributable to a 114 percent increase in students with cognitive, learning, and psychiatric disabilities from FY 2002 (n=346) to FY 2007 (n=739). As the number of cognitive and psychological disabilities has increased, addressing the needs of these students has presented new challenges. DRES is currently

exploring models to better serve them and new services continue to be studied.

Exemplars of postsecondary disability service leadership in which DRES is presently involved and that serve to attract students with disabilities to Illinois include:

- Web and IT Accessibility (5C)
- Transitional Supports for Students with Severe Physical Disabilities
- Support for Students with Cognitive and/or Psychological Disabilities
- STEM Education Access (2A)

More detailed information regarding the Division’s programs, services, and impact may be found at Comprehensive Disability Services: The Illinois Approach.

OFF-CAMPUS AND DISTANCE EDUCATION (5C, 5D)

Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Component 5d: Internal and external constituencies value the services the organization provides.

Over the last few years there has been a sea change in distance education, resulting from uses of educational technologies that can enhance access to Illinois for transfer students, assist undergraduates in shortening their time to degree, and offer professionals continuing education through online certificate and degree programs. Even though the methods of delivery have broadened access, excellence through innovation and quality remains the standard of the campus for distance education. Tuition and fee schedules for off-campus/online students are on a per hour basis to accommodate the unique needs of adult part-time students returning to continue their education. Each year more than 7,500 high school students and other non-traditional students are served in fields including, but not limited to:

- Agriculture
- Education
- Engineering
- Labor and Employment Relations
- Liberal Arts and Sciences
- Library and Information Science
- Social Work

The campus has also recognized that as e-learning becomes integrated within campus classes, it is imperative that:

- Well-qualified non-residential students (especially adult part-time students) continue to be served through distance education as well as off-campus site-based offerings

- Blended learning opportunities are offered to the advantage of on- and off-campus students
- The faculty reward system recognizes initiatives pertaining to blended, online, and off-campus instruction as integral rather than separate from the teaching mission of the institution

The Provost's Office and the Graduate College (for graduate-level courses) monitor off-campus and online programs for academic quality, most of which are administered by the Office of Continuing Education, which resides in the Provost's portfolio. Campus officials are aware of the new federal legislation that requires institutions of higher learning to ensure that students enrolled in online courses are the same students completing the courses. Campus is monitoring this situation.

UNDERGRADUATE LEVEL COURSES

Online undergraduate courses are offered in self-paced, continuous enrollment format (Guided Individual Study), as well as semester-based formats. Guided Individual Study courses of the campus are administered by Academic Outreach in the Office of Continuing Education. The campus also offers an off-campus degree completion program in Horticulture through the College of ACES; Net Math, online courses for high school and college students, is offered by the Department of Mathematics and includes an extensive mentoring dimension.

While there has been an increase in enrollments in online courses through Guided Individual Study (4%), this is accompanied by a decline in enrollments in print-based courses by mail. This trend reflects an increase in the attractiveness of e-learning opportunities for on- and off-campus undergraduates. Plans are under way to increase course offerings online for undergraduates including: a possible transition program online for high school seniors planning to attend Illinois, resources and related support to help faculty revise and adapt courses online effectively, an increase in upper-division undergraduate online courses needed to fulfill degree requirements, and strengthening student recruitment and retention through alternate scheduling options, e.g., a six month rather than a nine month option to complete a course.

POST-BACCALAUREATE LEVEL COURSES

The growth in the number of online courses at the post-baccalaureate level over the past two years alone has been 33% with a 30% increase in enrollment of off-campus students in online courses. Currently the campus offers 15 online master's degree programs; five off-campus site-based master's degree programs in Illinois, two off-campus doctoral programs in Education in the Chicago area; over 15 online certificates of completion programs for academic credit; and has a growing presence in Chicago, Washington, DC, and Singapore. Crop Sciences has an online master's program and there are several new online master's programs in education.

