<u>ASSURANCE SECTION</u>

REPORT OF A COMPREHENSIVE EVALUATION VISIT TO

THE UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

Champaign, IL

October 11-14, 2009

For The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was a comprehensive evaluation of the University of Illinois—Urbana-Champaign.

B. Organizational Context

The University of Illinois at Urbana-Champaign (UIUC) was founded in 1867, and has earned a reputation as a world-class leader in research, teaching, and public engagement. It is a charter member of the Higher Learning Commission, and has been continuously accredited since 1913. It is the flagship and largest campus of the three-campus University of Illinois. Each institution (Urbana-Champaign, Chicago, and Springfield) is separately accredited.

There has been significant leadership turnover since the last (1999) HLC comprehensive visit, including a new University president, two new Campus chancellors, and a new Provost, who has since departed, with an interim Provost currently in place. All deans and most of the other senior leaders have turned over since 1999. A new strategic planning process was initiated by the President in 2005-06, and subsequently cascaded to the campus and unit levels. New collective bargaining agreements were implemented with graduate assistants and academic professional staff both in 2007. The campus has followed a responsibility centered management budgeting model since the late 1990s, which was significantly modified in 2007-08. Major building renovations since the last comprehensive include Memorial Stadium, (2008), First Street residence halls (2008), and Lincoln Hall (in progress). A community-oriented initiative, Campustown 2000, Inc. was a private, not-for-profit corporation facilitating the physical and economic redevelopment of the Campustown area—the business/retail area in the center of the campus. A major addition to the campus has been the construction of the University of Illinois Research Park (2000). The campus implemented the SCT Banner administrative information system in 2000-2005.

C. Unique Aspects of Visit

A newspaper series concerning preferential treatment of politically-connected applicants for undergraduate admission appeared several weeks before the visit. This situation led to a state investigation, revisions of admissions policies, resignation of most members of the Board of Trustees, the University's President, and (immediately after the team visit) the campus Chancellor.

D. Sites or Branch Campuses Visited

None. The institutional representatives indicated on two separate occasions that UIUC had no off-campus sites when queried by the Team Chair.

E. Distance Education Reviewed

A land-grant institution, UIUC has a long tradition of expanding access for generations of so-called "back-door" learners. A number of innovations originated on the Urbana-Champaign campus, including the PLATO instructional platform of the 1960s and the ground-breaking Mosaic web browser of the early 1990s. As early as 1996, the Graduate School of Library and Information Science launched an entire online program. In 1997, the institution established the University of Illinois Online initiative. Online programs in Education, Computer Science and Agriculture preceded successful offerings from Applied Health Studies and Labor and Employment Relations. With a 78% growth in online enrollment since 2005 (4213 enrollments in 2005), almost all colleges now offer online instruction at some level. During 2008-09, UIUC offered 440 online courses sections-mostly

at the graduate/ professional level-enrolling a total of 7,496 students. To stimulate curriculum design based on content, the institution supports a number of Learning Management Systems including Blackboard Vista, Moodle and LON-CAPA.

F. Interactions with Constituencies

Chancellor's Cabinet
Associate Chancellor (3); Senior Assoc. VP Capital Program & Real Estate; Executive Director, Facilities; Interim Provost & Vice Chancellor for Academic Affairs; Director, Institute of Aviation; Acting Associate Chancellor, Alumni Relations; Director , Division of Intercollegiate Athletics; Interim Dean, Agricultural Consumer & Environmental Sciences; Interim Vice Chancellor, Research; Associate Chancellor and Director, Public Affairs; Executive Director, Public Safety; Vice Chancellor, Student Affairs; Assistant Vice President, Business & Finance; Interim Associate Provost, International Programs; Vice Chancellor, Institutional Advancement; Senior Vice President, UIF; Interim Vice Chancellor, Public Engagement; Deputy University Counsel

Self-Study Steering Committee
Vice Provost (2); Project Coordinator; Assistant Provost; Associate Provost; Associate Provost & Director of Management Information; Associate Professor and Associate Provost Fellow; Professor & Director, Center for Teaching Excellence

Interim Provost, Vice Provosts and Deans
Interim Provost; Vice Provost (2); Dean, College of Engineering; Associate Provost, Budget & Resource Planning; Dean, School of Labor and Employment Relation; Dean, College of Business; Dean, Graduate College; Dean, College of Applied Health Sciences; Dean, College of Fine & Applied Arts; Interim Dean, College of Media; Vice Chancellor for Research; Chief Information Officer; Dean, College of Education; Dean, University Library; Dean, School of Social Work; Dean, College of Medicine; Dean, College of Law; Associate Dean, Library & Information Science; Dean, College of Liberal Arts & Sciences; Dean, College of Veterinary Medicine

College of Agricultural, Consumer & Environmental Sciences
Dean; Associate Dean, and chairs of all departments

College of Applied Health Science
Dean; Associate Dean; Director of Advising

College of Business
Dean; Associate Dean (3); CIO and Associate Dean for e-Learning; Director of Assessment and Special Projects; Members of College Executive Committee; Chair, Finance; Head, Business Administration; Head, Accountancy

College of Education
Dean and Other Staff Members (12)

College of Education
Dean

College of Engineering
Dean; Associate Dean (6); Director, NMTL; Head of Nuclear/Plasma/Radiological Engineering; Head of Aerospace Engineering; Associate Head of Civil Engineering; Associate Head, ECE; Assistant Dean, Undergraduate Programs; Associate Head, Agricultural and Bio-Engineering; Head, Civil and Environmental Engineering; Interim Head, Materials Science Engineering; Associate Head, Industrial Engineering

College of Fine & Applied Arts
Dean; Director, School of Architecture; Exec. Ast. Dean; Director, School of Music; Associate Dean (2); Associate Prof., Landscape Architecture; Director, School of Design; Director, Krannert Center;

College of Law
Dean; Associate Dean; Senior Staff (4)

College of Liberal Arts and Sciences
Dean; LAS Executive Committee members (6); STAR Team members (11); Associate Dean (5); Assistant Dean (2); Director of Budget and Resource Planning; Assistant to the Dean

College of Media
Dean; Associate and Assistant Deans; department heads (2); Director of Budget; Director of Undergraduate Student Affairs; Assistant Dean for Advancement; Librarian

College of Veterinary Medicine
Dean and Associate Deans (2)

Graduate College
Dean and Associate Deans (2)

Graduate School of Library and Information Science
Associate Dean

School of Labor & Employment Relations
Dean; Associate Dean; Assistant Dean; Associate professor and Director of Labor Education Program; Director of Student Services; Clinical Assistant Professor and Director of Sociotechnical Systems; Associate Director of the Center for Human Resource Management; faculty members (4)

School of Social Work
Dean; Associate Dean for Academic Affairs and Director of the MSW program; BSW Program Director; Chair, Faculty Executive Committee; Members, Faculty Executive Committee (2); PhD Program Director

Student Affairs
Vice Chancellor, Student Affairs; Associate Vice Chancellor, Student Affairs (3); Dean of Students, Student Affairs; Associate Vice Chancellor, Director Auxiliary Services; Director, McKinley Health Center; Director, Housing Division; Director, Counseling Center; Director, Career Center; Director, Division of Campus Recreation; Assistant Director, Illinois Leadership Center; Director, Campus Recreation; Director, Illinois Union

Trustees (3)

Public Good Facilities
Director, Spurlock Museum; Director, Krannert Center; Director, Krannert Art Museum; Dean, College of Fine & Applied Arts; Director, Broadcasting & General Manager WILL Radio; Associate Director, Allerton Park & Retreat Center

Honors
Director, Campus Honors Program; Assistant Dean, College of Liberal Arts & Sciences; Assistant Dean, Agricultural Consumer & Environmental Sciences; Senior Assistant Dean, Engineering; Assistant Dean, College of Business

Diversity

Associate Vice Chancellor, Director of Intercultural Relations; Assistant Provost, Recruitment & Retention; Director, Illinois Promise; Disability Resources & Educational Services; Associate Chancellor; Interim Assistant Chancellor & Director of Equal Opportunity & Access; Director, Latina/Latino Studies Program; Head, African American Studies

International Studies
Interim Associate Provost, International Programs & Studies; Director, Student International Academic Affairs; Assistant Director, International Programs & Studies

Library Administration
Dean of Libraries

Faculty Leaders
Chair and Vice Chair, Senate Executive Committee; Chair and Vice Chair, Educational Policy, Senate Committee

Academic and Professional Staff Leaders
Chair, Vice Chair, Secretary, Grievance Officer, and Communications Officer, Council of Academic Professionals;

Civil Service Staff Leaders
President, Staff Advisory Council; President, Secretariat Organization; Members, Staff Advisory Council (2); Elected Representatives, State Universities Civil Service Advisory Committee (4)

Student Leaders (4)

Associate Provost for Management Information

Department Chairs and Heads (11)

Division of General Studies
Assistant Provost & Director, Center for Advising & Academic Service; Head, Department of Communication; Assistant Provost for Undergraduate Education

Open Meeting with Faculty Members (8)

Open Meeting with Administrative/Professional Staff Members (23)

Open Meeting with Civil Service Staff Members (6)

Open Meeting with Students (8)

STOP Coalition Students (5)

Enrollment Management
Associate Provost for Enrollment Management; Director of Undergraduate Admissions; Director of Student Financial Aid; Registrar; Admissions Task Force Chair and Member; Vice Provost for Academic Affairs

Parkland Pathways
Visiting Assistant Director, Undergraduate Admissions; Associate Provost for Enrollment Management; Vice President, Parkland College; Assistant Dean, Academic Programs, AGR Consumer & Env. Sci. Admin.; Associate Dean, Fine & Applied Arts Administration

Interim Vice Chancellor for Research

Research Units
Interim Director, Beckman Institute; Director, National Center for Supercomputing Applications; Director, Institute for Genomic Biology; Director, Division of Biomedical Science; Dean, Applied Health Sciences; Associate Director, Illinois Informatics Institute; Director, Information Trust Institute

Assessment
Director, Center for Teaching Excellence; Head, Food Science & Human Nutrition; Associate Provost Fellow, Professor, English; Assessment Program Coordinator, Dean of Students Office; Professor, English; Director, Assessment & Special Projects, Business; Interim Head, Journalism, Media; Coordinator, Project Design, Engineering; Director, Introduction Psychology, Psychology; Associate Dean, Academic Affairs, Social Work; Director, I-STEM

Athletics
Director, Athletics; Associate Director, Athletics

Undergraduate Research
Associate Provost Fellow; Co-Chair, Committee on Undergraduate Research (2)

Strategic Planning
Associate Provost for Strategic Planning; Director of Management Information; Associate Chancellor; Associate Dean for Engineering Administration; Associate Provost for Budget and Resource Planning

