A Framework for SELF-STUDY

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UNIVERSITY OF ILLINOIS AT
URBANA-CHAMPAIGN

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of Colleges

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A Framework for SELF-STUDY

CONTENTS

PAGE	
iii	PREFACE
iv	ACKNOWLEDGEMENTS
	SECTION I: MEETING THE CRITERIA
3	INTRODUCTION
9	CRITERIA FOR ACCREDITATION
19	GENERAL INSTITUTIONAL REQUIREMENTS
	SECTION II **A REALITY OF ACHIEVEMENT: BUILDING ON *A FRAMEWORK FOR THE FUTURE***
25	FIRST: INVEST IN PEOPLE
38	SECOND: PROMOTE SCHOLARSHIP AND RESEARCH
43	THIRD: ACCORD FULL VALUE TO OUR TEACHING MISSION
53	FOURTH: INVEST IN OUR FACILITIES AND ORGANIZATIONAL ENVIRONMENT
58	FIFTH: EXPLORE THE USE OF NEW TEACHING AND INFORMATION TECHNOLOGIES
62	SIXTH: STRENGTHEN OUR STRATEGIC ENGAGEMENT IN INTERNATIONAL STUDIES
66	SEVENTH: REINVIGORATE OUR COMMITMENT TO OUTREACH AND PARTNERSHIPS
75	CONCLUSION: THE REQUEST FOR REACCREDITATION

PREFACE

Since 1913, the University of Illinois at Urbana-Champaign has been accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Every ten 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 general institutional requirements, 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 focus its 1999 self-study on progress made toward the goals outlined in the campus strategic plan, *A Framework for the Future.*

A Framework for the Future was the result of an eighteen-month planning 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 hours of thoughtful consideration by the Strategic Plan Committee, the Council of Deans, the Chancellor's Cabinet, and the many faculty and staff that served on the ten work groups. The seven principles outlined in *A Framework for the Future* have guided the campus' planning for the future, and have become an integral part of the campus culture. The plan has shaped campus priorities in several ways, through day-to-day decisions on existing resources, through reallocation efforts at the departmental, college, and campus levels, and through focused attention to nonstate funding sources.

This self-study is made up of two main parts. Section I of this report provides information on how well the campus meets the Commission's criteria for accreditation and general institutional requirements. It responds to the recommendations of the team that visited the campus in 1989, and makes the case for the campus' continued accreditation. Section II complements this information by demonstrating how the *Framework* has helped the campus build on its existing strengths and develop new areas of growth. It also indicates to the campus and to the larger community within the state that this plan has become, in the words of Chancellor Michael Aiken, "a reality of achievement for the University of Illinois of the twenty-first century."

ACKNOWLEDGEMENTS

A self-study such as this depends on the contributions of many people. Thanks to the members of the Accreditation Planning Committee and the Outcomes Assessment Committee for many months of advice and planning. Thanks, too, to those who contributed to the preparation of this document, and its subsequent review: Shirley Apperson, Pat Askew, George Badger, Carolyn Curti, Michael DeForbes, Emanuel Donchin, Susan Gonzo, C. K. Gunsalus, Richard Herman, Pam Hohn, Julie Filip Jackson, Robin Kaler, Earl Kellogg, Jeannette Kent, Larry Mann, Roger Martin, Judy Rowan, Steve Schomberg, Walt Tousey, and Ruth Vedvik.

SECTION 1

Meeting the Criteria

Introduction

A BRIEF PROFILE OF THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Since its founding in 1867, the University of Illinois at Urbana-Champaign has earned an international reputation for its leading scholarly and instructional roles. The campus includes some 210 major buildings on 1,470 acres, serving approximately 2,000 faculty members, 2,500 academic professionals, 5,500 staff members, 27,400 undergraduates, and 8,800 graduate and professional students. Its distinguished faculty, outstanding resources, breadth of academic programs and research disciplines, and large, diverse student body constitute an educational community ideally suited for scholarship and research.

Among the University's most significant resources is its talented and highly respected faculty. Ninety-seven faculty members belong to the American Academy of Arts and Sciences, the National Academy of Sciences, or the National Academy of Engineering. Ten scientists have received the National Medal of Science and more than one hundred have received National Science Foundation Awards while on the faculty.

Academic resources on the campus are among the finest in the world. The University Library holds the largest public university collection in the world, housing more than 17 million items in the main library and in the more than 40 departmental libraries and units. Users can access the collections from hundreds of computer terminals placed throughout the campus. The library's computerized cataloging system was the first in the world to serve as the primary access to a large academic library. More than one million patrons worldwide log on to the online catalog each week.

A world leader in supercomputing design and applications, the University is home to the National Center for Supercomputing Applications, where the hypermedia browser Mosaic™ was developed, which revolutionized the use of the World Wide Web. Students have access to 3,000 computer terminals in classrooms, residence halls, and campus libraries for use in classroom instruction, study, and research.

Students and scholars find the University an ideal place to conduct interdisciplinary research. The most visible example of the University's commitment to such study is the Beckman Institute for Advanced Science and Technology. At the Institute, sixteen research groups, composed of faculty and students from more than two dozen University departments, work within and across three main research areas: biological intelligence, human-computer intelligent interaction, and molecular and electronic nanostructure.

The University has a fundamental commitment to undergraduate education. In 1998, 27,452 undergraduate students were enrolled in nine undergraduate divisions, which together offer some 4,000 courses in more than 150 fields of study. The divisions are the College of Agricultural, Consumer and Environmental Sciences; College of Applied Life Studies; College of Commerce and Business Administration; College of Communications; College of Education; College of Engineering; College of Fine and Applied Arts; College of Liberal Arts and Sciences; and the Institute of Aviation.

Undergraduate admission is highly selective. In a typical freshman class half of the students were in the top 10 percent of their high school graduating class and scored in the top 10 percent of those taking the national ACT and SAT college entrance examination. Each year more than 200 graduates are accepted to medical schools across the country and more than 400 are accepted to law schools. Ninety percent of seniors seeking employment obtain positions within eight months of graduation.

The University enrolls more than 8,800 graduate and professional students in more than 100 disciplines.

Also integral to the University' mission is a commitment to public service. Each year about 272,000 people participate in conferences, institutes, credit and noncredit courses, and workshops presented on campus and statewide.

Through Partnership Illinois, more than 400 programs and services link the University to the needs of the Illinois citizens. A campus-wide commitment,

Partnership Illinois raises visibility and improves access to University resources through partnerships with schools, businesses, government agencies, and private organizations.

The University of Illinois Extension comes into contact with 1.8 million Illinois residents, providing 4-H, nutrition intervention, and other programs in rural and urban settings. Research and class projects take students and professors outside their classrooms and laboratories to share expertise and technical support with Illinois farmers, manufacturing firms, and businesses. In a typical year, student volunteers logged more than 60,000 volunteer hours in blood drives, day care centers, prisons, senior citizen centers, and tutoring programs.

Another prime indicator of the University's excellence is the success of its alumni. Ten graduates have won Nobel Prizes for the United States and another sixteen have won Pulitzer Prizes, with one alumnus winning twice.

A major center for the arts, the campus attracts dozens of nationally and internationally renowned artists each year to its widely acclaimed Krannert Center for the Performing Arts. Designed by alumnus Max Abramovitz, the architect of New York City's Lincoln Center, the facility has four indoor theaters and an outdoor amphitheater. Together, they host more than 350 performances each year. The University also supports three major museums: the Krannert Art Museum and Kinkead Pavilion, second only to the Art Institute of Chicago among Illinois public art museums; and the World Heritage Museum and the Museum of Natural History which will be combined under one roof at the Spurlock Museum in 2001.

Other major facilities include the multipurpose Assembly Hall (16,000 seats), which hosts concerts, convocations, theater, and sporting events; Memorial Stadium (70,900 seats), site of Big Ten Conference football games; and the Intramural-Physical Education Building, one of the largest recreational facilities of its kind on a university campus.

Located in east central Illinois in the twin cities of Urbana and Champaign (population 100,000), the University of Illinois at Urbana-Champaign is the state's flagship public university.

HISTORY OF THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN'S ACCREDITATION

The University of Illinois at Urbana-Champaign is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, and has been since 1913. The campus' last comprehensive evaluation took place in 1988-89.

THE 1999 SELF-STUDY PROCESS

In 1996, former Provost Larry R. Faulkner charged a self-study committee, made up of faculty, students, and staff, to plan for the 1999 NCA team visit and to work with the campus self-study coordinator, Assistant Provost Karen Carney, to direct the self-study process, gather materials, and make arrangements related to the visit.

In planning for the 1999 visit, the campus initially requested a special emphasis review, having derived a great deal of benefit from its special emphasis in 1989 on undergraduate education and minority issues. When this was proposed in 1995, the campus had recently completed the major strategic planning exercise that resulted in the May 1995 document, *A Framework for the Future*, and the campus proposed to make this planning process, the resulting plan, and its implementation the topic of a special emphasis review.

While the campus was advised that it would need to undertake a comprehensive review, subsequent discussions with the self-study committee, Chancellor Michael Aiken, former Provost Larry R. Faulkner, his successor, Provost Richard H. Herman, and NCA-CIHE Associate Director Stephen D. Spangehl resulted in the *Framework* taking on a more central role in the self-study process.

U OF I'S RESPONSE TO THE 1989 COMMISSION TEAM REPORT

In its final report, the 1989 evaluation team identified seven areas of concern. These areas of concern, and the actions taken to address them, are as follows:

1. Large needs for resources to maintain and renovate physical facilities have accumulated throughout the campus. These needs go beyond aesthetics to functional impacts on undergraduate and graduate instruction. Many undergraduate teaching laboratories, especially in the sciences, are in need of renovation as are classrooms in the arts and sciences, to make them modern and cheerful places to learn. There is also an urgent need for a fund to provide for the orderly replacement of laboratory and classroom equipment, much of which is currently purchased from faculty research grants, gifts, and other one-time sources.

   As is indicated in Section II of this report, the campus has made significant progress in improving the facilities and environment that faculty and students need to do their work. Beginning in 1994, the campus began spending approximately $2 million a year on upgrading its classrooms and placing multimedia technology equipment into general-use classrooms. Originally a five-year project, the Chancellor's Remodeling Initiative has been extended until 2002, and after that it will continue to receive $1 million per year in indefinite maintenance. A joint effort of the Office of Project Planning and Facility Management and the Office of Instructional Resources, it has focused on installing Integrated Teaching Systems (ITS) as part of scheduled classroom remodeling. To date, 29 large lecture halls have been remodeled, and general improvements have been made to 117 smaller classrooms.

Once the classroom initiative is complete, laboratory space will receive much-needed attention. A survey several years ago identified 435,000 square feet of laboratory space providing 135,000 hours weekly of student instruction; to remodel this laboratory space alone was estimated at $60 million, and would require another multiyear initiative on the scale of the classroom initiative.

A new Chemical and Life Sciences Laboratory was dedicated in 1997; it is the largest capital project undertaken on the Urbana-Champaign campus. The 227,500-square-foot facility houses state-of-the-art research laboratories, faculty offices, and support services for the School of Life Sciences' departments of microbiology and of cell and structural biology, and the School of Chemical Sciences' divisions of physical and inorganic chemistry in the department of chemistry and the department of biochemistry. The new building provides much-needed space for leading-edge faculty research and significantly enhances both undergraduate and graduate research and education on the campus.

The 1989 report made little mention of computer facilities, but this has been an area of tremendous growth in the past decade. Although many students and staff have regular access to desktop computers at home or in the workplace, public computing facilities continue to play a vital role on campus. In 1989, the Computing Services Office provided about 200 microcomputers for public use. At present, there are well over a thousand personal computers and workstations scattered across campus in labs and classrooms run by various units, including the Computing and Communications Services Office (CCSO), the College of Engineering, University Housing, and individual departments. Many of these facilities are open to all members of the campus community. Some, however, are reserved for particular groups of people, such as students who live in University Residence Halls or members of a specific department.

Many sites offer sophisticated hardware and a wide range of commercial software that may not be available on personal computers at home or in the office. With numerous convenient locations across campus, these labs are also places where users can drop in on the spur of the moment to check e-mail, print files, complete homework assignments, or carry out other routine tasks.

2. We note that at the time of the site visit six key deanships were in transition. This turnover provides not only an opportunity for the administration to build a new middle management team but to correct the notable lack of any minorities among middle or senior administrators at the University. The selection of permanent deans who share the top administration's goals in the areas of undergraduate education and minority programming will be a key step forward.

The campus has been fortunate to have an especially strong and stable set of deanships since the last evaluation visit. Eleven of the 16 deans and directors of instructional units have served in these positions for at least the past five years; in that time the colleges and units under their leadership have profited from their vision and experience. Since 1989, the deans and vice chancellors as a group also have become more diverse, and include a number of women and people of color.

The process by which deans are reviewed also has been modified since the last evaluation visit. While the Statutes have for some time stated that deans shall be reviewed at least once every five years, in 1996 the Senate recommended that deans receive an initial "performance evaluation" no later than the beginning of their fourth year.

3. Special attention needs to be paid to increasing and retaining minority faculty members in most disciplines across the University.

Increasing the number of minority faculty members and retaining them remains a high priority for the campus. The Office of Affirmative Action (OAA) supports campus-level efforts promoting diversity, inclusion, collegiality, access to education and resources, and compliance with federal and state laws and regulations. Since 1993, OAA has published an annual Faculty Status Report, the purpose of which is to provide departments and colleges with the information needed to assess their faculty hiring patterns. It combines departmental input on disciplines with national data on the availability of minorities and women in those disciplines.

The Faculty Status Report shows that the availability levels of women and underrepresented minorities vary widely by department. Departments are now actively responsible for seeing that their faculty becomes more diverse. The availability data are provided to all departments and units on the campus in late winter; the data are meant to inform and guide them in their faculty recruitment and hiring practices.

The campus also has invested significant resources in programs to increase the number of minority faculty members. Over the past decade, the campus has provided nearly $4 million to units for this purpose through the Target of Opportunity Program (TOP), which enables units to hire faculty members from underrepresented minority groups.

4. The University libraries are struggling with costs of books and periodicals that are escalating far faster than library budgets. The resulting squeeze on library resources is exacerbated by the vulnerability of large and increasing foreign purchases to fluctuating foreign exchange rates. Serious attention needs to be given to determining whether and how the University's research libraries can keep pace with new research fields in the future. New state funding for libraries available in FY 90 will help to address these needs.

In March 1998, the report of the Task Force on the Future of the Library was issued. It began by noting

that for more than a decade, academic libraries across the country have faced significant pressures, making it extremely difficult to sustain collection strength and provide services to the same extent as previously. Technological demands and innovations have created another set of challenges at a time when budgets have already been strapped.

The Task Force concluded that the University Library has not responded well to these challenges. Indeed, over a twenty-year or more period, the Library has slipped in its ability to facilitate the University's teaching, research, and service missions. The Task Force noted that to some extent, the cause of this slippage is budgetary in nature, but suggested further that the Library has fallen in recent years because of a lack of communication, a weakness in internal governance mechanisms, and a failure on the Library's part to undertake comprehensive strategic planning and to engage the campus community as a full partner.

The Task Force made a number of recommendations that are now being implemented, including the establishment of a Campus Library Policy Committee, and the development of a Library strategic plan, a draft of which was released in November 1998. The campus is also in the process of hiring a new chief information officer and has hired a new Librarian, and the addition of these principals should further accelerate the changes recommended by the Task Force.

5. Faculty and students are alarmed by the prospect that the institution may be losing the means to compete for and retain top faculty in many fields. They cite the necessity to hold faculty lines open to redirect dollars to meet competitive salary offers, salary compression, and growing salary disparities by discipline. Faculty in departments that carry heavy service teaching loads report feeling swamped by growing numbers of undergraduates and shrinking numbers of faculty positions to provide sections and courses of reasonable size for quality undergraduate instruction.

   The University of Illinois at Urbana-Champaign remains determined to preserve quality by competing for the best faculty. From 1988 to 1998, the size of the tenured and tenure-track faculty at the University was reduced by 12 percent, from 2,050 to 1,800. This reduction was unavoidable in the absence of new revenue to enable the institution to recruit and retain a faculty of the excellence that has typified the campus since its earliest days. However, the cost has been high. The University has lost capacity in all areas of its mission, and fewer faculty are available to teach the student body, fulfill the research mission, and transfer both enduring and pioneering knowledge to the people of Illinois.

   Over the past four to five fiscal years, the University has focused its resources and attention on restoring the competitiveness of faculty compensation; as Section II makes clear, this was identified as the campus' single most pressing priority. The University has made steady progress, and has now regained third position in the Big Ten; nevertheless, this remains a continuing challenge, since the competition continues to progress as well—often more rapidly than the campus is able to match.

   The Faculty Excellence Initiative was undertaken to replace some of the faculty the campus lost, particularly in areas of historic strength, in areas where it has prospects for establishing world-class comparative advantage, and in areas that face the greatest pressure on enrollment and public service capacity. In 1998, the state of Illinois provided $1 million in incremental funding for hiring new faculty under the Faculty Excellence Initiative. Several new faculty hires are already underway, and further commitments for new hires are expected from this source of funds. The campus is requesting an additional $5 million in Faculty Excellence funds from the state for FY 2000.

6. A keen awareness of long-term resource constraints pervades all key management issues including recruitment and retention of top faculty and administrators, provision of modern instructional facilities, maintenance of libraries, and desired innovations in undergraduate education. We encountered a widespread sense among faculty and administrators that the University is being forced by restricted resources to make some very difficult choices that will have long term consequences for the University and the state and the feeling that the impact of these choices is not well understood or appreciated outside the University . . . It is essential that the legislature look honestly at the resources needed to sustain the state's historic investment in the University of Illinois at Urbana-Champaign and, together with the University administration, address the future role that the University is expected to play in serving the state of Illinois.

   The needs of this institution are many, and there is general agreement that they cannot all be met through additional state resources. The University of Illinois continues to shift funds from lower to higher priority programs. Nevertheless, for the past five years, the Governor and the General Assembly have sustained a bipartisan record of support which has brought much-needed stability to the fiscal footing on which Illinois higher education is built. With the state's economy near an all-time high, the University in its most recent budget request has sought not only to continue that level of support, but to extend it modestly.

   A major change in 1989 gave the institution control of its tuition dollars, increased gift funds, and research dollars. Previously, these funds became part of the general revenue fund.

7. The University maintains an adequate array of programs and services for minority students, but there is need for better coordination of these programs, for evaluation of the effectiveness of various interventions, and for more stable budgets to support these programs from year to

year. The University may wish to consider adopting different strategies for different ethnic groups and to review curriculum offerings for courses that stress the American ethnic experience.

Since the 1989 visit, there has been a great deal of growth in minority affairs overall. The academic support services component of the Office of Minority Student Affairs (OMSA) has become the responsibility of the Office of the Provost. The program is housed in OMSA, but reports to the Provost, and has a stable and adequate budget.

Different strategies have indeed been employed for the different area studies on campus. The last decade has seen growth in the area of Latina/Latino studies, as well as Asian-American studies. The Latina/Latino Studies Program, established in 1996, offers a number of interdisciplinary course offerings, as well as an undergraduate minor. La Casa Cultural Latina was established with its own budget, and has recently moved to new and spacious quarters. An Asian-American Studies Committee, now in its third year, is well on its way to establishing an Asian-American Studies Program, also with its own minor and interdisciplinary course offerings.

With the 1995 implementation of a cultural studies requirement as part of the enhanced General Education requirements, students are now required to complete one course each in Western culture and traditions and in non-Western or U.S. minority cultures and traditions.

SIGNIFICANT DEVELOPMENTS SINCE THE 1989 VISIT

Since 1989, there have been a number of important changes at the University of Illinois at Urbana-Champaign. Many of these changes are reflected in the campus strategic plan, *A Framework for the Future*. Section II of this document provides a detailed account of the changes and developments reflected in and prompted by this planning process, including the establishment of Partnership Illinois, the strengthening of international studies, the improvement of physical facilities, and changes related to instructional technology.

In the last decade there have been several changes in University leadership, including a new president, James J. Stukel, and new members of the Board of Trustees. A major capital campaign, Campaign Illinois, was initiated and as of May 1999, had raised gifts and pledges totaling $1.185 billion for the University system and $851 million for the campus. (The campaign, which surpassed its original goal of $1 billion, has been extended to December 2000 to strengthen the University's endowment.) Campus leadership has also changed: Chancellor Michael Aiken took office in 1993, and Provost Richard H. Herman in 1998. As might be expected of any ten-year period, there have been a number of changes in leadership at both the college and campus levels. Since 1989, a number of new vice chancellors and deans have been appointed along with a new University librarian, a new director of admissions and records, a new director of international programs, and a new director of continuing education. As of Spring 1999, a committee was reviewing the roles and responsibilities of the vice chancellor for research and dean of the Graduate College.

Several academic units have undergone reorganizations, most notably the College of Agriculture, which in 1995 became the College of Agricultural, Consumer and Environmental Sciences. Its academic programs at the graduate and undergraduate levels were restructured and extensively revised, and several new programs created, including Natural Resources and Environmental Sciences, and Human and Community Development. A number of teacher education programs were also restructured. Other important curricular additions include a new B.S. in Materials Science and Engineering, new Ph.D. degrees in East Asian Languages and Cultures and in Cell and Structural Biology, and an M.A. in Russian and East European Studies. An Environmental Council and an International Council were created to foster these two growth areas. The School of Life Sciences and the School of Chemical Sciences are in the process of being reorganized.

A new campus budgeting system also was put in place over the past several years. The May 1996 *Framework for Budget Reform*, which had widespread discussion and input, set forth a structure for budget-making so that the campus could address its priorities and goals more effectively, and so that resources could be allocated more smoothly and with a better base of knowledge than was previously possible.

The University Library, as indicated in the response to the 1989 team report, has undergone a number of changes. It is now completing a strategic planning process, and a new Librarian has been hired.

Instructional technology has grown exponentially over the past decade. The Educational Technologies Board (ETB), still in its first year at the time of the 1989 visit, has now funded dozens of individual faculty projects as well as a number of college initiatives, and provided crucial guidance to the provost on priorities for educational technology support. ETB and other groups have identified the need for a chief information officer, and the search to fill that position was underway in Spring 1999.

Several key committees with major campus responsibilities have been formed since the last visit. The Committee on Student Outcomes Assessment has provided leadership and guidance to all academic units in developing assessment plans for their majors. A Teaching Advancement Board was established in 1996 to aid in improving the quality of instruction on campus. The Campus Budget Oversight Committee was created to serve as the general advisory body on budget policy and planning for the campus community.

Several programs to improve the undergraduate experience have also been created. The First-Year Discovery program, now in its fifth year, was established to help freshman students make the transition to the intellectual life of the campus by promoting greater interaction between faculty members and first-year undergraduate students. Several living/learning communities have been established, including the Women in Math, Science, and Engineering Program, Weston Exploration, and the LAS Learning Communities. In the spring of 1999, two task forces were appointed by the provost to suggest improvements in the areas of undergraduate education and advising.

The General Education Board was established after the 1989 passage of enhanced campus-wide general education requirements. Ten years later, one of the strategic priorities for the Office of the Provost is to complete the implementation of these requirements.

A number of research initiatives have also occurred since the last visit, including the Critical Research Initiative, which stimulates innovative research by the faculty, and a biotechnology initiative that brings together more than 150 faculty researchers representing sixteen departments in seven different colleges and schools. The Research Technology Management Office was created in 1995 to manage technology transfer and issues of intellectual property. The campus has also invested substantially in its physical resources over the past decade and continues to make progress toward its goal of providing better space for instruction, offices, research, and studios.

Criteria for Accreditation

This section addresses the University of Illinois at Urbana-Champaign's compliance with the Criteria for Accreditation, as articulated by the Commission on Institutions of Higher Education. Since all five of the criteria are critical to overall institutional effectiveness, meeting all five is required for continued accreditation.

CRITERION 1. THE INSTITUTION HAS CLEAR AND PUBLICLY STATED PURPOSES CONSISTENT WITH ITS MISSION AND APPROPRIATE TO AN INSTITUTION OF HIGHER EDUCATION.

Since its founding in 1867 as one of the original 37 public land-grant institutions, the University of Illinois at Urbana-Champaign has had one mission: to provide programs of the highest quality in instruction, research, and public service to meet the needs of the people of Illinois.

As the state's most comprehensive public university campus, the University of Illinois at Urbana-Champaign provides instruction at the baccalaureate, master's, first-professional, and doctoral levels, and conducts basic and applied research in a broad array of fields. Many of the campus' academic programs have achieved national stature for both instruction and research. The vast majority of both undergraduate and graduate students attending the Urbana-Champaign campus are of traditional age, enroll full time, and live on or adjoining the campus.

The University of Illinois at Urbana-Champaign remains committed to carrying out its land-grant mission. *A Framework for the Future* expressed this concept of active stewardship with respect to mission:

> The Illinois campus is a living monument to the generation of civic and political leaders, taxpayers, and private benefactors who built it. It is a treasure of equal value to the students and faculty of our campus. We hold it in trust for future generations, and we have an obligation to protect it and care for it so that teaching and scholarship at Illinois may continue to take place within outstanding facilities. Our organizational structure has evolved so that shared governance between faculty and administration vests authority and responsibility at many levels. We have an obligation not only to exercise that authority and fulfill those responsibilities wisely, but also to refine the organizational shape when it is in the institutional interest to do so.

CRITERION 2. THE INSTITUTION HAS EFFECTIVELY ORGANIZED THE HUMAN, FINANCIAL, AND PHYSICAL RESOURCES NECESSARY TO ACCOMPLISH ITS PURPOSES.

Organization

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 also carries out its academic functions with a high degree of delegated authority.

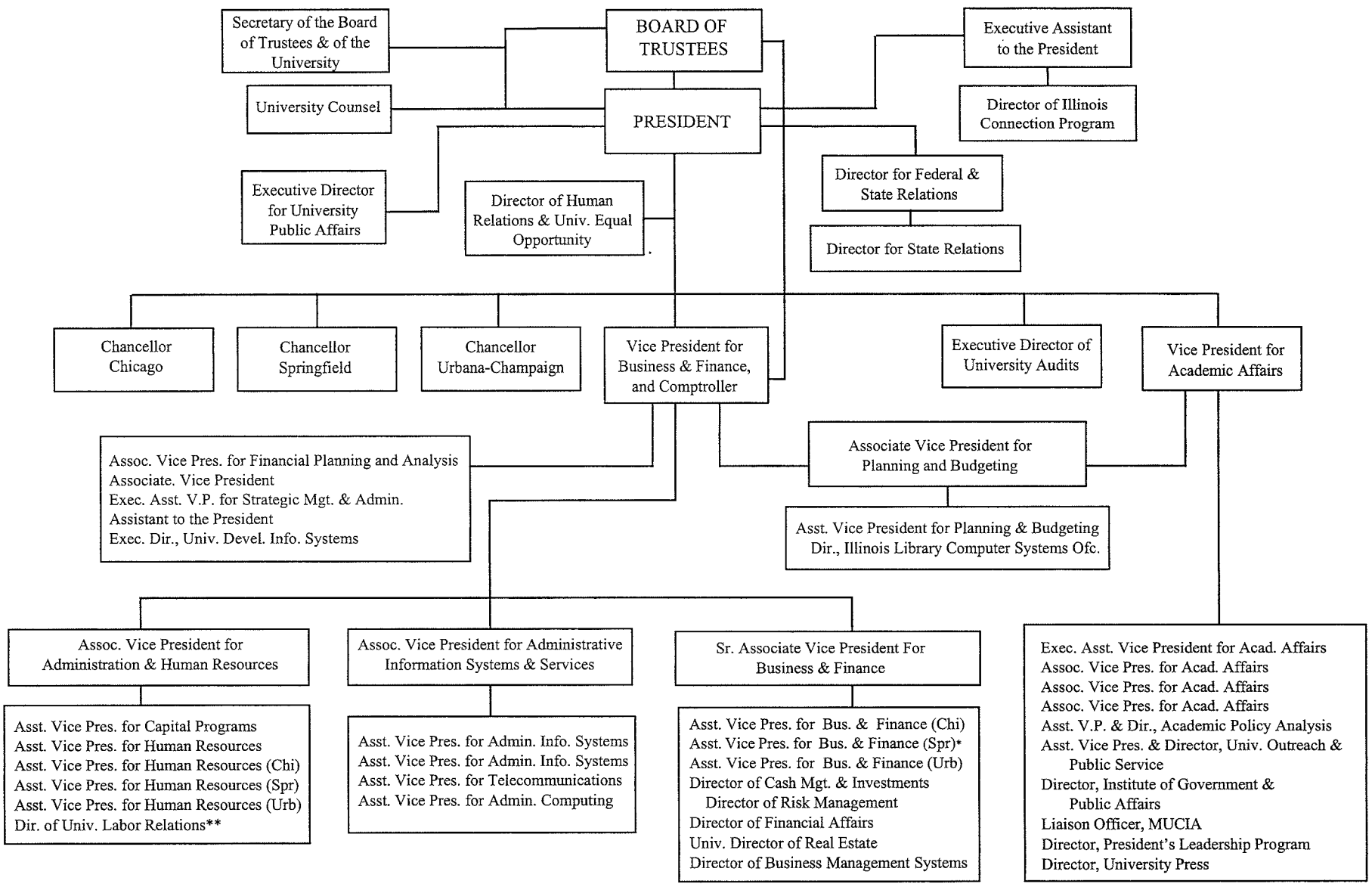
The organization and operation of the University of Illinois is described in the Statutes and the General Rules Concerning University Organization and Procedures. The Statutes set forth the educational policy, organization, and governance of the University. The General Rules are subordinate to the Statutes and provide details of administrative organization and the powers, duties, and responsibilities of University officers.

Figure 1 shows the University of Illinois organization; Figure 2 shows the Urbana-Champaign campus organization. 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. The chancellor's responsibilities include all facets of campus operation, and he or she is the voice of the campus on matters relating to university-wide policies. The chancellor has the major role in planning the overall direction of the campus in the allocation and evaluation operations, in the review of academic programs and faculty matters, in student affairs, in administrative concerns, and in developing the image of the institution.

There are four vice chancellors to whom the chancellor has assigned various responsibilities: the provost and vice chancellor for academic affairs, the

FIGURE 1 University of Illinois Adminstration



*This position also reports to the Chancellor of the Springfield campus as Vice Chancellor for Administrative Affairs.
** This position also serves UIS in Labor & employee relations.