The Graduate School of Library and Information Science LEEP Program was given the award as "Most Outstanding Asynchronous

FIGURE 38 Instructional Units Offered Online

College	2007	2008
ACES	523	1,630
Business	420	285
Education	3,988	4,899
Engineering	1,808	2,162
FAA	180	368
Media		
Law		
LAS	4,058	4,637
AHS		
Medicine		
Vet Med		
Aviation		
LER		1,548
Social Work	192	312
GSLIS	6,128	6,721
Campus Total	17,297	22,562

Learning Network Program” in 2001 by the Sloan Consortium as well as a 2006 award for WISE (Web-based Information Science Education) for effectiveness as a distance learning consortium sloan-c.org/aboutus/awards.asp. The Graduate School of Library and Information Science is a founding member of WISE.

NON-CREDIT COURSES

In the non-credit arena, 20,687 people were served in 2007 through the 94 continuing professional education programs co-sponsored by the Office of Continuing Education through its Conferences and Institutes Division; the Illinois Manufacturing Extension Center (IMEC is a cooperative effort among several colleges and universities in the state of Illinois) helped 5,395 employees of companies to be more competitive in the global marketplace.

TIES TO CHICAGO

Illinois’ presence in Chicago is long-standing and continues to mature. In the credit outreach arena, we offered our first off-campus degree program (a master’s in Food Science) in Chicago on the UIC campus. The location has since moved to the western suburbs based on student demand. In the credit arena it includes degree programs with courses taught off-campus (including one undergraduate completion program in horticulture and a number of master’s level programs in agriculture and education) as well as access to online education. The College of Business offers two master’s degree programs at the Illini Center in downtown Chicago (the University’s leased space near the Sears Tower); the College of Education offers a master’s program in Special Education in cooperation with the

Chicago Public Schools; the colleges of Education and Agricultural, Consumer, and Environmental Sciences (ACES) offer site-based programs currently at the West-Side Technical Institute of Richard J. Daley College and the western suburbs including the Multi-University Center at Oak Brook with laboratories for ACES courses held at Morton Arboretum in Lisle and the Chicago Botanic Garden in Glencoe.

Illinois’ Elderhostel programs in Chicago, sponsored by the Office of Continuing Education (OCE) introduce visitors to the excitement, variety, and rich culture of the unique and historical Windy City. The Chicago programs showcase the rich history and culture of the city; participants are drawn from across the United States and Canada. In 2007, ninety-eight percent of the Chicago Elderhostel participants were from out of state and seven percent of those out-of-state attendees traveled from Canada.

E-LEARNING: BEFORE, DURING, AND AFTER THE GLOBAL CAMPUS

In 1997, University of Illinois Online was established to introduce the idea of quality online pedagogy to the faculty of all three University of Illinois campuses. There has been considerable campus involvement with e-learning opportunities at Illinois in the ensuing years, including the establishment of a blended learning M.S. program in Library and Information Science that is consistently ranked number 1 in the nation. Campus e-learning degree and certificate programs, most typically at the graduate level, have typically been developed from programs that already were being delivered to residential students.

The University of Illinois Global Campus was approved by the Trustees in March 2007, as a unit at the University level. It was formed to facilitate university-wide design, development, and delivery of teaching, research, and service programs primarily through online, asynchronous delivery methods. The goal of the Global Campus was to focus on programs in demand by statewide, regional, national, and international audiences. In its original conceptualization, the Global Campus was expected to generate significant tuition revenues while extending the reach of the University of Illinois to thousands of students who otherwise would not be able to enroll in its residential programs. In January 2008 the Global Campus launched its first two programs, one of which was a Master of Education in Human Resource Education with a concentration in eLearning developed by Urbana-Champaign faculty. Among programs later added, a Master of Arts in Sports and Recreation was developed by UC faculty.

A great many University resources were devoted to this very ambitious project, but from the start it proved difficult to integrate the goals of the Global Campus with the goals and the academic environments of the three University of Illinois campuses. It also proved more difficult than anticipated for Global Campus to develop new programs with robust enrollments.

Recently, the Board of Trustees reviewed three possible scenarios for future development. One was to continue on the track that had been mapped out for the Global Campus; a second was to discontinue Global Campus as expeditiously as possible without

abandoning enrolled students; the third was to develop through the campuses a plan to pursue an online agenda that would follow more closely the traditional decentralized distribution of curricular development while maintaining a reduced central support program. University Administration (system) and the Board of Trustees decided that Global Campus would not go forward with the plan to become an accredited fourth campus and that e-learning would instead be developed individually on all three physical campuses. The new e-learning vision was conceptualized by representatives from all three campuses in a document that came to be called Global Campus 2.0, and which is included among the documents in the Resource Room.