Finance
Associate Provost for Budget and Resource Planning; Vice President, Chief Financial Officer and Comptroller, University Administration; Assistant Vice President for Business and Financial Affairs, University Administration; Assistant Dean for Engineering Administration; Director of Budget and Resource Planning, College of Agriculture, Consumer, and Environmental Sciences

Human Resources
Associate Provost for Human Resources; Director, Academic Human Resources; Vice President for Academic Affairs; Deputy Director, Staff Human Resources

Faculty Development/Teaching Support
Head, Division of Instructional Development; Campus Coordinator, Teaching & Learning Programs; Division Head, M&E, Center for Teaching Excellence; Associate Dean, Academic Programs, College of Agricultural Consumer & Environmental Administration; Associate Professor, Kinesiology & Community Health; Assistant Dean, Campus Honors Faculty; Associate Provost Fellow, Professor of Law; Co-Chair Teaching Advancement Board

Sustainability
        Director, Office of Sustainability; Associate Provost Fellow; Director, Energy Conservation

Facilities
Executive Director of Facilities and Services; Director of Campus Services; Director of Construction Management; Director of Engineering Services; Director of Maintenance; Director of Planning; Director of Shared Administrative Services

Facilities Tour

Distance Education

Professor, Educational Policies; Interim Director, Continuing Education; Director, University Outreach & Public Service; Associate Dean, Human Resource Education

Continuing Education
Interim Director, Continuing Education; Interim Assoc. Dean, Extension & Outreach; Head, Academic Outreach; Professor, Plant Physiology

Development and Alumni
Vice Chancellor for Institutional Advancement; President, University of Illinois Foundation; President, University of Illinois Alumni Association; Acting Associate Chancellor for Alumni Relations

Information Technology
Associate Provost and Chief Information Officer; Associate Vice President for Administrative Information Technology Services

Community Representatives (10)

Public Engagement
Vice Chancellor, Public Engagement; Associate Vice Chancellor, Public Engagement; Director, East St. Louis Res Project

G. Principal Documents, Materials, and Web Pages Reviewed
  1999 HLC Comprehensive Visit Report
  2002 HLC Focused Visit Report
  2004 HLC Focused Visit Report
  Admission Conference August 12, 2009
  Assessment web site
  Campus Strategic Plan March 2007
  CITES Campus Network Upgrade Project, Progress Report May 2007
  Daily Illini [student newspaper] (daily in the month prior to the visit)
  Degrees granted, by program tabulation provided on-site
  Diversity Initiatives Committee Final Report 2006-2007
  E-Learning at the University of Illinois, Urbana-Champaign, December 18, 2007
  Ethics web site
  Governor's Commission on Admissions Review
  Graduate College 2009 Annual Budget Report (March 13, 2009)
  Graduate College Annual Budget Report
  Graduating Senior Survey
  Illinois Promise pamphlet
  Inclusive Illinois Impact Report 2009
  NCAAA 2007-2008 Athletics Certification Self Study Instrument
  Office of Management Information web site
  Program review guidelines, provided on site
  Provost Communication #7 on Humanities/Arts Flexible Scholarship Support Fund
  Provost Communication #9 on Promotion and Tenure
  Public Engagement web site
  Retention, graduation rate tabulations provided on-site
  Self-Study
  Strategic planning materials in the resource room and on the web site
  Student Affairs Diversity Training and Programs Committee Final Report and

Recommendations
Study abroad trend data and Open Door reports from several recent years
Selected specialized accreditation self-studies and reports
Student Handbook
http://cte.illinois.edu/outcomes/outcome.html
http://cte.illinois.edu/outcomes/seniorsurv.html

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process
The self-study report was comprehensive, and the process of completing it involved administrators, faculty and staff members, and students. The structure of the steering committee and teams provided broad representation, involvement, and comprehensive review and feedback. The process was thorough and included every aspect of the institution. The self-study report provided an effective tool for the team's evaluation and consultation.

B. Integrity of the Self-Study Report
The self-study report and supporting documents were thorough and evaluative, which indicates that the process was conducted with integrity. The evidence presented in the report including its assessment of UIUC's strengths, challenges, and suggested actions were verified during the campus visit by team members.

C. Adequacy of Progress in Addressing Previously Identified Challenges
The 1999 team identified concerns relating to resources, management, diversity, and governance. While the campus has invested significant energy in relating resource allocation to the planning and budgeting processes, there remains a need to make difficult decisions at the highest level of campus leadership concerning academic programs, especially within the context of unpredictable state support. Related information is provided concerning Criterion 2.

While deferred facilities maintenance in the University Library and resulting condition of the facilities and inappropriate collection environment raise profound concerns that must be addressed, the present team agrees that concerns over management of the Library as well as the Graduate College and interdisciplinarity have been adequately addressed. The UIUC Library has benefited from a decade of very effective leadership to remedy the serious deficiencies in organizational structure, internal and external communication, and delivery of service in both traditional and emerging models that were in evidence in 1999. There has been strong engagement by the Library with faculty committees and other stakeholders. Some initial progress addressing the critical issues of adequacy of facilities, notably with the construction of a storage facility, has begun, but improvements in the collection environment are critically needed.

The 1999 HLC team expressed concerns over the campus climate for diversity and inclusion in general, the controversy over Chief Illiniwek in particular, and the recruitment and retention of under-represented faculty and staff members. The team acknowledges significant progress concerning the recruitment and retention of under-represented faculty and staff members. HLC focused visit teams in 2002 and 2004 continued to express very

strong concern over the divisiveness and damage to the campus of the Chief Illiniwek issue. Although the Chief was "retired" in 2007(as noted concerning Criterion 1 and in the Advancement Report), there is a need for greater institutional attention, innovative approaches, and bold action concerning the campus climate for diversity and inclusion. Failure to address this issue undermines other institutional efforts that target improving diversity. In addition, differential treatment and responses to diversity issues involving under-represented groups by university administration perpetuate the hostile environment for under-represented students, faculty, and staff and undermine other efforts to improve diversity. UIUC needs to focus greater institutional attention and action to improve the campus climate for diversity and inclusion.

The current team agrees that the previous concerns over shared governance have been addressed, although there is a concern about the lack of representation of Academic Professional staff members in the Academic Senate. Such representation was approved subsequent to the Team's visit.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment
Requirements were fulfilled.
<u>Comments</u>: Only two third party comments were received, one of which was extremely positive. The team agrees that the other comment concerning inclusiveness of the campus ROTC programs has been addressed within the scope of the authority of the campus.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS
See Appendix.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. **Evidence that Core Components are met**

- Although the text of the UIUC mission is not readily identified, the University's mission, values, and goals are articulated in public documents, both print and web based, and reflect the commitment to access as the foundation of a land grant university. The campus' strategic plan, in turn, serves as the vehicle through which the institution carries out its mission. Illinois articulates its institutional vision of being a 'pre-eminent public research university' and emphasizes excellence as the criterion for assessing achievement.

- The organization's governance and administrative structures identify the responsibilities of various campus leadership positions as well as the various governance groups from the Board of Trustees to student representation in the Urbana-Champaign Senate. Illinois has identified the criteria for promotion and tenure of faculty as the demonstration of excellence in teaching, scholarship, and service. The adoption of 'mission based' criteria reflects wide understanding and acceptance of the institutional mission and vision. Through the recently revised budgeting process, financial resources are allocated to achieve the goals of the strategic plan and, in turn, the institution's mission.

- The international reputation of Illinois is reflected in its institutional rankings; it is in the top ten among public universities with 37 programs ranked in the top 5. Numerous faculty and alumni have been awarded National Academy status, been named Nobel Laureates and received Pulitzer Prizes among many other national and international awards and prizes received by members of the Illinois campus community.

- Increasing the diversity of the faculty, staff, and student populations has been a priority of Illinois for the past decade following the establishment of the Diversity Initiatives Committee in November 2000. A wide array of initiatives designed to enhance diversity on the campus have been initiated, including increased resources and staff committed to the Office of Minority Student Affairs Academic Services Center, the Target of Opportunity Program to recruit underrepresented faculty, and the establishment of mentoring programs. These efforts reflect but a few of the actions undertaken to date.

- The University Ethics Office and the Office of University Audits are the primary structures responsible for upholding integrity and ethics at UIUC. State-mandated ethics training and university wide audit coverage help to ensure appropriate institutional stewardship of its human and fiscal resources. The Office of University Audits also provides advice and evaluation to the Department of Athletics as part of the "The Basis for Institutional Control" document which guides the actions of the Department of Athletics.

2. **Evidence that one or more specified Core Components need organizational attention**

- Illinois clearly identifies the recruitment and retention of top faculty and students as the foundation for the achievement of institutional excellence. The university has identified the lack of stable funding and the lack of a capital plan as significant threats to the infrastructure of buildings and facilities. As a consequence, the ability to attract top faculty and student scholars may be compromised if additional resources are not identified to address these infrastructure issues.

- Although numerous diversity related efforts have been undertaken at Illinois, strong feelings remain among some faculty, students and staff that the university has not been aggressive enough in addressing the larger issue of a campus climate that promotes, supports and celebrates diversity and inclusion. Illinois must continue to undertake more visible efforts that demonstrate a tangible commitment to diversity and inclusion.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

- A newspaper series concerning preferential treatment of politically-connected applicants for undergraduate admission led to a state investigation, revisions of admissions policies, resignation of most members of the Board of Trustees, the University's President, and (immediately after the team visit) the campus Chancellor. This exposure of questionable practices, influences and decisions in the university admissions processes has resulted in an increased focus on the roles and responsibilities of faculty members, as well as staff members of the office of admissions in admissions decisions at UIUC. The University created a task force to address changes in current policies,

processes and the assignment of decision making responsibilities to address previously identified externally-influenced practices. It will be critical for Illinois to put in place important checks and balances in the admissions process, such as a firewall between the admissions office and higher leadership and trustees, in order to restore institutional integrity. In addition, the ability of legislators to grant scholarships (theoretically only after students have been selected for admission) has the potential to influence and compromise the admissions process again in the future. Review of this process and identification of new processes that insure institutional control of admissions and reduction of external control of scholarships will be essential to restoring and maintaining trust. The Team concludes that this situation has requires Commission follow-up concerning Core Component 1e: "The organization upholds and protects its integrity."

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
    None

Recommendation of the Team
Criterion is met; Commission follow-up is required. The team recommends that a progress report be submitted to the HLC by July 30, 2011 that provides information on admissions practices and decisions for the classes admitted in 2009-10 and 2010-11.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. **Evidence that Core Components are met**
- UIUC has a comprehensive and inclusive strategic planning process that operates at the campus, division, college, and unit levels. The planning documents on the web site plus discussions with various stakeholders (e.g., deans, chairs, faculty senate, student affairs) demonstrate that the UIUC planning activities emerged from and are congruent with the UI system plan that was initiated by President White in 2005. Documents and interactions with multiple constituencies demonstrate that the planning process and products are grounded in critical information about the changing external and internal environment; realistic analyses of strengths, weaknesses, opportunities, and threats; and a dialogue that is informed through multiple perspectives. The mission, vision, values, commitments, goals, strategic initiatives, and progress indicators are clear, realistic, and appropriate given the environment and organizational mandate. UIUC units have responded to the uncertainties surrounding the University budget by modeling various potential budget scenarios. For example, the creation of the Enrollment Management Division was a response to both the changing demographics of the state as well as the increased competition for students from other universities across the nation, but especially those in neighboring states.