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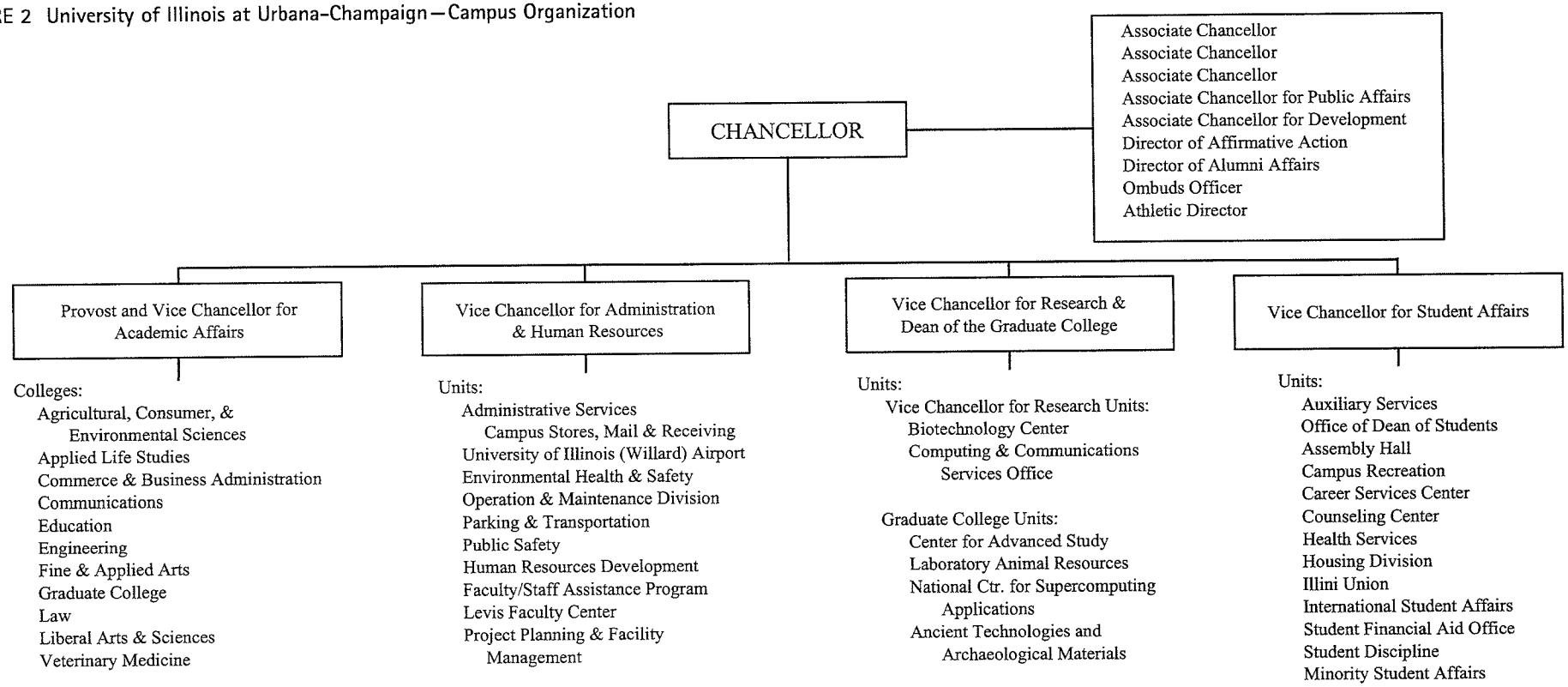
FIGURE 2 University of Illinois at Urbana-Champaign—Campus Organization



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vice chancellor for research and dean of the Graduate College, the vice chancellor for administration and human resources, and the vice chancellor for student affairs.

The provost and vice chancellor for academic affairs (the title of provost was added in 1994 to clarify this officer's role as chief academic officer) controls the campus budget and the allocation of space, and bears responsibility for the campus' academic programs and offerings.

The vice chancellor for research traditionally has served as dean of the Graduate College, with responsibility for advancing research and graduate education. However, in Spring 1999, as the campus prepared to initiate a search for a new dean of the Graduate College, a committee was appointed to review the responsibilities and structure of that organization.

The vice chancellor for administration and human resources is responsible for a number of administrative services, as well as Operations and Maintenance, Public Safety, and Environmental Health and Safety.

The vice chancellor for student affairs is responsible for a comprehensive array of campus-level student services, including Housing, Health Services, Counseling, Career Services, Minority Student Affairs, International Student Affairs, Dean of Students, and Student Financial Aid, as well as student-oriented venues such as Campus Recreation, the Assembly Hall, and the Illini Union.

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.

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.

The Urbana-Champaign campus has several independent schools, some headed by deans, some by directors. All deans and academic directors are part of the Council of Deans, which meets monthly.

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 U of I, 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 and 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, and Standing Rules of the Senate provide more information on the Senate and its committees. In addition, faculty participate in a large number of committees at departmental, college, and campus levels. Some of these committees have oversight responsibility and others are advisory in nature.

Students are also active participants in campus governance. Fifty students serve as senators in the Urbana-Champaign Senate. The student-elected assembly of the Illinois Student Government (ISG) consists of twelve undergraduate and three graduate students.

Financial Resources

The University of Illinois has enjoyed half a decade of budget stability achieved by the combination of modest tax and tuition increases along with redirection of existing resources from lower to higher priority programs. The combination of support from multiple sources achieved over the past five years has brought budget stability not seen during most of the 1980s and 1990s.

For the University of Illinois, the early 1990s brought diminished state tax support with two years of outright reductions in combination with general tuition increases held to the level of inflation. What has changed substantially from the earlier period has been the University's determination to redirect resources internally. In earlier times, reallocation might have been made on an ad hoc basis to accommodate declining support, but with the expectation that the next year's funding from the state would improve. Now, however, the University and the campus have recognized the importance of adopting long-term budget planning strategies which include redirection of existing resources as an integral component augmenting tax and tuition support. The campus has undertaken a fundamental reexamination of the uses of all existing resources, and has recognized that the danger of attempting to preserve all existing programs and operations in an era of fiscal constraint is that none can maintain the excellence and quality achieved over decades of prudent investment.

Since 1994, the campus has also undergone significant changes in its budgetary policies.

That year, former Provost Larry Faulkner and the Urbana-Champaign Senate charged the Budget Strategies Committee (BSC) to study and make recommendations about campus budgetary policies. That charge stemmed from perceived threats to the quality of this institution caused by a relatively stagnant resource base and the need to provide funds for major new thrusts and programs to keep pace with a rapidly changing educational environment. On March 8, 1996, the committee released *Framework for Budget Reform*, a report that identified weaknesses in the University's budgetary policies and proposed alternative policies that would better serve the campus' needs. As of Spring 1999, the campus was in its second year of budget reform and has continued to modify the design of the planning/budgeting process. On the whole, however, the process appears to be greatly improved, with budgetary allocations to major units

(e.g., colleges) being made in light of their actual participation and performance in instruction, research, and outreach.

Physical Resources

Since 1989, the campus has seen a tremendous amount of activity in the areas of capital planning, the evaluation of existing facilities, the construction of new facilities, remodeling and renovation, and maintenance work on existing buildings. Many of these changes are described in more detail with respect to the goals outlined in *A Framework for the Future.*

For the last decade, the University has continually sought to secure adequate funds to maintain its facilities. The FY 99 capital budget passed by the General Assembly was the first passed as part of the regular legislative cycle in four years. Yet a growing backlog of deferred maintenance projects, combined with the need to address normal deterioration in building systems and the need for functional alteration of space as academic programs change and the pace of technological progress accelerates make it critical that a reliable source of funds is available. Toward this end, the University has attempted to augment support for facilities renovation from its uneven and uncertain status in the capital budget with a more stable, secure component in the operating budget.

The campus Office of Project Planning and Facility Management (PPFM) provides assistance with master planning and site selection, project design, construction coordination, and facility project definition, planning, and coordination.

New buildings completed since 1989 include the Astronomy Building, the Atmospheric Sciences Office Building, the Beckman Institute, the Grainger Engineering Library Information Center, the Digital Computer Lab, Government and Public Affairs, the new Admissions and Records Building, the Atkins Tennis Center, the Irwin Academic Service Center, the R. T. Ubben Basketball Complex, the Biefeldt Athletic Administration Building, the Chemical and Life Sciences Laboratory, the Illini Union Bookstore, the Public Safety Building, Japan House, and Campbell Hall for Public Telecommunications.

Projects recently completed on the campus include the remodeling of student services space in the Student Services Arcade Building; the Assembly Hall addition and remodeling; the renovation of instructional space in Bevier Hall; the remodeling and safety upgrades of Florida Avenue, Taft/Van Doren, and Peabody Drive Residence Halls; the Hallene Gateway; and the Institute of Labor and Industrial Relations Education and Reception Center.

Projects currently under construction include laboratory renovations in Bevier Hall, studio space in Campbell Hall, the rehabilitation of Engineering Hall, the Spurlock Museum of World Cultures, the remodeling of the Turner Student Services Building, the remodeling of Kiln House, elevator replacements in Gregory Drive Residence Halls, and the creation of a clean room laboratory in the Mechanical Engineering Building.

Projects currently in planning include a new Agricultural, Consumer and Environmental Sciences Library, Information, and Alumni Center; a campus Alumni Center; remodeling of Burrill Hall instructional laboratories; classroom upgrades in Commerce West; a football practice facility; remodeling of David Kinley Hall; the Library renovation of various departmental libraries; a parking structure/fire station; addition to the Graduate School of Library and Information Sciences; a North Campus Chilled Water Distribution System; remodeling of Noyes Lab; improvements in Smith Hall; and remodeling of the Veterinary Medicine Teaching Hospital. Also planned are various residence hall improvements, including the renovation of Daniels Hall to incorporate undergraduate student preferences for more privacy and a location with proximity to core classes.

CRITERION 3. THE INSTITUTION IS ACCOMPLISHING ITS EDUCATIONAL AND OTHER PURPOSES.

Undergraduate Programs

Undergraduates at Illinois typically come from all 50 states, though most (91 percent) are Illinois residents. Since the last accreditation visit, the University has sought to attract more students from out of state; while in 1988 non-Illinois residents represented only 6 percent of the freshman class total, that percentage had by 1998 increased to 8.5 percent. In 1998 the freshman class had students from 46 states and 33 foreign countries. The states other than Illinois with the largest representation in the freshman class are Missouri (83 students), New Jersey (38), Ohio (36), Virginia (27), New York (25), Indiana (24), and Minnesota (20).

Admissions are highly selective. The Office of Admissions and Records received 17,961 applications for admission to the class to enter as freshmen in Fall 1998, a decrease of 1 percent from the previous year. Admission was offered to 13,105, or 73 percent of those who applied. 6,460 new freshmen enrolled in Fall 1998, 49.3 percent of those who were offered admission having elected to enter the University of Illinois. This yield rate (from admitted to enrolled students) represents an increase of 2.4 percent over the previous year. Still, those unlikely to be admitted have been discouraged in applications materials from applying, so these figures are not a true reflection of the campus' selectivity.

Since 1989, the freshman class has also achieved more balance with respect to gender and ethnicity. For the first time, the University has achieved a nearly 50/50 gender distribution, with female students constituting 49.2 percent of freshman students in 1998, as compared to 45.8 percent in 1988. In 1998, the freshman class was also more ethnically diverse than it had been in 1989, with 892 Asian students (as

"Highlights" from OAR?

opposed to 537 in 1989), 510 African American students (as opposed to 465 in 1989), and 389 Hispanic or Latino students (as opposed to 271 in 1989).

The Cooperative Institutional Research Program Survey was administered to all incoming first-year students in 1998. It provides the campus with comparative data for Illinois students over the last 30 years, as well as national data on other public universities. This year's survey revealed the following: 67 percent of incoming freshman students' fathers hold bachelor's degrees, and 60 percent of their mothers do as well; 78 percent identify Illinois as their first choice of a university; 47 percent come from households with a family income of $75,000 or more; and 90 percent used the Internet while in high school for homework or research. The top two reasons for attending Illinois cited by students were its good academic reputation and the ability of graduates to secure good jobs. Additionally, the two most important reasons to attend college cited by this year's incoming freshmen were to get a better job and to make more money.

Eight colleges and one institute—the College of Agricultural, Consumer and Environmental Sciences; the College of Applied Life Studies; the College of Commerce and Business Administration; the College of Communications; the College of Education; the College of Engineering; the College of Fine and Applied Arts; the College of Liberal Arts and Sciences; and the Institute of Aviation—offer 4,000 courses and 150 undergraduate programs of study. Students are academically very well-qualified; in the 1998 freshman class, students in the middle 50 percent had ACT scores between 24 and 28 and ranked between the 81st and 94th percentiles of their high school graduating classes.

Special programs for undergraduates include the First-Year Discovery Program, international study opportunities, and a number of living/learning communities. In addition to the Chancellor's Scholars (Campus Honors) Program, there are a number of college honors programs, including the James Scholar Program, the Jonathan Baldwin Turner Undergraduate Research Scholars Program in the College of Agricultural, Consumer and Environmental Sciences, the Cohn Scholars Program in the College of Liberal Arts and Sciences, and a variety of departmental honors programs.

The University of Illinois currently offers programs leading to the bachelor of science or bachelor of arts degrees, and one certificate program (in professional piloting). Since 1989, the campus has eliminated a number of undergraduate degree programs and added new ones in areas of growing student interest and faculty strength. The 1993 reorganization of the College of Agricultural, Consumer and Environmental Sciences led to the discontinuance of several degrees that were no longer current, and the addition or revision of degrees in natural resources and environmental sciences, crop sciences, and technical systems management, among others. Other major degree changes in the past decade have included a major redesign of the campus' undergraduate teacher certification programs in English, speech, mathematics, science, and social studies; the addition of a degree in materials science and engineering; and a reorganization of the undergraduate life sciences major (the last is currently in process).

Courses are reviewed at department, college, and campus levels to assure their academic rigor and to identify potential areas of overlap. Courses offered at the 300- and 400-level are also reviewed by the Graduate College.

Graduate Programs

The University of Illinois at Urbana-Champaign is a leading center for graduate education in the nation. A distinguished graduate faculty of approximately 2,000 members supervises and guides graduate students in research, scholarship, and teaching.

The Graduate College, the academic and administrative unit that has statutory jurisdiction over programs leading to advanced degrees on the Urbana-Champaign campus of the University of Illinois, is responsible for developing and safeguarding high academic standards in all academic disciplines. The chief executive officer of the college is the dean of the Graduate College. An executive committee advises the dean on formulating and implementing policies and practices for all academic units that have graduate programs. The only postbaccalaureate programs on the Urbana-Champaign campus that are not under the jurisdiction of the dean and the Graduate College Executive Committee are the Juris Doctor degree program in the College of Law and the Doctor of Veterinary Medicine degree program in the College of Veterinary Medicine. Associate and assistant deans in the Graduate College provide services to graduate students, graduate advisers, and academic units regarding fellowships, tuition and fee waivers, and other Graduate College financial aid; thesis preparation; dissertation and thesis research grant competitions; minority support and counseling; degree requirements; and student grievances, petitions, and encumbrances.

Assessment

The campus has been actively engaged in assessing student academic achievement since 1994, when the provost appointed the Task Force on Program Evaluation and Assessment. The Task Force spent the first year developing a new program evaluation and assessment framework and surveying all academic departments on campus to determine the student outcomes assessment methods currently being employed. Its findings were incorporated into the plan, Assessment of Student Academic Achievement, that was submitted to the North Central Association in the summer of 1995. The plan summarized the various assessment activities already underway and proposed developing new measures of student outcomes, with

best practices to be shared across campus. Steps to involve more of the campus community in assessment and to promote the benefits of outcomes assessment were also outlined.

In the fall of 1995, the Task Force on Program Evaluation and Assessment was re-appointed and charged with completing the campus plan for program evaluation and assessment. It emphasized the importance of assessment of student outcomes in improving instruction, and began to investigate how other institutions of higher education were addressing assessment of student academic achievement. A file of best practices at other institutions was developed, and the Office of Instructional Resources implemented a student outcomes assessment Web site.

The report of the second Task Force on Program Evaluation and Assessment served as the base from which the renamed Task Force on Assessment and Program Improvement launched its efforts in the fall of 1996. Assessment of student academic achievement took on primary importance, with the following questions being addressed by the Task Force in its May 1997 report:

- What is student outcomes assessment and why is it important?
- What are the characteristics of an effective system to assess student outcomes?
- What are the proposed elements of a system of outcomes assessment and program improvement at the U of I?

The report called for the provost to mandate academic units to submit a plan for evaluating and improving all undergraduate and graduate degree programs by the date of the campus' next accreditation visit. The Task Force also asked for the provost to provide a system of support and technical assistance to units, and noted the importance of a faculty-driven system of assessment:

> While campus leadership and support is necessary, only through faculty involvement can large institutions devise effective and efficient program-based assessment plans that will produce results beneficial for all academic units. With assessment planning located primarily at the unit level, faculty can exercise their responsibility to devise appropriate methods to measure student learning. The Task Force recommends a process that gives widespread ownership of assessment planning to faculty and enables them to determine the methods and instruments that are most applicable to their educational objectives and missions. Also, the Task Force supports the idea that academic units are best suited to determine how assessment results can be used to ascertain curricular strengths and weaknesses and to improve programs.

The Task Force developed a plan for technical assistance that involved information dissemination, workshops, individual technical assistance, and small grants. Members of the Task Force also designed three pilot studies to identify campus-level or common indicators of student achievement and investigate the viability of specific outcome measures or strategies for assessing general education.

In 1997-98, the Outcomes Assessment Committee (OAC) implemented the plan for outcomes assessment and established a system of technical assistance delivered by staff in the Office of Instructional Resources. Units were asked to designate assessment coordinators, who were then invited to various outcomes assessment workshops held throughout the year, and provided with individual technical assistance as requested. The Web site was enhanced and now includes unit assessment plans that have been endorsed by the committee.

In 1998-99, the committee continued to implement outcomes assessment to the entire campus. Training and technical assistance continued to be provided, and unit plans were reviewed and endorsed by the committee.

Assessment of general education has been embedded within unit assessment plans, as well as within the recertification efforts of the campus General Education Board. In 1999, the OAC also will continue to conduct pilot studies to assess general education outcomes and to investigate the viability of standardized tests as outcome measures. With the funding of a permanent assessment coordinator in the Office of Instructional Resources, the campus now is working on developing further its assessment of general education, and helping units implement their assessment plans.

The Office of Student Affairs has initiated other outcomes assessment activities, appointed an assessment committee, and is in the process of hiring a professional assessment program coordinator. This individual will serve as a consultant to Student Affairs departments in conducting assessments and spearhead major division-wide assessments. One of the priorities identified in Student Affairs's strategic plan is to conduct needs and outcomes assessments for use in program improvement. In the last year, assessments conducted have included: an impact study on the relationship between the interactive CD-ROM program Alcohol 101 and student choices related to the consumption of alcohol; a longitudinal study comparing the adjustment to college of First Year Impact students with non-FYI participants; a Greek Experience Survey administered to 5,400 members of fraternity and sorority chapters in which individual chapters received the survey results to improve chapter programs; and a comprehensive review of the Summer Orientation Program, with recommended changes being incorporated for Summer 1999.

Transcripts

Since the 1989 visit, transcripts now reflect both major and minor fields of study. Undergraduate minors are now offered campuswide rather than being limited only to students in particular colleges.

Instructional Development

The Division of Instructional Development (DID) provides consultative services to individual faculty members and department, college, or campus groups concerned with instructional, course, and curricular issues. The staff assists faculty in developing their teaching skills and instructional strategies, and in creating new courses or course materials to meet specific instructional needs.

Seminars and/or workshops for academic units and campus colleges are provided individually upon request or as parts of major, ongoing inservice developmental activities. Seminars can address basic instructional issues suitable across disciplines, or issues specific to instruction in a particular content area or learning environment.

The staff works jointly with the participating unit faculty members or administrators, and follows sound models of instructional, course, and curriculum development.

In addition, faculty are now required to submit ICES information as part of their promotion and tenure papers. ICES is the acronym for the Instructor and Course Evaluation System, and was developed at Illinois as one way to collect information from students about an instructor's courses and teaching.

CRITERION 4. THE INSTITUTION CAN CONTINUE TO ACCOMPLISH ITS PURPOSES AND STRENGTHEN ITS EDUCATIONAL EFFECTIVENESS.

Planning on the Urbana-Champaign campus occurs at the departmental, college, and campus levels, using a variety of standing and ad hoc committees.

Planning Mechanisms

The Urbana-Champaign Senate appoints a number of key committees that are involved in planning, including the Senate Council, the Educational Policy Committee, the General University Policy Committee, and the Faculty Advisory Committee. The 20 standing committees (including the Council) charged with identifying and considering substantive issues and presenting recommendations to the Senate include: academic calendar, academic freedom and tenure, admissions, budget, campus operations, conduct governance, continuing education and public service, educational policy, honorary degrees, library, and student life. Membership and duties of Senate committees are specified in the Senate Bylaws.

Under budget reform, the Campus Budget Oversight Committee (CBOC) and the Dean's Budget Committee (DBC) have been charged with a number of important responsibilities. CBOC is the general advisory body on budget policy and planning for the campus community and has the following duties:

- Monitor the system of campus-level planning and budgeting in all of its respects and to advise the provost on improvements;
- Advise the provost on the annual development of the Statement of Strategic Priorities, the Strategic Financial Plan, and the Planning Guidelines;
- Review reports and proposals from the colleges in the annual planning and budgeting cycle;
- Advise the provost on the division of the campus share of revenue into campus allocations for the colleges;
- Provide reaction and advice to the provost and to the Council of Deans (COD) concerning the DBC's recommended schedules of budgets and assessments for administrative units;
- Undertake ad hoc projects as requested by the provost, e.g., budgetary reviews of campus units beyond the scope of the annual process or investigations of specific issues of policy or practice;
- Report to the Senate, the Senate Council, or the Senate Budget Committee upon request;
- Provide annual opportunities in a manner determined by the Committee for members of the campus community to comment, raise questions, or express concerns about budgetary issues.

The Deans' Budget Committee is the campus community's principal advisory body on planning and budgeting for administration and services. It is a subsidiary of the COD and has the following duties:

- Monitor the system of campus-level planning and budgeting for administration and services, and to advise the COD, the CBOC, and the provost on improvements in that system;
- Advise the COD, the CBOC, the provost, and the chancellor on the aspects of the Statement of Strategic Priorities, the Strategic Financial Plan, and the Planning Guidelines bearing on administration and services;
- Review annual reports and proposals from the administrative units in the annual planning and budgeting cycle;
- Recommend annually a schedule of budgets for administrative and service units to the COD and the provost;
- Undertake ad hoc projects as requested by the provost, e.g., budgetary reviews of administrative units beyond the scope of the annual process or investigations of specific issues of policy or practice concerning administrative and service units;
- Report to the COD, the CBOC, the Senate Council, or the Senate upon request.

The Office of the Provost also annually appoints a number of other key committees, including the General Education Board, the Educational Technologies Board, the Environmental Council, the International Council, the Committee on Promotion and Tenure, the

list of Provost's Committees

Teaching Advancement Board, the Undergraduate Advising Committee, the Committee on Campuswide Access and Accommodation, and the Campus Library Policy Committee.

A Framework for the Future

The campus' most recent concerted planning effort began in the fall of 1993, when the campus undertook the 18-month planning process that culminated in the May 1995 publication of *A Framework for the Future.*

The planning process was originally known as the "Academic Plan for the Year 2000." It identified the following 10 areas of study:

- Maintaining and enhancing excellence in undergraduate education, particularly in the freshman year;
- Maintaining and improving the quality of graduate and professional education;
- Retaining and renewing a quality faculty;
- Enhancing the environment for scholarship and research;
- Strengthening the international role of the University;
- Building a more inclusive community;
- Improving the academic information/library environment;
- Expanding the service mission of the University;
- Enhancing the public image of the University of Illinois at Urbana-Champaign;
- Developing resources for sustained excellence and institutional renewal.

Each of these areas was assigned to a work group, typically an ad hoc or standing committee, together with specific issues to be considered. Each work group made its report to the Strategic Plan Committee, which then synthesized these reports into the plan known as the *Framework.*

The Strategic Plan Committee was co-chaired by Chancellor Aiken and former Provost Faulkner. The co-chairs were advised by the Strategic Plan Committee, as well as by the Council of Deans. The Strategic Plan Committee was made up of faculty from across the campus and included the chair of Senate Council, the chair of the Senate Committee on General University Policy, and the chairs of two key committees appointed by the provost, the Council on Undergraduate Education, and the Budget Strategies Committee. There were also staff and undergraduate and graduate student representatives.

The planning process took just 18 months, but had a lasting effect on the campus. The chancellor provided annual updates to the Urbana-Champaign Senate on progress toward the goals outlined in the *Framework,* and the campus self-study committee chose to focus its efforts on the campus' progress in realizing this strategic plan. Part II of this report illustrates the progress that has been made on the many goals and plans identified in the *Framework.*

The *Framework* document also prompted the initiation of various unit planning processes that were modeled upon it. See, for instance, "A Vision for Student Affairs," a 1997 planning effort that builds upon the precepts of *A Framework for the Future* and serves as a companion document to it. "A Vision for Student Affairs" provides a context for future accomplishment, and identifies eight strategic foci:

- Quality assessment of programs and services to best serve students and the campus;
- Technology—its promises, its complexities, its costs, and the need for staff training;
- The affordability of a college education for Illinois students;
- An awareness and appreciation of the multicultural nature of the Illinois campus and the need for more interaction among students of diverse backgrounds;
- Coordinated and collaborative initiatives with Academic Affairs units and within Student Affairs;
- The developmental, intellectual, cultural, and social needs of first-year students in the transition from high school to college;
- The image and impact of Student Affairs;
- The resource base required for meeting the diverse and changing needs of students, technological advances, facilities renewal, and staff development.

CRITERION 5. THE INSTITUTION DEMONSTRATES INTEGRITY IN ITS PRACTICES AND RELATIONSHIPS.

The first of the seven principles articulated in *A Framework for the Future* is "Invest in People," because the campus enterprise consists above all in interactions between and among faculty, students, staff, and many others beyond the bounds of the campus. Integrity is key not only to the academic enterprise, but to healthy human interaction as well. The University of Illinois at Urbana-Champaign seeks to demonstrate integrity in its practices and relationships.

The *Code of Policies and Regulations Applying to All Students* is published prior to each fall semester on-campus registration and is also available on the Web. These policies and regulations, as the title implies, apply to all undergraduate, graduate, and professional students enrolled at the University of Illinois at Urbana-Champaign. Information about University and campus admission policies, specific academic programs and their requirements, and course contents may be found in current editions of the *Programs of Study* and *Courses* catalogs.

The *Code of Policies and Regulations Applying to All Students* begins with the Statement on Individual Rights, which reads in part:

> A student at the University of Illinois at the Urbana-Champaign campus is a member of a University community of which all members have at least the rights and responsibilities common to all citizens, free from institutional censorship; affiliation with the University as a student does not diminish the rights or responsibilities held by a student or any other community member as a citizen of larger communities of the state, the nation, and the world.

The Statement on Individual Rights enumerates the individual's rights in the classroom and in matters of campus expression, rights of privacy and student records, freedom of association, freedom of inquiry and expression, and the accommodation of students' religious beliefs, observances, and practices. The *Code* also provides information on the campus' nondiscrimination statement, which is as follows:

> The commitment of the University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, and access to and treatment in the University programs and activities. Complaints of invidious discrimination prohibited by University policy are to be resolved within existing University procedures.

MED Discrimination Policy?

The *Code* also contains the University statement on sexual harassment, the campus policy for individuals with HIV, and the policy for accommodation and provision of auxiliary aids for students with disabilities. The Division of Rehabilitation-Education Services (DRES) coordinates efforts related to the last of these; it provides supplementary materials such as "Frequently Asked Questions about Learning Disabilities" and the *Disability Resource Guide* to faculty, staff, and students.

The *Code* also outlines procedures for grievances and complaints, including policy and procedures for addressing discrimination and harassment, for review of alleged capricious grading, and for review of an instructor's ability to communicate in English. Changes to the *Code* are the responsibility of the Senate Conference on Conduct Governance.

The *Academic Staff Handbook*, updated and reissued biennially and published in both print and Web formats, provides basic information about academic policies and procedures, and also serves as a reference to other sources of information where appropriate. In addition to updated information regarding campus organization, facilities, services, policies, and procedures, the *Handbook* features three appendices: a guide to instructional resources, a guide to computer resources, and a benefits and services guide.

General Institutional Requirements

MISSION

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

   Since 1867, the mission of the University of Illinois—to provide programs of the highest quality in instruction, research, and public service—has remained unchanged.

2. It is a degree-granting institution.

   The University of Illinois grants degrees at the baccalaureate, master's, first-professional, and doctoral levels.

AUTHORIZATION

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

   The University of Illinois operates and awards its degrees under the authority of an act by the legislature of the state of Illinois, approved on February 29, 1867 (chapter 144, sections 22ff of the Illinois Statutes), to establish the University of Illinois as a not-for-profit corporation of the state of Illinois.

   According to the University Statutes, the president of the University is responsible, in accordance with state law, for conferring degrees to candidates as recommended by the Board of Trustees and the appropriate senate.

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.

   The not-for-profit status of the University of Illinois is confirmed in chapter 144, sections 22ff of the Illinois Statutes.

GOVERNANCE

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

   As stated in the Preamble to the University Statutes:

   > The University of Illinois, being a State university, is subject to the control of the Illinois General Assembly. The General Assembly, subject to the limitations of the State Constitution and to such self-imposed restraints as are essential to the maintenance of a free and distinguished University, exercises control by virtue of its authority to change the laws pertaining to the University and its power to appropriate funds for the maintenance and improvement of the University. Under existing State law the University of Illinois is a public corporation, the formal corporate name of which is "The Board of Trustees of the University of Illinois."
   >
   > Within the limits fixed by the Illinois Constitution and laws, the Board of Trustees exercises final authority over the University. . . . The board is the governing body of the University and exercises jurisdiction in all matters except those for which it has delegated authority to the president, other officers, or bodies of the University.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

   The Board of Trustees of the University of Illinois consists of ten voting members. The governor serves ex officio. The governor appoints ten members (including one student). Since 1973, the student body of each of the three campuses has elected a student trustee. Since the fall of 1998, the governor has selected one of these three to have a binding vote except on issues involving tenure. The other two student trustees' votes are advisory.

   Nine of the appointed trustees serve six-year, staggered terms; three terms expire and are filled every two years. The student trustees are elected on the campuses each spring, and serve one-year terms that begin in July.

   The nine trustees appointed by the governor take office in January to begin a six-year term that expires at the end of December.

   The current members of the board are listed below, together with the dates of their terms of office:

1999–2005
Jeffrey Gindorf, M.D.
Kenneth D. Schmidt, M.D.
Gerald W. Shea

1997–2003
Susan L. Gravenhorst
Thomas R. Lamont
Roger L. Plummer

1995–2001
William D. Engelbrecht
Martha R. O'Malley
Judith R. Reese

Student Members of the Board
July 1, 1998–June 30, 1999
Michael J. Clark, University of Illinois at Chicago
Robert Doyle, University of Illinois at Springfield
Samuel N. Gallo, University of Illinois at Urbana-Champaign

Officers of the Board
Chair: Jeffrey Gindorf, M.D.
Treasurer: Lester H. McKeever, Jr.
Comptroller: Craig S. Bazzani
University Counsel: Thomas R. Bearrows
Secretary: Michele M. Thompson

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

Article I, section 5 of the University Statutes designates that the chancellor, under the direction of the president, shall serve as the chief executive officer of the Urbana campus.

Chancellor Aiken, was appointed to the office on July 1, 1993. James J. Stukel serves as president of the University of Illinois; he took office August 1, 1995.

8. Its governing board authorizes the institution's affiliation with the Commission.

The Board of Trustees of the University of Illinois authorizes the Urbana campus' affiliation with the Commission.

FACULTY

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Over 90 percent of the University's tenured and tenure-track faculty hold doctoral degrees, and the remainder hold the terminal degree for their discipline.

10. A sufficient number of the faculty are full-time employees of the institution.

Nearly all (98 percent) of the 1,917 faculty members are full-time employees.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

As the responsible body in the teaching, research, and scholarly activities of the University, the faculty has inherent interests and rights in academic policy and governance.

The Urbana-Champaign Senate at the University of Illinois is a legislative body composed of 200 faculty (elected for two-year terms) and 50 students (elected forone-year terms). The Senate Council is the executive committee of the Senate. The 20 standing committees (including Council) charged with identifying and considering substantive issues and presenting recommendations to the Senate include: academic calendar, academic freedom and tenure, admissions, budget, campus operations, conduct governance, continuing education and public service, educational policy, honorary degrees, library, and student life.

EDUCATIONAL PROGRAM

12. It confers degrees.

The University of Illinois has conferred degrees since its establishment in 1867.