Subsequently each campus developed a plan to pursue its e-learning agenda in concert with the others. These plans have been presented to the Board of Trustees. At the August 23, 2009, Board meeting, the Chancellors of the three campuses presented “The e-Learning Initiative (e-LI),” a plan to coordinate the efforts of the three campuses. The UC report and the Chancellors’ report will be included among the documents in the Resource Room. We expect to have further e-learning developments to report by the time of the campus visit. We will arrange to have pertinent documents available to the Team and to provide meeting times to discuss these developments.

PARKLAND PATHWAY TO ILLINOIS INITIATIVE

A campus goal has been to significantly increase the presence of transfer students at Illinois. The key aim was to double the transfer population in a five year period (from about 850 students toward a five-year goal of 1,800 or thereabouts). Rationale for this goal was to enhance access to the institution for high ability, high potential students, who begin higher education in community college settings. In addition, focused recruitment of and transition support for transfer students will facilitate the institution’s aims of serving a diverse population. As we launched this effort, we have been aided by external support from Lumina Foundation. With external support from the Lumina Foundation, Illinois designed a dual admission program with community colleges, piloted with Parkland College, a program that would guarantee an opportunity at Illinois if students met course and grade requirements during their enrollment at community colleges.



The University of Illinois has a rich heritage of public service, outreach and engagement, from its early years when: “our ancestors embraced education as a national necessity. Illinois’ native son, Abraham Lincoln, was president when the Morrill Land Grant College Act became law in 1862. It bestowed acreage on which to build colleges dedicated to ‘teach such branches of learning as are related to agriculture and the mechanic arts.’”

In that dry language was kindled a new spirit. From this spirit grew the bonds between federal and state government that led to the Smith-Lever Act of 1914. That Act set out a tall order.

First, distill knowledge gathered through research and experience into its fundamentals. Second, express that knowledge in ways that people on Main Street will comprehend and use. Third, provide this refined knowledge to places far removed from the university campus.

These new educators had one more charge. Their students were not enrolled in college. They were instead neighbors.”

Remarks by Chancellor Richard Herman, October 19, 2005, University of Illinois Extension Annual Conference

PUBLIC ENGAGEMENT (5A, 5B, 5C, 5D)

- Component 5a:** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Component 5b:** The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Component 5c:** The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Component 5d:** Internal and external constituencies value the services the organization provides.

BACKGROUND

While Illinois has carried out its land-grant mission over its entire history, in the last 10 years, the concept of public engagement, as distinct from public service or outreach, has gained currency. The Council on Institutional Cooperation (CIC), which comprises each Big Ten University plus the University of Chicago, has developed the following definition of engagement:

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Stated more simply, the University is publicly engaged when its faculty, staff, and students collaborate with external constituents to address needs in society and to enhance the University’s scholarly capabilities. The last phrase of the previous sentence states a critically important, but often overlooked, aspect of public engagement: in successful

public engagement, learning occurs in two directions, from the university to society and from society to the university.

Clearly, research to advance disciplinary knowledge and transfer of that disciplinary knowledge through formal education are central to the University’s mission and objectives. For the publicly engaged university, additionally, societal issues serve as a powerful lens influencing its agenda and activities. The publicly engaged university sees itself as part of society, with responsibilities to address societal opportunities and challenges. Over the last 10 years, the importance of public engagement at this institution and at the national level has become significantly greater and is now more than ever recognized as a critically important role of the faculty in serving the needs of the state, nation and world. This renewed importance has manifested itself in various ways over the last 15 years.

PARTNERSHIP ILLINOIS (1996–2004)

As part of the campus’ last strategic planning effort, Partnership Illinois was established to raise visibility and improve access to University resources through collabora-

tion with Illinois agencies, organizations, government and communities to address society's critical issues. Efforts included but were not limited to:

- grants for support of faculty-led projects
- awards of excellence in public engagement, given to faculty, staff, and students
- the Public Engagement Activities Index—an online database of programs, projects and other activities
- roundtables and conferences

An example highlighted below demonstrates the breadth of activities that became more visible or viable through the efforts of the Partnership Illinois initiative:

- **Technology Education Project:** With a grant from Partnership Illinois, the Mathematics, Science and Technology Education/Technology Center of DuPage collaborative effort facilitated the development of Web-based instructional modules for a variety of grade levels and topics in mathematics, science, and technology. Partnerships like this that improve mathematics and science education will prepare a generation of students for the challenges of business and industry.