- Strategic planning, evaluation, and resource allocation at UIUC are linked through an annual planning and budgeting process. The Provost's Office supplies progress indicators to colleges and other units that review progress and goals and decide on budget priorities. Campus priorities are set at a strategic planning retreat. Resource allocation is based upon an RCM model that has been used, with refinements, since 1998-99. The Budget Advisory Group has created a budget model that aims to improve clarity and transparency in processes of garnering and allocating resources, provide incentives for innovation, efficiency and effectiveness, and connect the budget process

with strategic plan implementation. Changes to the budget process in 2003 concerning indirect cost recovery and in 2006-07 concerning the role of the faculty-led Campus Budget Oversight Committee demonstrate adaptability and responsiveness to changing circumstances and input from stakeholders.

- A new capital project planning process was recently established for the campus. This process applies to all project requests with an expected project budget greater than $500,000. The primary objective is to improve the project initiation phase by providing clear scope and program definition that will enable a project to move through the planning and approval process in the most expeditious manner possible. The Facilities and Services Planning Division provides support to unit executive officers in effectively launching their project ideas prior to submitting projects for evaluation and approval by the Chancellor's Capital Review Committee (CCRC). However, the links between capital budgeting and the strategic plan are tenuous.

- The 1999 HLC comprehensive visit team stated a concern over the disparity between UIUC's ambitions and its available resources. While this remains a serious concern, the current team recognizes that it is one that many, perhaps the majority, of institutions face. It further recognizes, based upon evidence provided by the self-study, interviews with numerous persons, and additional documents, that the strategic planning and budgeting processes have helped to align UIUC's ambitions and its resources. Financial ratios indicate that UIUC's financial position is adequate. The team notes that the level of resources varies considerably among the various academic units. As a result, the ability of the various units to meet their goals for maintaining and strengthening the quality of their academic programs also varies. However, numerous discussions affirmed that resources have been found to address many of the strategic initiatives. One major exception is the issue of deferred maintenance, which is addressed below.

- UIUC uses a hybrid model for advancement where colleges and other major units have in-house development officers who work collaboratively with the central Advancement staff members who provide professional development and support services. All colleges and major units must establish and update development plans, which are reviewed with the Chancellor and the Vice Chancellor for Advancement to ensure that fundraising efforts align with campus priorities and appropriately segmented across units. UIUC's Advancement Model has contributed to successful fundraising. A major capital campaign, Brilliant Futures, entered its public phase in the summer of 2007. UIUC's goal is $1.5 billion, and $1.18 billion has already been raised as of June 30, 2009. Campaign targets include undergraduate scholarships, graduate student fellowships, endowed chairs and professorships, program support and research, and facilities, Library, and infrastructure.

- Most units at the university have incorporated strategic planning into their decision making. The achievement of strategic plan goals for academic and administrative units is tracked yearly by metrics. This information is also reported annually as part of the budgeting process. The degree to which faculty and staff are included in the planning process and how these processes inform decision making varies by unit across the university. Learning assessment processes are decentralized and variable. Assessment activities range from very limited to very extensive within academic and student affairs units, and are not necessarily linked to changes to improve student learning. Assessment results and processes are not widely shared between (and sometimes within) academic units.

- Despite the challenges of maintaining competitiveness in faculty compensation and support (see below), UIUC has effectively managed its human resources to achieve its mission. Since the last HLC comprehensive evaluation, the campus has regained about 200 FTE tenure-track faculty positions, which have been funded through tuition increases and modest enrollment growth. The Faculty Excellence program, Targets of Opportunity Program, Dual Career program, and efforts of the Office of Equal

Opportunity and Success enhance the vitality, diversity, and success of faculty and staff members. Faculty promotion and tenure guidelines are clearly grounded in excellence in research, teaching, and service, and thus are aligned with the mission and strategic plan. Numerous recognitions and rewards are in place to celebrate excellence in teaching and scholarship.

- The University (system level) recognized the need in the late 1990s for an upgrade of its major administrative computing systems, and converted to the Banner suite of integrated student, human resources, and financial systems in the first part of the decade. While no conversion of this magnitude is simple or easy, many tangible benefits have ensued, such as more convenient registration for students, easier transactions with external organizations, greater data integrity, and improved accounting system, and streamlined processed. UIUC is engaged in a $20 million, five-year Campus Network Upgrade Project to upgrade all IT hardware and infrastructure to meet current and anticipated future standards. This will provide for greater reliability, network speed, and security, and will lay the foundation for future growth. The initial goals included providing wireless capability in all public spaces on campus. This project is moving forward with funding from CITES and the Office of the Provost. The project is projected to conclude in 2010-2011.

- UIUC has taken numerous steps to address energy consumption and to move toward sustainable practices, such as installation and upgrading of steam metering, billing for actual utility usage by auxiliary units, installing a campus-wide central chilled water loop, increased electrical generating capacity of the campus power plant, implementation of a shadow billing system that summarizes energy usage and costs by units, and opening of the campus' first LEED certified building. The goal of reducing the campus energy utilization index by 20% over the next ten years is ambitious, but is supported by initiatives such as creating incentives for reducing energy use by units, improving the efficiency of lighting, employing Energy Service Contracts to reduce energy consumption, increasing awareness of sustainability among all campus constituencies, and designing and constructing new facilities to meet LEED standards.

2. **Evidence that one or more specified Core Components need organizational attention**

- Many individuals interviewed commented that each year the state budget allocations to the university have been uncertain and difficult to predict in magnitude. Since 2003 these state allocations have been cut or a mid-year return required. Such state level budgeting, especially the uncertainty in term of amounts and timing, makes university planning and budgeting for both the short and long terms problematic. This situation has led to reactive budget cuts on campus, often across-the-board percentage (i.e., "horizontal") cuts. The effects of such a horizontal approach have been to erode the position of all programs. Despite strategic and budget allocation plans disseminated within the institution, these reactive cuts have also created great ambiguity and uncertainty as to what will be cut and when. Such ambiguity has had negative effects on faculty and staff morale.   UIUC leadership should develop and deliver much more clear and transparent communication to the university community about the budget situation and time lines for more information to become available, and make information available more widely.

- While the goals and actions of the strategic planning process seem very appropriate for the historic and current roles of a major land-grant research institution, the team is concerned about evidence that was provided in numerous discussions that indicated that the gap between the strategic plan and the actual fiscal resources available has not been fully acknowledged nor has the strategic planning process included this resource threat leading to the need to manage within the current and realistically anticipated budget. Given the expectation of reduced state budget reductions for the foreseeable

future, the university would be well served to develop a comprehensive plan that would allow it to function efficiently with smaller budgets. Such a plan would include a variety of strategies such as criteria for indentifying and protecting priority programs and core services as well as identifying those services and activities that could be reduced or eliminated.

- As noted in the self-study, the condition of facilities at UIUC has continued to deteriorate over the last 10 years following underfunding for maintenance, repair, and capital improvement. The deferred maintenance backlog was $557 million as of the end of 2008-09. The appearance of grounds was improved through the use of one-time funds in FY08. Funding necessary to offset deferred maintenance was estimated at 1% of the current replacement value of facilities, but the plan to achieve this funding was abandoned due to budget reductions in 2002-03. Two certificates of participation issues and a new student fee are partially addressing funding for the maintenance backlog. The Capital renewal process, which is intended to ensure upgrades in response to program changes and new building codes, is currently unfunded. The condition of facilities has resulted in the reduction in available classroom space, both in total and in configuration (e.g., former wet lab space that needs to be either upgraded or converted to more flexible configuration). Library facilities and poor collection environments are also critical concerns. While the campus recognizes its deferred maintenance problem, it has not found a way to adequately resolve it through its planning and budgeting process.

- As is the case in many public institutions, inadequacy of and severe fluctuations in state funding have forced UIUC to raise student fees substantially to meet its critical resource needs. While institutional financial aid has increased, it has not kept pace with tuition increases, jeopardizing UIUC's goal of Access to the Illinois Experience. The campus has recognized the need to increase need-based institutional aid and must find ways to do so.

- As identified in the self-study and confirmed through numerous discussions, UIUC has struggled to develop a clearly defined vision for technology on campus. The highly distributed and weakly coordinated management structure results in significant duplication of IT resources and support services. Taking a systemic approach to coordinating these services and staffing has the potential for cost savings and improving services. Enhanced classroom technology and enhanced policy and support for instructional technology are also needed. IT@Illinois is a new initiative designed to reexamine uses of information and communication technologies across campus. A resource base needs to be identified that will support IT-rich instructional spaces that were established using one-time funds.

- As recognized in the self-study and confirmed in numerous conversations, maintaining faculty competitiveness with peer/competitor institutions is a constant struggle. Although the pattern is different across academic units, it is widely recognized that state support in the current environment will not be able to sustain raising salaries to benchmark levels, responding successfully to offers from other institutions, or meeting startup costs. Rather, a set of strategic and creative efforts will be required, such as continued tuition increases and other forms of enrollment management, increasing external funding, fundraising, reallocation of available resources, and possibly a reduction in the number of faculty members.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

    None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

Recommendation of the Team
Criterion is met, no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. **Evidence that Core Components are met**

• At the University level, the learning goals for general education are clearly stated on the web site that provides students with information about general education (http://courses.illinois.edu/cis/gened/). It specifies: "Through these requirements, Illinois undergraduates: expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives; improve critical and analytical thinking; and learn skills in finding, managing, and communicating knowledge." A General Education Board with campus-wide representation is a locus of coordination for general education management, review, and renewal. UIUC is deploying ETS's MAPP test as part of the Voluntary System of Accountability to evaluate critical thinking and writing skills and will make the first round of those test results public in the 2010 College Portrait. A special initiative related to the assessment of "advanced composition", supported by a Spencer-Teagle grant, is underway.

• The Senior Survey, fielded annually for more than a decade, asks students to rate their entering and exiting competency levels in 22 areas of general education outcomes and these data are made available to the campus community through the learning outcomes web page (http://cte.illinois.edu/outcomes/outcome.html). The University also participates in NSSE. In summary, learning goals for general education are made known to students and the campus community through the web site at which students find general education courses and in the context of providing information on assessment of student learning.