13. It has degree programs in operation, with students enrolled in them.

In the current (1998-99) academic year, 33,763 students are enrolled in undergraduate, graduate, or professional programs. Nondegree students constitute a very small proportion of the total enrollment.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The degree programs at the University of Illinois at Urbana-Champaign are consistent with its mission and with other programs of study at comparable Research I institutions.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

All new degrees, or changes in the names of existing degrees, are reviewed and approved by the college, the provost, the Senate, the Board of Trustees, and the Illinois Board of Higher Education for purposes of assuring consistency with other University of Illinois degree programs and with comparable degree programs offered elsewhere in the state.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

In May 1989, the Urbana-Champaign Senate approved a proposal enhancing the campus General Education requirements for baccalaureate degrees. This proposal constituted a substantial

improvement over the previous General Education requirements, which had been in place since 1962. The 1989 action called for a common, campus-wide commitment to General Education, to be guided by the following statement:

> Undergraduate education at the University of Illinois at Urbana-Champaign includes General Education as an essential complement to major fields of study. General Education uses the theories, concepts, and methods of the disciplines to broaden students' understanding and appreciation of human thought and achievement–and to provide a richer context within which to understand their own specialized fields. The campus General Education component is intended to help students understand and appreciate diverse areas of scholarship, to develop and enhance a wide range of intellectual abilities, and to strengthen students' abilities to develop and communicate ideas effectively and responsibly.

It also recommended the following expanded campus-wide General Education requirements:

- A two-part English composition requirement (implemented Fall 1991);
- A two-part quantitative reasoning requirement (partially implemented Fall 1993);
- A three-semester foreign language requirement (to be implemented Fall 2000);
- Nine hours of approved course work in each of the following: natural sciences and technology, humanities and the arts, and social and behavioral sciences (partially implemented Fall 1994);
- Two courses in cultural studies, one concentrating on Western culture, the other on either non-Western or U.S. minority cultures (implemented Fall 1995);
- An increased emphasis on issues of women and gender (implemented in 1991 as part of the review and approval process for certifying courses for general education credit).

The General Education Board, established by this same Senate action, was charged with developing plans for implementation of these requirements, which it continues to address.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Undergraduate admission is highly selective. In Fall 1998, the top 25 percent of the freshman class had ACT composite scores of 29–36, and was in the 95th to 99th percentile ranks for their high schools. The middle 50 percent of the freshman class had ACT composite scores of 24–28, and was in the 81st to 94th percentile ranks.

Students generally come to Illinois well-prepared for college study; nearly all meet the minimum high school course requirements for admission of freshman students to Illinois public universities–that is, four years of English, three years of mathematics, and two years each of social studies, laboratory science, and a foreign language. In 1998, for instance, 97.2 percent of Illinois freshman students completed four years of English; 98.3 percent completed three years of mathematics; 98.4 percent completed two years of social studies; 98.5 percent completed two years of laboratory science; and 96.4 percent had taken at least two years of a foreign language.

Many students also receive proficiency credit by participating in the Advanced Placement Program, administered by the College Entrance Examination Board. Although this campus does not officially award "Sophomore Standing" through participation in the Advanced Placement Program of the College Board, in Fall 1998, 131 new students were awarded 30 or more semester hours on the basis of their AP scores. In 1998, 644 students earned at least 16 credit hours in comparison to 743 students in 1997, the equivalent of one semester of college-level academic work. The 2,585 students who earned some credit received an average of approximately 12.1 credit hours each.

18. It provides its students access to those learning resources and support services for its degree programs.

The University of Illinois at Urbana-Champaign makes available to its students a wide variety of learning resources and support services. The University Library holds the largest public university collection in the world, housing more than 17 million items in the main library and in the more than 40 departmental libraries and units. Students have access to more than 3,000 computer terminals in classrooms, residence halls, and campus libraries for use in classroom instruction, study, and research. Other important resources and services include academic advising, career planning and placement, counseling, services for students with disabilities, financial aid, and health services.

FINANCES

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The financial statements of the University of Illinois are audited annually. For the past year the audit has been carried out by Olive LLP, Independent Public Accountants, as special assistants to the Auditor General. The external audit is a public document and is available upon request.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The annual Budget Request for Operating and Capital Funds identifies University priorities for incremental state support; included in this request are priorities specific to the Urbana campus, such as

academic program initiatives and facilities renovation efforts. The annual Budget Summary for Operations shows how the operating budget has been allocated; it indicates both the source and function of budgeted expenditures.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The Annual Financial Report of the University of Illinois presents the financial position and financial activities of the University and its component units as well as certain activities and expenditures funded by state agencies on behalf of the University and its employees.

The University is a component unit of the state of Illinois for financial reporting purposes. The financial balances and activities included in its combined financial statements are, therefore, also included in the state's comprehensive annual financial report.

PUBLIC INFORMATION

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendar; its learning resources; its admissions policies and practices; its academic and nonacademic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

The biennial *Programs of Study* catalog includes in its introductory material the mission statement, academic calendar, learning resources, admissions policies and practices, charges and refund policies, and a description of academic and nonacademic policies and procedures directly affecting students. The *Programs of Study* also includes detailed descriptions of undergraduate and graduate instructional programs and degree requirements. Some of this information is also available in the biennial *Courses* catalog, the *Timetable* published each term, and the annual *Code of Policies and Regulations Applying to All Students.* All of these documents are also available on the Web.

The University of Illinois does not publish the academic credentials of its faculty and administrators in any of the campus publications, but various departmental and college handbooks provide this information. When the Board of Trustees formally appoints faculty members or administrators, their credentials are reviewed by the Board and recorded in the publicly available Minutes of the Board of Trustees.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The accreditation status of University of Illinois colleges, schools, and programs are listed in the *Programs of Study* catalog. A brief statement on the accreditation status of the campus will be added when the *Programs of Study* is next updated, in 2000.

24. It makes available upon request information that accurately describes its financial condition.

Prior to 1911, statements of the financial operations appeared only in the proceedings of the Board of Trustees which since 1909 have contained the annual and biennial budgets. Since July 1, 1911, separate reports have been published showing the financial operations of each year. These reports are intended to form a comprehensive and permanent record of the finances of the University for the periods covered for the information and reference of all persons concerned or interested. Copies of the annual financial report are available upon request.

SECTION 2

A Reality of Achievement: Building On *A Framework For the Future*

FIRST, WE SHALL INVEST IN PEOPLE

1. **Recruit the very finest faculty, primarily at the junior level, and encourage their long-term commitment to Illinois, while holding them to the highest standards of performance in the classroom and on the broader professional platform.**

   At Illinois, faculty members are recruited and hired with the understanding that they will achieve at the highest level of excellence.

   Universities exist to serve the common good and not primarily to further the interests of either individuals or institutions. The basic functions of the University of Illinois are teaching, research, and public service. By accepting an appointment at this university, an individual assumes a responsibility to pursue scholarly activities. Such pursuits necessitate free inquiry, free expression, intellectual honesty, respect for the dignity and rights of others, and openness to change. The rights and responsibilities exercised within the academic community must be compatible with these characteristics.

   Academic freedom is essential to the functioning of the University of Illinois, or indeed any university. It applies to its teaching, research, and public service and involves both faculty and students. Faculty members at the U of I are responsible for providing students with the same kind of freedom that they claim for themselves, namely, the freedom to consider conflicting views and to make their own evaluation of data, evidence, and doctrines. Furthermore, faculty members have a responsibility to maintain an atmosphere conducive to intellectual inquiry and rational discussion.

   Faculty members at the University of Illinois are expected to instruct their assigned courses in a manner consistent with the scheduled time, course content, and course credit as approved by the faculty. Within these constraints, they are entitled to freedom in the classroom in developing and discussing—according to their areas of competence—the subjects that they are assigned.

2. **Urge units to model their recruitment, tenure, and promotion practices and procedures on those that have proven most successful campuswide.**

   The campus has addressed this goal in a number of ways. First, all campus policies on recruitment, promotion, and tenure have undergone comprehensive revision and clarification. These policies form the foundation upon which all other efforts are built. The revision process has been open and ongoing, with wide distribution of the resulting documents. In several cases, interaction with the Urbana-Champaign Senate played a key role in the policy revision. The fundamental policy document governing promotion and tenure was distributed to the campus in its revised form in Fall 1996, and has been refined each succeeding year based upon feedback and questions to the office. Other policies have also been systematically reviewed and revised, with major portions of most undergoing rewriting to clarify and improve useability. In addition, several new guidance documents have been created to support best practices in recruitment, tenure, and promotion. Topics include the principles that apply to each category of appointment and the necessary documentation and required approvals for each, and the principles and procedures governing endowed appointments. Each document provides models for units to follow in these key personnel practices. Finally, renewed emphasis has been placed upon the responsibilities of units in providing candid evaluations of probationary faculty members to improve their prospects for achieving promotion and tenure. All revised policies are available on the Web site maintained by the Office of the Provost (www.provost.uiuc.edu).

   In addition, the Office of the Provost has undertaken significant new educational efforts for unit heads (including deans), those involved in processing appointments, and faculty members. Programs for faculty members are conducted in conjunction with the Office of Academic Human Resources. The primary channels for these educational efforts include monthly seminars for administrative officers; renewed emphasis upon orientation programs for new faculty and new academic administrators; widespread distribution of the revised policies; and use of newly created educational materials in support of these efforts. For example, upon being recommended for tenure, faculty members now receive a letter describing the attendant privileges and responsibilities, and are asked to accept them in writing. A document designed for probationary faculty members, "Frequently Asked Questions about Promotion and Tenure at the University of Illinois at Urbana-Champaign," has been created and widely disseminated. In the seminar series for administrative officers (now in its third year), programs are presented annually on best practices in recruitment, as well as on promotion and tenure issues; the latter focuses upon the role and responsibilities of unit heads and upon the underlying campus philosophy in this most important area. An additional program is presented each year on the evaluation of faculty members, with emphasis upon those in their probationary years.

   The Office of the Provost has also created a support network for college and departmental officers with questions or cases, and consults frequently on questions in the areas of recruitment, promotion, and tenure.

3. **Ensure that senior faculty mentors are available to advise and counsel all junior faculty.**

   In November 1995, the provost appointed a Task Force on Improved Practice to collect and disseminate "best practices" in the area of hiring and developing faculty and staff. Among the questions considered by this group were the following:

- How do departments attend to the career development of faculty members, especially young faculty on the tenure track?
- What practices are in use in departments for the effective evaluation and mentoring of faculty at various stages in their careers?
- What practices work particularly well for providing feedback to junior faculty?
- How are junior faculty assisted with "plugging into" professional networks?

Materials were collected from a number of departmental units, and revealed that mentoring of junior faculty takes place in a variety of ways, although most units provide junior faculty with the opportunity for regular advice and counsel by senior colleagues. Some units, for example, appoint formal mentoring committees, made up of 2–3 senior faculty members for each junior faculty member; such committees meet at least annually with the junior faculty member to review her or his scholarly progress. Other units, usually smaller departments where the faculty see and meet with one another fairly often, have less structured but still very effective mentoring practices.

After reviewing the materials collected from the units, the Task Force recommended that the campus implement a mandatory third-year review for all junior faculty members by their departments. This was implemented in 1996, and remains policy. Although departments are urged to conduct reviews that take place annually, the third-year review is a more formal, written review and becomes part of the faculty member's personnel file. The purpose of the third-year review is to provide an assessment of an individual's professional development and his or her prospects for being recommended for indefinite tenure at the end of the probationary period.

4. Provide development programs for junior faculty with limited teaching experience, and ensure that they receive adequate support for their research efforts during the years before tenure.

Junior faculty have access to individual assistance from the Division of Instructional Development (DID) in the Office of Instructional Resources. DID provides consultative services to individual faculty members concerned with instructional, course, and curricular issues. The staff assists junior faculty in developing their teaching skills and instructional strategies, and in creating new courses or course materials to meet specific instructional needs.

All faculty also are invited to the annual faculty retreat on teaching, which is sponsored by DID. The faculty retreats began in 1995, and have quickly become pivotal events in the campus commitment to excellence in teaching. Participation provides faculty with valuable tools and ideas to enhance the classroom experience, and with opportunities to meet faculty members from across the campus to engage in dialogue and learn from one another as they pursue the common goal of excellence in teaching.

The Office of the Vice Chancellor for Research bears responsibility for oversight of recruitment packages, which can be critical in assuring new faculty members the opportunity to succeed. Additionally, renewed emphasis has been placed upon the responsibilities of and techniques for units to use in formal evaluation of and feedback to probationary faculty members. The new document, "Frequently Asked Questions about Promotion and Tenure at the University of Illinois at Urbana-Champaign," provides information to probationary faculty members about expectations for their achievement and the procedures that will be used for reaching decisions of promotion and tenure. It is distributed in paper form to all new faculty members, and is also available on the Web site of the Office of the Provost.

In addition, the provost addresses these topics at the annual orientation of new faculty, and in a program sponsored by the campus chapter of the American Association of University Professors (AAUP).

5. Improve mechanisms for departmental assessments of progress for all nontenured faculty, and ensure that departmental expectations, policies, and procedures are communicated clearly.

In consultation with the Council of Deans, the Office of the Provost has examined mechanisms for improving development of and feedback to junior faculty members about the progress of their careers as part of the promotion and tenure process. The provost collected information from units across the campus and shared it during several administrative seminars for unit heads; the purpose of this effort is to disseminate best practices across the campus. The policy on formal evaluations of probationary faculty has been extensively revised and receives renewed emphasis in unit head training and support programs; the Council of Deans has been informed of their responsibilities in assuring that units perform these evaluations as required by campus policy.

6. Recommend faculty hiring and tenure only when demonstrably in the best interests of the University.

Decisions to promote faculty members and to award tenure are the most important made by the University, for they determine the quality of the faculty for decades to come. Departments and colleges are urged to be very selective in their recommendations, particularly for appointments to indefinite tenure. Because tenure has consequences of long life and great magnitude, it is awarded only when the best interest of the University of Illinois is clearly served by doing so. This is the overriding criterion.

Several questions are asked in any case where tenure is at issue. First is whether the candidate would improve the overall quality of the unit's tenured staff. Second is whether the unit is better able to improve itself by granting promotion and

tenure or by hiring anew. Third is whether the candidate is likely to maintain or improve his or her quality and contributions to the unit over the long period typically involved in a tenured appointment. The department, the college, and the University should not accept a lifetime obligation if there is substantial doubt on any of these points.

For most faculty members, the primary basis for promotion and tenure will be evidence of the high quality of both teaching and research, with consideration also being given to evidence of valuable public service or service to the University and professional communities. The University is committed to excellence in all of these areas, but recognizes that equal excellence in each of them in individual cases is rare. Promotion and tenure will generally be awarded only if the evidence shows that a candidate's research accomplishments are excellent and the candidate's teaching is also strong, or if a candidate's teaching accomplishments are excellent and the candidate's research accomplishments are also sufficiently strong to meet the requirements for promotion. It will be unusual and exceptional to award promotion and tenure merely on the basis of strong performance in only one of these areas. In every instance, the record of teaching and scholarship should be thoroughly documented, with due deference to the college and the campus definition of what constitutes high quality in each category. Several methods of evaluation should be used, and the record should be thorough enough to indicate not just past performance, but a high likelihood of continued excellence.

There are certain faculty roles for which different criteria are appropriate, such as in the continuing education and public service areas of the University. In such cases, explicit criteria for judging the quality of performance must be developed by the candidate's department and dean at the time of appointment, and there should be ample evidence that these criteria are being met in an exemplary fashion. When teaching is a primary part of the public service, the activity should be judged according to criteria adapted from the evaluation of resident instruction. When research is a primary part of the public service, the activity should be judged according to criteria adapted from the evaluation of research and scholarship discussed above.

The appropriate evidence of excellence and the procedures for making judgments will vary among fields of study and with the mix of research, resident instruction, and public service. Some flexibility must be maintained in applying the standards.

In summary, scholarship, resident instruction, and public service are all to be considered at the time of promotion. Realistically, it cannot be expected that every faculty member will perform outstandingly in all of these areas. Therefore, the University operates on a compensatory system such that, within a demand for overall strength, the required level of quality may be achieved with somewhat greater strength in one area than in another. But if a candidate is actually weak either in teaching or in scholarly achievement as defined by the nature of the appointment, awarding a promotion or indefinite tenure may not be in the best interest of the University of Illinois.

To achieve tenure on this campus, it is necessary to receive positive recommendations at each level considering the case, beginning with the home unit. Each decision typically involves a two-step process encompassing review by a duly constituted faculty committee as well as the independent endorsement of the executive officer. A case endorsed at the unit level requires successive levels of review, each of which must also act positively. The provost makes the final recommendation on promotion and tenure, acting with the advice and consultation of the Campus Committee on Promotion and Tenure. Promotion and tenure are granted upon action of the Board of Trustees.

7. Achieve 100 percent salary parity with our peers by the year 2000, in order to retain the best faculty we are able to recruit.

   In 1994, University of Illinois faculty salaries were dangerously low, and the institution had lost—and was still losing—excellent faculty members to peers providing higher salaries. Since then, average faculty salaries at the University have gained in comparison to the average of the comparator institutions. These gains have been achieved through endowments for chairs (see item 8, below), through special allocations from the state of Illinois in FY 96 and FY 97, and through reallocation of existing campus funds. For FY 99, the campus strategy will be to match the average faculty salary increases for the comparator group through a combination of new state funds and internal allocations. The goal for FY 2000, FY 2001, and FY 2002 will again be to provide faculty salary increases that are higher than those being provided by the peer institutions in the comparison group.

8. Increase by 100 the number of endowed chairs and named professorships to support senior faculty. At the beginning of the 1994–95 academic year, Illinois had just 44 endowed chairs, fewer than any other university of comparable quality. This situation both makes the University vulnerable to faculty losses through recruitment by other institutions, and makes it difficult for the University to recruit senior faculty when that is in our interest.

   Campaign Illinois, a major fundraising initiative, began its public phase on July 1, 1993. The original goal for the campaign was to raise $1 billion for the University, of which $700 million was targeted for the Urbana campus. The campaign, which has surpassed both of these goals, has been extended to December 2000.

   A major emphasis for the campaign is to increase significantly the University's endowment and to create 100 new endowed chairs and professorships, which will be used to retain and recruit outstanding

faculty members. Prior to the beginning of the campaign, there were 44 such positions, 11 of which were funded at $1 million or more.

The minimum gift for a chair is $1.25 million; $500,000 is the minimum required to name a professorship. As of March 1999, 122 endowed chairs and professorships had been received, pledged, or promised through deferred gift commitments. There are additional gifts in negotiation which, when finalized, would bring the number of newly created endowed chairs and professorships to more than 150, surpassing the campus goal by 50 percent.

9. Recruit the best graduate students in all disciplines in which we offer graduate degrees.

Graduate education is central to the U of I's identity as a land-grant research university of world-class stature. Graduate students collaborate with professors on research and creative projects that increase shared knowledge. As teaching assistants, graduate students contribute to the education mission of the University. Students from groups traditionally underrepresented in academe bring a diversity of experiences and perspectives that strengthen the institution in many ways. A student body reflective of the diversity in society is consistent with the University's land-grant heritage, will help prepare students to thrive in that diverse society, and will encourage intellectual diversity on campus.

Graduate College outreach efforts serve thousands of prospective students and represent all graduate programs on campus. The Graduate College distributes essential recruiting materials at no charge, including the general graduate studies brochure (18,000 copies per year) and the graduate application (40,000 to 60,000 packets per year). Consistent with the University's land-grant mission, Graduate College staff accept all invitations to graduate study fairs in Illinois. Outreach to prospective minority graduate students extends to over 50 institutions nationwide. In Summer 1998, eighty-nine exceptional sophomores and juniors participated in the thirteenth annual Summer Research Opportunities Program (SROP), which prepares and encourages minority students to pursue graduate study and academic careers. The campus also hosted 800 of the country's most gifted minority students at the 1998 conference for all SROP programs.

The highly successful McNair Scholars Program, nationally recognized for its accomplishments at the University of Illinois, is among the premier opportunities for undergraduates to participate in summer research with faculty members. Since 1990, 170 Illinois faculty members have mentored 247 summer McNair research students. Twenty African-American and seven Latino/a faculty members have served as McNair research mentors.

Each year the Graduate College provides $55,000 in recruiting grants to departments. The Graduate College also awards Illinois Distinguished Fellowships to help departments recruit exceptional applicants by providing fellowships with a $16,000 stipend per year for three years, and a tuition and service fee waiver. Graduate College Fellowships of $8,000 to $12,000 promote diversity by supporting promising students from groups underrepresented in graduate study. Each year the Fellowship Board also awards Program Enhancement Grants to four or five departments. These three-year grants of $25,000 per year go to departments embarking on campaigns to enhance their quality and are designed to aid that campaign with extra fellowship funds. Most departments also rely on the Block Grants of University Fellowship funds for a relatively stable source of funding. Campus-based fellowship funds allow the institution flexibility to support the institution's strategic directions as they shift over time.

Beginning in Summer 1999, prospective graduate students are now able to apply for admission to graduate programs using a Web-based system. Application information that has traditionally been available only on paper is directly downloaded from the student's application into the new electronic admissions system and then is instantly made available to departments in any format needed. This greatly expedites the admissions process and is more user-friendly. In addition, for the first time, applicants are able to use a credit card to pay the application fee, which is especially helpful to international students, who will no longer have to obtain a bank draft for American dollars.

The Graduate College will continue to work for increased campus-level fellowship funding while continuing to support graduate programs in their recruiting efforts. The excellence of this institution depends in large part on its ability to attract, retain, and award degrees to the most talented graduate students possible.

10. Achieve competitive assistantship and fellowship total support packages, taking into account both campus-wide standards and discipline-based market issues.

AND

11. Create an expanded fellowship program based on merit, with emphasis on substantial fellowships to beginning graduate students and those at dissertation stage.

Outstanding graduate students inspire the undergraduate students they teach, are creative and productive members of research teams, and enliven the educational experiences of their peers. National and international competition for exceptional students is keen, and prospective students carefully evaluate the quality of the available financial aid along with the quality of the faculty, the program, and other attributes. Fellowship support is particularly attractive to students, since it speeds degree completion by allowing students to focus exclusively on their academic programs. The graduate students who have been drawn to the campus by the combination of strong academic programs

and competitive fellowship support have had a significant impact on the scholarly and educational mission of the University.

The Fellowship Board was formed in 1993–94 to create and administer a new set of fellowship programs. Since then, it has overseen and guided the award of campus-level fellowship funds to graduate students and departments. The faculty from all parts of the campus who constitute the Fellowship Board see it as their mission to enable programs to enhance their quality through the award of fellowships to the very best students, regardless of department. For example, with the $16,000, three-year Illinois Distinguished Fellowships, the Fellowship Board enables departments to recruit truly extraordinary, nationally recruited students. Each year, about $100,000 for research expenses goes to students presenting the best proposals from across campus. The award of $15,000 Dissertation Completion Fellowships to exceptionally qualified students frees them from other obligations while completing their dissertations, thus shortening time to degree. Graduate College Fellowships of $8,000 to $12,000 promote diversity by supporting promising students from groups underrepresented in graduate study.

Certain fellowship programs are designed to allow departments to plan by guaranteeing them funding over several years. University Fellowship funds are awarded in Block Grant allocations to departments, instead of being awarded as individual fellowships. Departments compete for allocations every two years, but large fluctuations in allocations are avoided. Because departments can depend on some continuity of funding, they are free to design the kind of fellowship–or fellowship and assistantship combination–packages that will be competitive in attracting and retaining the top students. Block Grant allocations to departments vary from $5,000 to $55,000. Each year the Fellowship Board also awards Program Enhancement Grants to four or five departments. These three-year grants of $25,000 per year help departments enhance their quality by offering extra fellowship funds. Campus-based fellowship funds allow the institution flexibility to support the institution's strategic directions as they shift over time.

The current fellowship budget is approximately $2.4 million, which is considerably less than the $7 to $8 million anticipated by the Fellowship Board in 1994. In 1997, the Task Force on Graduate Education expressed strong concern that Illinois was lagging far behind its peers in campus-level fellowship funds. This is true for both the number of students on fellowships and the total dollars available in campus-level fellowship support. Big Ten data show that only Purdue has a smaller budget for campus-level fellowships than Illinois. The gap is likely to widen. For instance, Stanford and Wisconsin are each seeking $200 million in endowment funds for graduate fellowships. The task force called for a dramatic increase in campus fellowship funds. The Fellowship Board has developed a four-year plan of increases to bring funding up to approximately $3.6 million.

In cooperation with the U of I Foundation, the Graduate College has established the Forbes Fellowship program. This program is an umbrella program for endowment gifts given to support campus-level graduate fellowships. The $1 million Wellington and Elizabeth Scott Fellowship endowment is the first major fellowship endowment in this program. In full operation, the Scott Fellowship program will support three students at $17,000 per year, making it an extremely effective recruitment tool.

Adequate fellowship funding will continue to be a critical, strategic priority of the University in the years ahead.

12. Structure fellowship, research assistantship, and teaching assistantship support and duties to aid in recruiting and retaining excellent students, and to complement and enhance their educational experience.

Academic departments and administrative units of the campus appoint graduate students as teaching, research, and graduate assistants. Selection decisions are made by departments and are processed through the Office of Academic Human Resources. The Graduate College monitors the assistantship appointment process.

Assistantships provide graduate students with financial resources necessary to complete their degrees. Students who hold assistantships benefit educationally and professionally. They gain further instruction in techniques of their fields; hone their research skills; acquire pedagogical expertise necessary for an academic career; develop professional skills, including leadership, interpersonal effectiveness, and performance evaluation; and have collegial collaborations with advisers that may result in joint publications and other professional activities. Financial need is not a factor in awarding assistantships. The primary considerations are the appropriateness of the student's abilities to the duties to be performed, together with the relevance of those duties to the student's own graduate education. Each student appointed to an assistantship must be registered for the term(s) of the appointment and must be in good academic standing. To have an appointment as a teaching assistant, a student must also be orally proficient in English. Departments have differing policies on the length of time students may hold assistantships and sometimes limit the total number of semesters that an assistant may serve.

The institution of the new tuition and fee waiver policy in Fall 1996 has led the disciplinary colleges and academic departments to place a renewed emphasis on the relevance of the assistantship to the student's educational experience. The Graduate College Executive Committee reaffirmed the policy of providing full tuition waivers for doctoral students. In Fall 1997, each college began to receive the tuition income from its students as part of its operating

budget. Under these circumstances, an assistantship, through its associated tuition waiver, represents a reduction in potential income for the student's enrolling college. The new policy allows colleges to obtain reimbursement from appointing units outside the college for the value of the tuition income lost through assistantships outside the college. Positions in which duties are not related to a student's academic program or professional interests are normally structured as graduate hourly positions.

The "Guiding Standards for Faculty Supervision of Graduate Students" also calls for faculty to strive to enhance the educational value of teaching and research assistantships. It is expected that program performance in these areas will be evaluated as part of the graduate program review and improvement process.

The fellowship program is carefully designed to shorten time to degree by aiding students at the crucial initial and latter stages of their degree programs. The Graduate College awards Illinois Distinguished Fellowships through a campus competition to those entering students who are among the most promising candidates. The Graduate College also awards fellowships to entering students from ethnic groups underrepresented in the U of I's graduate programs. These fellowship funds enable exceptional entering students to focus on their academic programs. The new Scott Fellowship awards are for a three-year period, with the student having the option of choosing the years in which the award will be made. It is expected that most students will choose to receive the fellowship in the first two years when the class load is heaviest, to hold teaching or research assistantships in the next year(s), and to return to the fellowship in the final year of the program in order to complete thesis research and writing.

A number of programs assist students at later stages in their degree programs. Research is fostered through Dissertation Travel Grants, On-Campus Dissertation Research Grants, and Master's Thesis Grants. Students in the last year of their doctoral programs can compete for the Dissertation Completion Fellowships, which provide 12 months of fellowship support to finish the dissertation.

In addition, departments often supplement fellowship awards with assistantship appointments. This is advantageous for students, because the teaching or research responsibilities that accompany assistantship appointments enable students to gain practical experience and facilitate socialization into the profession.

The Graduate College will continue to work with departments and other campus units to enhance the educational experiences of graduate students through fellowships and assistantships.

13. Provide competitive benefits packages that take account of the life circumstances of graduate students.

One of the campus' top priorities in recent years has been to improve health-care benefits for graduate students. Administrators from many units have worked closely with the Graduate Student Advisory Council to set and address priority items. This collaborative work has led to significant improvements.

In Fall 1996, dental insurance for graduate students was introduced. Graduate assistants and fellows who have tuition waivers in the fall and/or spring terms are automatically enrolled in the plan upon completion of their appointment papers. The University covers the premium costs for these students. All other graduate students, as well as dependents of graduate students and assistants, are able to enroll for the same basic dental program by paying the annual premium. The program is underwritten by Delta Dental of Illinois, and the enrollment period is the same as for student health insurance. This dental insurance program covers exams, cleanings, and fillings. It does not cover caps, crowns, braces, or root canals. The maximum benefit per plan year is $750.

Throughout 1996–97, administrators sought specific recommendations from the Graduate Student Advisory Council and other students about how health coverage for graduate students could be improved. These suggestions were incorporated into the bid specifications for the 1997–98 student health insurance plan. When the bids were received, administrators again met with graduate students to discuss coverage options and associated costs.

As a result of this work, the student insurance plans were changed in Fall 1997. A "core" student health insurance plan is now provided for undergraduate, professional, and graduate students. A "wrap" giving additional benefits is provided for graduate and professional students. Key improvements include a nearly tenfold increase in the lifetime maximum benefit limits; institution of out-of-pocket cost limits; improvements in coverage for hospital care and outpatient illness; extension of possible coverage from one term to two beyond graduation; and improvements in psychiatric and substance abuse treatment. Improvements were also made in the areas of in-hospital consultant expenses, ambulance charges, and outpatient diagnostic procedures (CT scans, MRIs, and nuclear imaging). Coverage was added for medical evacuation and repatriation of remains. Coverage continues to be mandatory for matriculated students, with the right of waiver for equivalent or better coverage. The students pay the premiums themselves. As is true with the dental plan, the student health insurance plan is available for purchase for students' dependents. The students pay the premiums for their spouses and dependents. Also for the first time, students could use credit cards to pay premiums for dependents and for extension of coverage.

Registered students are also required to pay a University health service fee, which gives them access to the services of the McKinley Health Center and the Counseling Center. In Fall 1998, McKinley Health Center instituted several improvements in an effort to make health services more accessible and responsive to students. In addition to expanded hours, these

improvements included allowing students to fill prescriptions at McKinley that were written by outside providers. As a result, students no longer have to make an appointment with a McKinley provider for the sole purpose of having a prescription rewritten by a McKinley provider. In addition, students who are not registered for the summer may now purchase continuation medications for that time from the McKinley Pharmacy. This service is especially convenient for students taking medications for ongoing needs. A new automated telephone system is also more convenient for students, since it allows patients to call a secured telephone number, key in their identification numbers, and receive the results of their lab test(s). Another major improvement was to make McKinley services available for a fee to spouses of graduate and professional students.

Effective Fall 1999, graduate students will receive vision care coverage that will include eye exams and discounts on eyewear, including contact lenses.

Health-care issues continue to be of central concern to the campus. Administrators from a variety of units will continue to work aggressively with students to address how best to keep the total health-care package as affordable as possible without compromising students' access to health care.

14. Monitor the progress toward competitive staff salaries.

The University of Illinois Committee on Academic Professional Personnel was appointed in January 1995 to examine the "steps that could be taken—whether in policy or in operation—that you believe would be helpful in strengthening the academic professional [personnel] system." The committee was asked to review data (including updated position descriptions) collected in a pilot project by the Office of Academic Human Resources to determine any areas of concern (e.g., titles used inconsistently across departments), as well as whether it would be useful to collect the same or similar information on a campus-wide basis. The committee also examined the policies and procedures currently in place for academic professional employees, including the academic professional titles used across the campus. The recommendations of the committee were sent to the provost in the fall of 1995, and an implementation committee was appointed to carry them out.