TASK FORCE ON CIVIC COMMITMENT (2006–PRESENT)

In 2006, the Chancellor appointed the Task Force on Civic Commitment in the 21st Century (CCTF) and charged it with reviewing the campus model for public engagement.

These activities ranged from local student-led service projects within the Champaign-Urbana community to faculty conducting

far-reaching “action” research in international venues. In an effort to describe the range of engagement on campus, the CCTF recorded these activities on what has been referred to as the “25 foot map.” Several scoping studies were conducted by subcommittees of the Task Force to develop a “common language” for campus engagement and a conceptual classification:

The Task Force issued an RFP to the campus community inviting “ideas for courses and projects that address engagement priorities in the Campus Strategic Plan, with particular emphasis on proposals that advance and build bridges among current engagement activities to take them to a higher level of scope, impact, and visibility.” The committee received 78 proposals that were evaluated, funding 16 projects during the spring and fall 2007 terms.

After a thorough review of campus engagement and outreach activities, the Task Force on Civic Commitment issued its recommendations in 2007, directed at “mainstreaming civic engagement within the wider ethos of the university, and offer(ing) alternatives for building on that (existing) work in coming years.” These included a range of curricular and co-curricular strategies to educate Illinois students to be leaders in their communities, the nation, and the world.

The CCTF was re-constituted in spring 2008 and charged with developing goals and strategies for implementing these recommendations. The task force has taken the steps necessary to establish Illinois as an elective “Community Engaged” institution by the Carnegie Foundation.

The CCTF assembled faculty and administrators active in engagement, service and civic education from across the campus. In its first year of work, the task force observed:

“The University includes a wealth of “engagement” activities—literally thousands of projects, dozens of university offices, and an unknown number of courses—many of them exemplary, but disparate and largely uncoordinated.”

To articulate campus vision for civic commitment in the 21st century, the Task Force identified nine guiding principles needed to make current and future activities more:

- Accessible
- Rapidly Appraised
- Visible
- Conceptually Clear
- Efficient
- Integrated into the campus dialogue
- Scaled-Up
- Sustainable
- Transformative

In December 2008, the University of Illinois was selected for the Carnegie 2008 Community Engagement Classification. The term community engagement in this context refers to “the collaboration between institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” The University was recognized for its efforts in both categories of curricular engagement and of outreach and partnerships. Curricular engagement refers to activities of faculty, students, and the community to enhance community well-being. The outreach and partnerships category includes provision of institutional resources for community use and scholarly collaborations relating to knowledge, information, and resources. The University’s application for this recognition was led by the Office of the Vice Chancellor for Public Engagement with input and support of the faculty and staff on the Civic Commitment Task Force.

More on the Carnegie Classification can be found at: carnegiefoundation.org/classifications/index.asp?key=1213

OFFICE OF PUBLIC ENGAGEMENT (2007 TO PRESENT)

Through its review, CCTF identified the appointment of a senior campus administrator to lead the University’s engagement activities as a priority and the Chancellor was quick to respond, appointing an Interim Vice-Chancellor for Public Engagement and establishing the Office of Public Engagement in 2007.

With this appointment, Illinois has come to recognize that closer collaboration and formal organizational linkages offer additional opportunities to integrate areas of study and the expertise of our faculty, students, and staff with outreach and engagement efforts.