• At the local, academic unit level where those efforts lie, as they should, with the faculty, UIUC has a well-developed system for promoting a culture of assessment of student learning. In the late 1990s and starting again in 2007, all units were required by the Provost to identify an assessment coordinator and to submit assessment plans. A schedule for updates is in place. Assessment plans for 80 of UIUC's program-delivering units are posted on-line. Each plan includes learning goals. A review of a selection of these plans and discussions with representatives (both department heads and assessment coordinators) from more than 20 academic units, reveal that there has been substantial assessment activity over the prior decade, and that plans for on-going evaluation of student learning and the student learning experience are in place. Indeed, despite the lull in active attention to student learning assessment by the Provost's Office between 2000 and 2007, there is evidence that many programs continued to collect and use information to make evidence-based adjustments to the curriculum to improve the student learning experience.

- The College of Business is applying rubrics to collections of students' case write-ups in the program's capstone courses to assess the extent to which students have achieved competency in certain outcomes. The Mathematics department has used, and has additional plans to use, the patterns of success of students in subsequent courses to evaluate whether curricular reforms are effective in improving learning. Electrical and Computer Engineering evaluates the ability of students to communicate effectively through end-of-semester interviews of students by faculty in key courses. The introductory Psychology course has an integrated and innovative system of assessment that includes graduate assistant professional development. Workshops and consulting are provided by the Center for Teaching Excellence for departments to assist them in developing their plans and in devising strategies to collect and use the data.

- There is clear evidence that the University offers and supports a variety of activities to demonstrate that it values and supports effective teaching. In addition to a large set of teaching awards across all levels of the University, the institution has: a Teaching Advisory Board that offers a set of grant programs; college teaching academies for faculty (with Engineering as a strong example); teaching certificate programs; the Academy for Entrepreneurial Leadership; special attention to graduate student teaching through the College Teaching Effectiveness Network; and efforts to promote research on teaching through the Scholarship of Teaching and Learning (SOTL) program, to which other institutions also contribute.

- There is routine use of instructor and course evaluation devices. The centralized course evaluation system serves all credit instruction – about 14,000 sections annually. The course evaluation system data are used as basis for teaching improvement and to identify instructors to be rewarded for excellence in teaching.

- The University demonstrates that effective teaching is valued by including evaluation of teaching in all promotion and tenure cases. Tenure guidelines (p. 11, Provost's Communication #9) state that "strong performance in teaching cannot be simply presumed; it must be demonstrated as convincingly as measures allow." A range of evidence is required in the tenure dossier, such as self-evaluation, statements of teaching philosophy, peer evaluations, and inclusion of student evaluations.

- Special mention needs to be made of The Center for Teaching Excellence which offers an impressive array of support for effective teaching. The web site (http://www.cte.illinois.edu/) provides a dynamic environment for communicating about upcoming events, teaching tips, and a range of programs. In just one month, September 2009, a substantial variety and number of workshops and presentations was offered. Examples include Test Construction, Perspectives on International and Intercultural Service-Learning, Using Early Feedback and Other Strategies to Get Information on Teaching, Effective Grading, and Enhancing the Teaching and Learning Environment for Diverse Classrooms. Hundreds of instructors – both faculty and TAs-- participate in programs annually. Recognition of participation in CTE programs is formalized through Teaching Certificate Programs: dozens of teaching assistants and instructors earn these certificates annually. A comprehensive set of programs offered through CTE,

related units, and the schools and colleges, support the advancement of effective teaching.

- In terms of academic support services, for undergraduates, attention begins early, from the recently revised orientation program, to a set of changes aimed primarily at the first year experiences – the Discovery Program, the move to professional academic advisers, electronic support of advising, enhanced academic support in the classrooms, and activities for under-represented minorities. For graduate students, particular attention has been given to a strong graduate student orientation, and to a Graduate College Career Services Office.

- The Office of Minority Student Affairs administers an Upward Bound program, established in 1966 and one of the oldest in the country. It monitors the progress of selected freshmen, with mentoring and support. LAS hosts several programs for the recruitment, retention, and graduation of historically underrepresented students, including the Access and Achievement Program, and the Transition Program. Engineering runs the Illinois Connections in Engineering (ICE) program that brings at risk students for an intense orientation and remedial instruction. This group outperformed the engineering freshman class. Engineering runs the Women in Engineering (WIE) program for 100 students. The ACES College runs a Young Scholars Program (YSP) for at risk students, with summer orientation and remedial classes, as well as mentoring. The College of Applied Health Sciences offers the Academic Enrichment and Outreach Program (AEOP) for underrepresented groups. The Division of Disability Resources and Educational Services provides support for students with physical and psychological disabilities.

- Other services and programs include: the Writers Workshop that offers free writing consultations for all students, faculty and staff, in four locations on campus; the Illinois Leadership Center, created in 2002, that provides student leadership development in four programs corresponding to the four groups of skills in the Illinois Leadership Model, and serves 1200 students. The Center also offers a Leadership Certificate program, in which the students assemble a portfolio that documents their growth; the Illini Union houses and advises almost 1,150 registered student organizations, and co-sponsors many cultural events. UIUC has one of the largest Greek systems among American universities, serving 6694 students. They have also established five auxiliary organizations to help with cultural issues within the fraternities and sororities. The Counseling Center programs address a wide variety of student issues including suicide prevention, Intergroup Relations, violence, and addressing complex contemporary social issues. In addition there are special initiatives such as the Center on Democracy in a Multiracial Society and the Chancellor's Series on Critical Contemporary Issues.

- Two distinctive initiatives merit comment. First, UIUC makes use of honors programs as a way to attract and challenge especially high-achieving students. A distinctive organizational model has developed. A range of honors programs at the campus level and in the schools and colleges are coordinated through a common "Illinois Honors" system. Each school and college has a college honors program and students are "James Scholars". Students take honors courses and attach honors projects to regular courses through agreements with faculty. Honors projects include research, as well as inquiry-based and service-learning, projects. Civic commitment, leadership activities,

internships, and study abroad are also important elements of honors programs. Students may participate in honors programs at the department level. The Campus Honors Program enrolls 125 Chancellor's Scholars annually and offers an enriched, high-impact curriculum. Students in honors programs are further supported as they approach graduation through assistance with the preparation of competition materials for national and international awards. Combined, these programs provide strong support and an effective learning environment for students most committed to scholarly achievement

- Second, UIUC has a goal to educate leaders for the 21st century through a commitment to enhancing "intercultural, research, creative, and experiential learning opportunities". Among the approaches taken is an effort to broaden international elements of learning and the community. The institution has emphasized, and achieved, high levels of student participation in study abroad. It ranked 7th nationally for the number of students studying abroad, with 2052 students in 2006-07 (all levels, Open Doors). Study abroad is an experience for students across the disciplines, and not just those in majors focusing on foreign language or culture. For example, the participation rate in Agriculture and Business is 50% compared with a total undergraduate participation rate of 27%. Overall, students rate these programs highly for "level of challenge". A 2007 review of study abroad resulted in efforts to strengthen coordination and attend to the health and safety of participants – steps that are already reducing barriers for participation. Within a very diverse array of more than 150 undergraduate majors, 23 are categorized as "Global" and offer students a range of curricular and programmatic pathways to learning about intercultural perspectives. UIUC complements these opportunities by enrolling a student body that has a relatively strong representation of international students: 6.2 percent of undergraduates. Overall, UIUC is in the top five nationally for enrolling international students at all levels (Open Doors), mostly based on graduate and professional enrollments. UIUC's strong commitment to an intercultural experience is evidenced in international elements of the curriculum, the co-curriculum, and the community.

- In terms of physical resources to support learning, the institution provides extensive facilities on a large campus, including classrooms, housing, recreation, and what the institution calls "Public Good Facilities". These include the Krannert Center for the Performing Arts, the University Library, Japan House, and Spurlock Museum, among others that benefit both the university and the local community.

- UIUC is home to one of the world's great libraries, with 11M volumes in the humanities, sciences and social sciences. The collections are the fourth largest held by North American research university libraries. The library has moved heavily into new technology applications including digital preservation and metadata harvesting. The institution laments the inability to maintain library funding on par with peers, leading to space shortages, less than ideal services and inadequate management structures. The self study notes that the management issues have been addressed, and a major initiative to reconfigure services is underway. For example, the physical library of the School of Labor and Employment Relations was reconfigured as a virtual library that has been enthusiastically adopted by the faculty, staff, and students. It has greatly enhanced functionality and service opportunities compared with the physical library. The transformation freed a considerable amount of space within the School that has been repurposed for a range of other uses that includes meeting rooms for activities such as use by prospective employers during recruiting visits.

- The University has given particular attention to IT growth (expanding the number of computer classrooms), the widespread adoption of course management systems, and now a Campus Network upgrade. Students have access to state-of the-art technology and the University was recently ranked, by PC Magazine, as the most wired campus in the US.   An important next step is ensuring that the technology infrastructure is linked as fully as possible to the developing teaching-learning activities. UIUC provides 77 computer classrooms and 301 IT-enabled classrooms across campus. This doubled the capacity of a decade ago. Course management systems (CMS) are used extensively, for organizing, distributing and collecting student work, as well as to facilitate collaborations among students in classes. The institution intends to utilize even more IT infrastructure to encourage more "blended learning" where student learning is more self-directed and supported by access to information and people.

2. **Evidence that one or more specified Core Components need organizational attention.**

- As detailed above, the University shows evidence that assessment is active in the academic units and that currently there is coordination of these efforts from the University's central administration, through the Center for Teaching Excellence. The Center Director reports to the Provost, usually through a Vice Provost. However, the lull in attention from the Provost's Office to student learning assessment in the units between 2000 and 2007 suggests that the University does not have sufficient structures and coordination practices in place to assure that units are supported in their on-going activities, or that the University is in a position to articulate progress and evidence of student learning to external audiences on an ongoing basis. Further, the program review process was cited in the self-study as the mechanism that would institutionalize assessment as an ongoing process. However, the program review guidelines give little attention to student learning issues. In addition, the episodic nature of programs reviews limits the ability of the units to use assessment findings to improve curriculum as part of a continuous quality improvement process. By their own admission, university leaders note that without an institutionalized process, coordination of student learning assessment gets lost in changes in leadership, shifting priorities, and budgetary concerns.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
   None

   Recommendation of the Team
   Criterion is met, no Commission follow-up recommended.
   .

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1.   Evidence that Core Components are met

- UIUC has built a strong and significant intellectual resource in its faculty members, academic professionals, and students. The Strategic Plan and other documents indicate that the institution and administration are strongly committed to excellence in research, scholarship, and creative activity. These documents are broadly disseminated in full, summary, and PowerPoint/web summaries.

- New leadership in the Graduate College is dynamic and insightful and has already developed plans that could significantly benefit graduate education and provide accountability for graduate tuition waivers that would inform and improve institutional planning processes. In addition, there appears to be a strong and synergistic relationship between Graduate Dean and Vice Chancellor for Research that has potential to continue improvement in graduate education and research.