15. Eliminate institutional barriers to the advancement of staff and academic professional personnel.

Since 1987–88, the number of academic professionals on campus has grown from 2,010 to 2,486, while the number of faculty has remained fairly steady, dropping slightly from 3,058 to 2,993, and the number of civil service staff has declined from 5,188 to 5,014. This trend is largely related to the rise in technological and research needs of the campus and to the changing requirements of available positions over the past ten years. Academic professional and civil service staff employees support the mission of the campus and the work of the faculty, and are important to the life of this institution. As a result, the campus takes seriously its goals to eliminate institutional barriers to their advancement and to enhance their workplace environment in general.

Considerable time and effort has been spent on reviewing the academic professional personnel system over the last ten years in an effort to improve working policies related to performance review, salary, promotion, mobility, and benefits.

16. Provide financial and logistical support for professional development of support personnel.

The University encourages each employee to reach his or her full employment potential. Support personnel, along with other Illinois employees, have access to a number of courses, seminars, and conferences sponsored by the campus Office of Human Resource Development (HRD). These courses and programs create a kind of trickle-down benefit for the University. Course attendees have a chance to upgrade their skills, and these in turn improve University services. In most cases, Illinois employees may have course fees paid by charging them to a University of Illinois UFAS account, though approval must come from the employing department. FAST^3

HRD publishes an annual listing, called The Source, of its various training resources, as well as training opportunities offered by other campus units, such as Affirmative Action, the Division of Rehabilitation Education Services, Personnel Services, Crime Prevention and Workplace Safety, and the Office of Business Affairs.

In the spring of 1999, an ad hoc committee was formed to recommend a path for the campus to adopt on the professional training and development opportunities it provides to its academic professionals. This committee is expected to make a report by the end of Fall 1999.

17. Provide opportunities for learning the use of new technologies in the work place.

A wealth of computer training opportunities exists on the Urbana campus for faculty and staff. More than 75 class titles are available throughout the year and the learning materials that are utilized for instruction and take-home reference are among the best in the country.

Computer training classes are offered through the Faculty and Staff Technology Training Team (FAST3), a consortium dedicated to providing state-of-the-art training on computers, software, and related technology for the faculty and staff on the Urbana campus. Classes are open to all University of Illinois employees. Training classes are offered at an hourly rate that recovers direct out-of-pocket costs, plus a materials fee that is included in the total fee per class. Classes are small (10–15 individuals) and offered at a variety of times and campus locations. Quarterly schedules

are mailed by general campus distribution in September, December, March, and June. Custom training is also available.

In addition, HRD offers self-paced computer training via the World Wide Web, through a program called LearnItOnline. For an annual fee of $89, users can subscribe for a year's worth of self-paced lessons on a variety of software applications.

18. Encourage units to involve staff and academic professional personnel in developing operational policies and procedures, particularly those that affect them directly.

Both the Staff Advisory Council and the Professional Advisory Committee provide opportunities for staff and academic professional personnel to become involved in planning and policy.

The Professional Advisory Committee serves the 2,500 academic professionals at the University of Illinois at Urbana-Champaign. These individuals staff a variety of administrative and professional positions on the campus and throughout the state. PAC provides advice to the chancellor on behalf of all academic professionals on campus.

Similarly, the Staff Advisory Council advises the Office of Personnel Services on policies and procedures affecting all 5,500 civil service staff members.

19. Bring the size of the faculty, the graduate student population, and the undergraduate student body into appropriate balance.

With the Faculty Excellence Initiative underway, the campus is making strides in increasing the numbers of faculty. Over the past decade, graduate student numbers have been reduced from a high of 9,176 in 1993 to 7,913 in 1998, while the number of professional students has remained relatively constant: 927 in 1993, compared to 945 in 1998.

Illinois, like many institutions across the nation, had a larger freshman class than anticipated in Fall 1998 (there were 6,460 new freshmen—654 more than in 1997), and numbers are once again expected to be high in Fall 1999.

20. Enhance unit autonomy in budget decision-making, subject to appropriate cost and revenue accounting and to college, campus, and system policies.

In 1997–98, the campus instituted a new budgeting system (known across the campus as budget reform) that is specifically designed to enhance unit autonomy in budget decision-making. Budget reform organizes unit budgets in a way that reflects what units do, and provides instruction concerning how those aspects of the budget may be enhanced by unit action. These actions include teaching more students, enrolling more students as majors, enhancing the research enterprise, and developing special income-producing courses or activities. Under budget reform, academic units (colleges or freestanding units that report directly to the provost) are charged to review administrative unit budget proposals and provide recommendations. This is logical because administrative units receive their budgets from the academic units, thereby creating a stronger customer/business relationship. Colleges also have the ability to control their graduate tuition income by granting or not granting tuition waivers, and reaping any financial benefits that may accrue (rather than having these revert to the campus).

21. Evaluate the proportion of out-of-state students at this campus relative to comparable institutions. The proportion of students paying out-of-state versus in-state tuition has an impact on the affordability of our educational environment, including faculty size.

A survey of 17 similar and competing institutions commonly used for comparison purposes reveals that only one institution, UCLA (5%), enrolls fewer nonresident students than the University of Illinois at Urbana-Champaign (9%). Three other institutions have a similar enrollment: Ohio State (10%), Michigan State (9%), and UC-Berkeley (10%).

Independent institutions clearly enroll more nonresident students than the publics. Given that there is no tuition differential for residency or political pressure to enroll in-state residents, private institutions are released from certain considerations that state-assisted schools like Illinois must honor. The enrollment of the freshman class at private institutions may be more geographically diverse.

The College of Liberal Arts and Sciences has established a goal of increasing nonresident undergraduates. The Office of Admissions and Records has implemented a comprehensive recruitment plan to accomplish this goal.

22. Address inclusiveness in development programs for faculty, teaching assistants, staff, and administrative officers.

Sessions on inclusivity and diversity have been added to several campus-level training and development programs. The retreat for senior administrators, the all-campus teaching assistant orientation, and the orientation for new faculty and staff, each of which is offered annually each August, have sessions on these topics. In addition, the Office of Affirmative Action offers a three-hour workshop, Investing in Diversity, that provides strategies for resolving assumptions about differences. This workshop is provided to groups of faculty, administrators, staff, or students upon request.

23. Encourage units to model their recruitment practices and retention programs for minority students on those on the campus that have proven most successful.

The Office of Admissions and Records (OAR) offers several programs to encourage the cooperation of colleges and campus units to support successful minority recruitment and retention efforts. Throughout the year there are many joint efforts which have

resulted in a growing number of applications, admissions, and enrollments of minority students. The strong academic credentials required also increase the probability of retention of students. Developing a personal, caring relationship and environment, especially on a large, competitive campus, is critical to enrolling and retaining students of color. Model programs work to create this environment for prospective and enrolled students.

Some examples of minority recruitment and retention programs implemented to date:

- Co-sponsorship of campus programs and visits between the OAR and the colleges such as the Open Houses for both the College of Engineering and the College of Agricultural, Consumer and Environmental Sciences (ACES); the President's Award Program tour (for admitted PAP students and their parents); the Educational Opportunity Program (EOP) visit, "Experience Illinois" (visit by admitted minority students in the ACT mid-range group); and "Teachers for the 21st Century." La Casa Cultural Latina and the African-American Cultural Program work closely with OAR to provide tours of their units for visiting students. These units provide support for the retention of minority students and their presence helps encourage enrollment of minority students.
- The Office of Minority Student Affairs (OMSA) holds information meetings with admitted minority students and their parents in Chicago. OAR provides the names of all admitted students of color.
- The Summer Orientation program has an extra component for PAP and EOP students. OAR does the scheduling for these programs. Orientation fees are waived for low-income students to assure that these students can attend, as this is seen as a critical first step in the support and retention of minority students.
- The Chicago satellite office of OAR serves the various community agencies in the effort to reach out to minority students. Relationships have been fostered with the Chicago Youth Success Foundation, LULAC, Chicago Youth Centers, Ada S. McKinley community service program, Aspira, and Introspect. The College of Agricultural, Consumer and Environmental Sciences works closely with OAR in this effort and has provided financial support for campus visits by agency personnel.
- Developing relationships early in the educational process is a critical component in recruitment. University of Illinois visibility is increased in K–12 institutions through cooperation with Early Outreach Programs and Adopt-A-School Program with inner-city elementary schools. Annual campus visits are sponsored for honors students in 9th and 10th grades throughout inner-city Chicago high schools.
- At the Chicago satellite office of OAR, staff from the University's colleges meet their minority students who are experiencing academic difficulty. Academic advising is done in an effort to allow students to make up deficiencies and be able to return to campus and complete their degrees. This has proven to be a valuable cooperative retention activity.

24. **Provide academic counseling and support that meets the needs of minority students, at both campus and unit levels.**

The Office of Minority Student Affairs (OMSA) is charged with providing leadership in developing, implementing, and coordinating student support services and activities designed to assist minority students' personal and academic achievement. All freshmen admitted to the University through the Educational Opportunities Program (EOP) or President's Award Program (PAP) are assigned to a graduate counselor. Both graduate counselors and OMSA professional staff provide academic counseling services and referrals to other campus units.

Counseling is provided in all areas relevant to minority students' academic success on this campus, including academic transition from high school to the demands of the University, general adjustment, and referrals to other campus units and services. The Office of the Provost funds OMSA's academic services that include course-specific tutorials, supplemental instruction, and study skills assistance.

In addition, 50–60 University of Illinois freshmen and transfer students admitted through other programs receive services as Educational Opportunities Program Affiliates.

25. **Utilize significant merit-based scholarship and fellowship awards to help attract to the campus exceptionally talented students from underrepresented minority groups.**

Student Affairs has been successful in developing two new scholarship programs aimed at attracting exceptional students to the campus by offering merit-based aid:

- The Matthews Scholars Program is focused on helping the campus attract high-achieving freshman and providing incentives for their continued academic excellence. The program is a collaborative effort between Student Affairs and the academic colleges; a campus-wide committee chooses students. Personalization is a cornerstone of the program. Members of the committee contact student candidates for phone interviews; recipients are paired with sponsors and maintain contact throughout their undergraduate experience. In 1998–99, 25 incoming first-year students received $1,500 four-year renewable scholarships for recipients who maintain a 3.3 or higher cumulative GPA, and 33 scholarships were renewed for continuing students. The goal of the program is to expand to a four-year cohort of 100 students.

- Generation to Generation is an endowed scholarship program begun by Student Affairs in 1997–98 that is designed to assist young scholars with demonstrated financial need. The $1,000 scholarship is renewable for four years, providing the student maintains a 3.0 or higher cumulative GPA. Twenty-three Generation to Generation scholarships were awarded in 1998–99, the inaugural year.

26. Implement a study of the factors that impede the academic progress of minority students, and take steps to address them.

The University has a relatively good record of retaining and graduating students who are members of underrepresented groups. However, until retention and graduation rates are equal to those of nonminority students, the University must continue to try to define those subtle, elusive, but nonetheless ever-present factors that impede the progress of underrepresented students.

Based on recent published literature regarding student retention issues as well as institutional data from such sources as the Office of Minority Student Affairs' (OMSA's) own surveys, impact data generated by the Academic Services unit, the University's Senior Survey, and focus groups convened by Student Affairs, OMSA has defined the following areas as being particularly in need of further study:

- Determining the degree to which students feel "connected" to academic units such as colleges and departments, and the frequency with which they interact with academic advisors and members of the faculty;
- Identifying the degree to which students change colleges and majors and possible causes thereof;
- Defining the factors that deter students from majoring the physical and life sciences, engineering, and other technical fields;
- Facilitating an easier transition into the University for students who have previously attended segregated inner-city schools that lack many of the resources enjoyed by suburban students;
- Creating ways to effect successful outreach programs with public schools, such as those being implemented in California, and described at UCLA's February 1998 conference, Excellence in Diversity;
- Encouraging and facilitating faculty collaboration in the study of factors such as family, community, language, and immigration issues that influence pre-college student achievement.

Most of the areas listed above are included as part of OMSA's recently designed assessment effort. Information will be gathered through the needs assessment completed by freshmen during OMSA's summer orientation as well as through surveys; in small-group and individual interviews of University and high school students as well as guidance counselors; by statistical analysis of available data such as use of campus facilities and services; and through collaboration with organizations such as the National Council of Educational Opportunity Associations (NCEOA) and the Westat Corporation, which is currently conducting evaluation studies for the U.S. Department of Education.

27. Provide colleges with annual reports on progress in graduation rates and on programs designed to enhance it.

While the campus does not distribute annual reports on graduation rates, the colleges generally track this data internally.

28. Utilize significant merit-based fellowship awards to help attract to graduate programs across the campus exceptionally talented students from underrepresented minority groups.

The excellence of the University of Illinois at Urbana-Champaign depends in large measure on its ability to recruit, support, and grant degrees to the most promising and diverse graduate students possible. Several fellowship programs support the participation of students in disciplines where they have been traditionally underrepresented and where a greater measure of diversity in the student body will broaden the program, and as a result strengthen the institution.

The Graduate College Fellowship and the Minority Academic Partnership Plan (MAPP) were developed to encourage underrepresented students to pursue graduate degrees on the campus. The Graduate College Fellowship program is an institutionally supported fellowship program. Funding for the fellowship covers tuition and grants a stipend of up to $12,000 for nine months. A partnership with departments has been developed to provide the student with support through the completion of their academic program. The award recipients are required to make satisfactory academic progress toward their degrees while in the program. More competitive fellowship packages that include multiple-year awards are being proposed by the Fellowship Board to attract a greater number of underrepresented students. In the academic year 1998–99, forty-five students accepted the Graduate College Fellowship.

The Minority Academic Partnership Plan (MAPP) supports exceptional African American, Puerto Rican, Mexican American, and Native American students who have completed their undergraduate degrees at one of the University of Illinois campuses. Students who enroll in a program leading to the doctorate or a terminal degree and who plan to pursue an academic career are eligible for the award. Like the Graduate College Fellowship, the MAPP award supports the student's first year of graduate study and the nominating department guarantees funding for subsequent years in the form of teaching or research assistantships, provided the student has made satisfactory progress toward the degree. Awards of up to $12,000

are granted, as well as a tuition waiver. Seventeen students accepted the MAPP award in 1998–99.

The University of Illinois participates in two state of Illinois fellowship programs, the Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunities Program (ICEOP), both multiple-year fellowship opportunities for underrepresented students who are pursuing doctorates. The two programs are merit-based, with the ICEOP award including a financial need component. Currently, there are 10 IMGIP Fellows and 32 ICEOP Fellows receiving the state awards.

External funding to support teaching fellowships for underrepresented students will be sought as an alternative choice for students interested in teaching at the college or university level. Plans are in place to create collaborative fellowship programs with departments that allow students to hold research and teaching positions critical to their academic and professional development.

29. Encourage the most talented minority undergraduate students to consider graduate school, and provide them with experiences like the Summer Research Opportunity Program to help them make informed decisions.

A major focus of the Graduate College Minority Affairs Office is encouraging talented minority students to pursue graduate study and working with departments to identify students who would be successful in earning degrees in the University's programs. Several existing programs help to create greater visibility of the graduate programs at the University of Illinois.

The Summer Research Opportunities Program has been the most successful tool in attracting underrepresented students to the campus. Students at the sophomore and junior years work closely with a faculty mentor during the summer to engage in research and learn about graduate study at Illinois. The Urbana-Champaign program has produced more graduates with doctorates (17 since 1986) than any other SROP in the Committee on Institutional Cooperation (CIC). Eighty-nine students from institutions across the U.S. and Puerto Rico participated in the 1998 summer program. The goal for the 1999 program is to serve 100 students. Activities that sustain the connection between the students who have completed the program and the campus are being considered, as they are useful in ensuring the enrollment of participants in graduate study at Urbana-Champaign. Academic-year programs such as workshops, campus visits, and participation in professional conferences with the mentor and/or students from their cohort that would heighten the students' interest in graduate study are some of the enhancement activities under consideration.

The highly successful McNair Scholars Program, nationally recognized for its accomplishments at the University of Illinois, is among the premier opportunities for undergraduates to participate in summer research with faculty members. Illinois has received a renewal of more than $217,000 to conduct the program for the ninth consecutive year. More than two-thirds of all participating McNair students from the 1997 and 1996 cohorts who have already completed their undergraduate studies are enrolled in graduate and professional programs. In addition, McNair students have exemplary grade point averages; the mean cumulative GPA for the 1996 and 1997 cohorts was 3.52 and 3.39, respectively. Since 1990, 170 U of I faculty have mentored 247 summer McNair research students. Twenty African-American and seven Latino/a faculty members have served as McNair research mentors.

Outreach to more than 50 institutions and over 1,000 personal contacts with prospective students have encouraged talented graduate students to apply for admission to graduate programs on this campus. The recruiting program has generated greater interest in both graduate programs and the SROP through visits to Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) organized by the CIC.

The National Name Exchange, the CIC Name Exchange, and LANA are all programs that provide the Graduate College Minority Affairs Office with names of prospective minority graduate students. Each year, the list of names of students and their degree interests are disseminated to departments by the office. More than 500 names and academic profiles of students are provided through these programs.

The Interinstitutional Collaborations program is funded by the Office of the Provost and supports colleges' and departments' outreach efforts to minority-serving institutions. Around 15 colleges and departments will receive between $800–$2,000 to conduct workshops, sponsor exchange programs, and organize visits to other campuses, as well as visits to Urbana-Champaign by students and faculty from other campuses to enhance the visibility of the U of I's programs.

Two important programs that assist in providing greater access to graduate study are the Project 1000 program and the CIC FreeApp. Both of these programs provide an application fee waiver to students applying to programs at participating institutions. Since September 1998, approximately 150 students have applied to Urbana-Champaign using the FreeApp and approximately 30 have applied through Project 1000.

The GEM and NPSC fellowship programs are a part of other consortium activities that enhance the visibility of the institution. Both programs provide students from institutions throughout the country with fellowship assistance that can be used to support their graduate study at one of the participating institutions.

A summer institute that would provide incoming doctoral students with an early introduction to the campus and assist them through the first year of their graduate study, thus supporting their retention to degree, is among support programs that are in the planning stages.

30. Encourage units to model their recruitment practices and retention programs for women and minority faculty on those that have proven most successful campuswide.

AND

31. Assess departmental recruiting efforts, and assist departments in their efforts to take advantage of opportunities they may discover.

The Office of the Provost is well into a three-part initiative in this area. The first phase involved the assignment of a staff member full time to the analysis of extant data at University of Illinois and at peer institutions, examination of the relevant issues, and development of a proposal for making significant progress in this area. This phase was completed in Summer 1997. In brief, it found two distinct categories among units with underutilization of women and minorities on their faculty: units in fields lacking a pool of candidates from which to recruit, and units in fields in which candidates existed but had not been successfully recruited. In the latter category, offer and acceptance histories were examined, leading to some additional insights about strategies that might increase recruitment success rates. The provost presented that report to the Council of Deans, and together with the associate chancellor for Affirmative Action, discussed it with individual deans and department heads.

Following those discussions, the provost authorized targeted initiatives in eight academic departments where the underlying report had identified underutilization of women or minorities. The current phase of the initiative involves provision of extra support and resources to the targeted units. This phase will operate for two years, with constant evaluation and analysis of its success. If early results indicate success from these targeted efforts, analyses to identify additional targeted units may result.

32. Increase opportunities for women and minority group members to advance through the ranks of mid-level management in both staff and academic professional positions.

Opportunities for employees to advance through the ranks occur both formally and informally. Informal opportunities for networking are many and include advisory committees, management groups, and lunch groups that provide mentoring and support for staff and academic professional employees.

Many support staff are members of Secretariat, an organization composed of employees in civil service classifications with qualifications that meet or exceed those of Secretary IV. The goals of this organization are to promote good fellowship and create a high standard of ethics among the members, and to provide opportunities for personal development through its Mentoring Program and its Member Scholarship Program.

An ad hoc committee to examine the adequacy of professional development opportunities for academic professional employees was formed in the spring of 1999, and is expected to make its report by the end of Fall 1999.

33. Explore options for providing convenient child care.

The campus is actively seeking funding sources that will enable it to offer child care to its employees. Although a needs assessment has shown that the greatest needs among campus employees are for subsidized infant care, the campus is constrained by state law that requires it to operate a full direct-cost facility, rather than one that is subsidized. Also, to be useful to members of the University community, such a facility needs to be centrally located; however, to expand and renovate an existing child-centered facility in the appropriate location has thus far proven prohibitively expensive. The campus is actively exploring a number of options at this time, and has just requested $2 million in state funds through the Illinois FIRST program.

34. Collaborate with the local community, other universities, and the state in the development of dual-career opportunities.

The Office of Academic Human Resources is a resource for members of dual-career couples seeking assistance with a job search. This office maintains, for instance, the University of Illinois Job Registry, a compilation of academic professional staff, faculty, and civil service openings (excluding assistantships). The Job Registry listing contains brief summaries of the qualifications required for various positions and is available in both print and Web versions (http://webster.uihr.uiuc.edu/ahr/jobs/index.asp). New openings are summarized in *Inside Illinois*, the faculty/staff newspaper published the first and third Thursdays of every month during the academic year. Also, job announcements collected from the campus, the local community, and other institutions in the state are available for review in the Job Registry notebook in the Office of Academic Human Resources. The Office also provides the Champaign-Urbana Community Employers Directory, which contains information about some local employers, including product or service provided, types of employees, and contact person.

In addition, the Graduate Scholars' Program is open to members of dual-career couples whose residence in the Urbana-Champaign community depends on professional opportunities for both members within the University. One of the members must be a faculty member or be under consideration for either a tenured or tenure-track faculty position at the University. To be eligible, applicants must have academic credentials of University of Illinois faculty caliber, have received the terminal degree normally required of faculty in that discipline, and have the endorsement of the head of a University of Illinois academic unit relevant to the potential Scholar's discipline. Applicants may have a current University appointment other than a tenure-track or tenured faculty appointment. The

extent to which any current departmental affiliations already provide necessary support will be considered in the decision process. A Scholar usually receives a zero-percent appointment through an academic department and/or the Graduate College. Scholars may be considered by the Research Board for grants of seed money (a one-time grant of up to $5,000) and may apply for external support with the endorsement of the University. Scholars also have access to computer time, an e-mail account, faculty library privileges, a campus mailbox, telephone answering service, and office or laboratory space as negotiated.

35. Recruit from the broadest possible base, including, where appropriate, nontraditional sources such as government, industry, and service organizations.

The campus always recruits from the broadest possible base, and takes great efforts to advertise key positions widely. Web-based advertising has enabled the University to advertise searches inexpensively yet very effectively. Several colleges, including the College of Engineering, have recruited a number of distinguished faculty members and administrators from industry and government organizations.

SECOND, WE SHALL BUILD UPON OUR TRADITIONAL PREEMINENCE AND ADVANTAGES AS A CENTER FOR A BROAD RANGE OF SCHOLARSHIP AND RESEARCH.

36. Emphasize and reinforce the ties between teaching and research.

The ties between teaching and research have been strengthened in a number of ways. In 1996, the campus added a new instructional award recognizing excellence in the guidance of undergraduate research; this has added new visibility to the place of undergraduate research in instruction.

The First-Year Discovery program has enabled some faculty members to share their research in particular areas–for instance, in bioengineering, children's literature, natural resources, and local history–with first-year students in small seminar settings.

In addition, the Summer Research Opportunities Program, the Jonathan Baldwin Turner Research Scholars Program, and the Howard Hughes Undergraduate Research Fellowships Program all provide opportunities for undergraduates to learn by doing research with faculty members.

37. Promote the transfer of knowledge to and from the society of which we are a part.

The transfer of knowledge from the University to society occurs in many ways. Illinois students graduate and take with them the knowledge and skills they acquired here as students. The University's many forms of public outreach also enable this transfer of knowledge–for example, the Krannert Center for the Performing Arts, the Krannert Art Museum, Illinois Extension, and WILL-AM-FM-TV. Technology transfer is an important component of education in many colleges, including the College of Engineering and the College of Agricultural, Consumer and Environmental Sciences.

The establishment of Prairienet, Champaign County's community network, has ensured a minimum level of connectivity to all citizens in the county. Champaign County Network (CCNet) offers a range of connection options and with different bandwidths and costs to organizations, businesses, and individuals in the county with high communication and information access needs. These activities constitute one of the strongest collaborations between the University of Illinois and its local community.

The Research and Technology Management Office (RTMO) was formed in September 1995 to provide in-house management of the University's intellectual property, negotiate research contracts when nonstandard agreements are necessary, and provide general assistance and guidance to the University of Illinois community in relationships with industry as it applies to research programs and intellectual property. The principal goals of the RTMO are to:

- Enhance the strength of the U of I as a center for research, technology development, and creative activities;
- Support an environment that attracts the best faculty, undergraduate, and graduate students;
- Ensure that the stewardship of the University's intellectual property brings benefit to the University, the state of Illinois, and the nation.

RTMO has responsibility for transferring University-owned technology and facilitating research relationships between faculty with industry, government agencies, and others. In addition, RTMO is charged the oversight of all intellectual property issues that arise from research contracting and support activities. It also manages license compliance and revenue distribution and all aspects of the technology commercialization.

38. Dedicate a segment of the Instructional Development Awards program to active learning.

In 1998, a new campus award was established to honor faculty members who have introduced particularly successful innovations, including active learning strategies, into undergraduate instruction. The award recognizes innovative approaches to undergraduate education, in particular unusual course content, format, style of presentation, ways to involve students, and/or the use of instructional technologies. The following criteria are applicable: Is the new approach quite unusual? What has been the impact on students? How effective is the innovation in terms of student learning? Several recipients of the award were selected because of their efforts to create active learning environments in various disciplines and majors across the campus.

39. Encourage faculty to build Discovery courses and capstone courses upon the foundations of their own research, to give undergraduates at all levels an opportunity to develop a grasp of the characteristic features of this activity.

Much of what University of Illinois faculty teach–even at the 100- and 200-level–is built upon their own research. In general, this holds true for both First-Year Discovery courses and for capstone courses. In the Discovery Program, faculty have an opportunity to develop special seminars and/or field experiences based on their current research interests. Examples include courses such as AFRO 199–Minorities and the Law; CEE 199–Environmental Analysis C: From Sources to Sinks; COMM 199–Hollywood and the Cinema of Racial Violence; LEIST 199–Work and Leisure in America; PSYCH 199–Consciousness and the Nonconscious; VPD 199–Biomedical Science in Health and Disease; BIOEN 199–Introduction to Medical Imaging; CHLTH 199–Comparative International Health Care Systems; JOURN 199–Newspaper, Radio, and Television in the 20th Century; MUS 199–Women and Music; PHYSL 199–Brain Functions: Normal and Abnormal.

The "Year 2000" General Education courses developed through a grant from the Hewlett Foundation are examples of capstone courses built on the foundation of faculty research. Each of these team-taught courses is designed to delineate the essential literacy required for today's graduates in the general education areas of humanities and the arts, science and technology, and social and behavioral sciences. For each course, the first phase of development involved a semester-long faculty seminar during which time the participants shared their research interests and shaped the content of the "Year 2000" course they will be offering to undergraduates. The Hewlett courses offered to date include "Literacy and the Information Age" and "Science, Technology, and the Human Condition." These courses were offered in AY 98-99 along with three new Hewlett courses: "Making Ethical Judgments When Cultural Viewpoints Conflict," "People, Crops, and Capital: Comparative Environmental History," and "Constructing Race: Asians, Africans, and Latinas/Latinos in America."

40. Capitalize on research involvement as a teaching tool.

Several programs provide opportunities for undergraduates to learn by doing research with faculty members: the Summer Research Opportunities program, the Jonathan Baldwin Turner Research Scholars program, and the Howard Hughes Undergraduate Research Fellowships Program. Faculty members can also share their research with first-year students in small seminar settings via the First-Year Discovery program.

41. Provide central support for research facilities of a collective nature.

In 1996, colleges were surveyed for the type of research support facilities that they possessed. This preliminary effort formed a base to assess the support facilities on campus. In 1997, the Research Policy Committee conducted a Study of Centralized Research Facilities. Their charge was to assess the current status of support facilities, including level of financial support and impact of changing federal research policies, to identify major infrastructure needs for the campus, and to propose criteria for awarding any new campus funds in support of research facilities. This report was delivered to the vice chancellor for research in December 1997, and was forwarded to the provost and chancellor.

The vice chancellor for research has accepted the report and is in the process of appointing a Facilities Committee to implement the recommendations since it is likely that the state legislature will provide $1.5 million in new recurring dollars in the FY 99 budget for support of research facilities. It is anticipated that the majority of these funds would be awarded on a nonrecurring basis, primarily for new equipment purchases, upgrades, or modernization of essential facilities.

The campus currently provides support for several research facilities of a collective nature, including the library, the Beckman Institute, the National Center for Supercomputing Applications, and the Biotechnology Initiative.

42. Assure that the work of faculty is supported with adequate office, laboratory, and studio space, and that appropriate institutional support of other kinds is provided.

In its 1994 report, the Research Policy Committee noted that the prerogatives of any member of the faculty who maintains an active research program should include adequate office space and equipment, administrative/secretarial support, and postal, electronic (telephone/fax/e-mail) and personal (travel) contact with fellow scholars. Beyond these basic elements, the report continues, "it is crucial to provide faculty with the kinds of research environments they need in order to carry on the kinds of research-related activities expected of them and chosen by them, at least as well as they could at peer institutions."

The committee's report thus established a certain standard of research support for the campus. It also resulted in the creation of the Critical Research Initiatives (CRI) program to stimulate innovation and nucleate new research groups inside the University. CRI represents a campus commitment to eliciting and supporting research initiatives that are not yet ready for external funding, or are in areas where there is presently little prospect for such funding, but where support of initiatives could be effective.

43. Develop a Critical Research Initiatives Fund to provide financial support for innovative and promising work in its early stages. Each award from this fund should include plans for evaluation and a sunset provision.

The Critical Research Initiatives (CRI) Program is in its fifth year of existence. The CRI Program was created to encourage the development of new and innovative directions in scholarship on this campus. With an annual budget of $1 million, relatively few programs are funded, but the funding commitment is made at a significant level for usually a two-year period. Grants of $10,000 are also given for one year to enable faculty to develop ideas and determine whether more significant funding should be sought from the CRI Program in a subsequent year.

There are four goals of the CRI Program:

- *Improve the intellectual life of the campus.* The significant number of funded interdisciplinary projects illustrates the efforts made to improve the intellectual life of the campus. Faculty from different departments and colleges have become collaborators on research projects. The CRI Program has had an impact on teaching, particularly graduate education, by virtue of involving students in highly innovative research. The CRI Program is also an attractive talking point when recruiting faculty and is the envy of faculty at other universities. The program offers the possibility for Illinois faculty to perform truly innovative research. Such projects are

often not easily fundable by federal agencies because the ideas and/or concepts are too novel and unproven.

- *Encourage the development of new research directions on the campus.* A review of funded projects during the last 4 years indicates that novel ideas have indeed been funded and that these projects represent new directions or pathways of inquiry for the faculty involved. In many cases, a number of new research initiatives have been developed that have resulted in obtaining large federal grants to continue the project.
- *Facilitate formation of interdisciplinary collaborations on campus.* This goal is the most difficult one to accomplish. Little recognition is given to collaborators on this campus; the reward system favors the single investigator approach. As a result, some faculty are hesitant to become collaborators. The campus needs to continue to support collaborative research and to provide recognition for the collaborative efforts of faculty. Clearly many of the large grants awarded to faculty on this campus are the result of the principal investigator having attracted an outstanding group of collaborators. Thus far 36 percent of the projects funded are interdisciplinary involving two or more academic departments; however, interdisciplinary research can certainly occur within a single department in which there are separate disciplines.
- *Increase external support of research on the campus.* Even though this program is only in its fifth year, many investigators who received CRI funds have either submitted proposals to federal agencies or have already received funds. Proposals have been submitted to NSF, NIH, Keck Foundation, DARPA, and other funding organizations. The amount of external funding already obtained has more than paid for the CRI Program, e.g. $3.99 million DARPA grant to fabricate micro-miniature devices and micro-electrical-mechanical systems; $1.25 million Keck Foundation award and C-FAR grant of $93,000 led to the establishment of the Keck Genomics Center in the Biotechnology Center. Also, a number of patent applications are pending as direct results of CRI grants.