Highlighted below are key University-community engagement partnerships:

- Achievement-Improving Mathematics and Science (AIMS)
- Art Speak Teen Internship
- Booker T. Washington After-School Program: Student Opportunities for After-school Resources (SOAR)
- Certified County Officials Program
- Children and Family Research Center (CFRC)
- East St. Louis Action Research Project (ESLARP)
- Family Nutrition Program
- Girls Engaged in Math and Science (GEMS)
- Illinois Rural HealthNet
- Institute for Chemistry Literacy through Computational Science (ICLCS)
- National Great Rivers Research and Education Center
- Parenting 24/7
- Paseo Boricua Community Informatics (CI) program
- Teacher Collaborators
- World Initiative for Soy in Human Health (WISHH)
- Young Learners Initiative
- Youth Media Workshop

At Illinois, public engagement activities can be grouped into four categories:

- Delivery of education and information to citizens and groups
- Engaging in student-based service learning
- Supporting economic development
- Conducting forums for dialogue and debate of societal issues

Examples of projects in each category are offered below:

DELIVERY OF EDUCATION AND INFORMATION

University of Illinois Extension

Extension has a long history of linking campus scholarship with the needs of Illinois citizens, for much of that history focusing on the agricultural sector of the Illinois economy. In recent years, the breadth of Extension’s mandate has broadened to include a diverse set of topics such as nutrition and family life in urban areas. Organizationally, University of Illinois Extension has highly valuable engagement capabilities. These include tangible assets such as its offices throughout the state and extensive electronic network capabilities to foster communication. Its intangible assets, such as the intimate knowledge of community opportunities and the experience of knowing how to effectively empower volunteers, are equally important.

A campus level officer responsible for engagement can promote the use of University Extension by the entire campus, rather than its being focused on agricultural expertise.

Extension can provide an additional, established avenue by which a broader spectrum of the University's faculty, staff, and students can engage with society. For example, in response to concerns regarding the decline of natural pollinators, faculty in the Department of Entomology have been linked with Extension's system of volunteers to provide a unique technology-enhanced system, called BeeSpotter, to capture baseline information necessary to better understand this phenomenon.

University Extension is engaged in a range of activities the width and breadth of the state. Examples of its work are included in its most recent annual report. Each year, Extension serves nearly 2 million people in the state.

Internal and external constituencies value the education offered by University of Illinois Extension. For example:

- Nationally, University of Illinois Extension ranked 12th in total funding from Federal (excluding competitive grants) and State sources, according to USDA's FY 2006 report of budgeted funds from Federal and State sources. Over the last decade, community and corporate economic development has been the strongest growth area in terms of new funds, positions and programs.
- All 102 counties in Illinois support their local Extension programs through local tax levies and other sources. The State matches up to a portion equal to the amount of local funds provided.
- Extension has moved toward strategic acquisitions and other partnerships that

strengthen the outreach portfolio to enable more effective decision making and policy formation by individuals, firms, and various private and civic organizations. On campus, Extension has formal relations with the Colleges of Veterinary Medicine and Applied Health Sciences. Strategic collaborations are also occurring with the Academy for Entrepreneurial Leadership and faculty and scientists in the Colleges of Fine and Applied Arts, Education, Engineering, and Liberal Arts and Sciences; and campus units such as the National Center for Supercomputing Applications, Graduate School of Library and Information Science, School of Social Work, and the Scientific Surveys. Cross-campus engagement has become increasingly important to broaden the disciplinary base and related faculty expertise.

Internal reviews at the county level involving users of Extension as well as evaluations conducted at a variety of Extension programs indicate external satisfaction with Extension programs.

FIREFIGHTER TRAINING

Since 1925, Illinois has sponsored programs on fire training and fire prevention with the assistance and participation of the Chicago Fire Department. From this beginning, the Illinois Fire Service Institute (IFSI) has grown to become the statutory State Fire Academy providing training, education, information and research support to the fire departments and other first responders in the Chicago area on a continuing basis. IFSI conducted training with 96 percent of all fire departments in the region in FY 2007.

In essence, IFSI has provided at least one hands-on training course to each Chicago firefighter annually since 2001. In FY 2006 alone, 5,750 Chicago first responders and leaders representing fire, police and emergency management, attended IFSI training across a multifaceted set of training and education programs. Some examples of recent specialized programs are:

- Chicago Firefighter Physical Fitness Incentive Program.
- Hazardous Materials training for the region.
- Homeland Security training was provided to more than 2,000 students.

POLICE TRAINING

The Police Training Institute (PTI) was established by statute at the University of Illinois in 1955. 2007 marked PTI's 51st continuous year of providing training to Illinois law enforcement. PTI enjoys statewide visibility that allows us to carry the banner of the University to every corner of the state.