- UIUC provides evidence of its significant investment in a distributed research model, which includes Centers and Institutes with both discipline and college based foci and interdisciplinary efforts such as the Beckman Institute, Institute for Genomic Biology, Materials Science and Coordinated Science Labs. The national reputation of these efforts is one indicator of the positive impact of these investments.

- Despite the economic downturn and reduction in resources, UIUC has prioritized and continued to invest in efforts to support faculty research and foster interdisciplinary research using seed funding, support for preliminary research, bridge and matching funds. The Critical Initiatives in Research and Scholarship (CIRS) is a priority in the Strategic Plan and (apparently) budget allocation. CIRS attempts to foster broad projects between and among disciplines that are not traditionally affiliated and that have the potential for transformative impact on campus. In addition, there are programs to support research, scholarship and creative activity in Humanities [e.g., Humanities Release Time Program and Illinois Program for Research in the Humanities (IPHR)], and in specific Interdisciplinary areas (e.g., Illinois Informatics Initiative (I^3). There also are programs to support research in traditionally higher return arenas such as Health, Science and Engineering (e.g., Division of Biomedical Sciences, the Health and Wellness Initiative).

- Deans appear strong and work together well as a team to develop recommendations related to curriculum and planning. There appears to be an environment of trust and collaboration that can make this group a powerful agent for change if given the opportunity and support to do so. Examples include emerging examples of coordinated academic offerings across colleges, the matrix organization of the College of Medicine with joint appointments of faculty throughout the institution, increasing numbers of undergraduate interdisciplinary programs (Sustainability, Global Studies, etc.), and development of the new Promotion and Tenure guidelines.

- UIUC has built a substantial support network to assist faculty and students in transitioning into successful research careers, and in seeding and supplementing resources in strategic and emerging areas. Prioritization of funding in a challenging

budgetary environment and visibility of these efforts in strategic plans and [apparently] in internal communication with departments, faculty and students, and external constituencies are evidence of this commitment.

- UIUC provides evidence that it has placed a high priority on insuring that all Graduate students, particularly Doctoral candidates, are exposed to research opportunities and complete a significant independent research effort priori to graduation. Entre/Intrapreneurship efforts and Initiatives, Consulting (IBC and OTCR), and start-up support include both faculty and students and [appear] to provide significant breadth and benefit to the research and instructional mission.

- The documents indicate that UIUC has made significant investments in Technology and Economic Development (OVPTED) and Technology Management (OTM) to encourage research and innovation and facilitate economic development that, when successful, can be re-invested in the institutions research mission.

- UIUC has recognized and acknowledged the tension between single faculty discipline-specific research and interdisciplinary efforts, and begun to identify and address cultural and institutional barriers and hindrances.

- UIUC has developed a substantial resource in its Illinois Digital Environment for Access to Learning and Scholarship (IDEALS) to foster scholarly exchange and interaction. IT supports over 35 communities that span a broad range of disciplines and provide access to both UIUC and external communities. Though depth of materials varies across communities (from simple web links to other sites to more robust collections such as the University of Illinois Press), it appears to be a valuable and growing resource for dissemination of new knowledge and creative activity generated by the UIUC community.

- UIUC has made significant effort to develop innovative and successful programs to expose students to educational, research and internship opportunities throughout the state, with an emphasis on larger urban environments such as St. Louis and particularly Chicago, and in international internships and programs.

- UIUC provides evidence of faculty recognition for, and institutional investments in, interdisciplinary degree programs that respond to emerging societal needs, such as the PH. D. in Neuroscience, Professional Science Masters' (PSM), and programs in Nutritional Sciences, Ecology, Evolution and Conservation Biology, systems and Entrepreneurial Engineering and Bioinformatics.

- UIUC has undertaken a significant Campus Network Upgrade project. The planning and implementation of this investment has included substantial monitoring and status reports to disseminate information about the project, and monitor progress.

- The academic units have developed and are using unit assessment plans. These plans include desired student outcomes and measures for assessing whether students are achieving those outcomes. The plans, revised in 2008, are specifically to be used for programs to improve student-learning outcomes. Several examples of

unit assessments presented by the University include the Department of Industrial and Enterprise Systems, Engineering, History, Dance, Special Education, Business, and the School of Social Work. A culture of assessment is promoted campus-wide by a new review process. This should ensure continuous monitoring of assessment activities. The General Education Board Activities, the use of Standardized Tests and Measures, participation in the National Study of Student Engagement, the senior survey, the General Education course survey, and General Education special Assessment Projects (Teagle-Spencer Grant) all contribute to a culture of assessment that lead to improvements in learning.

- UIUC has implemented a substantial effort to provide training and resources related to ethics to faculty and staff members. Included are on-line (30 – 60 min) and classroom-based ethics training/certification program (required annually), a reporting tool to monitor compliance, and substantial web resource provided by the University Ethics Office.

2.   **Evidence that one or more specified Core Components need organizational attention**

- Although UIUC has been innovative in leveraging resources and building collaborations, such as the Great Lakes Consortium for Petascale Computation (GLPC) and Illinois-centered efforts, including the Sustainable Energy and the Environment Initiative, State Geological Survey (ISGS), Natural History Survey (INHS), and State Water Survey (ISWS)] to maximize available funds, there is a significant and growing schism between plans and expectations and the physical and financial resources needed for their realization. Reference is made to strategic efforts to protect the Research Board and Critical Research Initiatives programs, but no detail is given as to how this will be accomplished, what criteria will be used to make these difficult decisions, or how they will be assessed.

- In response to issues identified in the 1999 visit; UIUC implemented a $250 per semester Academic Maintenance Fee in 2006 expected to generate $7.4M per year. Though this is a highly visible and highly impactful activity, the report does not provide sufficient detail about how these funds are prioritized and expended, or how the impact of these monies are assessed, particularly in the highly distributed and weakly coordinated technical and classroom management environment.

- The report identifies and notes a number of surveys, and references the database of student performance, and presentation of on the College/Unit Goals and Metrics (1999 – 2009 with some including 2011 and 2013 targets). The data acquisition process is impressive. The impression is that there are summative assessment efforts but the report does not appear to delineate how the data are used in formative efforts to guide in-process efforts and strategic investments (in curricula, student support, research, etc. For example, the Strategic Initiative Reports noted "will be posted as they are developed," but are not evident on the web page.

- There is a gap in the leadership in promoting and coordinating the efforts of the interdisciplinary research units. Initial efforts to build a group of these area directors have not been successful. It is highly recommended that the institution identify top senior leadership to begin these discussions and act as a champion for these efforts internally, and to external constituencies for development and other efforts to obtain funding.

- The report outlines declining resources (mid-year rescissions of $34M in FY 02, $34M in FY03, $29M in FY 03, and $12.3M in FY 04, and reductions of $40M in FY 03 and $58M in FY 04 with a small funding increase ($12.7M) in FY 07) while attempting to support a significant research and instructional agenda. The high deferred maintenance and increasingly competitive research and development environments add additional strain to financial resources available to support the core mission. Currently, about 6 ½% of the institutions budget is reliant on federal stimulus funding, and yet it appears that the institution has not accepted the reality of the current budget challenges that will escalate further as required maintenance and other "back fill" spending is required and the gap between aspirations and resources continues to grow. Efforts to continue to build and reallocate indirect cost revenue do not appear adequate to address these issues and continued reliance on this model appear to restrict exploration of other potentially more realistic options.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
   None

Recommendation of the Team
Criterion is met, no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. **Evidence that Core Components are met**

- The University of Illinois at Urbana-Champaign embodies its land-grant mission in many ways, but especially by sustaining its highly regarded extension program in both traditional and innovative ways to promote outreach. This work includes special efforts to reach not only rural areas but also inner city Chicago and other urban settings, notably in East St. Louis. University of Illinois Extension is making extensive and effective use of use of e-learning tools to expand its reach, and is achieving very good results across the state, as well as nationally and globally. This work informs much of UIUC's agenda for improvement in research and teaching.

- UIUC Continuing Education has been active in promoting outreach education since 1933. Building on that tradition, the campus has been active in promoting efforts to build on traditional models for delivery of instruction by applying online methods to teaching for more than a decade. The colleges and many of the departments exhibit strong commitments to improve outreach, most in collaboration with Continuing Education, as they promote innovations in teaching and seek to share the benefits of their scholarly work to society.

- To affirm the university's commitment to outreach, the provost appointed a committee to review the campus promotion and tenure process, in conjunction with faculty governance, to better recognize and reward interdisciplinary work, translational

research, and public engagement. The committee's recommendations have been adopted and are being put into effect during the current academic year.

- In December 2008, The UIUC was selected for the Carnegie Community Engagement Classification. To achieve this classification, an institution is required to document much of its engagement activity and report on its impact and sustainability. This notable achievement is indicative of UIUC's commitment to engagement and service at the highest levels of quality.

- There are many specific examples of both traditional and newer and creative efforts by UIUC to reach out to the local community, the state, and beyond. Some examples of successful work in the traditional sphere are: multiple levels of engagement with the public schools in Urbana and Champaign, several types of collaboration with Parkland Community College and other community colleges in Illinois, alongside the work of the Illinois State Geological Survey (ISGS), Illinois Natural History Survey (INHS), and the Illinois State Water Survey (ISWS). Newer examples include: the Illinois Informatics Initiative, Integrated Sciences for Health Initiative, Illinois Sustainable Energy and the Environment Initiative, the Institute of Natural Resources Sustainability (INRS), and Parkland Pathways.

2. **Evidence that one or more specified Core Components need organizational attention**

- To optimize the resources available to UIUC for engagement a task force was created in 2006 to examine the state of engagement by the campus with its many constituencies. That task force observed *"The University includes a wealth of engagement activities – literally thousands of projects, dozens of university offices, and an unknown number of courses – many of them exemplary, but disparate and largely uncoordinated."* Furthermore, the group identified nine guiding principles to guide future engagement activities. The team encourages the university to continue to act on the recommendations of this thoughtful report.

- Recently, the campus has reviewed possible scenarios for applications of e-earning following the recently discontinuation of the Global Campus initiative that was developed by the University of Illinois central administration. The report provides a good foundation for the UIUC campus to implement an e-learning agenda in a way that will be useful for all constituencies.

- While the strength of UIUC's decentralized approach and success in engagement and outreach is recognized, UIUC has only in recent years renewed an effort to develop appropriate central coordination and leadership. The balance sought is intended to sustain innovation and initiative by individual faculty, departments and the colleges, while promoting more efficient use of limited resources and extension of collaborative and interdisciplinary opportunities.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None

4. **Evidence that one or more specified Core Components are not met and require**

Commission follow-up. (Sanction or adverse action may be warranted.)
None

Recommendation of the Team
Criterion is met, no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status   No change

B. Nature of Organization

   1. **Legal status**   No change
   2. **Degrees awarded**   No change

C. Conditions of Affiliation

   1. **Stipulation on affiliation status**   No change
   2. **Approval of degree sites**   No change
   3. **Approval of distance education degree**   No change
   4. **Reports required**
A progress report should be submitted to the HLC by July 30, 2011 that provides information on admissions practices and decisions for the classes admitted in 2009-10 and 2010-11.