The CRI Program is a vital program to advance scholarship on this campus. The benefits from investing in this program should increase significantly as new and novel interdisciplinary projects mature and develop into strong independent and nationally recognized research programs.

44. Develop an explicit, well-defined, and open process for program proposal evaluation.

The campus has recently developed an e-mail announcement system for all limited-submission programs—that is, programs in which the campus is required to limit the number of proposals it sends forward. These e-mail announcements are sent biweekly to all faculty and give rolling deadlines for a two-month-period. Links are provided to the Illinois Researcher Information Service (IRIS) database of federal and private funding opportunities.

A committee of faculty and administrators appointed by the provost evaluate program proposals of an instructional nature; a special subcommittee of the campus Research Board, together with input from ad hoc reviewers, select proposals for research.

45. Provide better means of assessing grant and contract conditions for their compatibility with institutional interests.

The Research and Technology Management Office (RTMO) has responsibility for transferring University-owned technology and facilitating research relationships between faculty with industry, government agencies, and all other sponsors. In addition, RTMO is charged with the oversight of all intellectual property issues that arise from research contracting. It works very closely with the University's Grant and Contract Office on grants and contracts from the University's sponsors when there are intellectual property issues that involve nonstandard language or issues. RTMO either assists the Grants and Contract Office with its negotiations or assumes the full responsibility of negotiating and finalizing a contract. RTMO has negotiated contracts with many of NCSA's industrial partners, created the Master Research Agreement for Engineering, and in general has worked with all sponsors in creating appropriate contracts for the University.

RTMO has provided workshops to the Grant and Contract Office, departmental administrators, and faculty on intellectual property law and issues and the negotiation of research and license agreements. Through these efforts the grant and contract conditions are compatible with the institutional interests.

46. Develop review mechanisms to maximize effectiveness of centrally held facilities.

AND

47. Maintain, preserve, and house the existing Library collections, which are an irreplaceable resource; make them accessible at times that serve the needs of faculty and students; and provide professional support to help users of both specialized collections and electronic resources.

As noted elsewhere in this report, the University Library is in the midst of great change. In response to the March 1998 report of the Task Force on the Future of the Library, three groups were appointed to evaluate the Library and begin planning for the future: the Strategic Planning Task Force, the Senate Library Committee, and the Campus Library Policy Committee. In November 1998, the Strategic Planning Task Force, which is made up of the coordinators of the nine Library divisions and the Deputy University Librarian,

issued its report, The University of Illinois Library Strategic Plan, FY 2000-2004, which reads in part:

> Our goal over the next five years is to renew our commitment to being the best publicly supported academic research library in the country and to regain our stature as a preeminent intellectual resource for the campus, the state, the country, and as an integral part of the intellectual infrastructure of humanity.
>
> To achieve these goals will require a significant commitment of resources. In spite of the continuing support that the Library has received from the campus and the state over the past two decades, there have been forces at work, external to the Library, that have counteracted these efforts and made them inadequate. Substantial additional resources will have to be committed to the rebuilding and continued preservation of the strong collections, to the training and development of current staff, and the addition of new staff to process and provide service for these burgeoning collections, to the acquisition of additional equipment to enable this processing and provision of service to take place, and to the refurbishment and expansion of facilities to house the collections and make them available for use.
>
> Dynamic, consultative leadership that employs and embraces modern management techniques will facilitate the achievement of these goals. First and foremost, this leadership must subscribe to our commitment to the development and preservation of our world-class collection. In order to meet our goal of regaining our stature as the best publicly supported academic library in the country, we are requesting an increase in the library budget to provide adequate numbers of academic and nonacademic staff and development of current staff, whose continuing education and ability for advancement was underfunded for the last decade.
>
> The Library is also committed to making use of state of the art technology both to deliver information and to manage that delivery. Technology is and will continue to be extremely important for the efficient and effective functioning of the library. We must not only employ state of the art technology in internal operations and in the provision of access to the collections and other databases, but we must be in the forefront of developing such library-related technology in cooperation with commercial firms and other units on campus. Technology is evolving so rapidly that if we wait to use the fruits of others' developments, we will always be a generation or two behind in serving our users' scholarly needs.
>
> Our goal is to have users internal and external view the Library as an international, interdisciplinary resource, both of first resort, due to its effectiveness in providing access to information, and as a last resort, because of the depth, breadth, and intelligent accessibility of its collection.

With the appointment of a new Librarian in 1999, and with further long-range planning, the Library should continue to change and improve.

48. Develop an institutional policy on intellectual property in an electronic environment. The growth of digital technologies as a primary communication tool has profound implications for universities as generators and consumers of scholarly and technical information.

The U of I's Intellectual Property Subcommittee, in which two staff members from the office of the vice chancellor for research and RTMO participated, issued its "Report on Courseware Development and Distribution" in June 1997, with an updated version in February 1998. This report provides guidelines and recommendations to all of the University's personnel on courseware developed for electronic dissemination. In addition, this report states the University's strong support for the creation of Web-based tools and provides guidelines for what type and sample of agreements creators and their academic unit heads should enter into, provides questions that give guidance in determining ownership and contribution issues, and provides explanatory information on intellectual property law.

In addition to these guidelines, the Board of Trustees of the University of Illinois approved revisions to the University's Intellectual Property Policy (Article III) in September 1998. The new policy creates a unified document covering patents, copyrights, and trademarks, rather than the separate, repetitive, and sometimes confusing segments in the prior policy. In addition, the revised policy:

- Clarifies the University's goals for the transfer of technology;
- Eliminates the problematic two-stage scheme for distributing royalties;
- Updates the policy in light of recent changes in the practice of technology transfer, the relationship between patents and copyrights, the nature of intellectual property itself, and other developments, and creates a policy flexible enough to deal with future changes as yet unknown;
- Recognizes the recent increased delegation of responsibility for intellectual property matters to the campuses.

These two documents provide guidance and consistency for determining ownership and guidance on all technology transfer issues for intellectual property created in an electronic environment.

49. Work with other universities and associations to develop new options that provide rigorous quality control for low-cost dissemination of scientific and technical information.

The NSF/DARPA/NASA Digital Libraries Initiative (DLI) project at the University of Illinois at Urbana-Champaign, 1994–98, had the goal of developing widely usable Web technology to effectively search technical documents on the Internet. Efforts were concentrated on building an experimental test bed with tens of thousands of full-text journal articles from physics, engineering, and computer science, and making these articles available over the Web, often before they were available in print. Called DELIVER (Desktop Link to Virtual Engineering Resources), this test bed is based in the Grainger Engineering Library

and is composed of approximately 40,000 articles from journals in electrical engineering, physics, and civil engineering.

50. Maintain and increase access to foreign-language library materials through a digital network, cooperative collection development, and increased use of remote access.

The University of Illinois Modern Languages and Linguistics Library has designed a Web resource to assist its users in identifying and obtaining materials that are not available on campus, but which may possess significance for research. This Web guide supplements the home page of the Illinois Research and Reference Center, the interlibrary loan department of the University Library. Several of the resources listed are particularly useful for individuals working in western European languages and literatures, comparative literature, and theoretical and applied linguistics.

In addition, the University of Illinois Library is actively involved in the development of consortial relations with German research libraries through the efforts of the Document

Delivery Working Group of the German Resources Project, working with the Association of American Universities and the Association of Research Libraries. As these developments proceed, links will be added to the Modern Languages and Linguistics Library homepage for patron access and use.

51. Provide adequate funding for the strategic acquisition of new library materials.

Double-digit inflation in the cost of journals, the advent of electronic resources with unstable and skyrocketing prices, and monograph inflation have sent the acquisitions plans for all research libraries into a downward spiral, and the University of Illinois Library is no exception. In the past decade, for example, the Library has been forced to cut subscriptions to almost 7,000 journals, shift money from the purchase of monographs to cover the rising costs of journals, and take advantage of the many service benefits that come from acquiring electronic indexes and abstracts.

The Library and the campus have made continuing efforts to come to grips with this situation. In 1997–98, the provost's Task Force on the Future of the University Library, with representatives from many disciplines across campus, arrived at a number of recommendations to strengthen the Library, including enhancing the support for the acquisitions of materials.

In planning for future needs, the Library has developed a core list of journals that are needed on the campus to address the curricular and research needs of students and faculty, pricing this project at an additional $1 million beyond the current journals budget of approximately $3.5 million. Acquiring a core number of monographs for this campus is estimated to cost an additional $500,000 beyond the present monographic budget of some $2.1 million. These additional dollars are part of the Library's current and future budget requests.

The Library also actively participates in endeavors that continue to maximize the materials budget, including consortial purchasing arrangements, especially for the costly electronic resources that are needed to stay apace with the needs of scholars and students. Librarians routinely review and renegotiate purchasing discounts with Library vendors and familiarize themselves with the marketplace. These ongoing cost efficiencies help make the best of a difficult financial situation.

52. Encourage interdisciplinary efforts to explore the meaning for society of the new computing and communication technologies.

The largest interdisciplinary efforts are those involving the NCSA Alliance programs. These bring together scientists and engineers on large multidiscipline problems. This is truly an exploration of whether new technology allows new approaches to research areas.

Within the humanities and arts there has been an Advanced Technology Group that sponsors and promotes use of new technology in these research and teaching areas. This group represents a large cross-section of the arts and humanities faculty, working together on shared approaches. This activity has had a very low level of campus commitment, and is always in danger of fading away.

Many fields are beginning to look at how information technology will change them over fairly brief periods. In terms of the meaning of these new technologies, serious discussion is just beginning to emerge regarding how they will change teaching, the nature of the relationship of faculty to the institution, and the identification of quality issues related to moving away from traditional ways of working and teaching. The rapid growth of nonresidential instruction and the introduction of a strong "market orientation" in people's thinking will present issues for the next decade.

The most serious problems in this area surround changes which new technological options will present to publishing and the collection of published work in libraries of the future. The campus has not yet begun to come to grips with these changes, neither in what constitutes faculty publication, nor in how libraries will evolve as more publications become electronic and/or multimedia. This is an area where joint research between the Graduate School of Library and Information Science, Computer Science, and many disciplines is needed.

Information technology has become a strength of the campus, both as the subject of several fields and as the enabler of work in many others. An ad hoc committee is currently analyzing how the campus can capitalize on this rich endowment of human capital.

THIRD, WE SHALL ACCORD FULL VALUE TO OUR TEACHING MISSION, PREPARING OUR STUDENTS FOR PROFESSIONAL LIFE, LEADERSHIP, AND CITIZENSHIP IN A CHANGING WORLD.

53. Develop a convocation program to bring new students together with faculty during the first week of the fall semester, for the purpose of communicating the character and meaning of an Illinois undergraduate education.

Now one of the cornerstone experiences for incoming students, Convocation is the first in a series of new student programs designed to offer students a glimpse of the campus' rich tradition of excellence and to assist them in making the transition to campus life.

Patterning the event after those held at Ivy League schools, the campus initiated the Convocation in Fall 1995 as a way of welcoming new first-year students to the campus, bringing them together at the onset of fall semester inorder to convey the distinctiveness of an education at the University of Illinois. The program consists of an academic processional (with over 200 faculty members participating), a short media presentation, welcoming speeches from the chancellor and the provost, and a keynote address by a distinguished faculty member known for her or his excellence in the teaching of undergraduates. The Convocation program is then followed by a picnic that allows for more informal interaction between faculty and first-year students.

54. Expand the First-Year Discovery Program. Close contact with a faculty member in a small group setting can contribute importantly to the academic success and well-being of new undergraduates.

The First-Year Discovery Program was introduced in Fall 1994, at the initiative of the chancellor. The program was designed to promote greater interaction between faculty members and first-year undergraduate students. Discovery sections are offered in many formats and disciplines, but all have in common the goal of helping freshmen make the transition to the intellectual life of the campus. The courses come in a variety of formats: one-, two-, or three-hour seminars; lecture/discussion courses of three or more hours; and Discovery discussion or lab sections that are taken along with a larger lecture course. Regardless of format, all Discovery sections are small, interactive, and faculty-taught.

In terms of program size, the goal of the campus is to provide enough Discovery courses so that every student who wants to enroll in one can do so. As the table below indicates, enrollment in Discovery has grown from 1,857 students in 1994–95 to 4,286 in 1998–99. It is anticipated that by 2000–01, expansion of the program will allow it to serve approximately 75 percent of the freshman class.

55. Encourage units to engage undergraduate students in the scholarly and scientific enterprise of the institution at the earliest appropriate moment. The opportunity to participate directly in the discovery and development of knowledge is uniquely available to undergraduates at the nation's major research universities; it is an opportunity that they should not miss.

Active involvement in scholarly research and other professional activities undertaken by the faculty can be a valuable part of the education of undergraduates at a major research university such as the University of Illinois. Currently, there are a number of programs

TABLE 1 Discovery Enrollments: Fall 1994 to Spring 1999

Semester	Total Freshman Enrollment	Discovery Enrollment	
		Number of Freshmen	Percentage of Freshmen Enrolled
Fall 1994	5734	1143	19.9 %
Spring 1995	5485	714	13.0 %
Fall 1995	6108	1441	23.6 %
Spring 1996	5423	1165	21.5 %
Fall 1996	5946	2403	40.4 %
Spring 1997	5874	1378	23.5 %
Fall 1997	5801	2338	40.3 %
Spring 1998	5753	1411	24.5 %
Fall 1998	6460	2625	41.5 %
Spring 1999	6375	1661	26.1%

through which students can get involved in faculty research. Perhaps the best known is the Jonathan Baldwin Turner Undergraduate Research Scholars Program in the College of ACES, which is designed to develop and foster student interest in scholarly research in a broad array of biological, physical, and social science disciplines related to solving problems in the food, agricultural, consumer, and environmental sciences. Likewise, the Campus Honors Program provides research opportunities for Chancellor's Scholars. Two other well-known program are the Summer Research Opportunities Program and the McNair Program, both designed to provide opportunities for minority students to carry out their own research projects (often related to a faculty member's research) under the guidance of a faculty member. Many students become aware of opportunities to work with faculty on their research through informal channels. Some faculty members who teach Discovery courses have recruited students from these courses to work with them on research projects. Other students find opportunities through their college, school, or departmental offices, through advisers, or through faculty whose courses they have taken. Unfortunately, many students who would like to do research with faculty are unable to identify such research opportunities.

Several years ago, in connection with making its original recommendations to the chancellor's *Framework for the Future* group, the Council on Undergraduate Education developed a proposal to enlarge and promote opportunities for undergraduates to participate in faculty research. During the 1999–2000 academic year, the Office of the Provost, together with the Office of the Vice Chancellor for Research/Graduate College will undertake a two-pronged approach. First, information on research opportunities for undergraduates across campus will be gathered and posted on a Web site that will be linked to the undergraduate advising Web site. The idea is to create a constantly updated site for posting such opportunities. Second, the campus will develop incentives to encourage faculty to incorporate undergraduates into their activities as well as incentives to encourage undergraduate participation in these activities. Faculty need to be made more aware of programs such as the NSF Research Experiences for Undergraduates program, through which faculty can apply for a supplement to their grants to include undergraduates in their research teams. Other specific recommendations that will be explored in 1999–2000 can be found in more detail in the 1994 report of the Research Opportunities subcommittee of the Council on Undergraduate Education.

56. Enhance the quality of opportunities within majors, in general education, and in elective options. Our courses should provide students with ample opportunities to develop their writing abilities, to engage in discussion, to develop quantitative skills, and to participate in laboratory experiences.

In 1989, as part of the action revising undergraduate general education requirements, the Urbana-Champaign Senate stated the following standards for general education:

> Undergraduate education at the University of Illinois at Urbana-Champaign includes General Education as an essential complement to major fields of study. General Education uses the theories, concepts, and methods of the disciplines to broaden students' understanding and appreciation of human thought and achievement—and to provide a richer context within which to understand their own specialized fields. The campus General Education component is intended to help students understand and appreciate diverse areas of scholarship, to develop and enhance a wide range of intellectual abilities, and to strengthen students' abilities to develop and communicate ideas effectively and responsibly.

Certainly, since the passage of these enhanced General Education requirements in 1989, the campus has seen a significant increase in opportunities for undergraduate students to enhance their writing abilities, to participate in classroom discussion, to develop their quantitative skills, and to participate in laboratory work. The following campus-wide requirements are now in the process of implementation:

- A second composition course, bringing the requirement to two courses for each student. The second course is generally a writing-intensive course that also satisfies some other curricular requirement (e.g., a General Education or a major requirement).
- A quantitative reasoning requirement (i.e., mathematics, statistics, computer science, or symbolic logic).
- A common course list is in the process of being implemented. The long-standing distribution requirement of six hours each in humanities and the arts, social and behavioral sciences, and natural sciences has been implemented through common course lists applying campuswide. This change had the effect of mandating a set of approved general education courses applying campus wide in each of the three major distribution areas.
- A cultural studies requirement. Each student is required to complete one course each in Western culture and traditions and in non-Western and U.S. minority cultures and traditions.
- An increased emphasis on issues of women and gender. All students should become familiar, through their University of Illinois course work in general education and in the balance of their programs, with scholarship in the various fields of inquiry on the significance of women and gender. As one means to achieve this goal, the General Education Board has addressed this issue in its review and approval process for certifying courses for general education.

In addition to the enhanced General Education requirements, a number of other programs exist that help offer students opportunities for engaging

in discussion, improving their writing, using quantitative reasoning, and gaining laboratory experience. The Center for Writing Studies, for instance, has enhanced students' writing abilities in a number of ways.

The Writing Across the Curriculum (WAC) program, now in its eighth year, has begun to have a broad impact on the teaching of writing across campus, as well as on general campus attitudes toward pedagogy. Over the years, close to 200 faculty members and nearly 300 teaching assistants from 10 different colleges and 60 different academic departments have participated in the WAC seminars held each May. These seminars have been effective in giving instructors specific help and encouragement to develop their own methods and techniques of teaching writing. The primary stress is on "writing to learn," encouraging instructors and students to think of writing as a tool for learning and engaging with the course material.

In addition to the formal seminars, there is a faculty WAC retreat each fall and shorter workshops held at-large and within specific departments. The faculty associated with the Center for Writing Studies also have helped to develop over 50 writing-intensive courses that have been certified for campus general education.

The Writers' Workshop (located in the Undergraduate Library, with satellite sites in several residence halls and in the Grainger Engineering Library) is another program of the Center of Writing Studies. It provides one-on-one tutoring and online services, as well as sponsoring a series of seminars on specialized writing topics (e.g., writing about film, composing personal statements, writing technical reports).

Similarly, several campus-wide programs have worked to enhance students' opportunities for discussion. Thanks to the campus' increased support of large-lecture classes, most students taking these types of classes now have the opportunity to engage with the course material in small discussion or quiz sections. The First-Year Discovery program has also made it possible for freshman students—who constitute a major audience for these large lecture courses—to have not only a discussion section, but one that is led by the faculty member who teaches the lecture section. Of course, all Discovery courses, by their very nature and size, provide first-year students with increased opportunities for interaction with one another and with the faculty member teaching the course. In fact, students frequently cite the increased opportunities for discussion as one of the major strengths of the program.

57. Develop capstone experiences for undergraduate majors, to enable students to consolidate their educational gains and to deepen their relationships with faculty closest to their academic interests.

In 1996, the campus received funds from the William and Flora Hewlett Foundation to develop a series of capstone "Year 2000" General Education courses that would be team-taught by the very best faculty members at the University of Illinois. The object of each "Year 2000" course is to delineate the essential literacy required for today's graduates in the general education areas of humanities and the arts, science and technology, and social and behavioral sciences. A total of five one-semester faculty seminars in these areas were sponsored, from which emerged five "Year 2000" courses to be team-taught by seminar participants. The goal of these capstone General Education courses is to mobilize the intellectual resources uniquely found in a research institution, set an intellectual agenda that will inform the main core of lower-division general education courses, and help departing seniors hone the conceptual and analytic tools they need for life-long learning.

In addition, there are several colleges and units that have been very successful in introducing courses designed to give upper-level students a course that prepares them for their work in a particular profession or discipline. The College of Engineering, for instance, features capstone courses in most of its undergraduate curricula. In these courses, students work together in teams, much as professional engineers do, to solve real-life engineering problems. The college encourages interdisciplinary cooperation by involving faculty from a variety of engineering disciplines to serve on the Senior Design Council as advisers and consultants.

The College of Agricultural, Consumer and Environmental Sciences has also made an effort to institute capstone courses in all of its undergraduate curricula. These courses typically offer undergraduate students the opportunity to engage in an independent research project, culminating in written and/or oral presentations. Many of these projects are showcased at the annual College of Agricultural, Consumer and Environmental Sciences Open House.

58. Limit the number of very large courses. Class size at this campus and at other major universities has tended to be determined by a combination of student demand and classroom space availability. Instead, we will determine and apply more appropriate means and principles for setting section size. These may include availability of appropriate technology in lecture halls, quality of teaching, and faculty judgment of effective class size.

For all its size, the University of Illinois at Urbana-Champaign offers the majority of its courses in small sections. In Fall 1996, for instance, approximately 4,700 courses, or 75 percent of the total number of courses offered at the 100-, 200- and 300-level, had enrollments ranging from 1 to 29 students. Another 1,300, or 21 percent, had enrollments of 30-99 students. Only about 260 courses, or 4 percent of the total, had enrollments of 100 students or more. However, the majority of these classes were supported with small discussion or quiz sections, so only a small number of courses met in an environment with no support outside of the lecture.

Even so, the campus has been working to reduce even further the number of very large courses on this campus. In Fall 1996, the campus instituted a policy that would limit enrollment in the very largest courses at 750 students. This policy has had a very positive impact on many of the courses that serve large numbers of freshman students. The expansion of the First-Year Discovery program has also helped to offset these effects by creating opportunities to add small discussion and laboratory sections.

59. Support large-lecture format courses through the use of discussion sections, technological aids, faculty development, and other appropriate means that promote active learning. Some courses are well suited to the large-lecture format, which is an essential mode of instruction if large numbers of undergraduates are to be taught by a modestly sized faculty. Ultimately, the success of such classes must be gauged by experienced faculty who know what it is possible to accomplish in such contexts, and by the ability of serious students to take from them a solid foundation for future undertakings.

Large courses sometimes make sound educational sense, and can be the best vehicle for all parties concerned: students, faculty, and administration. After all, the introductory course in many disciplines has such wide popularity that the large class format is required. In some instances, popular instructors attract more students, leading to larger class sizes. The data indicate that large classes can be just as effective in delivering survey material and presentations of the foundation of disciplines. Also, educational research indicates that large classes are effective at teaching students information and how to understand the implications as well as the limitations of that information.

Obviously, the issue of very large courses is closely tied to the need for support for such courses in the form of discussion or lab sections. Several years ago, a number of large, lower-division courses were offered in formats providing no opportunity for students to engage the material, each other, or the instructor in sections of a size small enough to allow interaction. In some courses, instruction was offered through a large lecture without discussion or quiz sections in which students could ask questions and otherwise actively engage in learning the material. In other courses, discussion or quiz sections existed but the TA load was such that these sections were too large to provide the kind of learning environment that encourages interaction between students and their instructors.

The campus has been working to alleviate these problems, in part by reallocating funds to allow for increased support of large-lecture courses. In addition, new technologies increasingly are being employed in a manner that facilitates interaction between faculty and students as well as collegial interaction across students in a course, and some larger courses have been able to make innovative use of such technologies. While computer-assisted instruction has been an active part of many departments' instruction for quite some time, the emergence of the campus network infrastructure promises to provide new methods for academic discourse. Simple approaches such as e-mail and class-specific bulletin boards have proven quite effective. In addition, the efforts of the Sloan Center for Asynchronous Learning Environments (SCALE) have helped to speed the diffusion of the more traditional computer support used regularly by some departments on campus.

60. Explore new living-learning opportunities for undergraduates. Bringing academic advising, tutoring, learning resource assistance, and faculty contact to the residence halls, especially for first-year students, would help address access, space, bureaucratic, and transportation problems for students and staff.

Living-learning communities afford a variety of advantages for students and staff alike, and in recent years the campus has been exploring ways to offer more of these experiences for undergraduate students. For many years, of course, the University of Illinois has had the Unit One program, which has provided students with an atmosphere that is intellectually and personally challenging in a residence hall that is characterized by a spirit of community interaction. Unit One is best described as a resource that has many components, including credit courses, academic support services, a guest-in-residence program, special facilities, noncredit music lessons, film/discussion series, field trips, and other educationally oriented activities. Student demand for this program has been and remains high, as evidenced by a larger proportion of returning students than is characteristic of most residence halls, and the large number of freshman student applications.

Within the last several years, a number of other small living-learning communities have been developed at the University of Illinois. The Women in Math, Science, and Engineering (WIMSE) program, established in 1995, is a small residential learning community for undergraduate women students who have chosen to major in one of the mathematics, science, or engineering curricula. The WIMSE community provides a supportive environment for these students that challenges them intellectually and that provides interactions with faculty in these areas. Students have access to a dedicated computer facility, and can take advantage of special study groups and activities designed to encourage them in their academic career plans. In 1997, the WIMSE program was expanded from 34 students to approximately 80; in 1999 it is expected to expand to 130 students. Students may also take advantage of special WIMSE course offerings in science and rhetoric.

Weston Exploration, named for the residence hall in which it is housed, was established in 1997. It is designed to assist students in decisions about their academic major and career path. The program fea-

tures introductory courses offered on-site as well as a specially designed educational psychology course to assist students in exploring various career choices. The Career Services Center, the College of Liberal Arts and Sciences' Office of General Curriculum, the Counseling Center, and the Office of Residential Life will have satellite offices in the hall to provide one-on-one career counseling, academic advising, workshops, and special programs. Weston Exploration has small and large classrooms for on-site classes and workshops, as well as a career resource library, academic advisers, and a comprehensive Residence Hall Library. The goal is to bring together the classroom activity with the residential living/learning experience to provide a solid foundation for a future career.

Another living/learning community has been developed by the College of Liberal Arts and Sciences and the Division of Housing and is part of the broader "LAS Learning Communities" project, which begins its first year in Fall 1999.

61. Explore the expansion of the First-Year Impact program, to provide an extended orientation in the fall semester for first-year students, building a stronger sense of community in the residence halls.

The First-Year Impact (FYI) program was established in 1994 to enhance and support the freshman orientation experience. The program consists of eight weekly sessions of developmental experiences in the form of workshops and presentations. These sessions expand upon issues raised in the two-day Summer Orientation program, and provide additional types of information on campus organizations and resources. The program provides a forum for participants to meet, share perspectives, and make friends among a diverse group of students. In addition, it provides the opportunity for leadership development experiences, and gives students a comfortable arena in which to explore pressing personal and social challenges (e.g., living and working in a diverse community, understanding cultural and ethnic/religious differences, developing satisfying and successful interpersonal relationships, making the transition from high school to the academically demanding environment of the University).

Students participating in the FYI program may choose from among four separate tracks: leadership skills, career exploration, personal skill development, and community service/service learning. Individual sessions differ, depending on the track selected, but each track includes sessions on the following topics: alcohol and drug education, career services, diversity, and navigating the University/campus technology. All participants are asked to take the Myers-Briggs Type Indicator assessment.

Although the program originally had space for just 300 participants, by 1998–99 it had nearly tripled in size. Future goals include continuing to expand the program to reach more of the freshman class and collaborating with an academic partner to offer the course for credit as part of the curriculum. There are 31 groups, each made up of approximately 28 students. Each FYI group has a professional staff member and a trained peer facilitator.

Students who have participated in the FYI program have expressed a high degree of satisfaction with the program, and have urged its expansion to serve greater numbers of students. Research on similar programs conducted elsewhere has indicated a positive impact on the retention of students, and a similar impact is anticipated in this program. In addition, an ongoing orientation course such as this provides undergraduate students with the opportunity to gain sophisticated knowledge about accessing campus resources and resolving problems.

62. Create a Teaching Advancement Board.

In 1996–97, the Teaching Advancement Board was established to foster the development of teaching in a manner analogous to the way in which the Research Board fosters the development of research. In its first two years, the Board has undertaken a significant body of work. Thirteen very distinguished faculty members, all fully committed to excellence in teaching, serve as members. In general, the Board has four roles:

- To evaluate and foster specific programs that can improve the quality of teaching;
- To sponsor various forms of recognition for excellence in teaching;
- To offer a grant program for course development;
- To serve as a focus for development activity in support of teaching.

In its first three years, the Teaching Advancement Board proposed and/or implemented several new programs that promise to bring new visibility to teaching. The provost's Initiative on Teaching Assessment (described below), a proposed Travel Grant program to enable qualified faculty members to attend conferences dealing with teaching and pedagogical issues, and a review of the campus instructional awards programs are just a few of these new initiatives.

63. Undertake a detailed examination of advising across campus, in order to develop consistent and appropriate standards.

In 1996, the campus, together with an ad hoc Undergraduate Academic Advising Committee (UAAC) composed of representatives from each of the various undergraduate colleges, undertook a detailed examination of undergraduate academic advising practices. Two survey instruments—one for departments, and one for colleges—were designed and distributed to the various colleges and departments that have undergraduate advising programs. The surveys gathered information in the following areas: staff and responsibilities; career planning; evaluation and assessment of advising; training and support; and additional advising resources offered by the college/department.

Units identified several common problems, including the difficulty of obtaining timely, up-to-date, accurate information for students; a lack of training for new advisers; and a need for improved campus recognition of excellent advising.

Several initiatives are underway to respond to these and other problems identified by survey respondents. An undergraduate academic advising Web site was created in 1996 (and significantly enhanced and improved since then) to improve student and adviser access to information on graduation, General Education, current course offerings, and program requirements. Also in response to the survey, the Office of the Provost has helped to sponsor annual training institutes for new advisers campuswide in 1997 and 1998, and has instituted two campus awards (one for faculty members, the other for academic professionals) for excellence in advising.

In June 1999, the Task Force on Undergraduate Academic Advising after an intensive process of study and deliberation, submitted a report to the provost proposing the commitment of additional resources for academic advising. The Task Force concluded that advising resources are deployed unevenly on campus and are clearly deficient in some areas. The report proposes a number of structural changes designed to make more effective use of technology in advising, to improve intercollege coordination and the cross-college movement of students, to reinforce academic planning for new students, and to enhance the professional and career development of academic advisers. Finally, it encourages colleges to consider involving students as peer counselors or mentors trained to provide assistance that complements the formal academic advising process.

64. Create systems ensuring that students receive accurate and timely information to enable them to plan their undergraduate progress; provide online degree audits to enable students to obtain current information about their progress toward graduation.

Several associated data systems and their related procedures help students and advisers monitor and make choices that advance academic progress in University of Illinois degree programs. Some systems provide information about courses to help students and advisers plan programs of study and select courses and sections for each term that best meet curriculum and student objectives. Other systems maintain the official academic records that provide detailed information about performance in those courses already completed; still others monitor academic performance and analyze progress toward completion of degree requirements.

Several systems provide information about University of Illinois course offerings. The *Courses* catalog, which provides a description of each approved University course, the *Programs of Study* catalog, which contains information about undergraduate and graduate programs, and the *Timetable*, which includes all courses and sections offered for each term, are published on the U of I Web site. Many University of Illinois instructors also publish their course syllabi and other descriptive information about individual courses on the Web, providing current and prospective students with detailed course information. the University of Illinois has historically supported flexible course selection for students. The Web-based *Timetable* is updated daily, and provides current information about course and section status. Used with the online registration system that helps students select available courses and sections, students are able to adjust their course and section selection from early registration through the tenth day of instruction.