In FY 2004 and years prior, PTI provided state-certified Basic Law Enforcement (BLE) training to approximately 300 officers and deputies annually. PTI is also responsible for delivering state certified Basic Corrections Officer (BCO) training to more than 300 corrections officers annually. Staff of the Illinois Law Enforcement Training and Standards Board, the state oversight agency for criminal justice training, refers to PTI as the flagship training program in the state.



ALLERTON PARK AND RETREAT CENTER

In 1946, Robert Allerton gave his Illinois estate to the University for use as “an educational and research center, as a forest and wild-life and plant-life reserve, as an example of landscape architecture, and as a public park.” At the same time, 250 additional acres of land within the estate’s boundaries were given to establish the Illinois 4-H Memorial Camp.

Allerton Park and Retreat Center is composed of several major elements. The core of the estate features an English-inspired manor house, a reflecting pond, a 10-acre meadow, and a series of formal sculpture gardens. A network of interpretive and primitive hiking trails winds through the woodland, riparian, and prairie areas of the Park, of which 1,000 acres have been designated a National Natural Landmark because of the quality of their upland and bottomland floodplain forests. Allerton Park and Retreat Center also was named one of the Seven Wonders of Illinois by the Illinois Bureau of Tourism

and was placed on the National Register of Historic Places. Historic farmsteads are gradually being renovated and once again used productively. One is being proposed as the site of a performing arts and music camp, with the historic barn finding new life as a performance venue in partnership with the School of Music.

The Allerton Mansion (Retreat Center) is used as a retreat and conference facility as well as a destination for weddings and special events by University, state, and corporate clients. The natural areas of the Park are used by a variety of University departments, as well as other universities and conservation agencies, for environmental study and for participatory student interactions.

STUDENT-BASED SERVICE LEARNING

As mentioned earlier, the Chancellor’s Task Force on Civic Commitment (established January 2006) provided seed grant funding for 16 projects in December 2006, thirteen of which involved Illinois students in service-learning or civic engagement activities. Student experiences range from urban planning in partnership with Illinois communities to helping families obtain needed social services to finding ways to keep senior citizens physically active.

CENTER FOR TEACHING EXCELLENCE INSTRUCTIONAL DEVELOPMENT OPPORTUNITIES

In 2006, the Center for Teaching Excellence (CTE) became actively engaged in supporting service-learning and civic engagement experiences at Illinois. Services are offered such as one-on-one consultations, student

focus groups, workshops, and reading groups for faculty, staff, and TAs. In 2007, CTE launched the Citizen Scholar Certificate to support instructors in learning about service-learning pedagogy and constructing service-learning courses. During the 2007–2008 academic year, CTE facilitated a Scholarship of Engagement Learning Community for faculty, staff, and TAs, which focuses on weekly reading and/or discussion about the scholarship of engagement, including engaged teaching such as service-learning. Members are provided with regular updates about new service-learning resources, grants, and opportunities to present engaged scholarship.

PSYC 340/341–Community Projects

The Department of Psychology supports service-learning with a flexible structure for TAs and faculty to develop unique, intensive year-long community-based practicum courses for undergraduate students to apply principles of psychology to address problems in the community. Examples of past community projects include the following: Cunningham Children’s Home Internship Program, Juvenile Detention Center Internship, Juvenile Justice Outreach Program, Advocacy Services for Victims of Domestic Violence, Comunidad Unida Collaboration Project, Child Assault Prevention Project, and Court Appointed Special Advocates.

College of Media Community Outreach

Students in the College of Media have partnered with the local newspaper, *The News-Gazette*, to undertake a multimedia-based analysis of poverty in the Champaign-Urbana area as part of the professional

classroom experience. Students also work with underrepresented middle school children in the Youth Media Workshop teaching the children how to produce television, radio, and online journalism.

Osher Lifelong Learning Institute

The Osher Lifelong Learning Institute (OLLI) at Illinois, with support from the Bernard Osher Foundation, is part of a national network that recognizes learning has no age limits. Through a rich array of lifelong learning opportunities, members are inspired to take a fresh look at themselves, their world, and the possibilities that await them.