Rationale:
The exposure of questionable practices, influences and decisions in the university admissions processes calls into question institutional integrity and control concerning the admissions process. The University created a task force to address changes in current policies, processes and the assignment of decision making responsibilities to address previously identified externally-influenced practices. It will be critical for Illinois to put in place important checks and balances in the admissions process, such as a firewall between the admissions office and higher leadership and trustees, in order to restore institutional integrity. In addition, the ability of legislators to grant scholarships (theoretically only after students have been selected for admission) has the potential to influence and compromise the admissions process again in the future.

   5. **Visits required**   None
   6. **Organization change request**   None

D. Commission Sanction or Adverse Action None

E. Summary of Commission Review
The team recommends continued accreditation for the University of Illinois at Urbana-Champaign. Next comprehensive visit: 2019-20.

Rationale for recommendation:

The University of Illinois—Urbana-Champaign meets all of the criteria for continued accreditation. The University has an appropriate mission, operates with integrity, has appropriate and well functioning governance and administrative structures, effectively plans for its future, maintains an adequate resource base, evaluates its activities in ways that facilitate continuous improvement, values and supports effective teaching, adequately

assesses student learning, offers effective learning environments, supports scholarship and creative activities, and engages and serves its communities in mutually beneficial ways.

WORKSHEET ON
Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:
Admissions Web Site (including information for transfer students)
E-Learning Report on Policies to Verify Student Identity
Financial Aid Program Review Report from U.S. Dept. Education (including policies to document satisfactory academic progress and attendance)
Graduate Catalog
Report of Student Complaints
Report on Student Loan Default Rates from Student Financial Aid
Solicitation of Third-Party Comment Web Site and Copies of Newspaper Advertisements
Student Right-To-Know Web Site
Tuition Information on Web Site
Undergraduate Catalog
Viewbook and Other Recruitment Materials

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance.
Comments: Credits and program length are within the range of good practice currently in higher education in the United States. Tuition is set consistently across programs except in instances where such differential charges are justified in terms of program expenses.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance.
Comments: UIUC has explained its process for addressing student complaints and has summarized the number, type, and resolution of complaints received.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance.
Comments: Transfer policies are appropriately disclosed to students and the public through web sites and printed documents from the Office of Admissions.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.
Comments: Students in distance courses use a secure log-in and password combination to authenticate identity. Several programs have arrangements with local community colleges or test centers to conduct proctored exams. The Office of Academic Outreach is piloting an effort to develop a set of challenge-and-response questions to verify identity.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.
Comments: Title IV responsibilities have been appropriately addressed generally as well as in terms of financial requirements, student loan default rates, campus crime and consumer information, satisfactory academic progress and attendance policies, and contractual relationships. UIUC had a student loan default rate of 1.1% in 2006, a rate significantly below the national default rate of 5.2%.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.
Comments: The campus discloses timely and accurate information about its relationship with the Higher Learning Commission as well as with specialized accrediting agencies.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

The team has reviewed this component of federal compliance.
Comments: The campus discloses timely and accurate information about its relationship with specialized accrediting agencies and the Illinois Board of Higher Education. It does not have a presence in other states that requires relationships with other state higher education governing or coordinating bodies.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.*

The team has reviewed this component of federal compliance.
Comments: Notification of the evaluation visit and solicitation of third-party comments were made through the institution's web site as well as through local and regional newspapers. Only two third party comments were received, one of which was extremely positive. The team agrees that the other comment concerning inclusiveness of the campus ROTC programs has been addressed within the scope of the authority of the campus.

<u>**ADVANCEMENT SECTION**</u>

REPORT OF A COMPREHENSIVE EVALUATION VISIT TO

THE UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

Champaign, IL

October 11-14, 2009

For The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM
Dr. William E. Knight, Associate Vice Provost for Planning and Accountability, Bowling Green State University, Bowling Green, OH, 43403, Chair

Dr. Randy Smith, Vice Provost for Academic Programs, Ohio State University, Columbus, OH, 43210, Co-Chair

Dr. Margaret Bloom, Vice Provost, Marquette University, Milwaukee, WI, 53201

Dr. Gera C. Burton, Associate Director, CDIS, University of Missouri-Columbia, MO 65211

Dr. William J. Crowe, Special Assistant to the Dean of Libraries, University of Kansas, Lawrence, KS, 66605

Dr. Bruce Fox, Professor, Forest Management, Northern Arizona University, Flagstaff, AZ, 86011

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Dr. Jocelyn L. Milner, Associate Provost and Director of Academic Planning and Analysis, University of Wisconsin-Madison, Madison, WI, 53706

Dr. Mark A. Pagano, Dean, Continuing Education and Conferences and Professor of Mechanical Engineering Technology, Purdue University, West Lafayette, IN, 47907

Dr. Jeremy Rowe, Director of Research Opportunity Identification and Development, Arizona State University, Tempe, AZ, 85287

Dr. Marlene Strathe, Provost and Senior Vice President, Oklahoma State University, Stillwater, OK, 74078

Dr. Ben A. van der Pluijm, Professor and Senior Counselor to the Provost, University of Michigan, Ann Arbor, MI, 48109

Dr. George E. Walker, Senior Vice President for Research and Dean of the Graduate School, Florida International University, Miami, FL, 33199

Contents

I.   **OVERALL OBSERVATIONS ABOUT THE ORGANIZATION**

UIUC has built one of the great public universities in America, with 37 of its programs ranked in the top 5 nationally. The institution's intellectual impact has been impressive, with faculty and alumni making significant contributions as recognized by peers and in professional and academic awards, including National Academy status, Nobel, and Pulitzer prizes. UIUC has been recognized as a pioneer and national leader in interdisciplinary research and its research excellence in areas such as the Beckman Institute, and National Center for Supercomputing Applications (*NCSA*). UIUC has invested heavily in maintaining its reputation in these areas and leveraged resources available during heady and difficult economic times.   It has successfully weathered many of the challenges of contemporary American higher education.

Given these challenges, however, UIUC faces challenges transitioning from being in a long-term growth pattern to accommodate a potentially reduced resource base, and "right size" the institution. A second significant challenge is organization/ coordination within a highly decentralized structure. Coordinating and maintaining the excellence of the flagship programs while improving the overall institution is further complicated by the dire condition of campus facilities and inadequate resources to support current plans for growth.

Public perception of the institution has been damaged by the 2009 admissions scandal and the resulting administrative transitions and replacements. Continued mishandling of the issue of the diversity and lack of replacement of the University mascot has fostered a climate of mistrust of university administration. Issues of low graduate student salaries, representation of Academic Professionals in governance, the huge negative impact of deferred maintenance on campus facilities, and immature assessment environment are other examples of lapses in administrative leadership that have significant negative impact on the institution and create significant challenges for its future development.

II.   **CONSULTATIONS OF THE TEAM**

ASSESSMENT AND ADVISING

There is evidence that ongoing efforts at student learning outcomes assessment are in need of more central coordination. At least two approaches might be taken.

First, someone within the Office of Academic Affairs could be appointed/assigned this responsibility in a more focused way - that does not occur now One reason that the strategic planning efforts have been so successful is that a designated individual in the Provost's office has guided these efforts. This same approach of indentifying one individual to have the responsibility and commensurate resources to coordinate the learning assessment efforts is necessary to help ensure the efficient and effect sharing of results, processes, and the development of a set of "Best Management Practices" to facilitate the process. Such a designation can give the process a seriousness of purpose and continuity that can ensure that routine updates and conversations occur in a way that could, and need to, supplement the proposed use of program review.

Second, the group of unit assessment coordinators could become an assessment council that could, over time, provide an important vehicle for coordination across units by providing a regular venue for discussions and projects focused on assessment and evidence of student learning. The General Education Board, currently active in general education oversight and review, could be empowered to play this coordinating role for assessment of undergraduate learning. The University is discussing the link between general education and undergraduate programs. With its direct connection to the Faculty

Senate, and to the Office of Academic Affairs, this group brings the important constituencies responsible for student learning outcomes together on a continuing basis.

Given that a new round of academic program review is set to begin relatively soon, with new program review guidelines in place, there is an opportunity to embed student learning outcomes assessment within it. Any section of the review focusing on academic programs (at all levels) could seek specification of the learning goals/objectives for the program(s), what results from ongoing assessments are revealing about learning in the program, and examples of how assessment information is being used for programmatic revision. In this way, over time, student learning outcomes assessment would become integrated into the culture of the university.

The institution should consider making information about assessment processes and findings available to the campus community through much more robust use of a web site and web-based communication. It was clear that individuals responsible for student learning assessment at the local academic unit level need and want information and an ongoing dialogue to help them with the assessment process. No one model fits all units, but knowledge of best practices and interactions across campus on what is working can help individual units develop their own approach.

Over the past decade UIUC has shifted towards using professional advisors. This is seen by advising professionals and those involved with general studies and with general education as a positive move. The University would benefit from continued attention to academic advising. Along with the inevitable curricular changes, training for advisors is a substantial challenge. The University, and the units that advise undergraduates, may find it necessary to give extensive attention to the training and professional development of academic advisors.

CAMPUS LEADERSHIP

The team visited the campus at a time when a much publicized admissions scandal had forced a crisis at the highest levels of campus leadership. Unrelated to the crisis, an exceptionally capable Provost had recently left for a Chancellor position at another major research university. The admissions issue itself led to the appointment of a high level state commission, appointed by the Governor. This commission held hearings over the summer and, in August, released a report highly critical of the Board of Trustees, the President, and the Chancellor. Since then, the Board of Trustees has been nearly completely replaced, the President has resigned, and the Chancellor has resigned. The new Board promises to be far superior to the one it replaced. The interim President is an academic leader of great distinction who had been President of the University some years before. The interim Chancellor/Provost had been a highly successful Dean of the College of ACES, and clearly has strong support across the campus for the leadership he will provide.

The administrative crisis brought on by the admissions scandal, however, does continue to have implications for leadership on campus, and brings into prominence several issues that will require strong leadership at the highest levels. The admissions crisis brought institutional integrity publicly into question, and it is imperative that the University develop and abide by admissions practices of the highest order of integrity. It is crucial that the University develop safeguards against excessive influences of outside forces in such areas as admissions and scholarships. Both campus leaders and members of the Board of Trustees must work to re-establish relations appropriate to the proper role of the Board.