U of I Direct provides a general source of information for colleges and advising departments including summaries at different levels of detail of all course work completed and proficiency credit received at the University of Illinois and by transfer. The University invests considerable resources to assure that adequate instructional resources are available to support curriculum requirements. As part of that commitment, U of I Direct provides sophisticated course controls that teaching departments may use to assure that students whose programs require courses that are in particularly high demand are given the greatest opportunity to enroll in those courses. A history of affiliation with academic programs is maintained in U of I Direct, as is information about the quality of academic work in a variety of grade point averages based on different course groupings relevant to each program of study. The determination of student academic status for each term is also supported by and recorded in U of I Direct, and its database serves as a data store for other systems that provide specialized analysis and reporting of academic progress.

Three systems support the degree audit function—that is, comparing degree requirements to academic work completed. The College of Engineering developed a degree requirement analysis system in the 1970s, and it is part of that college's student academic records system and is tailored to engineering degree programs. The Degree Audit Reporting System (DARS), developed by Miami University, was installed at the University of Illinois in 1989 and has been gradually adopted by most U of I undergraduate colleges. Both of these systems provide online audits on demand for academic advisers and can produce paper reports that are sent to all students on a regular cycle. Each college controls the format of its reports that generally show requirements and how completed courses have been used to satisfy them. The third degree audit system was developed and is operated by the Graduate College; it has a Web-based academic records system suited to the specialized kinds of information maintained by graduate departments.

The various colleges and the Office of Admissions and Records work together to maintain information about the mapping of University of Illinois courses to courses offered by community colleges and other four-

year institutions. This information is collected by OAR from transfer institutions and from University departments and colleges, and is shared with transfer coordinators in transfer institutions and with students in those institutions, as well as with University of Illinois students who complete courses at other institutions. This information enables students to select appropriate course work at other institutions that will support the completion of their U of I degree requirements.

65. Make professional staff advisers available to provide technical advice about course availability, requirements, and the like, and develop peer advising systems to enable undergraduates to provide advice to their fellow students.

A 1996 survey of campus advising practices (see item 63, above) indicated that faculty members serve as advisers in nearly every department with an undergraduate program, but that many work in concert with academic professionals, admissions and records officers, graduate assistants, and other staff.

Several initiatives are underway to give professional staff the tools and resources they need to advise students:

- Training for new advisers: In August 1997, the first campus-wide training workshop for novice advisers was held; more than 75 faculty and professional advisers from across the campus participated, and even more participated when the workshop was repeated in 1998. The daylong workshop includes role-play in advising situations, resources and referrals, campus graduation requirements, legal issues, usage of U of I Direct (the University's online registration system), and other relevant program-related information.

- In-service training and support for advisers: In 1997 and again in 1998, the campus provided funding for a spring workshop on advising-related issues organized by members of a campus-wide academic advising group. The 1997 workshop focused on "The Freshman Experience," and featured talks and sessions on problem solving and best practices for those dealing with freshman students. This format proved so successful that the 1998 workshop focused on sophomore students, and their particular needs and problems.

- Timely program-related information for students and advisers: The creation in 1996 of an Undergraduate Academic Advising Web site made it possible for the campus to provide advisers and students and other interested parties with a variety of up-to-date information that had not previously been available. Information added to this site in the last year includes expanded information on general education and First-Year Discovery courses. New information is also available on intercollege transfers, until recently a perennial source of confusion for advisers and students alike. The goal is to demystify process and procedures for students, and make it possible for them to use the time with their advisers more efficiently and productively.

66. Ensure that every student has access to faculty advice throughout the undergraduate experience, beginning with the freshman year. Faculty are best suited to introduce students to the intellectual life of the community, and to guide their intellectual development. This aspect of advising should rest in faculty hands.

Faculty members serve as chief advisers for most departments and/or academic programs, and some colleges (such as the College of Agricultural, Consumer and Environmental Sciences and the College of Engineering) rely on faculty for the majority of advising.

The most important need addressed by faculty advisers is the need for mentoring relationships—through which students formulate long-term goals and plans, become socialized in their chosen fields, develop perspective on their work and their lives, and obtain intellectual, material, and psychological support for their enterprises.

The campus is encouraging the development of such mentoring relationships between faculty and students by creating new ways to recognize faculty for their work with undergraduate students. In the past several years, two new instructional awards were created, one to recognize excellence in advising by faculty members, and the other to recognize excellence in the guidance of undergraduate research. The latter award originated from the premise that mentoring occurs in a variety of contexts, and these contexts include the classroom and the laboratory as well as the advising office.

67. Move toward a model of universal training of teaching assistants, including special training that takes account of the differing responsibilities the TAs will have.

AND

68. Increase the frequency and availability of TA testing and evaluation, and monitor the effectiveness of these tools.

AND

69. Ensure ongoing monitoring of TA performance by faculty with oversight responsibilities.

In 1990, on behalf of the vice chancellor for academic affairs, the Council on Undergraduate Education carried out a survey of departmental practices with regard to ongoing evaluation as well as pre-service and in-service training of teaching assistants. Departments that did not have such programs in place were strongly urged to develop them or to make use of the campus-level programs offered by the Office of Instructional Resources. In order to assess what progress had been made since 1990 toward achieving the goal of universal TA training, a follow-up survey

was distributed to units in Spring 1998. Results of that survey suggest that considerable progress in TA training and assessment has been made since 1990. But while most departments do a good job of orienting new TAs, there is less attention to the ongoing development and supervision of TAs in their subsequent semesters and years of teaching.

Each year, there are approximately 1000 new teaching assistants on campus. Of these, 750 participate in the all-campus Teaching Assistant Orientation; most of the remainder are TAs in one of the departments (English, mathematics, psychology, chemistry, speech communication) that sponsor their own complete orientation programs. In addition to the all-campus orientation, many departments require TAs to attend their own pre-service programs that focus on the particular responsibilities, teaching techniques, and grading practices for courses in that unit.

Most units provide ongoing evaluation of their teaching assistants, generally in the form of classroom observations by course supervisors. The Division of Instructional Development in the Office of Instructional Resources also provides early semester feedback (classroom videotaping and student feedback) for TAs in departments that request this service. Teaching assistants in nearly all departments are required to distribute Instructor and Course Evaluation System (ICES) forms.

In 1997, the Division of Instructional Development developed the Graduate Teaching Certificate, designed to recognize teaching assistants as faculty-in-training. There are two separate programs: the Graduate Teaching Certificate, which documents teaching and teaching development and assessment, and the Advanced Graduate Teaching Certificate, which extends that documentation to include more and varied teaching experiences as well as evidence of good teaching. Both of these programs include pre-semester TA orientation, microteaching, participation in ongoing training, and classroom videotaping/visitation with feedback. In 1997, 25 teaching assistants participated in the program; in 1998, this number had grown to 77.

70. Reaffirm teaching as a major factor in decisions about salary, promotion, and tenure.

Under the revised promotion and tenure process, the recognition of teaching excellence has been accorded more importance. The campus guidelines on promotion and tenure have been revised extensively over the past several years, and the updated guidelines place a new emphasis on undergraduate teaching. All promotion and tenure recommendations must include a thorough evaluation of the candidate's teaching, together with a summary of student ratings, the candidate's self-review, and document evaluation.

71. Increase and give greater prominence to awards honoring exceptional teaching by TAs and faculty.

The University of Illinois at Urbana-Champaign has for many years rewarded excellence in undergraduate teaching through a variety of campus, college, and departmental teaching awards.

At the departmental level, nearly 100 teaching awards are made annually to outstanding faculty and graduate student teachers. Nominations for these awards may be submitted by students, faculty members, administrators, alumni, or any combination of the above. Winners are selected by a departmental awards committee, the size and composition of which varies (though most include at least some undergraduate student members). Winners of the departmental awards go on to compete for the 30 or so college awards, and some winners at the college level are selected to compete for top honors at the campus level.

The selection procedures for each of the campus awards vary, but all require the submission of a set of supporting materials for each candidate. These materials generally include a narrative statement presenting the case for the nominee, a self-report on teaching goals, methods, and philosophy, a peer evaluation of teaching, and letters of support from former and current students. An awards committee, composed of past award winners, members of the Teaching Advancement Board, and graduate and undergraduate students, meets to select the winners of the campus instructional awards. In April, the winners receive their awards at the annual Instructional Awards Banquet, which also honors the winners of the various college and departmental teaching awards.

The Teaching Advancement Board oversees the campus instructional awards and makes recommendations for their continued improvement.

72. Seek private support of teaching recognition, including endowed professorships and chairs.

Endowed chairs are the highest honor the University can bestow on prominent faculty members. The Murchison-Mallory Chair in the Department of Chemistry in the College of Liberal Arts and Sciences recognizes the department's excellent reputation in providing fundamental instruction to a wide range of students in fields such as engineering and medicine, as well as to chemistry majors. The first holder of this chair has received numerous campus and external awards for excellence in teaching.

There are also nearly 100 named awards at the departmental and college level that recognize outstanding teaching by faculty and teaching assistants; these awards are listed in the campus instructional awards banquet program. Private support is also being sought for the campus instructional awards.

73. Undertake a review of the most appropriate roles for the Graduate College, the Office of the Provost, and the deans in achieving consistently high standards for graduate programs. A panel appointed by the chancellor will be responsible for this review.

AND

74. Make policies affecting graduate program quality subject to a second-level review. A wide range of strategic practices and policies influence the reputation and effectiveness of graduate programs. In colleges with departments, the dean is responsible for maintaining program standards across the college, by whatever mechanisms are deemed most effective. In colleges that are not subdivided, oversight is a joint responsibility of the dean of the Graduate College and the provost.

Since the Committee on Program Evaluation (COPE) process was discontinued on the campus in 1993, the University has not had a systematic process for program quality review. In its 1997 report, the Task Force on Graduate Education recommended that the campus institute reviews of graduate programs that include both periodic in-depth reviews and basic annual reviews. At the same time, the Outcomes Assessment Committee was developing a campus-wide plan for outcomes assessment designed to encourage programmatic improvement at both graduate and undergraduate levels.

In December 1998, a committee was charged to advise the provost on the implementation of a campus-wide unit review process to contribute to overall improvement. In its March 1999 report to the provost, the committee proposed that the campus formalize a system of strategically occasioned reviews consisting of a unit self-study and external peer review. These reviews provide the basis for the provost, deans, and unit executive officers to assess emerging intellectual growth areas in the context of campus structure and consequently, opportunities for differential investment; and reassessments of unit practices, program directions, and use of resources.

While the mechanisms of COPE and the Task Force on Graduate Education were driven primarily by groups external to the department or unit, these new guidelines place the primary locus of review directly within the units and give first responsibility for review to the executive officer of the unit. They have been designed to accommodate the variety of disciplines and governance structures on the campus while at the same time making provision for external review to verify, validate, and enhance unit-based assessment.

75. Develop information to help monitor and maintain the quality of graduate programs, data on applicant qualifications, proportion of applicants admitted, proportion of admitted applicants who enroll, attrition and length of time to degree, and employability of advanced degree recipients.

The Graduate College helps departments administer their graduate programs by disseminating best management practices, reviewing departmental handbooks and policy statements, and providing advice on many issues, such as financial aid, graduate program design, student records, and theses. To help departments administer campus-level policies, the Graduate College publishes two monthly newsletters and offers workshops for departmental graduate program administrators. Beginning in Spring 1999, the Graduate College will conduct exit surveys of advanced degree recipients, which will provide useful information to graduate program administrators. The Graduate College also facilitates electronic access by departmental staff to students' academic, appointment, and demographic records via GRADS, the Graduate Record Audit and Display System.

Graduate College staff and campus groups continue to revise and implement the recommendations made by the Task Force on Graduate Education (1995–97). Membership requirements for doctoral examination committees now encourage earlier appointment of larger and more academically diverse committees. An expedited approval process for experimental programs that can be operated under existing degrees has been instituted. To encourage exemplary advising of graduate students, the Graduate College distributes the "Guiding Standards for Faculty Supervision of Graduate Students" to all graduate students and graduate faculty. The third annual award to recognize outstanding faculty mentoring was given in Spring 1999. The recommendations for modifications to grievance procedures and related policies have been folded into a campus-level effort to update these policies. To help departments deal with troubled graduate students, the Graduate College is collaborating with the Counseling Center to offer programs and share information about graduate student stress and effective and ethical intervention strategies.

76. Develop appropriate mechanisms for monitoring departmental graduate program size, policies for assistantship appointment percentages, and tuition and fee waiver policies. Policies and practices governing such factors should be designed to promote program quality, taking account of the diverse nature of graduate education in different disciplines.

The Task Force on Graduate Education (1995–97) noted that the size of a graduate program is influenced by many factors, including the demand for enrollment in the program, the need to maintain critical intellectual mass for the program and for the department in which it is housed, the need for teaching assistants to maintain and support high quality graduate and undergraduate education, the availability of facilities, the availability of financial resources from the campus and external sources, and the job market for graduates of the program. The task force argued that the foremost goal of graduate programs should be to educate advanced students who proceed to successful careers in industry, commerce, government, academe, and the professions. Another important goal of every program should be to provide a rich intellectual environment in which faculty, graduate students, and undergraduates prosper.

The extent to which a program can attain these goals is determined, in part, by appropriate sizing of the graduate enrollment. While there is no magic formula for determining appropriate program size, the task force argued that programs should routinely examine their size and performance in relation to environmental factors such as the needs of the department (teaching, research, critical mass, and resources), the availability of external grant support, and the long- and short-term job market. The task force envisioned that program size would also be a part of campus reviews of a department.

In line with the task force's recommendations, the Graduate College in 1997 asked departments to consider the size of their graduate programs, taking into account a wide range of variables, such as faculty-student ratios, financial support, and placement of graduates. In Fall 1997, forty-four units reported on the results of their discussions. Approximately 34 percent reported that they had recently decreased the sizes of their programs or planned to do so in the near future. Roughly 14 percent had recently increased the sizes of their programs or planned to do so in the near future. The remaining 52 percent planned to maintain the present sizes of their programs.

The Task Force on Graduate Education also made recommendations about assistantship appointments. As the task force noted, students who hold assistantships experience many different educational and professional benefits. Graduate students may gain further instruction in techniques of the field; hone their research skills; acquire pedagogical expertise necessary for an academic career; develop professional skills including leadership, interpersonal effectiveness, and performance evaluation; and have collegial collaborations with advisers that result in joint publications. Each graduate student will experience a different mix of these roles, depending on his or her field, research involvement, and teaching activities.

The task force asserted that the primary objective for graduate students is to make steady progress toward their advanced degrees. To this end, the task force urged that the campus ensure that the duties of graduate students who hold assistantships are commensurate with their stipends, and that assistantship duties are balanced with students' other educational activities. Assistantship duties for a 50 percent appointment, for instance, should be consistent with the typical campus expectation of 20 hours per week, with appointments at other percentages involving a proportionate amount of time. Considerable flexibility is needed in interpreting the time commitment, to accommodate both the demands of teaching and research and the individual needs of graduate assistants. However, flexibility in the hours a student spends on assistantship duties is not a license for departments to increase those duties to an unreasonable level. The task force noted some particular concerns about quarter-time assistantship appointments, especially the inadequacy of the stipend and the possibility that assistants might average more than 10 hours per week. In the 1997 Graduate College survey noted above, departments were asked to justify the use of 25 percent appointments, if they were being routinely used.

The Graduate College encourages departments to monitor assistantship duties and to communicate the norms to the supervising faculty. Information about assistantship management will be incorporated into the graduate program review and improvement process.

The institution of the new tuition and fee waiver policy in Fall 1996 has led the disciplinary colleges and academic departments to place a renewed emphasis on the relevance of the assistantship to the student's educational experience. The Graduate College works closely with students and departments to ensure that the assistantship and tuition waiver policies are appropriately administered.

FOURTH, WE SHALL INVEST STRATEGICALLY IN THE FACILITIES AND ENVIRONMENT OUR FACULTY AND STUDENTS NEED TO DO THEIR WORK.

77. Include estimated operation and maintenance costs, and the source of funding to cover these costs, in the financial plans for all new facilities.

When new buildings are constructed, funds are required to cover the costs of the related utilities (heat, water, and electricity) and for the costs for operation and maintenance (custodial service, maintenance, fire and police protection, building and grounds, etc.) Similar new costs can be generated by the advent of building additions or when major remodeling includes new HVAC systems, elevators, fume hoods, and other such items that add new maintenance costs. If the new buildings, building additions, or major remodeling projects are funded by state, indirect cost recovery, and/or grant funds, the campus administration will request the necessary operating and maintenance funds from the state of Illinois through the University administration. If the projects are funded by gift funds, the donor is expected to provide the operation and maintenance funds through the establishment of an endowment unless the chancellor's Capital Review Committee determines that the funds should be requested from the state.

According to the Procedures to Establish Responsibility and Acquire Funds in New or Remodeled Facilities for Operation and Maintenance Services and Programmatic Support Services, requests for recurring basic operation and maintenance funds and for funds for utilities shall be submitted by the Operation and Maintenance Division via the Office of the Provost to the Office for Planning and Budgeting.

78. Initiate a systematic program to cover operation and maintenance costs for existing facilities.

This goal presents a tremendous challenge, one that almost certainly will not be met in the foreseeable future. The deferred maintenance list for the U of I campus continues to grow each year, and has now reached a total of $187 million. Custodial services have been reduced, and as the campus has added new buildings and land, the budget for buildings and grounds has not kept pace.

The Division of Operations and Maintenance (O&M) has done an excellent job of keeping the campus facilities and grounds in good repair by carefully budgeting the funds available and by setting priorities so that the most serious deficiencies are addressed first. O&M has also taken a number of measures to become more efficient and has saved millions of dollars by instituting many energy conservation measures. These savings, however, are balanced by the introduction of new advancements in technology which have resulted in tremendous increases in the use of electricity. Efforts will continue within O&M to foster efficiency and to conserve energy, but it is not expected that major new savings will be generated through those efforts.

The Director of the Division of Operations and Maintenance has continually called the growing deferred maintenance list to the attention of the campus administration and in FY 97 joined his colleagues at other Illinois institutions of higher education to bring such serious problems to the attention of the Illinois Board of Higher Education.

In its FY 98 operating budget request, the University administration highlighted its facilities problem by asking for $6.4 million in recurring funds to begin to address facilities renovation in a systematic fashion. The state of Illinois responded by providing $1.1 million to the University system, of which the Urbana campus received $530,000. For FY 99, the University system is requesting $4.2 million for the same purpose, and it is expected that it will receive $1.375 million, with $715,000 of that amount going to the Urbana campus.

Campus administration and University administration recognize that there is a serious problem related to deferred maintenance, and it is a problem that continues to worsen. Some action has been taken to obtain additional state dollars to deal with the problem. Still, it is clear that there are not sufficient existing funds to reallocate to this problem at the campus level; if the U of I continues to add new buildings and building additions and to remodel major portions of old facilities at the current rate without getting increased funding from the state for the operation and maintenance of these facilities, it will continue to lose ground in addressing this problem.

79. Renew, rehabilitate, and equip classrooms throughout the campus to serve the needs of the faculty and students of the 21st century.

As indicated in the response to the 1989 visit, the campus is in the sixth year of a major classroom remodeling initiative that is expected to conclude in 2002. A joint effort of the Office of Project Planning and Facility Management and the Office of Instructional Resources, this initiative has focused on installing Integrated Teaching Systems (ITS) as part of scheduled classroom modeling. A total of 29 large lecture halls have been remodeled, and general improvements have been made to 117 smaller classrooms.

80. Improve and expand teaching laboratories and computer laboratories.

Once the classroom remodeling initiative (see above) is complete, teaching laboratories are next on the agenda. A survey several years ago identified approximately 435,000 square feet of laboratory space providing 135,000 hours weekly of student instruction. To remodel this 435,000 square feet is expected to cost $60 million, and would require another multiyear commitment, as teaching laboratories, like large lecture halls, could only be remodeled during the summer.

Computer laboratories have improved and expanded a great deal over the past several years. The Computing and Communications Services Office (CCSO)

has nine computing sites across campus; seven of the nine may be reserved for academic classes at no charge to the students or instructor, and the other two are open access computer sites that are not used for instruction. On weekdays sites are reserved for instruction about 60% of the time, and CCSO is considering converting some of the larger sites to multiple smaller ones more appropriate to instruction.

This shift in the use of computer facilities has been accompanied by an increase in the number of students who have computers of their own on campus. Many students now depend on the University to provide access to network connections rather than a computer on the network, so the nature of computer facilities is changing.

81. Develop more flexible classroom space. Many central campus classrooms were built to meet an earlier concept of optimal class size and teaching styles, at a time when the student population was approximately half the size it is today. For faculty to have the greatest impact, classroom space should be both readily available and adaptable to a variety of class sizes and instructional formats.

AND

82. Upgrade and maintain selected classrooms to fit them with a full range of multimedia capabilities, including computer network accessibility.

In 1994, the campus began a five-year implementation plan for placing multimedia technology equipment into general use classrooms. The Chancellor's Remodeling Initiative, a joint effort of the Office of Project Planning and Facility Management (PPFM) and the Office of Instructional Resources (OIR) has focused on installing Integrated Teaching Systems (ITS) as part of scheduled classroom remodeling. ITS classrooms provide multimedia capabilities to faculty and instructional staff teaching in the classrooms.

Prior to the Initiative, OIR was responsible for seven ITS classrooms. To date, 29 classrooms—all of them large-capacity lecture halls—have been remodeled, as have 117 medium and small classrooms.

83. Improve student residential living space.

Continual improvements are being made with respect to student residential space. The remodeling of Weston Hall has been completed to include the facilities needed for the new living and learning community called Exploration. This includes space for a career resource center, classrooms, offices for academic advisers and teaching assistants, and a computer lab.

Multiyear plans to renovate facilities to comply with ADA guidelines and life safety standards are continuing. The total renovation is expected to cost $4.4 million.

The Gregory Drive Project has been completed. This project created computer labs, small group meeting space, exercise/recreation rooms, music practice rooms, and classrooms. The Peabody Drive project includes an expanded computer center and enhanced laundry, exercise, and library facilities; the approximate cost of this project is $1.2 million. In addition, a renovation of Daniels Hall is planned for completion by the fall of 2001; this $12.1 million project represents a new direction in housing, incorporating undergraduate student preferences for more privacy and a location with proximity to core classes.

Computers in residence hall computer labs continue to be upgraded. Computer access in the halls is a major aspect of Housing's services for students and there are more than 450 personal computers in residence hall computer labs. Additionally, URHnet provides nearly 4,000 students with online access from the convenience of their own rooms. In 1998-99, Housing also purchased computers with sound capabilities to assist students in completing class assignments for a new instructional approach in teaching Spanish.

In the past two years, Housing also has spent $55,000 on lighting enhancements for increased safety.

84. Provide improved space for international student services.

With the director's leadership and assistance from the Office of International Student Affairs (OISA) Advisory Committee, renovation is well underway for OISA's move to the fourth floor of Turner Student Services Building in the summer of 1999. This new space will double the assigned square footage for the office and provide for gathering space for international students. Each year, OISA assists more than 3,000 international students through orientation programming, advising, and workshops. Additionally, OISA will be located in the same building as other primary student services units (e.g., Dean of Students Office, Counseling Center) which will facilitate referral of students for specific assistance.

85. Provide improved space for career services including counseling, job search strategies, and externship and internship opportunities.

In the fall of 1998, the Career Center moved into its renovated space in the Student Services Arcade Building, providing the office with a high-profile, storefront location directly across from the Alma Mater statue. In addition to the high visibility location, the increased space of the new facility allowed the office to consolidate its operation, with the Health Careers House joining the Career Center at this one location, thereby providing for enhanced service delivery. The new facility also has expanded technological services, including ACT Discover, and better facilities for the video mock interview program. Access to a new multipurpose room has enabled the Center to provide an "Introduction to the Career Center" workshop for the 900 students in First Year Impact (FYI) during the first eight weeks of the semester. Student use of the Career Center doubled in 1998-99, due in large part to the new location.

Additionally, as part of the Weston Hall Exploration community, the Career Center provides on-site services to students through a Career Resource Center.

86. Increase the number and quality of study spaces available to students.

Again, continual improvements are being made. The Illini Courtyard Café and recently renovated Union Park offer highly utilized sites for student studying. In addition, the Illini Union now offers 24-hour access to vending room facilities during finals as quiet study space. Students also have the opportunity to reserve Illini Union guest rooms at special rates to use as study space during finals weeks.

The Illini Union Board conducted a student survey to assess interest in the entire Union facility being open 24 hours a day. Most students surveyed said that they feel the current composition of hours meets their needs and they generally prefer studying at home during late night hours.

The residence halls offer common study areas for students, as well as computer labs, where much studying occurs.

87. Plan and budget for the upkeep and renewal of campus recreational and entertainment facilities used by students and the wider community.

A major renovation of the Assembly Hall was completed in Fall 1998, including enlarged loading docks, expansion of storage areas, replacement of exterior ramps, and renovation of locker rooms. This $11 million bond project provides the needed updates to enable the facility to maintain its competitiveness as a multipurpose arena.

Among the improvements made by the Division of Campus Recreation are major renovations to the Intramural Physical Education (IMPE) building's pools. The $2 million project includes an upgraded mechanical system, new concrete and brick surfacing of the deck surrounding the outdoor pool, and ceiling repairs in the indoor pool. Additionally, Campus Recreation completed a mechanical systems upgrade and resurfacing of the ice rink at the Ice Arena in 1997. A newly renovated strength and conditioning area at IMPE, which includes a 4,300 square foot room, 24 new weight stations, and 29 new pieces of cardio equipment, is heavily used by students. Continual improvements are made to the unit's 42 acres of outdoor recreation space and playfields. The addition of the Outdoor Recreation Center in 1996 also has been popular among students.

The Illini Union Courtyard Café has become a premier programming space for student entertainment events. In 1998–99, nearly 200 programs were held in that space, featuring a diverse array of debates, entertainment events, and student programs. The Illini Union also offers entertainment space in the form of a bowling alley, a billiards room, and a video arcade.

88. Engage in a joint review of business procedures with the Central Administration to ensure that they are as effective as possible.

In December 1997, a new project was launched by the University system. Called "S3: Support Services Strategy," the project emphasized the three campuses and three functional areas in administration, namely, human resources, business and finance, and information technology. S3's purpose was to establish directions and approaches to best manage processes, systems, and organizational relationships for administrative services.

The result of this effort was a report recommending a Support Services Strategy for all three campuses. A draft report was produced in Spring 1998; each campus had a Campus Advisory Team (CAT) that responded to the draft report, and these responses were appended to the body of the final report. The final report was then submitted to the chancellors of the three campuses in October 1998.

In preparing a response to this report, the chancellor at Urbana sought the assistance of the Campus Advisory Team, cabinet members, and the Senate Council. The provost also referred the report to the Council of Deans, and the vice chancellor for research sent it to two advisory committees. Senate Council referred the matter to three Senate committees: Budget, Campus Operations, and General University Policy.

The chancellor's response, drawing on the many reactions from these groups, strongly supported the report of the Campus Advisory Team, which called for further analysis and work in devising alternative strategies to attain some of the goals envisioned in the report's recommendations. A major concern was the need for involvement of the academic as well as administrative leadership at the campuses, as well as the need to develop cost projections for each strategy prior to implementation.

89. Reduce the flow of paper throughout the University, encouraging "paperless transactions" wherever possible.

Many units and departments across campus are responding to this call. Campus Stores, Mail, and Receiving will expand Web-based and other electronic process systems to improve customer service; Stores will also expand automated mail handling and labeling systems to capture additional postal savings for the campus. The Department of Environmental Health and Safety (DEHS) will continue to expand campus safety documents and training information available via the Web. It will also establish a database framework to collect, store, and manipulate DEHS program data so that the data can be shared with other campus units. Levis Faculty Center is about to implement an electronic reservation system. Operation and Maintenance will convert more of its financial reports exclusively to Web-based reports. The Office of Publications and Marketing solicits updates to the Student/Staff Directory entirely via e-mail.

90. Support the Urbana-Champaign Senate in its streamlining efforts.

The Senate is subject to periodic reviews by its own special commissions, so to some degree its streamlining efforts are continuous. The report of the most recent Senate Review Commission in 1996 resulted in the merging of three committees: the Senate Committees on University Statutes and Senate Procedures; Elections and Credentials; and Parliamentarians. The overall purpose of the change was to decrease the number of Senate committees, thus streamlining the work of the Senate by decreasing the number of separate meetings and annual reports.

The conversion of a number of Senate procedural items from paper to electronic form has also contributed to streamlining efforts. The Senate Web site (www.uiuc.edu/providers/senate) enables visitors to access past and current information on Senate meetings, as well as the Senate calendar, rosters, handbooks, and bylaws.

91. Encourage academic department and administrative units to eliminate unnecessary bureaucratic steps, and to make it as easy as possible for students, parents, faculty, staff and other constituencies to achieve what they set out to do.

The Office of the Provost has taken a leadership role in encouraging departments and colleges to eliminate unnecessary bureaucracy, while at the same time providing advice and information to members of the campus community about the way to get things done. Its mission is one of service to academic units, and it provides assistance to individuals and units on courses and program approvals, faculty appointments, instructional policies, and budget. Regular meetings of the provost's principal staff enable that office to shape policy in response to campus users' needs, and provide these users with additional services and information.

To provide faculty, staff, and students with better, clearer information about the various policies and procedures on the campus, the Office of the Provost, together with personnel from the Office of the Vice Chancellor for Student Affairs, the Office of the Vice Chancellor for Research and Dean of the Graduate College, and the Office of the Vice Chancellor for Administration and Human Resources, has undertaken a comprehensive revision of the Campus Administrative Manual. When revised, this manual will be Web-based, streamlined, and user-friendly, and will better complement other sources of campus information, such as the provost's annual communications and the *Code of Policies and Regulations Applying to All Students.*

92. Support further enhancements to U of I Direct, the new online registration system, to improve its efficiency and convenience.

Implemented in Fall 1995, U of I Direct is an umbrella term for a set of projects supporting student and course activities at the University of Illinois at Urbana-Champaign, including course information tracking, course offering (i.e., *Timetable*) support, student records maintenance, transcript processing, and course enrollment.

U of I Direct served an important need for the campus in enabling it to move from a paper-driven course enrollment process to one that is more dynamic and up-to-date; it is not, however, the wave of the future. To move ahead technologically while serving the best interests of the University community, the Urbana campus, together with Chicago and Springfield, is investigating the viability of an enterprise-resource program (ERP). An integrated systems approach would enable the campus to support both student systems and business processes encompassing human resources and financial transactions, and to integrate these systems with those at the other University of Illinois campuses.

93. Support the development of systems for online graduate admissions, electronic filing of admissions applications, electronic transmittal of transcripts, and financial aid management software.

One of the Graduate College's top priorities in recent years has been to improve services through greater and more creative reliance on electronic processing. Implementation of the Graduate Record Audit and Display System (GRADS) has improved electronic access by departmental staff to students' academic, appointment, and demographic records. GRADS has significantly improved the ability of graduate programs to advise students and track their progress toward degree.

Graduate College staff have also worked closely with other campus units on a number of other major projects to improve systems that affect graduate students. One system that will help departments advise their students is the electronic vault envelope project in the Office of Admissions and Records. Once fully implemented, this system will allow electronic access by authorized users to official student records, with the ultimate goal of completely replacing the paper files.

Beginning in Summer 1999, a new Web-based graduate admissions process was put in place that increases processing efficiency and sharply reduces printing costs. Application information that has customarily been available only on paper is directly downloaded from the student's application into the new electronic admissions system, from which it is immediately available to departments in a variety of formats. For the first time, applicants are able to use a credit card to pay the application fee, which is especially helpful to international students, who will no longer have to obtain a bank draft for American dollars.

The campus is currently in the process of converting the antiquated systems used for calculating tuition and fees and financial aid. The new system will be SIS+, a product of the SCT Corporation. This system will use online entry rather than batch entry,

and it will allow federal regulations to be automatically updated. This system will reduce labor and improve services to students.