OLLI at Illinois is a member-led community of peers. It provides its members with a number of special perks and offers exciting courses, a wellness program, and educational trips, as well as small-group discussion opportunities, a meeting place, and special events.

CENTER FOR EDUCATION IN SMALL URBAN COMMUNITIES

Established in the spring of 2007, the Center for Education in Small Urban Communities is a research, teaching, and outreach unit within the College of Education. It focuses on enhancing teaching and learning, houses a number of the College's professional development activities, and serves as a liaison for school-university partnerships. The Center's entire staff work daily to play an active role in fulfilling Illinois' improved, strategic service directions and to guide the establishment of an ongoing, research-based professional development partnership.

CHANCELLOR'S ACADEMY

The Chancellor's Academy, which started in 2005, is a concentrated, school-team orientated professional development program resulting from a partnership among the Champaign and Urbana public schools and the University, with the College of Education acting as the host and the Center for Education in Small Urban Communities serving as the coordinating unit. The Academy's schedule provides time for local educators to focus on developing ways to consider, understand, and use the information presented in order to support teaching and learning in their respective buildings over the next school year. Therefore, the event includes significant time for teacher participants to collaborate and plan in teams organized by school. These school teams are supported by both the Center's Teacher Collaborators and their respective building principal in the development of Instructional Collaboration Plans which tailor the information for application at each building across both local districts.

ILLINOIS STEM INITIATIVE (I-STEM)

Our established preeminence in science, technology, engineering and mathematics (STEM) disciplines, as well as the excellence and profile of our College of Education place Illinois in an ideal position to assume a national leadership role in STEM education. At Illinois, we are taking this opportunity to establish the Illinois STEM Initiative, (I-STEM) a campus coalition led by the Chancellor and involving the Deans of LAS, Education, Engineering, Agriculture, VetMed, Applied Health Sciences, Medicine, Library and Information Sciences, and Social Work.

I-STEM will:

- Shape and lead the national agenda in STEM education, including increasing the number and quality of STEM teachers and improving the STEM pipeline and mainline
- Develop innovative models of teaching and learning that link disciplines and fundamentally change educational practices and student learning across sectors, including K-12 schools, undergraduate and graduate higher education and workforce development
- Establish partnerships with business and industry, state government, professional associations, school systems and other universities and colleges to monitor and respond to changing trends in STEM teacher preparation, STEM workforce needs and the status of the STEM K-20 pipeline.

Taken together, these projects have potential to directly impact more than 1,000 elementary and secondary teachers and 25,000 K-12 students in Illinois, dramatically increasing access to high quality math and science instruction and strengthening the pipeline of Illinois youth interested in pursuing STEM careers.



SELF-STUDY RESULTS: STRENGTHS AND CHALLENGES

STRENGTHS

While not every faculty member engages in engagement activities, there is activity in each of the Colleges.

- We have not, however, done as good a job at adequately recognizing and rewarding faculty for this work. This may change if the campus approves and implements the recommendations of the Task Force to modify the promotion and tenure process.

We are understandably proud of how much the State of Illinois benefits from our outreach activity.

- Extension is certainly one of the most pervasive outreach efforts, having offices and agents in almost every county of the state.

Efforts to enhance distance learning across campus continue.

- Units with successful models of distance learning are used as exemplars for future programs that have not previously used distance learning in their curriculum.

CHALLENGES

It became clear through the Partnership Illinois effort to inventory all public engagement activities and the subsequent work of the Civic Commitment Task Force that Illinois as an institution was not fully aware of the magnitude of the faculty's outreach, service, and engagement efforts.

Our goal to become the "pre-eminent public university" in the country cannot be achieved unless we are able to recruit the very best students.

- The biggest obstacle to this is the lack of resources to offer sufficient financial aid to those students.
- A second challenge is to be able to make a complete financial aid package offer at the time of admission, as our competitors do.
- The decentralized nature of the campus places most of the merit-based aid in the control of departments and colleges, although new programs such as I-Promise seek to rectify these discrepancies.

The changing demographics of the college-age population in Illinois will challenge our ability to be nimble in the ways we recruit.

- The Spanish-speaking population is projected to increase, while the African-American applicant pool is expected to remain about the same.
- The extent to which we must place the cost of completion of a degree on students is of great concern.