There have been, of course, many instances of strong leadership since the last HLC review, particularly in the academic and research areas, such as the creation of the Institute for Genomic Biology, with the funding stream from BP to explore bio-energy options; the NSF grant that has enabled the collaboration among Illinois, NSF, and IBM

to build Blue Waters at Illinois, the most powerful computer on any campus in the world; the continued development of the Research Park, a much improved campus town, and a new I-Hotel and Conference Center; the development of a robust strategic planning process.

Before accepting a position elsewhere, Provost Katehi, working closely with the Council of Deans, had began to address serious funding issues brought on by long-term erosion of state funding. The rapid loss of the entire senior administrative leadership team, however, came at time when all state universities were forced to deal rapidly and decisively with financial difficulties related to a deep international recession. Although the campus had improved its financial situation somewhat over the past few years, it struggled through this crucial transition period to put measures in place that can respond strategically to losses of state funding, to the need to reallocate resources, to the long-term issue of deferred maintenance, and to the possible elimination of some programs and services.

The team appreciated its opportunity for a very frank discussion with the Interim University of Illinois President during which all of these concerns were discussed. The Interim President is clearly aware of these issues, both the need for new chief officers and the pressing issues that resulted from lack of strong leadership. He has plans for addressing the immediate issues in the short term as well as for developing the profiles of a new campus Chancellor and Provost. The team advises that the Interim President and his administrative team must aggressively begin to address obtaining strong and effective campus leadership. It is also apparent to the team that the media attention around the admissions issue, the Board of Trustees, and the resignations of the UI President and the UIUC Chancellor will spur effective solutions to these concerns and appointment of effective leaders.

Given this context, the team discussed at length whether additional Commission action would benefit UIUC. The team was unanimous in concluding that UIUC's interim leadership team well understood that effective leadership was a primary concern for advancing the University and that the interim leadership team and the current Board would be able to address these pressing issues. Consequently, the team advises that this range of issues be addressed and that the UI interim president and the Board include these issues in planning for the future.

DEFERRED MAINTENANCE

While the campus recognizes its deferred maintenance problem, it has not found a way to adequately resolve it through its planning and budgeting process. It may be time to take direct action. One approach would be to supplement the work of the Capital Planning group with respect to identifying buildings to take "off-line" and to look at the possibility of reducing the footprint of the university without negatively affecting its unique character. The architecture program in the College of Fine and Applied Arts could provide a valuable resource for these efforts.

DISTANCE EDUCATION

Although there are exceptional online and distance education programs such as the Graduate School of Library and Information Science, Education, and emerging eLearning initiative, overall institutional programs are uneven and significant investments in the Global Campus have further strained intellectual and physical resources in this area.

Emerging leadership in eLearning has now included faculty and is taking a broader, research-based perspective in developing on-line and distance education. A focus on learning outcomes, and assessment has the potential to radically improve and extend

educational opportunities provided by the institution.

Registration and student support for on-line and distance education have maintained legacy policies, procedures and systems that sometimes provide unnecessary barriers to students who need to be assessed and addressed to insure the success of emerging eLearning.

Failure to include and engage faculty in the development and implementation of the Global Campus appears to be both a significant reason for its failure and cause of a substantial loss of personal and financial resources that could have been better invested with better planning. It appears that the new E-Learning activities have learned from this process and are more faculty-driven.

The campus should consider a review of the funding model for support of e-learning through the Office of Continuing Education. This could promote better coordination among the colleges with that office in order to promote efficiency and more collaboration in development of e-learning both for residential students and those at a distance.

In addition to its graduate degree and certificate programs, UIUC has a unique opportunity to develop a set of innovative, interdisciplinary, online degree completion opportunities by building on the institution's well-established partnerships with community colleges in Illinois. In order to maintain academic integrity for all online offerings, adequate funding will need to be allotted to respond to increasing demands for instructional design, faculty development, and student support services. This will necessitate improved curriculum planning and coordination as the campus integrates effective learning technologies and assessment measures for students both on and off-campus.

DIVERSITY AND CAMPUS CLIMATE

The University has done much to address diversity and campus climate. Many of the efforts are outlined in documents such as the Project 2012 Transforming Illinois: Re-envisioning Diversity and Inclusion and some of the actions taken are included in the report to the HLC in response to the April 2004 focused visit.   Further, the Self-study reports significant increases in underrepresented students (5.6%), faculty of color (91.3%) and academic professionals (42.9%). Positions, such as the Associate Vice President for Student Affair/Intercultural Relations, have been added to enhance diversity efforts. The Division of Student Affairs, in particular, has taken significant efforts to address campus climate. For example, in January 2009 the Student Affairs Diversity Training and Programs Committee was convened.   The Committee was charged with determining the need for a training program and identifying targets for diversity education; identifying best practices; developing programs and modules to be piloted in 2009-2010; and developing methods for assessment of the programs. The final report was submitted in June 20, 2009. Some of the recommendations are currently being implemented. A significant step was taken by the Chancellor's Office in providing tenure-track positions to the ethnic studies programs, which will soon achieve departmental status.

In spite of all these efforts some challenges remain. The number of African American students has leveled off. Additional efforts will need to be instituted to increase the number of African Americans students enrolling in the University. Additionally, some students, faculty and staff feel that the University is not being aggressive enough in addressing diversity issues. The issue with the Chief is used as an example of the institution taking too long to address important issues and not taking advantage of opportunities to promote constructive dialogue.

It appears to the members of the team that many of the efforts put forth by the University are not being recognized by some students, faculty and staff. It is recommended that the administration institute additional communication efforts to reach the groups raising concerns. One recommendation is that administrative staff members seek out and meet with small groups of affected students and staff and work at gaining their trust, advice, and recommendations. It is also recommended that they take advantage of the many alumni of color who love the University to help carry the message.

The University should be commended for its efforts in implementing new initiatives to increase diversity and improve the institutional climate for under-represented individuals and now needs to communicate and coordinate those efforts to those most impacted.

GOVERNANCE

More than 4,000 employees are in the "Academic Professional" category. This group represents individuals who hold a variety of appointments from those in near-faculty roles to those in academic administration. They are represented by the Council of Academic Professionals (CAP). The Academic Professionals have been seeking and negotiating for the right to have formal representation in the Academic Senate for several years. The Academic Senate includes 200 faculty representatives and 50 student representatives. CAP has proposed that eight voting members from the AP be added to the Academic Senate. Faculty members report concern that not all Academic Professionals are active in academic missions and consequently shouldn't be voting in the academic senate. On the other hand, members of this group, who outnumber faculty by about 2 to 1, are researchers, instructors, advisors, and extension staff who amplify the academic work of the University and enable excellence of the academic life of the university. A substantial concern of the Academic Professionals is that they do not have representation on the Academic Senate, although the Senate controls language that influences the terms of employment for Academic Professionals. Academic Professionals are represented on many Senate committees. However their absence from the Academic Senate, the formal governance structure of the university, given their contributions and the substantial representation by the faculty seems an oversight that should be given attention. This is an issue that has lingered too long. The University should work to resolve the governance status of the Academic Professionals in a way that honors their vital contributions to the success of the University.

Strategic planning efforts at the institution included departments, units and centers, but apparently did not include the Faculty Senate. The lack of inclusion of the Faculty Senate in these planning efforts is a significant oversight and should be corrected in future planning efforts.

The Board of Trustees can significantly improve its value to the institution by providing high level guidance and asking the tough and insightful questions needed to drive the restructuring, reshaping and "right sizing" of the institution. Providing a high level of tactical and strategic advice without becoming involved in small issues and micro management will determine the success of such efforts.

A strength of campus governance is the current structure of the dean's council, which in recent years was transformed into a strong body of leadership for change, and recognized as a vital brain trust of university leadership. The deans produced more than two dozen white papers focused on key issues facing the university in the strategic planning process and those documents continue to be a deep well of thinking for moving forward strategically. The power of this approach as a coordinating force in a decentralized university will help UIUC deal with a series of challenges that are on the horizon. It is a structure that has the potential to become a strength and hallmark of UIUC leadership. It is clear that the deans, individually and collectively, support and appreciate the Council of Deans format. If this approach is nurtured further, it could

provide an important foundation for the important discussions and decisions (e-learning, next steps in interdisciplinary work) that will need to be made in the years ahead. Deans are important actors in the University administration and all efforts to encourage routine interaction/dialogue – among themselves and with the Provost's staff – at times when difficult decisions need to be made, are needed. Similarly, consideration could be given to periodic gatherings of all department heads/chairpersons. They play a pivotal role in a university – the bridge between the faculty/staff/students in their units and the central administration, from deans up. This approach allows them to learn directly (through updates) about ongoing university initiatives, or to have more in depth discussions about specific initiatives that will have a direct affect on them. This activity occurs at peer institutions of similar, and larger, size and UIUC might want to interact with peer institutions to review ongoing approaches.

PROGRAM REVIEW

A new program review process has been in development for the past few years. The goal is to implement it in the near future. This process could have important implications for many of the ongoing initiatives related, for example, to strategic planning and student learning outcomes assessment. UIUC might want to interact with other peer institutions (perhaps first within the CIC) that have themselves recently been developing or reviewing existing program review processes. Of particular interest is the extent to which the process can be developed, and seen, as a partnership between and among the academic unit being reviewed, the Dean, and the Provost, rather than a process that is too decentralized or too top-down, extremes that could limit its effectiveness. In addition, whatever plan of action emerges for each unit at the end of the process, how will those steps routinely be reviewed by the Head and the Dean, and then by the Dean and the Provost, can be specified.

PUBLIC ENGAGEMENT

The leadership and coordinating role of the Office of Vice Chancellor for Public Engagement is developing under interim leadership. UIUC should look closely at the future of this office to promote a better balance between the highly decentralized approach to outreach and engagement to achieve more efficiencies and expand on opportunities for faculty and units to develop even more collaborative relationships.

The University has a powerful opportunity to identify external spokespersons, including representatives of minority communities, to assist in carrying its message of excellence, engagement, and service to both internal and external communities. This would augment existing university development and outreach efforts, would assist in student recruitment, and could assist in improving the climate for under-represented individuals within the institution.

RESEARCH

UIUC's current 8 Title VI centers (and its efforts to obtain a 9th) are impressive and would cement its position as the national leader in interdisciplinary research. This will continue to provide a rich educational opportunity for UIUC students.

UIUC can significantly improve the "story" it tells to internal and particularly external constituencies. It has a substantial resource and reputation in areas such as Beckman and Graduate School of Library and Information Science that can be leveraged to build support and acquire human and financial resources for the institution.

Resources available for start-up and seeding new research initiatives are drying up as IDC funds are being reallocated and used for other investments. Application is also inconsistent across units, which will likely further erode as other issues, such as deferred

maintenance and business park support increase competition for these funds. The institution needs to identify and maintain an appropriate balance of central resources for research investment, and those resources distributed to the colleges and schools.