The Graduate College is participating in a multiyear, three-campus effort to evaluate options for a comprehensive upgrade of all student systems. Such an upgrade will lead to dramatic improvements in student services. Other top priorities include identifying other systems and processes that could benefit from conversion to electronic formats, including such day-to-day activities as standard forms to major activities such as the deposit of theses and dissertations. Given the continuing need to maximize the University's ability to provide services to the campus within a stable budget, efforts to focus on streamlining processes to improve efficiency will continue.

94. Encourage use of interactive video technology and the World Wide Web to disseminate information to prospective students, current students, faculty, and staff.

As more and more constituents use the Web as their primary source for information about the campus, the U of I is devoting an increasing amount of time and effort to providing a wide array of information and services via this medium:

- Prospective students can access—directly from the main campus page—a grouping of Web pages designed to address the topics of prime interest to them.
- The Office of Admissions and Records is revamping its Web site to provide prospective students easier access to the information they want. The new site incorporates design elements of the printed admissions offerings to create visual continuity among the family of publications given to prospective students.
- The U of I Direct system allows current students to search an electronic version of the timetable and even to register for classes online.
- All Student Affairs departments now have Web sites.
- All Counseling Center brochures are available on the Web, so students who might be reluctant to seek information about sensitive topics are now able to do that anonymously.
- All campus codes and policies regarding students are available online.
- The Illini Union Bookstore now offers textbook ordering services using the Web.
- Campus Recreation facilities, the Assembly Hall, and the Illini Union all post their hours, calendars, and other information online. The Assembly Hall operates its ticket lottery for students over the Web.
- McKinley Health Center allows students to schedule and cancel appointments via e-mail.
- International Student Affairs provides students an e-mail alert message warning them that immigration document deadlines are approaching.
- Student Affairs operates a virtual job board to assist students who are searching for employment.
- A Deans, Directors, and Department Heads e-mail message system offers a quick distribution method for sharing information among faculty and staff across campus.
- The Office of Publications and Marketing has created a Web-only version of a graphic standards manual for the campus.
- *Timetables* and both the *Courses* and *Programs of Study* catalogs are available online through the University's Web site.

FIFTH, WE SHALL INTENSIFY OUR EXPLORATION AND USE OF NEW TEACHING AND INFORMATION TECHNOLOGIES, AND BUILD ON OUR HISTORIC STRENGTHS IN INFORMATION AND COMPUTING.

95. Explore and develop modes for providing network access for faculty, students, and staff from off-campus locations.

Network access from faculty and student residences is an area where the progress, while very substantial, has been somewhat disappointing. The goal, broadly, is to make access from home as comparable as possible to on-campus access. The University has actively pursued alternative technologies provided by phone companies, cable companies, and even wireless. Many of the largest certified housing units have now been connected and have built internal networks.

The historical means of access from off campus is the telephone modem. This service has been increased dramatically, despite the increased number of residential facilities with network connections. Modem transmission speeds have increased. At the present time all campus residence halls are fully networked, supporting about 9,000 undergraduates. Another few thousand live in certified housing units that have been connected, but that still leaves over half of the undergraduates dependent on modems. There are active projects for apartment buildings and the rest of certified housing with both the phone and cable companies, which should make a major impact over the next year or two.

The single family residence, which is the dominant arrangement for faculty and staff, is moving more slowly, although here too there are great hopes for either the cable or phone companies to provide full network services within two years.

There has been much greater success in the connections to other institutions and to the Internet in general. The campus is very well connected and has provided substantial leadership in the development of the next generation of higher education networking.

Given the relatively small-town environment in which the University of Illinois is set, it cannot progress completely independently from its surrounding community. During the past few years, the demand originally created by the campus has grown into a generalized demand for Internet services within the community and there are now a large number of local service providers.

96. Improve the campus' practices for budgeting and financing our technological support structure. This has become a major recurring expense and should be treated as such.

AND

97. Offer opportunities for faculty to improve their skills in using emerging technologies, to benefit their teaching, research and outreach activities.

Each year faculty members are provided with opportunities to apply for funds to develop new approaches to teaching using networked computers. The campus Educational Technology Board, the Sloan Center for Asynchronous Learning Environments (SCALE), and University of Illinois Online administer these funds. Through these programs faculty may request summer salaries, technical support and equipment, and released time for development.

At both the college and department level, there have been increases in staff supporting technology innovation and the campus has begun to provide more central support as well. Training for faculty has been increased and in Summer 1999, there will be a faculty seminar to help more with both the technology itself and the pedagogy of using it in instruction.

At the University system level there has been greatly increased funding for development of network based programs delivered at a distance. Much closer ties between residential and nonresidential instruction over the Internet are expected in the next two years.

Much remains to be done in this area. Development is still much more focused at the level of individual courses than whole programs, and the number of faculty making significant use of technology is changing slowly. There has been rapid growth in making some use, but sophisticated development that truly enhances the learning process is slow and needs much stronger support. This is one of the top priority items as new funding from the state becomes available.

98. Recognize technological innovations in campus award programs for outstanding teaching, research, outreach, and staff achievements.

In 1997, the campus created an instructional award recognizing innovation in undergraduate instruction using educational technologies. The award consists of $2,000 for the faculty member chosen to receive it. Innovative approaches to undergraduate education using computing technologies might involve, for instance, instructional uses of asynchronous learning environments, the development or enhancement of instructional software, and the integrated use of Web-based materials.

A number of faculty also have received national awards for the educational advances they have made using computers. These programs are run by a combination of EDUCOM and professional societies.

99. Encourage faculty to become adept at using the new technologies, and make it as easy as possible for them to do so by offering training at convenient times and in departmental settings.

The Faculty and Staff Technology Training Team (FAST3) was formed in 1996 as a consortium dedicated to providing state-of-the-art training on computers, software, and related technology for the faculty and staff on the Urbana campus. The primary members of the FAST3 consortium are the Computing

and Communications Services Office (CCSO), the Office of Human Resource Development (HRD), and the Office of Instructional Resources–Educational Technologies Division (ETAG). Working as a team, the FAST3 partners offer:

- A comprehensive and coordinated curriculum;
- The best qualified instructors for the subject matter;
- High-quality learning materials;
- Training to meet the needs of the Urbana campus;
- On-going evaluations of training effectiveness;
- Multiple training locations with small classes;
- A learner-friendly classroom that encourages active participation;
- No duplication of training efforts.

Classes are open to all U of I employees (faculty, academic professionals, staff, and graduate appointees). The start-up funding for FAST3 was provided by a grant from the Educational Technologies Board. Class fees cover all other expenses. Comprehensive schedules of all FAST3 training courses are published each semester and copies are distributed to all faculty and staff. A FAST3 Web site is also available at *www.oir.uiuc.edu/FAST3.*

100. Build support services to which faculty can turn for instruction and support in classroom uses of the new technologies.

Two different divisions of the Office of Instructional Resources (OIR) directly address this goal. The Division of Instructional Media Utilization and Engineering develops and maintains multimedia classrooms. The Division of Educational Technologies provides a variety of services to faculty interested in using technology in their classes.

The Division of Educational Technologies assists faculty in the design, development, and evaluation of traditional and contemporary media. Professionals in the areas of microcomputing, graphic design, and television videography consult with faculty to enhance student learning. Major services include the following:

- Computing support (courseware design and development, design and production of CD-ROMs, Web site design, multimedia development);
- Information and training (workshops and seminars, campus web microcomputing newsletter);
- Digital graphics and traditional media (slide scanning and creation, publication, production of overhead transparencies, posters, graphs, electronic graphics);
- Instructional video (full production videotape service, videotape editing and conversions, digitizing of video and audio).

101. Expand programs of the Library, CCSO, and individual departments that teach new users how to make best use of electronic resources.

FAST3 (see item 99) offers an introduction to the World Wide Web for Netscape users; it also offers an introduction to VCI, the Virtual Classroom Interface, which was developed here at the University of Illinois at Urbana-Champaign, and is currently being used by almost 500 courses. VCI simplifies and automates the flow of information from instructor to students, and the interaction between them, through the Web and Web browsers.

In addition, the Library continues to offer a number of workshops on the new library online system, Illinet Online. As of Spring 1999, advanced workshops on the telnet interface have been added; these workshops cover such topics as the expert keyword search, Boolean searching, and other tips. The Library Web site is available at *http://ovid1.aiss.uic.edu/vanilcso/index.cgi.*

102. Establish a Coordinating Committee on Computing and Technology to define campus-wide standards, maintain data security, link academic and administrative computing networks, and coordinate the allocation of resources.

While there had been a variety of discussions of such coordinating committees over a period of years, the actual creation of this coordinating group dates from the 1994 work of one of the committees developing the *Framework for the Future.* The Campus Workgroup on Academic Information and Library Environment made two major recommendations: to create CCCT and to consolidate a number of existing committees with an emphasis on educational technology as a faculty technology board. The suggested membership for CCCT included the directors of major technology service units, the Librarian, and the head of the faculty committee; the vice chancellor for research was suggested as chair. A short time later, a joint committee of the Educational Technology Board and the Council on Undergraduate Education endorsed the campus response of creating this committee, and requested that the membership be increased by drawing a member from each of them. The *Framework for the Future* reiterated the need for this structure and gave it the present name.

The initial 1995 membership included the directors of AISS (now AITS), CCSO, NCSA, the Library, OIR, Housing, and Continuing Education. Since that time there have been minor alterations including replacing the director of Housing with the associate vice chancellor of student affairs, replacing the director of OIR with the associate provost dealing with educational technology, and adding the director of SCALE and the past chair of CCNC. Most recently, the assistant vice chancellor of administration and human resources has been added to the committee and will be the administrative computing liaison for the campus. Two members are primarily faculty while most of the others are there by virtue of their administrative duties.

Several others also have extensive faculty histories. As a group they come from the office of all four vice-chancellors and one vice-president.

The current three-committee structure of an ETB, CCNC, and CCCT was developed jointly with the provost. This whole structure is under review with the search for a chief information officer (CIO) for the campus.

The provost asked each group to investigate the financial needs for technology, and in 1995 a report was presented to the campus that has been widely accepted as representing campus needs. As minor amounts of this funding have come in the provost has relied on the group in allocating it. In 1999, the group has been engaged in developing a strategic plan for technology and a vision for how this is connected to the programs of the campus as they change in a period of abundant technology.

Towards the goal of coordination, the CCCT has spent some time each year discussing policy and planning issues that should be assigned to either standing committees or ad hoc task forces. Notable among the results are comprehensive policies on the acceptable use of and bulk e-mail, which were developed by CCNC. Ad hoc groups have looked at issues of technology jobs and career development, surveyed the faculty to determine their access to computers with a resulting program to get every faculty member an initial computer, and encouraged the development of a training consortium.

One of the issues of greatest concern at the time of initiating this group was gaining better communication with Administrative Information Technology Services (AITS), the University office responsible for development and operation of administrative systems. Each year the campus had made significant progress at getting more discussion of their strategies and priorities, and raising the participation in their decisions through the Academic Affairs Management Team, which the provost and vice chancellor for research participate in. While much remains to be done, this is a significant area of success, and of critical importance as the campus enters into discussions of replacing enterprise administrative applications.

CCCT has been an active forum for issues identified in the *Framework*, including the technology workforce, strategic planning, plans and funding for the campus network and off-campus access, and the evolution of the library in an electronic era.

CCCT has also been an effective forum for coordinating the campus participation in outreach activities, especially the statewide needs for a networking plan and the Champaign County projects done jointly with the Chamber of Commerce. The most recent initiative in this area is a program to work with the Chamber and a local community college on developing and maintaining the technical workforce of the campus and local companies. Many of the CCCT members lead organizations that are both large employers and significant sources of technical teaching skills. There is a frequent movement of employees between the campus and local companies, coupled with a need to significantly increase the overall size of the pool.

In most of these cases one, or a few, of the members actually takes the active role in making something happen. The group, as a whole, is important as a sounding board for general review and to make the diverse connections that always exist in such a complex organization. Each of the members has very broad exposure to segments of the campus, but none can be fully aware of details of every area. The integration achieved through exposing ideas in this forum is as effective as by any group on campus.

While quite effective as a committee, the CCCT does not fulfill the roles of a CIO. It will, however, continue to be one of the critical structures used by a CIO both in support of coordination of those things with distributed management and in choosing priorities and strategies for those things in the CIO portfolio.

103. Develop ways to bridge the gap between large-scale computing organizations such as the National Center for Supercomputing Applications and the Computing and Communications Services Office, at one end of the spectrum, and the individual faculty member, at the other.

Each of the three large computing operations (AITS, CCSO, and NCSA) have made significant changes which bring them closer to both departmental activities and individual faculty. The advisory structures of all three have been greatly enhanced, although there is now a need for integrating the advisory process to cover IT in general and not just individual services.

In the case of CCSO, many of the policy and support relationships have been revised in conjunction with their advisory committee. CCSO has built strong ties and offered a very significant service by hiring staff and placing them in departments on a contractual basis. This needs to be strengthened in one important way by making the contract staff systems a better source of information on campus needs that can be met through the central services. Greater consistency of technical directions can be achieved in this way. Many less comprehensive service ties have also been established in areas like computer site operations, UNIX systems administration, and using CCSO computer sites for instruction.

A substantial part of the campus technology training is now conducted by CCSO, with particular impact on staff and students. The training programs for faculty are still relatively ineffective.

In both network administration and local technical support, CCSO has developed fairly strong peer groups across the campus.

NCSA has initiated a number of programs, most recently a faculty fellows program, that will assure that the University of Illinois continues to be the dominant campus nationally in the numerically intensive computing area. This will look very much like a sabbatical program allowing faculty to initiate new approaches to computing with significant assistance from NCSA staff.

In the Alliance Program of NCSA, which started in October 1997, U of I faculty play key roles in many of the teams with a particularly strong tie to Computer Science and Computational Science and Engineering. Many research grants will grow from these connections, and research collaborations within and beyond the campus are flourishing.

A campus outreach officer was established within the NCSA Directors office to provide continuity and focus to the campus relationships.

New structure has been initiated to tie AITS to campus priorities, with the key one being the heavy involvement of the provost and CIO/associate provost.

The least well-connected activity has been support of faculty using technology in delivery of education. Just this year, reorganizing has begun in this area to consolidate the activities carried on at the campus level and to build ties between the campus level and the large amount of decentralized activity.

104. Create mechanisms, including need-based financial support, to facilitate student ownership of computers; provide convenient campus-wide hookups to more sophisticated computing capabilities.

Student ownership has continued to increase with little pressure from the campus, and without any requirement. The reduced cost and increased importance of computer ownership has been the driving force. The issue of required ownership is being investigated currently.

Most of the efforts to support ownership have been in either the area of improving support such as communications or licensing software. Little has been done to date on financing packages and the University has chosen not to be in the financing business.

SIXTH, IN CONNECTION WITH THE INCREASINGLY INTERNATIONAL CHARACTER OF OUR ECONOMY AND CULTURE, WE SHALL STRENGTHEN OUR STRATEGIC ENGAGEMENT IN INTERNATIONAL STUDIES THROUGHOUT THE INSTITUTION.

105. Create a Council on International Programs to foster and coordinate international initiatives on the part of faculty, graduate students, and undergraduates.

As the campus sought to increase the priority for the international dimension, it was clear that a body representative of campus units and the faculty engaged in international academic affairs would need to provide guidance and policy-making direction to strengthening the international dimension. The International Council was established in June 1997 with the following responsibilities:

- Provide general advice and guidance to the director and associate provost for international affairs;
- Develop and adopt bylaws for the International Council;
- Review the overall direction of resources assigned to the Council;
- Provide programmatic advice and direction;
- Provide assessment of and planning for campus needs in international programs;
- Consider whether the University of Illinois should pursue other academic initiatives related to the international dimension.

There are twelve faculty members, representing seven colleges, currently serving on the Council. The Council meets monthly and has undertaken a significant body of work developing and adopting bylaws, developing priorities for international activities, allocating five new international faculty lines, and providing advice and guidance to the associate provost for international affairs.

The International Council has adopted the following strategic goals:

- Strengthening the international dimension in students' educational experience;
- Strengthening the international dimension of research and graduate teaching;
- Strengthening the faculty base devoted to the international dimension;
- Establishing an international lecture series;
- Strengthening the international dimension of University of Illinois outreach programs;
- Developing a strategy for strengthening the organizational support for the international dimension.

106. Identify our areas of greatest strength in international scholarship, and focus future development upon them.

This strategic objective of building on existing strengths is key to strengthening the international dimension at the University of Illinois. Given the pervasiveness of globalization, it is tempting to spread resources among a wide variety of programs and units. However, to build excellence with limited resources requires a focus on developing areas of existing strength in international scholarship.

The associate provost for international affairs and the International Council are in the process of assessing the University's current strengths in international scholarship. One of the main criteria used in allocating the first set of international faculty lines was the strength of the program/department in international teaching, research, and outreach. The Council plans to identify a number of themes or topics important to the international dimension that can be further developed into world-class programs at the University of Illinois.

The campus is focusing on investing resources in areas where there are very strong, well-recognized domestic programs that can be strengthened internationally. These newly enriched programs can develop strong overall programs with substantive domestic and international dimensions.

107. Bring together the members of the community from across the campus who are most directly involved in international work, for the purpose of identifying ways to improve our institutional response to opportunities for leadership in international studies.

In December 1995, a conference on strengthening international programs was held at the University of Illinois, and it led to a May 1996 report and recommendations from a committee led by the dean of the College of Engineering. Following the conference and the report of the committee, the International Council was formed, a new director recruited, and the International Council was inaugurated in the 1997–98 academic year.

108. Create an international scholar-in-residence program and facilitate faculty exchanges.

The creation of a scholar-in-residence program is currently in process. These scholars will be a resource for strengthening graduate and undergraduate teaching and research programs focusing on the international dimension. It is expected that these scholars-in-residence will also be key in developing new connections and strengthening existing collaborative programs with institutions in other countries. These scholars-in-residence will also focus on interacting with a broad spectrum of undergraduate students in the classroom, in the honors program, and in the living/learning environments on campus.

One of the new international faculty lines will be used to bring international scholars to campus as scholars-in-residence. This faculty line will be shared among several departments to host distinguished scholars-in-residence. Additional financial resources are also being requested from the campus to increase the number of scholars-in-residence.

109. Provide expanded opportunities for our undergraduate students to interact with fellow students from other parts of the world.

In addition to encouraging students to study abroad, the International Council and International Programs and Studies is working to expand opportunities for undergraduate students to interact with international students on this campus. While students have had the opportunity in the past to interact with more than 500 undergraduate and 2,700 graduate international students in classrooms, in residence halls, and in the campus community, IPS is working to develop more organized efforts to link domestic and international students. The International Illini, a student group composed of returned study abroad students, has worked to create a more global environment on campus. Both returned study abroad and international exchange students have participated in a number of events, including an international potluck picnic, the homecoming parade, a Thanksgiving dinner, a performance at Krannert Center for the Performing Arts, and numerous mixers and socials. These events are important as they help students learn to interact with students from other cultures on an informal basis. Membership participation is strong, and there is a growing enthusiasm to organize new and exciting events. The International Illini currently has over 150 members.

In addition, there are several other events that are held to encourage interaction. An annual Lunar New Year program has been developed which brings domestic and international students together to celebrate the new year as most people in the world do; over 700 domestic and international students attend. There is also an annual international dinner that attracts 400–500 people, at which international students present their nations' music and other fine arts for the campus and local community. The Illini Union sponsors an annual international fair where students develop booths illustrating the food, culture, everyday life, and achievements of various nations; this fair draws over 300 people each year. Also, a student diplomat program provides opportunities for domestic students to interact with international students as they help new international students adjust to life in the United States and on the University of Illinois campus.

Additional opportunities for domestic students to interact with international students in academic environments are being explored in the honors program, as well as more traditional course and curricular settings. An international living/learning community is also being developed.

110. Expand our study-abroad programs, broadening their geographic scope and participation base and seeking private support for student financial aid.

AND

111. Develop short-term exchange programs to increase the number of international undergraduate students on campus.

The campus has provided support for overseas academic experiences for undergraduate since 1968, when the Study Abroad Office was established. The purpose of this office is to provide the mechanism by which University of Illinois undergraduates can include a period of overseas study as part of their undergraduate degree program.

From the original 10 students who studied abroad in 1968, the program has grown to nearly 850 students in recent years. Currently, nearly 12 percent of undergraduate students have a study abroad experience during their careers at the University of Illinois.

This growth is particularly significant when placed alongside the very high percentage of in-state students enrolled at the University of Illinois. For many young Illinois residents, a sojourn abroad represents not only their first contact with new cultures, but also their first contact with students from other parts of the United States.

Much of the campus-wide growth is due to the increase of students who study abroad in the College of Agricultural, Consumer and Environmental Sciences (ACES), the College of Applied Life Studies (ALS), the College of Commerce and Business Administration (CBA), the College of Communications, and the College of Education. For example, the number of ACES students studying abroad has increased sixfold since 1991–92, and the number of Communications and Education students has increased fourfold. The number of CBA and ALS students has increased by more than 100 percent since 1991–92.

While these colleges have shown large percentage increases in the numbers of students who study abroad, the College of Liberal Arts and Sciences (LAS) sends more students abroad than any other college; 41 percent of the University of Illinois students who went abroad in 1996–97 were LAS students.

Between 1991–92 and 1996–97, the percentage of students participating in summer programs increased by more than three-and-a-half times. Those studying abroad during the spring and fall semesters increased as well, but not as much.

In addition to the increase in the numbers of students who go abroad, there has been a striking increase in the number of countries where students study. Students who went abroad in 1996–97 went to over 45 different countries; this represents over twice as many destinations as in 1991–92. While the three most popular destinations have remained the same (Great Britain, France, and Spain), there is evidence that students are increasingly likely to study in countries where only a

few students go. In 1996–97, eight percent of the students went to countries where they were one of six or fewer University of Illinois students to go to that country; many were the only U of I student to go to that particular country. It seems clear that the campus' ability to help students find programs in less traditional study abroad settings has aided in the increase in the number of students studying abroad.

Faculty and college support for study abroad is high, as is evidenced by the large number of programs offered by the campus. While the original support base was in humanities disciplines in LAS, other fields and colleges now offer programs that link technical course work and experience with language skills. Currently, more efforts are being directed toward producing professional students with true international awareness, and industry has reinforced these efforts by their interest in University of Illinois students returning from study abroad programs.

Although students continue to enroll in approved programs sponsored by other U.S. colleges and universities and to enroll directly in foreign universities, the University of Illinois has developed three programs of its own:

- College-based programs in LAS, Fine and Applied Arts (FAA), CBA, Engineering, ALS, and ACES have established about 30 different study abroad opportunities throughout the world.
- Bilateral exchange programs administered by the Study Abroad Office allow University of Illinois students to select from among more than 50 exchange universities in which to spend a semester or a year abroad; the Study Abroad Office has exchange programs with universities in more than 20 countries. These reciprocal exchanges are mutually beneficial for both domestic students and international students. The presence of more than 150 international undergraduate exchange students in the residence halls and in student activities has triggered substantial interest by University of Illinois undergraduates in the world outside the state.
- Unilateral study abroad programs administered by the Study Abroad Office give students the opportunity to study at an additional 18 schools worldwide.

While 80 percent of U of I students choose to study abroad on programs sponsored by the University of Illinois, some do study through other schools and exchange institutions. The campus also is involved in study abroad programs with CIC universities in Australia, Austria, China, Czech Republic, Dominican Republic, Ecuador, France, Greece, India, Italy, Kenya, Morocco, Nepal, Portugal, Senegal, South Africa, Spain, Thailand, and Venezuela, and with Council on International Educational Exchange (CIEE) institutions in Belgium, China, Czech Republic, Ghana, Hungary, Indonesia, Japan, Netherlands, Poland, Taiwan, Thailand, and Vietnam.

The campus is also involved in helping students who are interested in foreign governmental internships. For example, the campus has developed (in cooperation with the Department of Political Science) a Parliamentary Internship Program in the House of Commons in London, and a similar program in the National Assembly in Paris.

Future developments in study abroad will show an increased number of faculty-led short-term programs, as well as increased summer opportunities. Introductory experiences like these lead in most cases to a further, more extensive, overseas academic commitment. The number of internships University of Illinois students can take in foreign countries with U.S. private companies, nongovernmental organizations, or public sector institutions is also expected to increase.

As is evidenced by these trends, the campus community is committed to the concept that study abroad should be an option available to as many undergraduates as possible. In 1995, the *Framework* stressed the importance of studying abroad as part of an undergraduate education. By AY 2000, a goal has been established to have 20 percent of each graduating class study abroad as part of their University of Illinois education. Having increased the percentage of students going abroad in the past five years from seven percent to twelve percent, the campus is moving in the right direction for attaining this goal.

112. Encourage language learning. The General Education requirement for languages will go a long way toward achieving this; it is important for us to find creative ways to implement it as soon as possible.

The University of Illinois has an entrance requirement of two years of the same foreign language in high school. As of Fall 1997, 96.4 percent of entering freshmen have met that requirement; 69.2 percent enter the University having taken 3 years of the same foreign language in high school. Currently, only two colleges, LAS and CBA, have a foreign language graduation requirement. LAS students must have four semesters of one foreign language at the university level or four years in high school; in CBA, the current three-semester requirement will go to four semesters effective for freshmen entering in Fall 2000. In that same year, a three-semester foreign language requirement (which is equivalent to three years in high school) will become effective for all freshmen entering the University of Illinois. As a consequence, the demand for basic foreign language instruction, especially Spanish, is expected to increase dramatically. If these students do not complete the foreign language in high school, as many as 1200 additional seats in basic Spanish courses may be needed.

Between Fall 1988 and Fall 1997, enrollments in 100-level foreign language courses declined in French, German, Latin, Portuguese, and Russian; over the same period, enrollments in 100-level courses in Chinese, Italian, Japanese, and Korean increased. Enrollments in Spanish declined and then increased,

more a reflection of the department's inability to provide a sufficient number of sections than an indication of reduced student demand. Enrollments in 200-level courses—courses taken beyond the current three or four semester requirements of CBA and LAS—have increased in Spanish, Italian, Chinese, Japanese, and Korean, and decreased in all the other languages. Increased demand resulting from the new foreign language requirement can be met in most cases without additional resources. A major innovation in the use of instructional technologies involving asynchronous learning environments in the basic Spanish language courses will enable the department to nearly double the capacity of its 100-level courses without increasing the number of teaching assistants. The first of these new courses was put in place in Spring 1998; in Fall 1998, a second technology-enhanced course was introduced, and a third technology-enhanced course will be in place in Spring 1999.

Other curricular changes in the basic foreign languages are planned as well. Since many University of Illinois undergraduates will have a three-semester requirement, the college will be adopting a "3+1" curriculum in most of the foreign language programs. That is, the fourth semester course offerings will be changed and expanded so that students will be able to choose from a number of options; for example, a content-based course (e.g., the geography of Latin America taught in Spanish), a "language for specific purposes" course (e.g., Spanish for business), an advanced grammar course, or a literature and culture course. Although only students in LAS and CBA will have a four semester graduation requirement, it is hoped that by providing students with fourth semester options that better fit their needs, more students will be encouraged to continue studying a foreign language after their basic requirements have been met.

113. Internationalize study and scholarship. While the campus already offers a large number of courses with a global perspective, and a substantial amount of faculty scholarship has international dimensions, we should remain alert to the need to foster such opportunities.

Increasing the international content of the curriculum is one of the highest priorities for the International Council. One of the most important criteria used in allocating the new faculty lines was the degree to which these faculty would strengthen the curriculum in the department and expand opportunities for students from various colleges to take courses developed on important international topics.

The four new international faculty positions already allocated focus on the areas of international business organization and policies, non-Western legal traditions, cross-cultural communications, and international agribusiness management. All of these new faculty hires will be responsible for strengthening the international dimension of courses and curricula in their fields of study.

The International Council has also supported the internationalization of the curriculum by providing funds to encourage new international course development, or the integration of substantial international material into existing courses. The IC also plans to sponsor seminars and training sessions to help faculty and administration develop new international majors and minors in the various colleges.

SEVENTH, WE SHALL REINVIGORATE OUR COMMITMENT TO OUTREACH AND PARTNERSHIPS.

114. Establish Partnership Illinois (PI), a new initiative to bring faculty expertise to bear on the educational, technological, economic, social, and cultural challenges facing Illinois and the broader society.

Initiated in 1995 at the University of Illinois at Urbana-Champaign to promote, renew, and expand the public service mission of the Urbana campus, the Partnership Illinois initiative is helping the University find better ways of reaching out to the people of the state. It is designed not only to coordinate public service activities at the U of I but also to help the University maximize the effectiveness of its service programs. As part of its continuing public service mission, the U of I has long provided hundreds of public service and outreach programs to citizens throughout Illinois. Over the years, University programs have provided Illinois farmers with advice about everything from planting their crops to corn futures, introduced public schools and businesses to the Internet, and helped revitalize parks in the impoverished neighborhoods of East St. Louis, Illinois.

In the first 18 months of its work, thirteen sectors representing such broad topics as K–12, social welfare, and food and fiber, assessed how the campus extends knowledge resources. In 1998, the PI Council concluded that increased impact will come by focusing on five strategic area initiatives. Groups of faculty were asked to provide guidance in these areas to identify leading issues in Illinois, analyze how the campus might enhance the capacity of the state in the resolution of those issues, identify and contact potential partners (e.g., government agencies, schools, nonprofit organizations), and coordinate and initiate public service projects.

There are five Strategic Partnership Illinois Initiatives:

- Expand ways by which Illinois communities can explore cultural and artistic opportunities (coordinated by the College of Fine and Applied Arts);
- Build the capacity of education, social service, and health agencies and organizations to serve children, youth, and families (coordinated by the College of Education);
- Increase community vitality and promote economic development (coordinated by the College of Fine and Applied Arts);
- Extend the education and knowledge base required to produce and consume safe and healthy food, and to be assured a safe water supply and clean air (coordinated by the College of Veterinary Medicine);
- Enhance the capacity and performance of state, local, and municipal governments (coordinated by the College of Law).

By focusing on these themes, the U of I extends the benefits of research and education to governmental, nonprofit, and private organizations across the state in order to assist them achieve their missions. The intent of Partnership Illinois is to use its research and educational expertise to strengthen organizations and businesses serving Illinois.

A searchable PI Activities Index was created of the over 400 public programs and services for Illinois citizens. The index can be viewed at *www.oc.uiuc.edu/oc/pi/*.

Program goals include establishing strategic plans with milestones for assessing impact and achievement. In addition, an awards and recognition program is being developed and efforts are being made to raise the visibility and awareness of campus outreach programs around the state.

115. Establish the Partnership Illinois Council to coordinate and oversee our outreach activities for maximum impact. Appointments will be made by the chancellor and will include individuals from those units most heavily engaged in interaction with off-campus constituencies. The Council will be responsible for incorporating advice from those constituencies to help shape Partnership Illinois.

The Council, chaired by the chancellor and made up of faculty, deans, and other administrators, provides guidance and advice for Partnership Illinois. The Council holds regular meetings, established the seed grant program, and approved grants in three rounds of funding. Since FY 97, a total of $600,000 has been devoted to seed grants, operations, five strategic areas, and sustained funds for established public service programs.

A seed grant program was established to initiate new outreach programs that respond to current and developing needs in the state. During round one (1996–97), $240,000 in grants were awarded, with $180,000 being awarded in round two; in 1998–99, $175,700 was awarded. In total 42 projects have been funded to forge new relationships with external constituents and organizations. A list of grants awarded in all three rounds is available at *www.oc.uiuc.edu/oc/pi/inseed.html*.

116. Work cooperatively with the other public campuses of Illinois, including the University of Illinois at Chicago and at Springfield, the Illinois Board of Higher Education, and all the universities, colleges, and community colleges of the state. It is only by working together that the diverse institutions that constitute public higher education in Illinois can fully serve the needs and aspirations of the state.