University of Illinois Extension falls short in collecting and documenting the impact of its programs on individuals and communities with respect to actual gains and application of knowledge and skills by participants and needs to give continued attention to improve in this area.

- Due to level or declining state and federal funding, University of Illinois Extension is making some progress but must continue to aggressively expand and diversify financial resources through grants and fee based programming.
- A Strategic Agenda was developed in 2003 to help foster a more entrepreneurial organization.

APPENDIX

WORKING TEAM

Richard Wheeler, Vice Provost, Chair
Jason Kosovski, Pam Hohn, Project Coordinators
Kristi Kuntz, Assistant Provost
Stig Lanesskog, Associate Provost
Carol Livingstone, Associate Provost and Director, Division of Management Information
Peter Mortensen, Associate Professor and Associate Provost Fellow
John Ory, Professor and Director, Center for Teaching Excellence
Barbara Wilson, Vice Provost

SECTION COMMITTEE MEMBERS

Leadership for the 21st Century

Michael Loui (Chair)
Cathy Acevedo
William Brustein
Karen Carney
Belinda De La Rosa
John Hedeman
Pam Hohn
Kristi Kuntz
Carol Livingstone
Keith Marshall
Tom Michael
Peter Mortensen
John Ory
Wolfgang Schlör
Penny Soskin
Sara Thompson
James Wescoat

Academic Excellence

Debra Bragg (Chair)
William Berry
Dale Brashers
Jorge Chappa
Sharon Donovan
David Ikenberry
Sandy Goss Lucas
Carol Livingstone
Bruce Michelson
Chris Migotsky
Klara Nahrstedt
John Ory
Deanna Raineri
Ruth Watkins

Breakthrough Knowledge and Innovation

Tanya Gallagher (Chair)
Andrew Alleyne
Van Anderson
Sam Beshers
Jennifer Eardley
Gail Hawisher
Melanie Loots
Todd Martinez
John Ory
Scott Pickard
Jennifer Quirk
Mike Ross
Marc Snir
Kelly Tappenden
Richard Wheeler

Transformative Learning Environment

Paula Kaufman (Chair)
Leslie Arvan
Nathaniel Banks
Jeff Christensen
Jack Collins
Jack Dempsey
Tom Grayson
Sally Jackson
Stig Lanesskog
Adele Lozano
Rebecca McBride
Feniosky Pena-Mora
Wayne Pitard
Terry Ruprecht
Matthew Tomaszewski

Access to the Illinois Experience

Mike Andrejasich (Chair)
Denny Champion
Charlie Evans
Michael Hirschi
Pam Hohn
Faye Lesht
Michael Lindeman
Dan Mann
Abel Montoya
Lynnette O'Neill
Oscar Rodriguez
Steven Sonka

POLICY AND PROCEDURES

Campus Administrative Manual	fs.uiuc.edu:1503/fsindex.html?col=cam&qc=cam
Campus Policy for Addressing Discrimination and Harassment	http://eo.illinois.edu/SupportingDocs/policy_for_dis_and_haras.pdf
Comprehensive List of Policy and Procedures Documents	www.fs.uiuc.edu/luci
Conflict of Interest Policy	research.illinois.edu/coi/policy.asp
Family Educational Rights and Privacy Act (FERPA)	registrar.illinois.edu/staff/ferpa/index.html
General Rules Concerning University Organization and Procedure	uillinois.edu/trustees/rules.cfm
Graduate Students and Advisers Handbook	grad.illinois.edu/gradhandbook/index.asp
Investigators Handbook	irb.illinois.edu
Policy and Rules for Civil Service Staff	shr.illinois.edu
Provost Communications	provost.illinois.edu
Senate Bylaws	senate.illinois.edu/bylaws.asp
State Universities Civil Service System Statutes and Rules	sucss.state.il.us
Student Code	admin.uiuc.edu/policy/code
University Ethics Office	ethics.uillinois.edu
University of Illinois Nondiscrimination Statement	https://hrnet.uihr.uillinois.edu/panda-cf/eo/index.cfm?Item_id=641&rlink=694
University of Illinois Statutes	uillinois.edu/trustees/statutes.cfm



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