Positioning of the Vice President for Technology and Economic Development Transfer (TED) under the President at the System level has been identified as problematic. Current plans for this position to function at the Campus level are encouraged, and will likely enhance its relationship and interaction with faculty.

The Team has heard that 70 % of graduate students are included in current graduate student fee waivers. This policy poses a significant cost to the institution (estimates of up to $70M per year). Raising the threshold for the waivers, and creating a process to monitor, plan, and account for these expenses earlier in the proposal approval process has been recommended and is highly encouraged.

UIUC has done an exceptional job of compliance for research activities with very limited resources reallocated from indirect cost recovery. It is unlikely that compliance can be maintained without a conscious and consistent central investment in research support (Compliance, facilities maintenance, seed funding, etc.). Compliance breaches have the potential to hamper research funding and would be another significant blow (in addition to the admissions scandal) to the institution's reputation.

Unit accountability for power cost is an excellent first step in the process of better understanding, planning and supporting the true cost to the institution of conducting research. These efforts should be supported, encouraged, and expanded.

Interdisciplinary centers are a significant untapped resource for development efforts targeting research to obtain external support. If correctly positioned and promoted, these efforts are synergistic and complimentary to traditional academic development/advancement activities and could provide a significant additional resource to support university research.

A substantial undergraduate research activity has evolved organically and become highly successful despite lack of structure and coordination. Scaling and continuing to grow this effort will likely require dedicated resources and institutional coordination and promotion to continue to mature. If this can be done in a manner that does not negatively impact current efforts and increases undergraduate research exposure above the current level of 50% it will provide a significant recruitment benefit for undergraduate students, continue to foster interdisciplinary research opportunities, and for retention of the best students into UIUC Graduate programs.

The Grand Challenges identified by the Vice Chancellor for Research are a valuable tool for guiding interdisciplinary research and in future efforts to restructure the university curricula.

Efforts to improve IRB function and address increasing complexity and demand by adding an IRB specifically addressing Biomedical research are laudable and should be supported.

STRATEGIC PLANNING AND BUDGETING

As noted in the assurance section, the University has evolved a strong, ongoing strategic planning process. It is puzzling therefore that the annual reduction of state funds over the past seven years has not been directly incorporated or a budgeting strategy developed. Given the expectation of continued state budget reductions for the foreseeable future, the University would be well served to develop a comprehensive plan that would allow it to function efficiently with smaller budgets. Such a plan would include a variety of strategies such as criteria for indentifying and protect priority programs and

core services as well as identifying those services and activities that could be reduced or eliminated.

Senior leadership needs to develop and implement a comprehensive approach to match activities to budget realities. All stakeholders need to be engaged in this process and it must be conducted in as transparent manner as possible. Basic metrics for decision making need to be crafted, vetted, and agreed upon. Senior leadership must then begin the process to analyze the operations of the university so that the depth and breadth of university activities match with realistic budget projections. The early and substantive involvement of the Deans' Council, department chairs and heads, the Academic Professional Council, staff, and the Faculty Senate are critical to the success of this process.

UIUC leaders mentioned that the need for right-sizing may be on the horizon. There are strong data systems in place at the University to support such efforts. Principles commonly used in such efforts are centrality to mission, program quality, cost and cost-effectiveness, student demand, faculty support, and importance to external stakeholders. Strong planning processes are the core for priority setting and determining mission congruence. Depend on those processes to make hard decisions.   In addition, the implementation of processes that are focused on documenting program quality and areas of strength, such as program review, would help in making those decisions.

TRANSFER STUDENTS

The University has had a pattern of focusing admissions and enrollment on new freshmen. A recent transition to increasing transfer enrollments is a valuable direction because transfer students, even those in the 18-22 year-old demographic, can enrich the culture of the freshman class. Transfers bring a range of experience that broadens the variety of the student experience. In addition, transfer students tend to have more complex developmental and academic needs; planning for those increases, as UIUC seems to be doing, is important.   Programs that require freshmen admissions may be effectively closed to transfer admissions and that should be made clear to potential transfer students.

TRANSPARENCY AND COMMUNICATION

A strong impression left by the site visit and the review is that although the offices of the Provost and Chancellor strive to be transparent, the experience of the faculty, staff, and students is often that information is not shared openly. This observation is based on conversations and meetings during the site visit. Individuals reported being under-informed about a number of topics; examples include the admissions scandal, the budget situation, and news about the University's response to incidents that had or appeared to have had racial components. The students expressed a deep desire to be heard by campus leadership. The University might consider re-visiting some patterns of communication, especially with students, and imagine whether a new strategy of openness using a wide variety of communication methods – web, email, and most importantly face-to-face meetings and listening sessions - might be a way to advance on any number of controversial issues. While the effort would undoubtedly be substantial, the potential benefit is also substantial - the opportunity to build a better informed and more mutually sympathetic community culture worthy of a great learning institution.

An example of an area in which transparency and communication can be improved is student housing. Some students hold a misconception that university housing for undergraduates is segregated along lines of heritage. Analysis of the distribution of students in housing and a review of processes demonstrates that race-based assignments are not being made. However, at least some students hold the belief that housing is segregated. This is a damaging situation and university leaders are urged to

take action that will better educate students about the method of housing assignments and implement a process that is much harder for students to misinterpret.

UNIVERSITY LIBRARIES

The UIUC Library should complete its review of new service models, completing the active dialogue that has been underway with faculty members, and move ahead to adopt changes that reflect contemporary best practice in service delivery.

UIUC should move rapidly to remedy the critical failings of the main library building. The current physical environment in the library risks loss of the investments of decades in the building of pre-eminent collections of research materials. Improving the collections environment to prevent deterioration and loss, and improving access to stacks for handicapped individuals are of paramount importance to the future vitality of teaching and learning at UIUC and to the work of scholars across the world.

The UIUC Library should accelerate its work to adapt policies and procedures to support transitions to e-learning. This should include securing authority from the University to provide access to scholarly databases and other manifestations of electronic information by direct purchase or lease, without recourse to procedures typically required for the acquisition/purchase of other goods and services that have delayed access and slowed eLearning initiative development.

III.   RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The team wishes to conclude by recognizing and commending UIUC for

- its status as a world-class leader in research, teaching, and engagement
- providing an outstanding experience for undergraduate students within a premier research and graduate education environment
- its strong strategic planning process, undergirded by an outstanding IR function, which, while still largely new, has the potential to distinguish the University
- its strong focus upon interdisciplinary activities, especially related to research
- progress on the Brilliant Futures Campaign by reaching milestones on an accelerated timeline despite the economic downturn is an excellent signal of constituency support for UIUC

INSTITUTION and STATE: : University of Illinois at Urbana-Champaign, IL

TYPE OF REVIEW *(from ESS)***:** Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)***:**

DATES OF REVIEW: 10/12/09 - 10/14/09

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: B, M, S, D, 1st Prof

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Out-of-state offerings are limited to courses at various sites.

TEAM RECOMMENDATION: nc

APPROVAL OF NEW DEGREE SITES: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state. Programs offered at international sites are limited to the Executive MBA at the University of Warsaw, Poland and graduate courses in Management Studies and Human Resources Development at the Lublin University of Technology, Poland.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: No prior Commission approval required.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None
TEAM RECOMMENDATION: Progress Report on Admissions Processes due by July 31, 2011

OTHER VISITS REQUIRED: None
TEAM RECOMMENDATION: nc

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1999 - 2000

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2009 - 2010

TEAM RECOMMENDATION: 2019-20

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Illinois at Urbana-Champaign, IL

TYPE OF REVIEW *(from ESS)***:** *)***:** Continued Accreditation

_x__ No change to Organization Profile

Educational Programs

	Program Distribution	**Recommended Change (+ or -)**
Programs leading to Undergraduate		
Associate	0	
Bachelors	121	
Programs leading to Graduate		
Masters	143	
Specialist	7	
First Professional	2	
Doctoral	95	

Off-Campus Activities

In-State:	Present Activity:	**Recommended Change: (+ or -)**
Campuses:	None	
Sites:	Chicago (Illini Center and Chicago Public Schools) ; Chicago (West Side Technical Institute of Richard J. Daley College) ; Decatur (Richland Community College) ; Decatur (Tate and Lyle, PLC) ; Glencoe (Chicago Botanic Garden) ; Grayslake (Lake County Unit) ; Joliet (Joliet Junior College) ; Lisle (Morton Arboretum) ; Malta (Kishwaukee College) ; Oak Brook (Multi-University Center) ; Springfield (Sangamon County Office) ; Ullin (Shawnee Community College)	
Course Locations:	4	

Out-of-State:	Present Wording:	**Recommended Change: (+ or -)**
Campuses:	None	
Sites:	None	

	Course Locations:	Washington, DC (Phillips Museum)	
Out-of-USA:		**Present Wording:**	**Recommended Change: (+ or -)**
	Campuses:	None	
	Sites:	Warsaw, Poland (University of Warsaw) ; Singapore, Singapore (Singapore)	
	Course Locations:	Lublin, Poland (Human Resources Education Management Prg)	

Distance Education Certificate and Degree Offerings:

Present Offerings:

Business Management for Engineers (BME) Graduate Certificate Program offered via Internet; Certificate in French Online Translation offered via Internet; Certificate in Global Labor Studies offered via Internet; Certificate of Completion - O'Reilly School of Technology programs offered via Internet; Certificate of Completion in Computer Science offered via Internet; Certificate of Development in Dairy Science offered via Internet; Certificate of Professional Development in Crop Sciences offered via Internet; Certificate of Professional Development in Horticulture offered via Internet; Certificate of Strategic Technology Mgmt offered via Internet; Certificate of Systems Engineering offered via Internet; Ed.M. Educ Pol St (Global Studies, Diversity & Equity Issues, New Learning & New offered via Internet; Ed.M. Human Resources Education (CCTL) offered via Internet; Ed.M. Human Resources Education (GHRD) offered via Internet; Ed.M. in Educational Organization and Leadership (Ed Leadership & Policy) offered via Internet; Ed.M. in Educational Psychology (CTER) offered via Internet; Global Campus: Ed.M. in Human Resources Education (e-learning) offered via Internet; Global Campus: Graduate Certificate in Foundations of E-Learning offered via Internet; Global Campus: Graduate Certificate in Management of E-Learning offered via Internet; Global Campus: MS in Recreation, Sport,& Tourism offered via Internet; Graduate Certificate in Community College Teaching & Learning offered via Internet; Graduate professional development certificate in Materials offered via Internet; Graduate professional development certificate in Materials Failure Analysis offered via Internet; Graduate Professional Devlpt Certificate in Environmental and Water Resources offered via Internet; M.S. and C.A.S. in Library & Information Science offered via Internet; M.S. in Agricultural Education offered via Internet; M.S. in Mechanical Engineering offered via Internet; Master of Computer Science offered via Internet; NetMath Certificate of Professional Development in Applied Mathematics offered via Internet

Recommended Change:
(+ or -)