For the past three years, Urbana has hosted the Interinstitutional Summer Faculty Institute on Learning Technologies, funded by the Illinois Board of Higher Education. Representatives from Urbana led and staffed the key subcommittees on the former lieutenant governor's task force on technology for higher education in Illinois, leading to the proposal for the Illinois Century Network and the Illinois Virtual Campus.

117. Work with the public schools from preschool through high school, in the local community, and throughout the state and nation. The reformation of public education is one of

the most important, and most daunting, challenges facing our nation. By deepening our understanding of the problems facing the schools, we can help devise creative approaches to solutions, including test beds for interconnecting all levels of education in Illinois through the new technologies. Important campus partners will include the College of Education, the National Center for Supercomputing Applications, and the Cooperative Extension Service.

In an effort to coordinate outreach activities connected to education, the College of Education has created the Office of Public Service and Professional Development. This Office will provide focus and attention on the most critical issues facing education and serve as a point of contact, coordination, and dissemination for service efforts. The director of that office also serves as a coordinator for the Partnership Illinois Strategic Initiative that will work to build the capacity of education, social service, and health agencies and organizations to serve children, youth, and families.

Partnership Illinois has funded several projects in an effort to stimulate further public service activities involving schools. One of the grants funded in 1997–98 is a program for the professional development of novice teachers in the school districts served by the Champaign/Ford Regional Office of Education and the Vermilion County Regional Office of Education. This program, jointly funded with the regional offices, enables practicing teachers and administrators to continue to develop the knowledge and skills necessary for working in today's schools.

A theme running throughout the University's activities in K–12 schools is the innovative use of technology. The National Center for Supercomputing Applications (NCSA) has conducted numerous training sessions for teachers to develop their knowledge base and skills in the use of computers in the classroom. The College of Education offers a summer program of intensive training in classroom technology called "A Moveable Feast" in which teachers are brought to campus to study the latest applications. A new master's degree in education with a specialization in curriculum, technology, and education reform has been developed to further advance the ability of education professionals to take advantage of these new tools.

118. Strengthen our mechanisms for technology transfer. The rapid transfer of new information and technologies from our laboratories to the marketplace will aid in the economic development of the state and region. We can expand our contribution by creating an effective Research Technology Management Office, by making judicious use of corporate partnerships and by refining institutional guidelines for managing the conflicts inherent in expanded relationships between the campus and the private sector. Important campus partners will include the College of Engineering and its Outreach programs; the College of Liberal Arts and Sciences; the College of Agricultural, Consumer and Environmental Sciences (ACES) and its Cooperative Extension Service; the College of Commerce and Business Administration and its Bureau of Economic and Business Research; and the Graduate School of Library and Information Science.

The Research and Technology Management Office (RTMO) was formed in September 1995 to provide in-house management of University intellectual property, to negotiate research contracts when nonstandard agreements are necessary, and to provide general assistance and guidance to the U of I community in relationships with industry as it applies to research programs and intellectual property. The principal goals of RTMO are to:

- Enhance the strength of the U of I as a center for research, technology development, and creative activities;
- Support an environment that attracts the best faculty, undergraduate and graduate students; and
- Ensure that the stewardship of intellectual property brings benefit to the University, the state of Illinois, and the nation.

To strengthen the University's mechanisms for technology transfer, RTMO has completed an extensive review of its operations, revised standard research and license agreements, hired new staff with experience in intellectual property and business development, worked with various faculty advisory groups on specific technology transfer licenses, provided workshops to faculty and administrators on the transfer of technology and creation of start-ups, and revised data reports sent to creators and units on the amount of royalty the U of I has received from technology. The following are among RTMO's strategic goals:

- Continue discussions with the University Intellectual Property Committee, researchers, creators, and inventors to develop and clarify University policies on intellectual property, equity, ownership, contracting issues, and issues related to courseware development distribution, including the University of Illinois Online initiative;
- Work with faculty and administrative leaders to develop a clear set of RTMO principles and processes governing such matters as intellectual property, research contracting, technology transfer management, and conflict of interest. Continue to provide educational programs on campus to increase unit-level understanding of the disclosure, patent, copyright, license, and intellectual property processes, and the services of RTMO; to provide clear guidelines and train staff (in selected units) in the "routine" aspects of intellectual property as they pertain to the structuring of research contracts; and to better inform faculty and students about opportunities and responsibilities of conducting industrial research contracts;
- Continue to improve the process for quality assessment of RTMO work products, focusing on the

workflow of projects and staff, communication and information to departments and colleges, and the management of income accounts;

- Continue to develop the RTMO Advisory Committee as a sounding board on policy issues and operational matters; further clarify structure, roles, and responsibilities.

119. Sustain our strong relationship with the food and fiber industries of Illinois and of the nation. The agriculturally based food and fiber sector accounts for more than $50 billion annually in the Illinois economy and some 17 percent of our nation's gross domestic product. By providing research services, education, and expert counsel to manufacturers, service providers, and farmers, we can contribute to this vital segment of the economy. Important campus partners will include the College of Agricultural, Consumer and Environmental Sciences (ACES) and its Cooperative Extension Service, and the Colleges of Veterinary Medicine, Engineering, Liberal Arts and Sciences, and Commerce and Business Administration.

The ACES Office of Research oversees a research program of broad scope, serving all participants in the food and agriculture sector, including consumers of agricultural products and services. In addition, the University of Illinois Extension provides practical, research-based information and programs to help individuals, families, farms, businesses, and communities in Illinois. Its mission, in short, is to help the citizens of Illinois put knowledge to work.

Among the programs supporting the food and fiber industries, both in the state and nationally, are the following:

- The Illinois Council on Food and Agricultural Research (C-FAR), which works to secure additional resources to adequately fund relevant and high-quality research and related outreach programs that lead to profitable, consumer-sensitive, and environmentally sound food and agricultural systems in Illinois and the nation. C-FAR will foster public confidence in food and agricultural research through public participation in planning and evaluating the process and impact of research activities;
- The Agroecology/Sustainable Agriculture Program (ASAP), which studies management of agroecosystems to ensure safe, sufficient food and fiber supplies;
- BeefNet, DairyNet, PorkNet, and PoultryNet, which provide the beef, dairy, pork, and poultry industries of Illinois with information in a rapid and timely manner to facilitate decision making and form closer ties between Illinois industry in these areas and the University of Illinois;
- StratSoy, or the Strategic Soybean System, an information and communication system for the United States soybean industry;
- The Department of Food Science and Human Nutrition (FSHN) has close links with the food and food service industries as well as the medical and health-care communities. A variety of special resources are available on the Urbana campus that make it an attractive location for private companies to collaborate with faculty and students: the food processing pilot plant in the Agricultural Engineering Sciences Building, the Biochemical Engineering Pilot, and the specialized soybean processing plant in the Agricultural Bioprocessing Laboratory offer state-of-the-art pilot scale equipment for research in the commodity processing, food manufacturing, food packaging, and food service sectors.

120. Coordinate the campus outreach efforts in improving the competitiveness of Illinois's manufacturing and services industry sectors. We can enhance this segment of the state's economy by providing access to digital information services and to the latest ideas in technical approaches to addressing problems. Important campus partners will include the College of Engineering, National Center for Supercomputing Applications, Graduate School of Library and Information Science, and College of Commerce and Business Administration.

The U of I is the fiscal agent for a collaboration among seven higher education institutions comprising the Prairie Manufacturing Technology Extension Center (PMTEC). PMTEC consists of four manufacturing extension offices located in Champaign-Urbana, Richland, Mattoon-Charleston, and Kankakee. In the extension tradition, field agents have been hired in three of the four areas to bring the results of research to industry.

The College of Engineering has outreach services available to companies throughout Illinois in the form of technical consulting offered through the Department of General Engineering and the Institute for Competitive Manufacturing in the Department of Mechanical and Industrial Engineering. In a dynamic combination of undergraduate education and public service, each year students in the College of Engineering work together as teams on real problems posed by business and industry throughout Illinois. Local and regional companies submit problems, for which the students create solutions; by doing so, engineering students in Urbana save U.S. companies millions of dollars each year. Since these senior design courses in the College of Engineering were implemented, more than 1,000 projects have been completed for about 400 industrial sponsors.

The Illinois Satellite Network (ISN), a consortium of community colleges and the University of Illinois, serves the training and educational needs of business and manufacturing communities in Illinois by providing graduate engineering programs and professional development courses for engineers, technicians, and managers/owners of small and medium sized businesses. These programs are delivered by satellite to

facilities located at a number of community colleges across the state and served about 1,500 students in the past two years.

Illinois Researchers (IR), part of the Graduate School of Library and Information Science, provides research, online database searching, document delivery, information analysis, and education about using electronic information. IR serves the business and industry, education, and government communities. Last year, IR helped 100 businesses from Illinois on projects such as trademark searches, market data, and statistics on product use.

The Executive MBA Program, introduced in 1975, offers a rigorous 21-month program for approximately 40 business managers. The program is structured to accommodate busy executives, holding classes one day per week on alternate Fridays and Saturdays and utilizing geographic study groups. Employers in a region from Chicago to Effingham and from Quincy to Indianapolis sponsor 85 percent of the participants. Students have an average 15 years business experience and come from Fortune 500 companies, state government, nonprofit companies, the medical arena, and a variety of other industries. Companies which have sponsored the most participants in recent years include Caterpillar, Motorola, TRW, GE, Illinois Power, IBM, Memorial Medical Center in Springfield, and United Samaritans Medical Center in Danville.

The Bureau of Economic and Business Research has developed an econometric model for the state of Illinois for forecasts of income, output, and employment in the state. The Illinois Statistical Abstract, which became an annual publication in 1989, provides social, economic, and demographic data relevant to the state of Illinois.

The Center for Human Resource Management in the Institute of Labor and Industrial Relations is a joint venture between the Institute and the College of Business Administration at University of Illinois at Chicago with corporate partners represented by their vice presidents of human resources (there are currently 25 partner firms), with the Center providing funds to support applied human resource management research by faculty to be used in the field.

121. Work with those involved in, or preparing for, government service at all levels, to assure access to the most current ideas and technology for the benefit of citizens and public programs. Government agencies and elected officials often are assigned responsibility for addressing public problems of both a collective and an individual nature. We can help by re-establishing our master's program in Public Administration, by creating an Executive Master of Public Administration program and by providing thoughtful analyses and white papers. Important campus partners will include the Departments of Agricultural Economics, Economics, Urban and Regional Planning, and Political Science; Institute of Labor and Industrial Relations; School of Social Work; and Colleges of Education, Applied Life Studies, Law, and Communications.

A successful partnership between the Urbana campus and the Illinois Municipal League has led to the establishment of the "Academy for Municipal Excellence." This program has developed a yearlong leadership course for senior elected officials from local governments around the state. In addition, the Academy has offered special seminars on topics of interest to local government. The faculty participating in these programs has also published articles in the Illinois Municipal Review, circulated to 13,000 officials in Illinois. Plans are underway to identify issues and problems that could be addressed by University of Illinois faculty to assist local governments. Work will be focused on five communities with a view toward solutions that will have applicability to other communities in the state.

The University of Illinois at Urbana-Champaign has developed a proposal for reactivating the Master of Arts in Public Administration program. The nation and the state face increasingly complex problems of public policy and management. The issues of governmental efficiency and effectiveness are the subjects of vigorous scholarship, with some of the most prominent scholars of public policy and public administration on the University of Illinois faculty. The MAPA program will build on the work of these faculty to produce a nationally distinguished training program in public affairs for local, state, national and international leaders. The focus of the program will be on students who have not yet begun their careers in the public arena.

122. Help government, schools, and citizens throughout the state gain access to the information superhighway. The digital era brings with it unprecedented growth in the amount of information that is available. We can contribute by leading in the development of models for the publishers and libraries of the future to distribute and house image, sound, and text archives and resource materials; by developing and disseminating the technologies that will give people access to digitally stored information; and by teaching people how to use these technologies. Important campus partners will include the Library, Graduate School of Library and Information Science, National Center for Supercomputing Applications, and Colleges of Engineering, Communications, and Education.

The campus has taken the lead in both Champaign County and at the state level in making proposals for access to the information highway. A proposal for the Illinois Century Network was accepted by the Illinois Board of Higher Education and is now in the governor's budget and the FY 2000 state budget process. This proposal is for ubiquitous access by higher education in Illinois and the intent is to link this program with one for K–12 schools. It has been widely endorsed by other groups around the state, and funding is anticipated in 1999, and the beginnings of operations soon after. Once funded, it is likely that the U of I will continue to provide leadership in bringing this network to reality.

NCSA is one of the five original centers in the National Science Foundation's Supercomputer Centers Program. During the decade covered by that program, the center earned a reputation for innovation and aggressive applications in high-performance computing, visualization, and desktop software. Its virtual environment laboratories are among the most advanced in academia, with three different projection-based display systems: the CAVE, the ImmersaDesk, and the InfinityWall. In the early 1990s, Caterpillar Incorporated demonstrated virtual reality's potential for industrial research when the company slashed months from its production schedule by prototyping its wheel loader almost entirely in NCSA's virtual environments. NCSA Mosaic™, the Web browser that launched a billion-dollar industry, is a product of the center.

The center has also led the nation's migration to powerful yet more economical scalable high-performance computing architectures. NCSA has worked with users to develop and migrate application codes through three distinct phases of supercomputer architectures: shared-memory vector processors; massively parallel processors; and scalable, distributed shared-memory systems. This migration enabled the center to increase the amount of supercomputing time available to researchers by 75 percent each year, resulting in a thousandfold increase in capacity from 1986 to 1997.

The center's diverse areas of scientific and engineering research encompasses astrophysics, chemical engineering, computer science, cosmology, data management, scientific instrumentation, environmental studies, nanomaterials, physics, and structural and molecular biology.

Through its outreach programs, the center works with government, communities, and schools to discover how high-performance computing and communications can benefit them. Also, top researchers from Fortune 500 corporations partner with NCSA to explore how cutting-edge hardware and software, virtual prototyping, visualization, networking, and data mining can help U.S. industries maintain a competitive edge in a global economy.

In the local community, the Chamber of Commerce has taken an active role in building a community infrastructure, responding to a challenge from the director of NCSA. The U of I has been an active participant in this, and has been particularly interested in network access in staff and student residences. The Computing and Communications Services Office (CCSO) has been very active in this project area, and one initial success was the networking of the two local public school districts with help from the campus. This community focus has resulted in very unusual levels of cooperation between the two districts.

The Graduate School of Library and Information Science has played a very significant role by establishing a community-information-oriented network, Prairienet. Initially much of the focus was on basic information and connectivity, but as commercial providers have offered ISP services, Prairienet has increased its focus on local information services and supporting the lower income population who might not otherwise have access. One major federal grant supports this type of community outreach with emphasis on low-income youth.

123. Extend the cultural and artistic resources of the University to the people of Illinois and beyond, enhancing and enriching their lives. As a significant cultural center, we have the capacity and responsibility to enable people of all ages to engage in the creative and performing arts and in the life of the mind, both as active participants and as observers and listeners. Our programs take place on the campus and in schoolrooms and parks; in our own museums and in galleries throughout the nation; in theaters, at festivals, and in concert halls large and small. Important campus partners will include the College of Fine and Applied Arts and its Krannert Center for the Performing Arts and Krannert Art Museum; College of Communications and WILL-AM-FM-TV; Colleges of Education and Applied Life Studies; and the Office of Continuing Education.

The University of Illinois at Urbana-Champaign has considerable cultural and artistic resources that it shares with the people of the state and the local community. The Krannert Art Museum is part of a consortium of area museums, Museums at the Crossroads, that has received a grant from the Illinois State Board of Education to engage in distance learning projects with schools around the state. This innovative program will allow area classrooms to interact daily through the Internet with Champaign County museums. Students from kindergarten through twelfth grade will learn the value and mechanics of navigating the information superhighway, interacting with professionals in these museums and elsewhere on the Internet as they conduct online research and create Web pages using museum exhibits and artifacts.

Krannert Art Museum also offers teacher education programs that focus on the Visual Thinking Strategies curriculum, which allows classroom teachers with little or no art background to facilitate rich student discussions on works of art. Training programs in Visual Thinking Strategies are sponsored collaboratively by Champaign Unit 4 and Urbana District 116 schools and Krannert Art Museum.

The Krannert Center for the Performing Arts annually offers over 300 events in the areas of music, dance, theatre, opera, and more. Performances include professional artists from around the globe as well as University-produced theatre, dance, opera, and music. All events are open to the general public and are widely advertised in local newspapers. A number of weekday matinee events are specifically for area schoolchildren, and the center holds several series of free performances, talks, and symposia that are open to the general public.

The College of Communications recently sponsored Roger Ebert's Overlooked Film Festival, which brought ten films plus directors and actors to

Champaign-Urbana. The festival features excellent films considered to be "overlooked" in some way, either through limited distribution, or for other reasons. The Festival received extensive local and national media coverage, and a portion of the proceeds of the festival will support a local landmark, the Virginia Theater.

WILL-AM-FM-TV is also an important partner in cultural outreach efforts. WILL-TV's Ready to Learn Service provides parents and caregivers with tools to help children achieve healthy development and success in school. Each week, WILL-TV provides more than 55 hours of television programs for children, ages 1–12, offering an educational, nonviolent, commercial-free "safe haven" for youngsters. These shows not only entertain, they focus on developmental and social skills as well.

With this schedule as a base, WILL-TV reaches out to parents, daycare providers, teachers, and community organizations, encouraging them to use television as a teaching tool. Through resources and workshops, the station shows parents and caregivers how to improve children's critical viewing skills and demonstrate ways to extend the educational concepts presented in the Ready to Learn programs.

Another component of the Ready to Learn Service is the First Book project. In cooperation with the Corporation for Public Broadcasting and with a grant from the National Early Childhood Institute of the U.S. Department of Education, WILL-TV distributes 200 free children's books each month. WILL works with established community agencies in central Illinois to provide these books to at-risk families who use them to improve the literacy skills of their children.

WILL-FM Second Sunday concerts are live broadcasts that feature performers from the area. These concerts are held the second Sunday of each month at the Krannert Art Museum and Kinkead Pavilion, and are free and open to the public. The final concert in the 1998–99 series celebrated the 10th anniversary of the Second Sunday concerts.

124. Utilize multiple distance education strategies to extend the University's resources to students and organizations in Illinois and around the world. The great promise of distance education is to connect individuals with the University without regard to limitations of time and place. By inventing new mechanisms for distance education, and taking advantage of existing mechanisms that increase our reach, we will be able to play a role in the education, training, and networking of people throughout Illinois and beyond its borders. Important campus partners will include the Colleges of Commerce and Business Administration, Education, and Engineering, and the Office of Continuing Education.

Over the past several years, four new online master's degree programs were launched:

- Graduate School of Library and Information Science (M.S.)
- College of Education–Human Resource Education (M.Ed.)
- College of Education–Curriculum, Technology, and Education Reform (M.Ed.)
- College of Engineering–Computer Science (M.C.S.)

In addition, the College of Engineering is converting its videotaped master's programs to an online format. The College of Applied Life Studies is completing its first international master's program delivered via a combination of video-conferencing and Internet. Faculty members in Urbana use the video system to teach students in Ireland. The College also offers the same program via distance education to students in Springfield and Oak Brook, Illinois.

Distance education rooms to support mixed media including Internet, World Wide Web, video, and high-resolution computer graphics have been established at Urbana, at the Illini Center in Chicago, and at the Multi-University Center in Oak Brook, Illinois. Master's degree programs offered by the College of Education, the College of Commerce and Business Administration, and the College of Agricultural, Consumer and Environmental Sciences are regularly offered at these sites. In addition, colleges are teaching individual courses such as chemistry and dairy science utilizing this mix of technologies.

The College of Law has begun to offer a summer program in Chicago utilizing the distance education facilities. In addition, the facilities are used to bring adjunct lecturers from Chicago to courses being taught in Urbana.

The Division of Guided Individual Study has begun converting its correspondence classes to online formats. More than ten courses are now available to students in this formal. The courses utilize the Web technologies as well as e-mail.

The Department of Urban and Regional Planning has created an online Review Course for planners preparing for certification. Faculty members in the Department of Mathematics have created Math Teacher Link for high school math teachers seeking an update in mathematics utilizing the Internet and Web; the math department has also expanded its NetMath program for teaching calculus and differential equations online for both high school and college students.

The Urbana campus is an active participant in the University of Illinois Online initiative and a provider of courses in the Illinois Virtual Campus sponsored by the Illinois Board of Higher Education.

125. Establish a Chancellor's Advisory Council of leaders from throughout Illinois to provide a clearly articulated view from outside the campus.

This goal is currently in abeyance.

126. Achieve a greater presence for the Urbana-Champaign campus in Chicago and its suburbs, home to more than 50 percent of our undergraduate students and about a third of our alumni. The city draws deeply from the ranks

of our graduates for the leadership of its corporate and cultural community. Our campus is of critical importance to Chicago and the collar counties as well as to the state as a whole.

Approximately three years ago, discussions began on the possibility of opening a satellite facility of the Urbana campus in the city of Chicago. With many campus offices scattered throughout Chicago, the goal was to increase visibility through consolidation and enhancement of program and service offerings. The Office of Public Affairs coordinated the search for and remodeling of such a facility. The Illini Center at 200 South Wacker Drive in Chicago has now been open since Spring 1998.

Several campus units and departments share the space, which offers services to alumni, students, prospective students, and other groups. Public Affairs and the Alumni Association are developing a speaker's bureau to connect Urbana faculty with Chicago audiences to share information about timely topics. The Alumni Association and various other campus groups are already using the conference space at Illini Center for dinners, receptions, meetings, and celebrations. Public Affairs has begun using the space for news conferences, and some academic units are already using the teleconferencing features of the building to offer distance learning opportunities to students in Chicago and Urbana.

During special events on the Urbana campus (including Homecoming and Commencement), the street in front of the Illini Center is festooned with banners proclaiming the celebrations. New signage inside the building—but visible from the street—use the new campus logo and a healthy dose of orange and blue to announce the center's presence to the thousands of people who pass it each day.

127. Create a forum of corporate leaders to meet regularly with representatives of the campus for the exchange of information and advice.

Over the past five years, the chancellor and the associate chancellor for development have met informally with dozens of corporate leaders; these meetings precluded the need to establish another forum for this purpose.

128. Establish a clearinghouse to field inquiries from the public. The programmatic sweep of the campus is sufficiently broad that citizens may have difficulty knowing how to gain access. The clearinghouse would offer a single point of entry for those who need it.

Requests for information are received by a wide array of offices across the campus, but the bulk of questions are directed to the campus information operators, the information desk employees at the Illini Union, the reference librarians and Question Board at the Undergraduate Library, and the receptionists in the Office of Public Affairs. Representatives of those departments created a list of frequently asked questions along with the correct answers to them. A copy of that document has been distributed to each of those organizations for use in general training and as reference material for "front line" employees.

The Critical Incident Team has also established an emergency telephone system that provides recorded, updated information about ongoing critical incidents on campus. The number is accessible by anyone with access to a telephone, on or off the campus. Information about that number has been published in *Inside Illinois* (the faculty/staff newspaper) as well as the *Daily Illini* (the student newspaper).

The Office of Public Affairs has implemented an internal policy of ensuring that callers requesting information be transferred no more than one time to reach the source of the information they are seeking. The campus information operators' two-week training program includes a session on using a keyword database search to help callers find information about and from the campus.

129. Participate actively in the Association for American Universities. The AAU provides this campus, as a founding member, with important opportunities to collaborate with peer universities in research.

The campus is a very active participant in the AAU, and has been a member of this group since 1908. The vice chancellor for research and those involved in the activities of the campus Task Force on Graduate Education have been especially active in the AAU Committee on Graduate Education, which has issued similar recommendations to its member institutions.

In the area of research, the campus has also been active in the Council of Graduate Schools (CGS) and the Council on Governmental Relations (COGR), both of which coordinate their activities with AAU. Topics addressed include intellectual property issues, human subjects, and compliance with federal reporting regulations.

130. Provide leadership within the Committee on Institutional Cooperation. As the academic partnership linking us with the ten other Big Ten campuses and the University of Chicago, the CIC provides us with opportunities to work jointly on issues ranging from the acquisition of library materials to academic and leadership programs.

The Office of the Provost has recently appointed a staff liaison to the Committee on Institutional Cooperation to coordinate CIC activities on the campus. The University of Illinois at Urbana-Champaign has taken a strong leadership role in several CIC activities, including:

- *Learning Technology Initiative:* The Learning Technology Initiative (LTI) supports the cooperative development and use of advanced instructional technologies to realize both academic and economic benefits through consortial mechanisms for sharing resources and expertise. The U of I has been an active participant in this initiative since its inception in 1994.

- *Academic Advising:* Urbana hosted the CIC Academic Advising Conference in May 1999.
- *Academic Leadership Program:* Illinois has been a participant in this program since its establishment in 1988. One of the three annual seminars in this program was held at Urbana in October 1998.
- *The Common Market of Courses and Institutes (CMCI):* The CMCI, inaugurated in 1998-99, is a mechanism for joint enrollment and reimbursement by which the CIC universities can share with each other knowledge and expertise that is difficult to find and to keep and that cannot practically be maintained by more than a few universities. The mechanism permits continued access to resources while providing needed assistance and incentive to maintain those resources.

  The CMCI enables students to acquire seldom-taught foreign languages for use in their research; to take part in seminars with leading researchers in their fields; and to add subspecialties to their majors, using courses from several CIC universities. It offers faculty members new opportunities to offer courses in their specialties for which there are too few students at their own institutions, and to coordinate offerings with colleagues at other universities. And it provides much needed assistance to CIC universities as they endeavor to sustain the widest range of faculty expertise consistent with the maintenance of the highest quality.

  The Common Market Institutes component requires students to travel to the institute site; the Common Market Courses component is delivered to students at locations remote from the instructor, through the use of various technologies.

  The University of Illinois at Urbana-Champaign has offered the greatest number of Common Market Courses in the CIC.

131. Work with the National Association of State Universities and Land-Grant Colleges to address problems and issues confronting the nation's public institutions of higher learning. NASULGC brings together institutions of widely varying character, size, and history that share many goals and challenges. The Association provides an ideal forum for undertaking joint efforts in addressing public funding and public service issues.

    Over the past 10 years the University's involvement in NASULGC has been strengthened in a number of ways. The University's president serves on the Board of Directors, and University system administrators and representatives from all three campuses are members of each of the major councils and commissions.

    The campus has been particularly active in the Commission on International Affairs, the Commission on Information Technologies, the Commission on Food, Environment, and Renewable Resources, and the Commission on Outreach and Technology Transfer. The campus has hosted several NASULGC area conferences and helped develop policies and programs in these areas.

132. Provide leadership within the Midwest Universities Consortium for International Activities. MUCIA joins institutions in this region that share an international mission. Partnerships with other MUCIA members provide opportunities for joint projects and initiatives.

    The Midwest Universities Consortium for International Activities (MUCIA) was established in the 1960s; the University of Illinois was a founding member. The goal of MUCIA was to assist member institutions to become engaged in externally funded international activities, and to strengthen faculty experience in international affairs. In the early 1990s, the campus became less active in MUCIA matters, and was not providing significant leadership for the implementation of existing MUCIA projects or issues of further development.

    In the past several years, U of I relations with MUCIA have improved substantially. The chancellor and the associate provost for international affairs have made official visits and, the latter, also a board member, has been elected to serve on its management committee. As a result, U of I faculty members are becoming involved in several new MUCIA initiatives, and are receiving more information about opportunities that exist within the organization.

133. Capitalize upon the World Wide Web to make information about the campus widely available throughout the state and beyond. While some units already have begun to take advantage of this opportunity, a more concerted and unified approach would work to our benefit.

    The University of Illinois at Urbana-Champaign's Web site is the largest ".edu" site in the world and the number of hits received on the main page alone averages approximately one-half million each month. Since a large portion of the University's users do not access campus pages via the main page, the actual number of "hits" made each month is substantially higher than that figure. The campus' offerings on the World Wide Web include more than 300,000 separate pages, including information on programs of study, course catalogs, class schedules, campus calendars, and much more.

    The following are examples of some of the most popular ways information is disseminated electronically:

    - Academic units make excellent use of the Web to interact with their constituents. Every college and many departments have Web pages, and researchers at Illinois have developed templates available as a resource to educators across the nation for use in creating online courses. Programs such as GradeBook, Mallard, and Net Math are a few examples of that effort. The campus' Sloan

Center for Asynchronous Learning Environments is one of the first and best uses of the Internet to increase opportunities for students and teachers to connect with each other.

- In support of the Partnership Illinois initiative, the Chancellor's Office has created an extensive, searchable database of outreach programs. Visitors to the site can conduct keyword searches to find information about more than 450 public service/outreach programs.
- The campus News Bureau now offers its news tips and the faculty/staff newspaper online. While the site highlights the current editions of those publications, this page also includes a searchable archive.

134. **Improve satellite uplink capability. Currently the only uplink available to the campus is cumbersome to use and frequently unavailable. When this is rectified, people and programs from the campus will become more readily accessible to educational consumers and other publics both throughout Illinois and throughout the nation.**

If the University of Illinois at Urbana-Champaign is to maintain its status as a nationally recognized research university, it is vital that opinion leaders and other important audiences have access to its people and programs. In the past, a satellite uplink facility was used to connect Urbana faculty with national network reporters and other publics. That system became unusable several years ago, and the Office of Public Affairs began researching alternatives to replacing it. The current option under serious consideration is a fiber optic landlink that piggybacks on the campus fiber system connecting Urbana to the Chicago campus.

This system would allow researchers and other newsmakers at Urbana to serve as sources for breaking, investigative, and feature news stories on any television network. From the studios of WILL-TV or one of several other locations on campus, experts could present their research achievements, opinions on issues, and ideas on current events to national audiences.

If the system is implemented, it will have major positive ramifications for distance learning and other outreach activities in remote locations.

Conclusion: The Request for Reaccreditation

This document is simultaneously a measure of the University's achievement and a plan for its future progress. The first section of this document provides the Commission's criteria for accreditation and the general institutional requirements, and indicates how well the campus meets these standards. The second section provides an account of the goals identified in the 1995 campus strategic plan, *A Framework for the Future*, and the progress toward achieving these goals.

In the *Framework*, seven guiding principles were identified:

- First, we shall invest in people.
- Second, we shall build upon our traditional preeminence and advantages as a center for a broad range of scholarship and research.
- Third, we shall accord full value to our teaching mission, preparing our students for professional life, leadership, and citizenship in a changing world.
- Fourth, we shall invest strategically in the facilities and environment our faculty and students need to do their work.
- Fifth, we shall intensify our exploration and use of new teaching and information technologies, and build on our historic strengths in information and computing.
- Sixth, in connection with the increasingly international character or our economy and culture, we shall strengthen our strategic engagement in international studies.
- Seventh, we shall reinvigorate our commitment to outreach and partnerships.

This self-study has enabled the University to identify its areas of strength as well as to take inventory of those areas which still need improvement. It is understood that the quality the campus' work depends upon the quality of the people, and over the last decade the U of I has become a better place to work and study. As one of the original land-grant institutions, Illinois has always been a strong center for research, and with continued growth in areas such as information technology and biotechnology, this is more than ever the case. Over the past decade, much has been done to improve the quality of undergraduate and graduate education, and to strengthen the international dimension of the institution. The physical facilities at Illinois are impressive, but more importantly have made the institution a desirable place to study and build careers. As the birthplace of Mosaic™ and the home of the National Center for Supercomputing Applications (NCSA), Illinois has always been a leader in technological innovation, and that continues; in 1998, Champaign-Urbana was named one of the "hot new tech cities" in the world by Newsweek. The establishment and growth of Partnership Illinois has enabled the University to make strong connections with the people and industry of the state of Illinois, and has helped it to chart new courses in outreach efforts.

A Framework for the Future enabled the U of I to identify the areas in which to improve. *A Framework for Self-Study* has provided the opportunity to measure the progress and to begin to lay plans for the continued excellence of the University of Illinois into the next century.

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